Riding Freedom

You’re Hired!
Authors use personification to help readers see, feel, and hear what is being described and give color to the description. Answer the questions below about personification in “Riding Freedom.”

Reread page 480. Find an example of personification. List it below.

What nonliving thing is the author describing? What human characteristics does the author give to it?

How does the author’s use of personification help you better see, feel, or sense the object? How does it help you understand it?
Imagine that Charley asks James to write a job recommendation for a driving position with a new company. Follow the steps below to help James write the recommendation.

- Reread pages 478–483.
- Think about Charley/Charlotte's performance. In what difficult circumstances did Charlotte find herself? How did she still manage to do her job? Include personification to describe how Charley prevailed.

I recommend Charley for the coach driver job. She is an excellent driver and showed great skill when she …
Figurative Language

Figurative language describes something by comparing it to something else that seems to be unlike it.

A simile is figurative language that compares two things using like or as.
examples: The horse runs like the wind. The rider is as skinny as a rail.

A metaphor is figurative language that makes a comparison without like or as.
examples: That storm was a monster. Each snowflake is a sculpted gem.

An idiom is figurative language that uses words in a way other than their usual meaning.
examples: under the weather (feeling sick); to be all wet (to be totally wrong)

1–3. Circle the words that best complete each metaphor or simile. Then, on the line, write S if the comparison is a simile. Write M if it is a metaphor.

Write M if it is a metaphor.

1. When the passengers changed places it was like ________________.
   a. a game of musical chairs   b. a steep cliff

2. When the children became tired, they fought like ________________.
   a. a sleeping kitten   b. cats and dogs

3. The rough, winding road was ________________.
   a. a puzzle to solve   b. a field of trees

Figure out the meaning of the underlined idiom. Write the meaning on the line.

4. The passengers were on edge because they feared the stagecoach would be robbed. ________________
Words with /k/, /ng/, and /kw/

Basic 1–11. Write the Basic Word that best replaces the underlined word or words in each sentence.

1. Some students love the subject of gymnastics.
2. We avoid dangerous gymnastic exercises.
3. Some fear making a blunder while performing.
4. A gymnast accidentally hit her feet on the balance beam.
5. Her feet will hurt until they’re iced.
6. She will present a query to her coach about safety.
7. These two gymnasts have the same ability on the parallel bars.
8. Young gymnasts perform for the community audience.
9. Soon the empty scoreboard will show our score.
10. The scoreboard is flashing now in charged lights!
11. Let’s have our outdoor party after practice.

1. ___________________ 7. ___________________
2. ___________________ 8. ___________________
3. ___________________ 9. ___________________
4. ___________________ 10. ___________________
5. ___________________ 11. ___________________
6. ___________________

Challenge 12–14. Write about the headline below. Use three Challenge Words. Write on a separate sheet of paper.

IMPORTANT ARCHAEOLOGICAL DISCOVERY MADE
## Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/k/ spelled ck</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
</tr>
<tr>
<td></td>
<td>Possible Selection Words:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/k/ spelled k or c</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
</tr>
<tr>
<td></td>
<td>Possible Selection Words:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other spellings for /k/</th>
<th>Basic Words:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Spellings for /kw/</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Challenge Words:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ng/ before k</th>
<th>Basic Words:</th>
</tr>
</thead>
</table>

### Challenge
Add the Challenge Words to your Word Sort.

### Connect to Reading
Look through “Riding Freedom.” Find words that have the /k/, /ng/, and /kw/ spelling patterns on this page. Add them to your Word Sort.

**Spelling Words**

1. risky
2. track
3. topic
4. blank
5. question
6. pocket
7. monkey
8. junk
9. equal
10. ache
11. public
12. attack
13. struck
14. earthquake
15. picnic
16. banker
17. electric
18. blanket
19. mistake
20. stomach

**Challenge**
request
skeleton
peculiar
attic
reckless
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

The stagecoach driver was glad to pull into the station yard. It had been a riskey ride. There was always the threat that outlaws would attak them. There was an eqal threat of the area being struk by an earthkwake. The driver had to leave her seat to remove some junck that obstructed the trak. She thought it might be an ambush—but all was well.

She was carrying a special passenger—a bankar who carried a lot of money in his pockit. This passenger was very demanding—he even asked for an extra blankit. It all was enough to make the driver’s stomak acke!

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________ 12. ________________

Challenge
request
skeleton
peculiar
attic
reckless
Adjectives

An adjective is a word that gives information about a noun or pronoun. An adjective can tell what kind or how many.

A sudden boom of thunder scared the six horses.

Writing and thinking:

1–3. Write the adjectives that describe the underlined nouns. Then write what kind or how many for each adjective.

1. We saw several flashes of bright lightning across the sky.

2. The frightened horses bolted down the steep hill.

3. The cold, hard rain soaked the driver.

4–6. Write each adjective and circle the noun that it describes.

4. Today, heavy traffic often clogs the streets of big cities.

5. Drivers tied their horses to hitching posts while they ate a hot meal.

6. The rough, dirt roads of the past have been replaced by smooth highways.
Adjectives After *Be*

Adjectives describe nouns and pronouns such as *I, it,* and *we.*
An adjective can follow the word it describes. This usually happens when an adjective follows a form of the verb *be.*

She was **proud**.

1–8. **Underline each adjective. Then write the word that it describes on the line.**

1. The river was deep.   
2. I am warm under the blanket.   
3. The driver is calm.   
4. The valley is foggy.   
5. We were tired from the journey.   
6. The horses are strong.   
7. The coach was confident.   
8. The ride is bumpy.   

**Thinking Questions**
What adjective follows a form of *be*? What word does it describe?
Order of Adjectives

If more than one adjective tells about a noun, those adjectives must be in the correct order. Use this order for lists of adjectives:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size/Shape</th>
<th>Age/Color</th>
<th>Material</th>
<th>Purpose</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>gorgeous</td>
<td>long</td>
<td>old</td>
<td>woolen</td>
<td>winter</td>
<td>coat</td>
</tr>
<tr>
<td>skillful</td>
<td>young</td>
<td></td>
<td></td>
<td></td>
<td>horse</td>
</tr>
</tbody>
</table>

Read the sentences. Combine the adjectives in the correct order and write them on the line.

1. The jockey is an athlete.
   She is slim.
   The jockey is skillful.
   The jockey is a ___________ athlete.

2. Seabiscuit was a racehorse.
   He was a thoroughbred.
   He was remarkable.
   Seabiscuit was a ___________ racehorse.

3. He had a body that looked unfit for speed.
   His build was thick.
   He was awkward.
   He had a(n) ___________ body that seemed unfit for speed.

4. This small horse would become the champion of all time.
   He was the greatest.
   He was beloved.
   This small horse would become one of the ___________ champions of all time.
Modal Auxiliaries

Helping verbs are used with main verbs. Some helping verbs help express whether the action is possible, certain to happen, or should happen.

