

Name: \_\_\_\_\_

# WEEK AT A GLANCE, UNIT 2 WEEK 3

## STORY: HATCHET

### ESSENTIAL QUESTION:

HOW CAN CAREFUL  
OBSERVATION HELP A  
PERSON SURVIVE?

### GENRE:

REALISTIC FICTION

### COMPREHENSION:

POINT OF VIEW

### WRITING:

INFORMATIVE/EXPLANATORY

### LANGUAGE:

PRINCIPAL PARTS OF IRREGULAR VERBS  
R-CONTROLLED VOWELS

### SPELLING WORDS:

1. armada	11. external
2. conserve	12. cardinal
3. guitar	13. excursions
4. proportion	14. injury
5. internal	15. majority
6. category	16. turbulent
7. vertical	17. quarter
8. partition	18. harmony
9. conform	19. vertex
10. guardian	20. minority

### STORY VOCABULARY:

- GINGERLY (ADV) - CAUTIOUSLY, WITH GREAT CARE
- IGNITE (V) - CATCH FIRE
- SPUTTERED (V) - GAVE OUT POPPING SOUNDS
- PAINSTAKING (ADJ) - DONE WITH GREAT CARE AND ATTENTION
- GRATIFIED (V) - FELT GREAT SATISFACTION

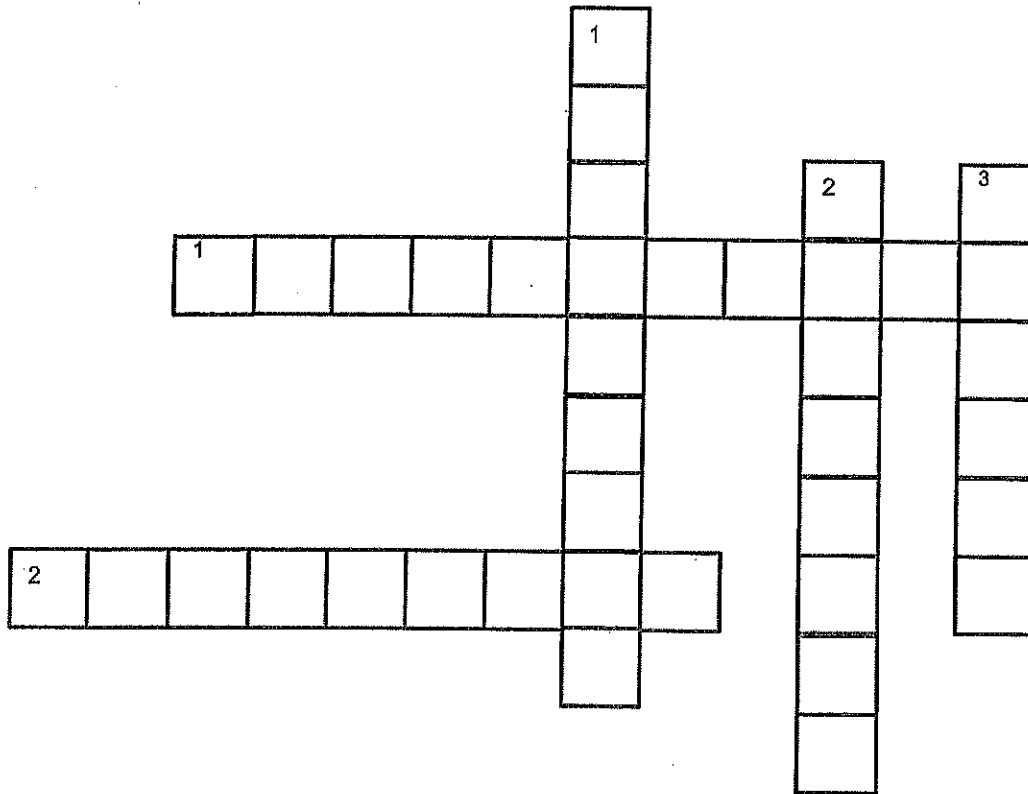


Name: \_\_\_\_\_ Date: \_\_\_\_\_

My View Literacy Grade: 5

### 2.3 Hatchet

Directions- complete the crossword puzzle with the correct vocabulary word.



gingerly      ignite      sputtered      painstaking      gratified

Down-

1. felt great satisfaction
2. cautiously; with great care
3. catch fire

Across-

1. done with great care and attention
2. gave out popping sounds

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My View Literacy Grade: 5

### 2.3 Hatchet

Directions- Use your reading book to fill in the blank with the correct vocabulary word.

1. His fingers \_\_\_\_\_ touched a group of needles that had been driven through his pants and