<table>
<thead>
<tr>
<th>Helping Verb</th>
<th>Expresses</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>may, can</td>
<td>action is possible</td>
<td>That horse can run fast. It may win the race.</td>
</tr>
<tr>
<td>could, might</td>
<td>action is possible but not certain</td>
<td>If it were younger, I could train it to jump. The vet might repair the horse's broken leg.</td>
</tr>
<tr>
<td>will, must</td>
<td>action has to occur</td>
<td>Your horse will run, but you must train it.</td>
</tr>
<tr>
<td>should</td>
<td>opinion: what ought to happen</td>
<td>You should feed and water your horse before you rest.</td>
</tr>
</tbody>
</table>

Write a helping verb from the chart to complete each sentence.

1. I will show that I ____________ drive a team again.
2. Frank and James believe that Charley ____________ not drive again.
3. Charlotte ____________ prove that she is capable or give up her work.
4. If she learns new ways of sensing the road, she ____________ succeed in her goal.
5. She knows that the bridge ____________ fall with heavy weight on it.

Thinking Question
What type of action is being expressed in the sentence?
Sentence Fluency

<table>
<thead>
<tr>
<th>Short, Choppy Sentences</th>
<th>Combined Sentences with Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The stagecoach pulled up to the inn.</td>
<td>The crowded stagecoach pulled up to the inn.</td>
</tr>
<tr>
<td>The stagecoach was crowded.</td>
<td></td>
</tr>
</tbody>
</table>

1–2. Combine each pair of sentences by moving an adjective before a noun.

1. The seats inside the coach softened the bumpy ride. The seats were leather.

   ____________________________________________________________

2. The door rattled the entire ride. The door was creaky.

   ____________________________________________________________

<table>
<thead>
<tr>
<th>Short, Choppy Sentences</th>
<th>Combined Sentences with Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The travelers were tired.</td>
<td>The travelers were tired and hungry.</td>
</tr>
<tr>
<td>They were hungry.</td>
<td></td>
</tr>
</tbody>
</table>

3–4. Combine each pair of sentences by joining adjectives with the word and.

3. The old stagecoach was leaky. It was damp.

   ____________________________________________________________

4. The scenery was beautiful on their journey west. The scenery was wild.

   ____________________________________________________________
Focus Trait: Ideas
Describing with Similes

<table>
<thead>
<tr>
<th>Description</th>
<th>Description with Simile</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passengers huddled together.</td>
<td>The passengers huddled together like a bunch of grapes.</td>
</tr>
</tbody>
</table>

A. Read each description. Make it more vivid by adding a simile. Remember to use *like* or *as*.

<table>
<thead>
<tr>
<th>Description</th>
<th>Description with Simile</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The river water was cold.</td>
<td>The river water was ___________</td>
</tr>
<tr>
<td></td>
<td>___________</td>
</tr>
<tr>
<td>2. The dark clouds moved quickly.</td>
<td>The dark clouds moved ___________</td>
</tr>
<tr>
<td></td>
<td>___________</td>
</tr>
</tbody>
</table>

B. Read each sentence. Add a simile to each sentence to make the description more vivid. Write your new sentences.

Pair/Share Work with a partner to brainstorm similes to add.

<table>
<thead>
<tr>
<th>Description</th>
<th>Simile Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The river had risen.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The wood of the bridge moaned.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The bridge timbers swayed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog

Guide Dog Timeline

Complete the timeline using details from the article.

Read page 503. Where does Ira go first?

Read page 508. Where does Ira go next?

Read page 509. Who does Ira work with next?

What is Ira finally ready to do?
Why was it important for Ira to take these steps to become a service dog? Tell why each step was important, and why the order the steps were taken is important.
Suffixes -ion, -ation, -ition

Each sentence shows a word in parentheses that uses the suffix -ion, -ation, or -ition. Complete the sentence using the word in parentheses.

1. (information) When I read a newspaper
   
   
2. (competition) She was excited about being
   
   
3. (exhibition) He wanted to go see the paintings at
   
   
4. (combination) I think that ice cream and cake is
   
   
5. (attention) Yelling very loud will get you
   
   
6. (cooperation) When you’re working in a group at school
   
   
7. (graduation) After you finish school,
Words with Final /j/ and /s/

Basic 1–11. Write the Basic Word that best completes each group.

1. preparation, training, ________________
2. workplace, department, ________________
3. buggy, coach, ________________
4. destruction, wreckage, ________________
5. observe, see, ________________
6. twofold, double, ________________
7. possibility, likelihood, ________________
8. bundle, carton, ________________
9. wedlock, matrimony, ________________
10. supervise, guide, ________________
11. look, peep, ________________

Challenge 12–14. Describe costumes and sets you might design for a school play that takes place in medieval times. Use three Challenge Words. Write on a separate sheet of paper.

1. glance
2. judge
3. damage
4. package
5. twice
6. stage
7. carriage
8. since
9. practice
10. marriage
11. baggage
12. office
13. message
14. bridge
15. chance
16. notice
17. ridge
18. manage
19. palace
20. bandage

Challenge: fringe, average, fleece, fragrance, excellence
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/j/ in one-syllable words</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ij/ in two-syllable words</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/ij/ in words with more than two syllables</th>
<th>Challenge Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final /s/ spelled ce</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Challenge Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Possible Selection Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Challenge**  Add the Challenge Words to your Word Sort.

**Connect to Reading**  Look through “The Right Dog for the Job.” Find words that have the final /j/ and /s/ spelling patterns. Add them to your Word Sort.

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. glance</td>
</tr>
<tr>
<td>2. judge</td>
</tr>
<tr>
<td>3. damage</td>
</tr>
<tr>
<td>4. package</td>
</tr>
<tr>
<td>5. twice</td>
</tr>
<tr>
<td>6. stage</td>
</tr>
<tr>
<td>7. carriage</td>
</tr>
<tr>
<td>8. since</td>
</tr>
<tr>
<td>9. practice</td>
</tr>
<tr>
<td>10. marriage</td>
</tr>
<tr>
<td>11. baggage</td>
</tr>
<tr>
<td>12. office</td>
</tr>
<tr>
<td>13. message</td>
</tr>
<tr>
<td>14. bridge</td>
</tr>
<tr>
<td>15. chance</td>
</tr>
<tr>
<td>16. notice</td>
</tr>
<tr>
<td>17. ridge</td>
</tr>
<tr>
<td>18. manage</td>
</tr>
<tr>
<td>19. palace</td>
</tr>
<tr>
<td>20. bandage</td>
</tr>
</tbody>
</table>

**Challenge**  fringe, average, fleece, fragrance, excellence
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

My sister Jenny’s new guide dog, Goldie, is now a welcome member of our household. She came with very little baggage—just one squeaky toy. We’ve been to the pet store twice since then, so now Goldie has a big basket of dog toys in Jenny’s office.

Goldie’s a hero, too! A few weeks ago, she and Jenny walked along the ridge behind our house. Jenny tripped and sprained her ankle. Goldie barked for help, and a police officer on a nearby bridge heard her. He came, put a bandage on Jenny’s ankle, and helped her home.

Last week there was a guide-dog award ceremony. The judge called Goldie and Jenny up on stage. He read a message Jenny had sent describing Goldie’s actions. Then he gave Goldie a medal and Jenny a package with dog treats. Goldie looked like the queen of the palace.

1. ________________  7. ________________
2. ________________  8. ________________
3. ________________  9. ________________
4. ________________  10. ________________
5. ________________  11. ________________
6. ________________  12. ________________

Challenge

fringe
average
fleece
fragrance
excellence

Spelling Words

1. glance
2. judge
3. damage
4. package
5. twice
6. stage
7. carriage
8. since
9. practice
10. marriage
11. baggage
12. office
13. message
14. bridge
15. chance
16. notice
17. ridge
18. manage
19. palace
20. bandage
Adverbs that Tell *How, When, and Where*

An **adverb** is a word that tells something about a verb. Some adverbs tell *how, when,* or *where.* An adverb can come before or after the verb. Most adverbs that tell *how* end in -ly.

The adverbs in this sentence tell about the verb *played:*

**when**   **how**   **where**

Yesterday, our puppy played <text_highlight>happily</text_highlight> outside.

1–5. The verb in each sentence is underlined. Write the adverb. Then write whether it tells *when,* *how,* or *where.*

1. Leon talked softly to the new puppy.
2. Robo licked Leon’s face excitedly.
4. Now the family plays with Robo.
5. Leon taught Robo to sit there.

6–10. Underline each adverb. Write the verb it describes.

6. Someday Robo will learn how to behave.
7. He secretly chewed Dad’s new slippers.
8. Mom put the puppy outside.
9. Robo wagged his tail innocently.
10. Everyone immediately laughed at the dog’s expression.
Adverbs of Frequency and Intensity

An adverb is a word that tells something about a verb. Some adverbs tell how often something happens.

We usually walk in the park.
Ralph sometimes barks at birds.
Some adverbs tell how much of something is done.
He ate enough, but he hardly slept.
She almost won the race.

Thinking Questions
Which word is the verb? Which word tells how often or how much?

1–5. The verb in each sentence is underlined. Write the adverb that tells how often.

1. I always ___ my dog, Pal, for a walk. ____________
2. Pal and I ___ the dog park often. ____________
3. I usually ___ make him wear his leash in the park. ____________
4. One little black dog seldom ___ barks. ____________
5. Pal never ___ barks or bites. ____________

6–10. Underline each adverb. Write the verb it describes.

6. We sometimes swim with our dogs. ____________
7. Pal scarcely stopped at the water’s edge. ____________
8. I almost won a race with Pal. ____________
9. My good dog, Pal, nearly lost that race! ____________
10. Pal follows me a lot. ____________
Adverbs in Different Parts of Sentences

An **adverb** is a word that tells something about a verb. Adverbs often follow the verb, though some adverbs can be used at the beginning, middle, or end of a sentence.

**adverb: carefully**

Carefully, Mrs. Marsh trained her service dog.
Mrs. Marsh *carefully* trained her service dog.
Mrs. Marsh trained her service dog *carefully*.

1–5. The verb in each sentence is underlined. Write the adverb.

1. Often a dog trainer makes careless mistakes. **__________**
2. Puppies in their first year of life **learn** best. **__________**
3. A trainer **repeats** the commands again. **__________**
4. Our teacher usually **knows** every dog. **__________**
5. I **think** about my dog a lot. **__________**

6–10. Underline each adverb. Write the verb it describes.

6. Once, five of the guide dogs got an award. **__________**
7. Three of the dogs had won before. **__________**
8. He quickly drank all the water in his bowl. **__________**
9. The best guide dog works for Mrs. Hatcher now. **__________**
10. Spot, please come here. **__________**

Thinking Questions

What is the adverb that tells about the verb? In what part of the sentence is the adverb?
Progressive Verb Tenses

Progressive verb tenses express continuing action. Each progressive tense is formed by joining a form of be with the -ing form of a verb.

**Present Progressive:** is teaching, are teaching (now)

**Past Progressive:** was teaching, were teaching (earlier)

**Future Progressive:** will be teaching (at a later time)

1–9. Complete each sentence using the verb and progressive form in parentheses ( ).

1. The trainers ________________ a new guide dog to Alisha. (giving, future)

2. Alisha ________________ excitedly for the new dog. (waiting, present)

3. Her old dog ________________ her until he became ill. (guiding, past)

4. The trainers ________________ the new dog now. (evaluating, present)

5. They ________________ sure to prepare the dog for its tasks. (make, future)

6. The dog ________________ very quickly. (learn, present)

7. He already ________________ for red lights. (stop, present)

8. Yesterday, Alisha ________________ the application to get the dog. (filling out, past)

9. She hopes the new dog ________________ her for many years. (serve, future)
Good writers choose precise **adverbs**. An adverb can change the meaning of a sentence.

She walked **painfully** across the street.

She walked **lazily** across the street.

She walked **proudly** across the street.

**Read the story. Then fill in the blanks with precise adverbs.**

Create a story that makes sense.

My aunt Remedios is ninety years old. __________ we visited her in Arizona. Her canine companion, Charles, whined __________ when we arrived. Aunt Remy sat __________ in her wheelchair. My mother told us that she could __________ walk.

During our visit, we saw that Charles helped Remy __________. That good dog __________ left my aunt’s side. When Remy accidentally dropped something, Charles __________ picked it up in his mouth. When she rolled her chair __________, Charles followed.

I know that Aunt Remy would be lonely without her dog. I __________ miss Charles, too.
Focus Trait: Voice

Using Informal Language

A friendly letter is written to a person you know well. You may use informal language in a friendly letter. You may often tell a story, or narrative, in a friendly letter.

<table>
<thead>
<tr>
<th>Heading</th>
<th>450 Bond Street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lakeside, OH 12345</td>
</tr>
<tr>
<td></td>
<td>June 1, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salutation</th>
<th>Dear Grandma,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>Hot dog! I just opened the birthday</td>
</tr>
<tr>
<td></td>
<td>gift you sent me. It is awesome! I</td>
</tr>
<tr>
<td></td>
<td>love the necklace and matching</td>
</tr>
<tr>
<td></td>
<td>bracelet. How did you know blue</td>
</tr>
<tr>
<td></td>
<td>gemstones are my favorite? I will</td>
</tr>
<tr>
<td></td>
<td>think of you whenever I wear the</td>
</tr>
<tr>
<td></td>
<td>pretty jewelry. Thank you very much.</td>
</tr>
<tr>
<td>Closing</td>
<td>Your loving granddaughter,</td>
</tr>
<tr>
<td>Signature</td>
<td>Alyssa</td>
</tr>
</tbody>
</table>

Write a message for a thank-you note on the lines below. State the reason you are writing the letter and connect ideas in an orderly way. Write your letter as a short narrative. Use words you would in regular speech.

Dear ________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Hercules’ Quest

Zeus’ Speech

At the end of the story, Zeus was so pleased with his son that he brought him to Mount Olympus to live with him and the other gods. Imagine Zeus wants to have an awards ceremony for his son, Hercules, to introduce him to the other gods and to his new home. Help Zeus write a speech introducing his son. Reread pages 532–536 and answer these questions to prepare you for writing the speech.

How does Hercules accomplish his first goal? What does this tell you about his character?

________________________________________________________________________

How does Hercules accomplish his second goal? What does this tell you about his character?

________________________________________________________________________

How does Hercules accomplish his third goal? What does this tell you about his character?

________________________________________________________________________

Reread the comment about the allusion “the wrath of Hera” on page 533. Think of a word that could be an allusion to Hercules. What would it mean?

________________________________________________________________________
Write Zeus’s speech below. In the speech, tell how Hercules earned his position among the gods because of his acts. Include your allusion for Hercules in your speech.

Please welcome my son, Hercules! Through his great acts of strength, he has proven he is a god.
Complete each sentence using one of the sayings from the box.

1. Hercules awoke at dawn because he knew that ________

2. Hercules didn’t lie to his father because he knew that ________

3. As a boy, Hercules acted rashly and did not know that you should ________

4. Zeus knew Hercules would someday learn to use his powers wisely because ________

5. He didn’t think Hercules could kill a lion. When he watched the boy fight the animal, he realized that ________

6. Hercules didn’t worry about what he had done in the past because ________
Prefixes *re-* , *un-* , *dis-*

**Basic 1–10.** Read the paragraphs. Write the Basic Words that best complete the sentences.

“Look how (1) ________ this room is!” my dad said. I said that I had cleaned it earlier, but he told me that I needed to (2) ________ the whole thing. I didn’t want to (3) ________ him, so I started to organize some of the (4) ________. I noticed right away that a shelf of books was sagging and (5) ________, so I decided that I would try to (6) ________ the whole bookcase. I started to (7) ________ all of the books onto the floor and took the bookcase apart. This (8) ________ task took longer than cleaning the room would have taken.

“George!” exclaimed my father. “I (9) ________ that I asked you an hour ago to clean your room!”

Now I remember why I (10) ________ cleaning so much!

**Challenge 11–14.** Your favorite store is going out of business. Write an e-mail to a friend about your last visit to the store. Use four Challenge Words. Write on a separate sheet of paper.
**Spelling Word Sort**

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Basic Words</th>
<th>Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>un-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Challenge**  Add the Challenge Words to your Word Sort.

1. unused
2. refresh
3. dislike
4. replace
5. unpaid
6. redo
7. disorder
8. unplanned
9. distrust
10. rewind
11. untrue
12. unload
13. recall
14. displease
15. uneven
16. rebuild
17. restart
18. uncover
19. untidy
20. discolor

**Spelling Words**

- disband
- rearrange
- discontinue
- refund
- unusual
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

To the ancient Greeks, an earthquake or drought was not accidental or unplanned. Everything had a reason. So, how did they attempt to explain these events and replace the unknown with the known? They did this by telling stories about their gods. Today we call these stories Greek myths.

Many of the Greek gods seemed to dislike one another. There was a lot of distrust as they competed for power. Humans had to be careful not to displeaze the gods, for doing so could bring chaos and disorder. An uneven relationship existed, as some gods were kind, while others were cruel.

Though the myths are untrue, historians use them to uncover the truth about Greek life. Ancient stories help us recall how people lived and rebuild the story of their society. These ancient myths allow us to rewind the human story and see how ancient people explained difficult ideas.

1. _______________  7. _______________
2. _______________  8. _______________
3. _______________  9. _______________
4. _______________ 10. _______________
5. _______________ 11. _______________
6. _______________ 12. _______________

Challenge
disband
rearrange
discontinue
refund
unusual

Spelling Words
1. unused
2. refresh
3. dislike
4. replace
5. unpaid
6. redo
7. disorder
8. unplanned
9. distrust
10. rewind
11. untrue
12. unload
13. recall
14. displease
15. uneven
16. rebuild
17. restart
18. uncover
19. untidy
20. discolor
Prepositions

A **preposition** shows the connection between words in a sentence. Some prepositions describe time, such as *before, after, or during*. Others describe place, such as *over, in, on, above, or below.*

**preposition**
The runners raced **on** the track.

1–10. Find the preposition in each underlined phrase. Write the preposition on the line.

1. I read *Hercules the Mighty* long **into** the night.
2. Hercules had to fight **with** many beasts and monsters.
3. He had tremendous strength **in** his muscles.
4. After my read-a-thon, I dreamed I had super strength.
5. I could easily lift a house **over** my head.
6. My older brother stood **under** the house giving me orders.
7. When I awoke, he was **beside** my bed telling me to get up.
8. I have noticed my dreams **during** the night are often silly.
9. My brother does strength exercises **before** school.
10. Maybe that is why he was featured **in** my crazy dream.
Prepositional Phrases

A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. Both these words and all of the words in between them make up the prepositional phrase.

**prepositional phrase**
The girls have been best friends for a long time.
At school, they join many of the same clubs.

1–6. **In each sentence below, underline the preposition. Write the prepositional phrase.**

1. Myths say that Hercules once lived among ordinary humans.

2. Zeus watched Hercules from Mount Olympus.

3. Hercules completed impossible challenges on Earth.

4. Hercules only laughed at the dangerous tasks.

5. He showed that he was kind and helpful during his stay.

6. After his successes, Hercules could go home.

**Thinking Question**
What phrase begins with a preposition and ends with a noun or pronoun?
Prepositional Phrases to Provide Details

A prepositional phrase can also provide details to help describe a noun. The noun it helps describe is not part of the prepositional phrase.

noun described  preposition

Our school play this year is about a female athlete.

1–6. Look at the underlined preposition. Write a detail on the lines below to complete each sentence. Then circle the noun being described.

1. “Hercules’ Quest” is a story about

                      .

2. It is a myth retold by

                      .

3. People of

                      enjoy myths and tales.

4. In Greek myths, Zeus rules from his kingdom on

                      .

5. We will be writing our own tales for

                      .

6. I will write a myth about

                      .
Sentence Fragments and Run-On Sentences

A sentence expresses a complete thought. It has a subject (the who or what) and a predicate (what the subject does or is). A sentence fragment lacks a subject or a predicate.

<table>
<thead>
<tr>
<th>Complete sentence</th>
<th>Subject</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The goddess Hera did not like baby Hercules.</td>
<td></td>
</tr>
</tbody>
</table>

| Sentence fragments | |
|--------------------| Many dangerous enemies. Lived in the kingdom. |

| Run-on sentence | |
|-----------------| Hercules fought a lion, later he killed the hydra. |

To correct a sentence fragment, add the missing subject or predicate. One way to correct a run-on sentence is to put a period between the two sentences. Capitalize the first word in the second sentence.

1–5. Write fragment or run-on beside each group of words. Correct the sentence error on the line. Use periods and capital letters correctly.

1. Had to gather golden apples for the king. __________________________

2. A dragon guarded these apples it never slept. __________________________

3. Hercules made a plan he would ask Atlas for help. __________________________

4. tricked Atlas into getting the apples. __________________________

5. The giant Atlas. __________________________
Ideas

Use prepositional phrases to add interesting or important details to your writing.

The hero fought the monster.
The hero with supernatural strength fought the monster with two heads.

1–8 Add a prepositional phrase that provides descriptive detail to each sentence below.

1. The hero had to fight ____________________________ .

2. A serpent was hiding ____________________________ .

3. A lion frightened attackers ____________________________ .

4. A dragon stood guard ____________________________ .

5. The hero wanted to save the kingdom ____________________________ .

6. The hero carried a sword ____________________________ .

7. The hero’s horse could fly ____________________________ .

8. The hero’s horse had wings ____________________________ .
Focus Trait: Word Choice

You can vary your choice of descriptive words and details to make your writing more interesting.

<table>
<thead>
<tr>
<th>Without Descriptive Words</th>
<th>With Descriptive Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hydra’s heads turned toward Hercules.</td>
<td>The hydra’s nine slimy heads spun around and bared their knife-sharp fangs at Hercules.</td>
</tr>
</tbody>
</table>

1–4 Rewrite the sentences to include descriptive adjectives, verbs, or phrases that add detail.

1. Hera was angry when Hercules killed the hydra.

2. The mountain of Atlas was huge.

3. Atlas grew tired and stiff from holding up the world.

4. As a boy, Hercules killed a lion.
Harvesting Hope: The Story of Cesar Chavez

“Yes, It Can Be Done!”

Answer the questions below about Cesar Chavez’s La Causa.

Then, draw a sign for La Causa on the next page.

Reread the third paragraph on page 566. What do you think the idiom “die of embarrassment” means? How does it help you understand how Cesar feels?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Reread page 567. How did the members of La Causa choose to protest?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

The Aztec eagle is a symbol of strength, patience, and courage. Why might Cesar have chosen a bold black eagle as the symbol for La Causa?

_________________________________________________________________
Design a sign that expresses the concerns and goals of *La Causa*. In your sign, include these ideas:

- a symbol for *La Causa* that relates to its goals, and
- a slogan that uses an idiom relating to *La Causa*. 
Reference Materials

Each sentence shows a word in italics. Use a dictionary to answer questions about the words or to help you use them in a sentence.

1. The word *blur* can be used as what parts of speech?

2. How many syllables does the word *suspicious* have?

3. Use the word *strike* with a different meaning in two sentences.

4. What guide words are found at the top of the page on which *harvest* appears?

5. According to your dictionary, which syllable of *belief* is the stressed syllable? How can you tell?

6. Use the word *right* with a different meaning in two sentences.
Suffixes -ful, -less, -ness, -ment

Basic 1–11. Write the Basic Word that best fits each clue.

1. full of happiness ______________________
2. without end ___________________________
3. a state of tidiness ______________________
4. concrete surface ________________________
5. unable to stay at rest ____________________
6. the act of moving ________________________
7. a state of having no strength _____________
8. using more than is needed ________________
9. sickness ________________________________
10. having bright colors _____________________
11. affection ______________________________

Challenge 12–15. Your school newspaper is featuring a health article. Your job is to submit some first-aid tips. Use four of the Challenge Words. Write on a separate sheet of paper.

Challenge Words
- colorful
- weakness
- movement
- endless
- truthful
- illness
- cheerful
- useless
- beautiful
- restless
- clumsiness
- pavement
- peaceful
- fondness
- neatness
- speechless
- statement
- wasteful
- penniless
- treatment
- numbness
- ailment
- resourceful
- cleanliness
- appointment
## Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>base word</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -ful</td>
</tr>
<tr>
<td>+ -less</td>
</tr>
<tr>
<td>+ -ness</td>
</tr>
<tr>
<td>+ -ment</td>
</tr>
</tbody>
</table>

### Basic Words:
- base word
- Challenge Words:
- Possible Selection Words:
- Basic Words:
- Challenge Words:
- Possible Selection Words:
- Basic Words:
- Challenge Words:
- Possible Selection Words:
- Basic Words:
- Challenge Words:
- Possible Selection Words:

### Challenge
Add the Challenge Words to your Word Sort.

### Connect to Reading
Look through “Harvesting Hope: The Story of Cesar Chavez.” Find words that have the suffixes -ful, -less, -ness, or -ment. Add them to your Word Sort.
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

In 1948, Helen Fabela married Cesar Chavez, a man known for his endless work to improve the treatment of migrant farm workers in the United States. Though the couple endured rather penniless times and poor living conditions, Helen supported Cesar’s work. She also made her own statement by starting a teaching program for Mexican farm workers.

Some dishonest people were not truthful and started rumors about Mexican farm workers. Helen was speechless at the weakness of their values, and she thought it was useless to complain.

Helen had a cheerful attitude, and she provided an environment for her husband and eight children that was beautiful and peaceful. Today Helen Chavez is an inspiration to her 31 grandchildren.
Clauses

A clause is a group of words with a subject and predicate. If a clause can stand alone as a sentence, it is an independent clause. A dependent clause cannot stand alone. Many dependent clauses begin with a transition word such as before, after, since, because, who, whose, that, or which.

<table>
<thead>
<tr>
<th>Dependent Clause</th>
<th>Independent Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since they had no water for crops, they had to leave the ranch.</td>
<td></td>
</tr>
<tr>
<td>Independent Clause</td>
<td>Dependent Clause</td>
</tr>
<tr>
<td>Chavez was the leader that the workers chose.</td>
<td></td>
</tr>
</tbody>
</table>

1–6. Underline the dependent clause in each sentence. Circle the transition word that introduces the dependent clause.

1. After they worked long hours, migrant workers had little to eat.
2. Workers who complained to the owners were fired, punished, or even killed.
3. The farm workers suffered because their work was so hard.
4. Until Chavez organized the workers, they had no way to fight back.
5. After the workers began to march, other people learned about their cause.
6. A huge, cheering crowd met the marchers when they reached Sacramento.
Relative Pronouns

Some dependent clauses begin with a relative pronoun, such as *who, whom, whose, that,* or *which.* These clauses act as adjectives and answer the questions *Which one?* or *What kind?* about a noun or pronoun.

**Dependent Clause:** California is the state *that* produces the most fruit crops. [tells which state]

**Dependent Clause:** This farm, *which* grows strawberries, is the largest in the state. [tells what kind of farm]

1–5. Circle the relative pronoun in each sentence. Underline the dependent clause. Write the noun or pronoun this clause describes on the line at the right.

1. There was a terrible drought that caused the Chavez family to lose their ranch. ________________

2. They moved to California, which offered jobs for migrant farm workers. ________________

3. A worker whose job is so harsh may complain. ________________

4. Migrant children, who move often, have difficulty keeping up in school. ________________

5. The strike, which the grape company opposed, was finally a success. ________________
Relative Adverbs in Clauses

Relative adverbs begin dependent clauses that tell where, when or why.

<table>
<thead>
<tr>
<th>Dependent Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell you why migrant workers loved Cesar Chavez.</td>
</tr>
<tr>
<td>California is the place where La Causa was born.</td>
</tr>
<tr>
<td>Do you know when Chavez was born?</td>
</tr>
</tbody>
</table>

1–6. Underline the dependent clause in each sentence. Circle the relative adverb that begins the clause.

1. That Arizona ranch is where Chavez lived as a young boy.
2. The family had to move away when a drought ruined the crops.
3. Their sad mother told them why they had to leave their home.
4. The family had to live in a dirty shed when they arrived in California.
5. I wonder why the landowner treated workers so poorly.
6. An old theater in Fresno is where the first National Farm Workers meeting took place.

Thinking Question
Which word introduces a dependent clause that tells about a place, a time, or a reason?
Prepositions and Prepositional Phrases

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>from, to</td>
<td>The farm workers walked from Delano to Sacramento.</td>
</tr>
</tbody>
</table>

1–5. Underline the preposition twice and the rest of the prepositional phrase once in each sentence.

1. Most farms in the valley are large.
2. Many farms use modern equipment for plowing, planting, and harvesting.
3. However, tender fruit crops are harvested by hand.
4. Farm workers bend, pull, and sweat under the hot sun.
5. After a long day, they are ready to rest and enjoy themselves.

6–7. Combine each set of sentences, using prepositional phrases correctly. Write the new sentence on the line.

6. Our family is proud. We are proud of our good work.

7. Chavez was proud but humble. He was proud of his heritage. He felt humble about his achievements.
Transition words help writers combine ideas. They show readers how ideas and events are related.

1–6. Complete the sentences below by writing transition words from the box.

- as a result
- however
- since
- in short
- because
- finally

1. Many people lost their farms __________ a terrible drought occurred.

2. __________, there was work available on the rich farms in California.

3. __________, they became migrant workers for large California farms.

4. __________ their pay was so low, they couldn’t afford decent housing.

5. __________, they formed *La Causa* to fight against harsh conditions and low wages.

6. __________, their goals were to increase wages and improve working conditions.
Focus Trait: Organization
Planning a Personal Narrative

A personal narrative is a story about something that happened in your life.

A. For your personal narrative, choose an event that you remember well or that has special meaning to you. Then fill in the blanks below to help you plan your story.

**Topic:** I will write about ..................................................

**What happened first:** ..................................................

**Next:** ..................................................

**Last:** ..................................................

**What I learned:** ..................................................

B. Think about how the ideas in your narrative are connected. Write transition words to show time or place, cause and effect, and how or what kind.

Pair/Share Work with a partner to brainstorm sample sentences with two clauses. Underline the transition words you use.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Sacagawea

Sacagawea’s Journal

Review the events of Sacagawea’s time with Lewis and Clark during the summer of 1805. Answer the questions below to help write a journal entry by Sacagawea.

Reread pages 592–593. When the boat carrying their supplies tipped, how was Sacagawea’s reaction different from her husband’s? What does this tell you about Sacagawea?

Reread pages 594–595. Why was traveling so difficult for Sacagawea and the explorers in June and July of 1805?

List two details that tell the difficulties Sacagawea and the explorers faced during the summer of 1805.

What did Sacagawea do when she saw her people, the Shoshone? How does this compare with the way she acted until this point?
Write Sacagawea’s journal entry retelling the events of the summer of 1805. In the journal entry, infer what Sacagawea may have been feeling while she was traveling with Lewis and Clark using the details you found.

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

Name _____________________ Date __________
**Shades of Meaning**

*Synonyms* are words that have similar meanings. They do not mean exactly the same thing. Synonyms may give us different feelings about the subject. For example, if a boat is *winding* upstream, it is traveling that way somewhat slowly. However, if the boat is *wandering* upstream, the journey is even slower and less direct.

Circle the synonym that best fits the context for each sentence. On the line, write why you chose this word.

1. I love to read about explorers and imagine I'm along on their (wild, crazy) adventures.

   

2. Sacagawea made the (bold, brash) decision to join the Corps of Discovery.

   

3. The crew had not eaten for days and (yearned, wished) for a meal.

   

4. The Corps would never have made it to the Pacific without their (strong-willed, pig-headed) leaders.

   

5. Sacagawea became (important, invaluable) to the mission.
Words with VCCV Pattern

Basic 1–10. Write the Basic Word that completes each analogy.

1. Happily is to joyously as rarely is to _____________.
2. Shoe is to sneaker as spice is to _____________.
3. Omelet is to eggs as house is to _____________.
4. Give is to receive as lend is to _____________.
5. Puddle is to ocean as dollar is to _____________.
6. Quarterback is to football as goalie is to _____________.
7. Carpenter is to house as photographer is to _____________.
8. Mountain is to peak as ravine is to _____________.
9. Dentist is to teeth as mechanic is to _____________.
10. Safety is to security as peril is to _____________.

Challenge 11–14. Write an e-mail to a friend about a movie you have seen recently. Describe a scene that you liked. Use four Challenge Words. Write on a separate sheet of paper.

1. million
2. collect
3. lumber
4. pepper
5. plastic
6. borrow
7. support
8. thirty
9. perfect
10. attend
11. canyon
12. traffic
13. fortune
14. danger
15. soccer
16. engine
17. picture
18. survive
19. seldom
20. effort

Challenge
occur
venture
challenge
rascal
splendid
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>VCCV Pattern: Double consonants</th>
<th>Basic Words:</th>
<th>Challenge Words:</th>
<th>Possible Selection Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCCV Pattern: Different consonants</td>
<td>Basic Words:</td>
<td>Challenge Words:</td>
<td>Possible Selection Words:</td>
</tr>
</tbody>
</table>

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through “Sacagawea.” Find words that have the VCCV pattern. Add them to your Word Sort.

Challenge  occur
venture
challenge
rascal
splendid
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

On their trip west, Lewis and Clark hired a French trader for his knowledge of Indian languages. Then they discovered that the trader’s wife, Sacagawea, gave the crew more language support than the trader. She was perfect for the job. Sacagawea would attend meetings between the explorers and Indians to be the interpreter. Even though the group did not meet much traffic on the trail, Sacagawea did not have time to be lonely. She would walk down the canyon to collect any food she could find for the more than thirteen men to eat. When Sacagawea found a bush with what seemed like a million berries on it, she couldn’t picture a better fortune. Her extra effort helped the crew survive the long journey. Lewis and Clark owed a lot to Sacagawea.

1. ____________ 7. ____________
2. ____________ 8. ____________
3. ____________ 9. ____________
4. ____________ 10. ____________
5. ____________ 11. ____________
6. ____________ 12. ____________
Abbreviations for People and Places

An abbreviation is a short form of a word. Most abbreviations begin with a capital letter and end with a period. Both letters of state name abbreviations are capital letters, and no period is used.

Person: Mr. Hideki Nomo
Place: 55 Porter Blvd.
Place: Shoreline, WA 98155

1–8. Write each group of words. Use an abbreviation for the underlined word or words.

1. Shoshone Trading Company
2. Charles Pompy, Junior
3. 92 Mountain Road
4. Doctor May Dawson
5. 195 Water Street
6. Mister Robert Woods, Senior
7. 16 Muddy Creek Drive
8. Beavercreek, Oregon 97004

Thinking Question: What parts of the address are shortened forms of words?
Abbreviations for Mailing Addresses

An **abbreviation** is a short form of a word. Use abbreviations when writing street names and states in a mailing address. Abbreviate words such as *road* or *avenue* with a capital letter and end with a period. Write both letters of state name abbreviations with capital letters and do not use periods.

<table>
<thead>
<tr>
<th>Road</th>
<th>Rd.</th>
<th>Court</th>
<th>Ct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>St.</td>
<td>Post Office</td>
<td>P.O.</td>
</tr>
<tr>
<td>Avenue</td>
<td>Ave.</td>
<td>Boulevard</td>
<td>Blvd.</td>
</tr>
</tbody>
</table>

Write each mailing address using abbreviations.

<table>
<thead>
<tr>
<th>Full Address</th>
<th>Abbreviated Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Mister Pedro Saravia</td>
<td></td>
</tr>
<tr>
<td>The Total Pet Supply Company</td>
<td></td>
</tr>
<tr>
<td>9302 Riverside Drive</td>
<td></td>
</tr>
<tr>
<td>Toledo, Ohio 43601</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Miss Alexis Parker</td>
<td></td>
</tr>
<tr>
<td>The Press Building</td>
<td></td>
</tr>
<tr>
<td>14 Paper Lane</td>
<td></td>
</tr>
<tr>
<td>Seattle, Washington 98104</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Gregory Nulman</td>
<td></td>
</tr>
<tr>
<td>President, Choice Restaurants</td>
<td></td>
</tr>
<tr>
<td>Post Office Box 269</td>
<td></td>
</tr>
<tr>
<td>Brooklyn, New York 11216</td>
<td></td>
</tr>
</tbody>
</table>
Abbreviations for Time and Measurement

An abbreviation is a short form of a word. The abbreviations for days and months begin with a capital letter and end with a period. Some other abbreviations for time and measurements begin with a lowercase letter and end with a period.

<table>
<thead>
<tr>
<th>Time</th>
<th>Measurement</th>
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</table>

1–10. Write these groups of words, using correct abbreviations.

1. 8,000 feet
2. 1 hour, 45 minutes
3. Tuesday, January 7, 1806
4. Monday–Friday
5. 3 yards, 11 inches
6. April 30, 1803
7. November 24, 2014
8. Thursday, February 27, 1805
9. 7 hours, 15 minutes
10. March 10, 1922

Thinking Questions

What parts can I make shorter? How can I shorten the whole word?
Frequently Confused Words

These words sound the same, but their meanings and spellings are different.

- **ate/eight**: The hungry men caught **eight** fish and **ate** every one for supper.
- **core/corps**: Expert craftsmen were the **core** of the **Corps** of Discovery.
- **horse/hoarse**: A tired man spoke in a **hoarse** voice about the **horse** he had lost.
- **meat/meet**: When they would **meet** with Shoshone leaders, they would feast on **meat**.
- **their/there**: **Their** goal was to reach the Pacific Ocean and return home from **there**.
- **threw/through**: Traveling **through** the wilderness, they **threw** nothing useful away.

1–8. **Circle the correct word in parentheses** ( )

1. Lewis and Clark’s (core, corps) of men was united by a vital, exciting mission.

2. Since they set out traveling on a keelboat, the men had not a single (hoarse, horse) with them.

3. (Their, There) 55-foot boat carried 12 tons of supplies and gifts to give the Shoshone.

4. They would hunt for the (meat, meet) to feed the crew as they traveled.

5. In the mountain passage, the explorers (ate, eight) very little. In fact, they almost starved.

6. For over two years, the group traveled (threw, through) American wilderness.

7. The success and discoveries of the expedition (threw, through) Americans into a fever of excitement.

8. Sacagawea never dreamed she would (meat, meet) her brother, who had become a Shoshone chief.
Conventions

Each group of words has two incorrect abbreviations. Use proofreading marks to correct the abbreviations.

1. Mr. and mrs Tom Charboneau, Jr.
   1804 Hidatsa Dr.
   Sioux City, la., 51101

2. Frid., Febr’y. 14

3. 55 mls per hour on the Fort Mandan expy

4. mond., octob 22

5. Doc. Michelle Mitchell
   431 Expedition boulv’d
   Bethel, ME 04217

6. 17 ln, 3 ft., 4 yrd.
Focus Trait: Ideas

Choosing Interesting, Important Details

Good writers try to use details that will interest the reader. The details should connect to the main events of the narrative.

<table>
<thead>
<tr>
<th>With Dull, Unimportant Details</th>
<th>With Interesting, Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn Jean-Baptiste Charbonneau began life with a grand adventure. <strong>He became a favorite of William Clark. (not important)</strong> Carried on his mother’s back, the infant rode the whitewater of rivers. <strong>He saw a lot of wildlife. (dull)</strong></td>
<td>Newborn Jean-Baptiste Charbonneau began life with a grand adventure. Carried on his mother’s back, the infant rode the whitewater of rivers. He saw buffalo, wolves, bighorn sheep, and fierce grizzly bears.</td>
</tr>
</tbody>
</table>

Read the sets of sentences. Cross out details that are dull or not important. Then rewrite the sentences on the lines.

1. Jean-Baptiste became very ill in 1806 on the return journey. He had a fever. His neck and throat swelled up. A mixture of bear oil, pine resin, and wild onions helped him recover. The boy went on to have an interesting life.

Rewrite the next sentences on a separate sheet of paper. Replace the underlined words with more interesting, important details.

2. It would be cool to have an adventure like Jean-Baptiste. Tomorrow’s child might be born on the moon or journey to Mars. **It might be dangerous. It would always be interesting.**
Horses

A Horse and a Human

Horses and humans have a unique history.
In each square, draw and label a horse and rider in history. Use what you read on pages 2–3 to help you. Leave one square to draw yourself and horses.
A Horse History

Read page 4. Use what you have read to make a timeline to describe horses and their ancestors.

55 million years ago

35–45 million years ago

10 million years ago

2 million years ago
What Big Teeth You Have!

Horses have changed a lot in 55 million years. One change has been what they eat.

Read pages 4–5, and then imagine that you are a scientist studying the changes of horses over time. In your own words, write a summary of horses, their diets, and their teeth.
Besides grasses, horses today eat other things. Now imagine that you are in charge of the diets of the horses at Blue Ridge Farms. What will you serve?

Read pages 5–9. Design a menu for the horses. Think about menus you have seen and use your imagination to create a fun menu for the farm. Illustrate your menu.

Blue Ridge Farms

Special Today!

For the Horses:
Alike and Different

Horses and people have the same senses, but they do not work the same way. Read page 9. For each sense, create a diagram to show the differences and similarities between horse senses and human senses. Label your diagram with information from the book.

**Horses See …**

**Humans See …**

**Horses Feel …**

**Humans Feel …**
Horses Hear ...  

Humans Hear ...

Horses Smell ...  

Humans Smell ...
Horses

A Horse Family

You’ve read about the different names horses have that describe their age and whether they are male or female. Design a horse photo album. In each square, draw a portrait of a horse. Then label each portrait with a name. Describe what each name means. Use the names you read on page 11.
Communication

Horses cannot talk like humans, but they can communicate. Use what you have read on page 12. In the left column, describe three things you might see horses do. In the middle column, describe what it means. In the right column, explain what you might do if you saw a horse trying to communicate.

<table>
<thead>
<tr>
<th>What Horses Do</th>
<th>What It Means</th>
<th>What You Can Do</th>
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Move Like a Horse

Horses walk, cantor, trot, and gallop. Read page 15.
In each box, draw a horse in a different gait. Begin with
the fastest gait and end with the slowest gait. Explain in your
own words how people can identify at what speed a horse is moving.
Horses in the Zoo

You have learned many different things about horses. As a horse expert, a zoo has called you to make a plaque to inform visitors about the horses.

Think about the most important information you have read through page 15. Think about interesting information zoo visitors might want to read. Create a plaque to tell about horses.
A New Baby in the Zoo

When babies are born in the zoo, the zookeepers often send announcements to local newspapers. Write a press release for a new baby horse! Do not forget to give the baby a unique name.

Press Release

Name:

Date of birth:

Will I be a filly or a colt? Why?

How can you tell which mare is my mother?
Horses

A Picture Dictionary

There are many names for the colors of horses. Use what you’ve read to create a picture dictionary to show the differences between the words.

Read pages 16–17. Use crayons or colored pencils to color the horses according to their names.

Bay

Palomino
The names for horse colors may be hard to remember. Think of a trick that can help you remember the meaning of one of the color names and write it below.

| Dun | Skewbald |

---

---
Horse Riddles

In this book about horses, there are many new words. Read the following riddles and see if you can figure out what new word the riddle describes. If you need a hint, read the page shown under the riddle.

I am an ancestor of the modern horse. I was the size of a large dog. I ate grasses and leaves.

**Which ancestor am I?**

Need a clue? Read page 4.

I am the word that describes the way horses move. If you spell me differently, I mean an opening in a wall or fence.

**What word am I?**

Need a clue? Read page 15.

I am a word to describe the color of many horses. If I am light, I am called dun. If I am dark, I am called chestnut.

**What color am I?**

Need a clue? Read page 16.

I am a word to describe the color of a horse. I am the word to describe a horse that is black and white.

**What color word am I?**

Need a clue? Read page 17.
Write two riddles about words you have learned about horses. Give your readers clues to solve the riddles using what you have read. Write the page from *Horses*, where your reader can find more clues if he or she needs some.

Now turn your paper upside down. Write the answers to your riddles on this line.
Horses: Hotbloods, Coldbloods, Warmbloods

In this section, you have read about the three groups of horse breeds. Use what you learned to take notes. Then follow the directions to write an online encyclopedia article.

First, take notes on the three types of horse breeds. Reread pages 19–23 to review the similarities and differences. Include examples of each type, where each type lives, and how humans use each type.
Now use your notes to create an online encyclopedia article. Remember to include headings. After each heading, include specific examples and details of each breed.

Horse Breeds

Heading 1: ____________

______________________
______________________
______________________
______________________

Heading 2: ____________

______________________
______________________
______________________
______________________

Heading 3: ____________

______________________
______________________
______________________
______________________

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Horses

Pony Wanted

You would like to buy a pony. Think about why a person might need a pony and then write a want ad for a newspaper. How will you take care of the pony? What makes you the best owner for this pony? Use persuasive words to convince the person to sell you the pony. Read pages 24–25 for more information.

WANTED: PONY

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Be a Photojournalist

Look at the photographs throughout *Horses*. You should notice that some of the pictures show how strong workhorses are. Others show off the beautiful colors. The photos on pages 26–27 show the wildness of feral mustangs. Imagine that you want photos of the feral ponies in Britain. Write a note describing the type of photo that you would want to show off the ponies’ unique qualities. Be sure to note what the background should look like and what the photo should show the ponies doing.

**Assignment: Feral Ponies of Britain**

**Notes:**
Today and Yesterday

In *Horses*, you have read many different ways in which humans have used horses. Some of these examples are from the present. Some of these examples are from the past.

Draw and label three ways people used horses years ago.
Draw and label ways people use horses today.
Dear Editor

Look at the drawings you created about horses and people yesterday and today on pages 273–274. Pretend that you visited a farm that used horses. Write a letter to the editor of your school newspaper about your experience. Explain why you think the school should go to this farm for a field trip.

Dear Editor,

Sincerely,

__________________________
My Library

Write a review of *Horses*. Fill in from one to five stars to rate the book. Explain one thing you learned that was interesting. Then explain what you thought of the book. Use examples from the book to support the ideas in your review.

I rate this book: ★★★★★

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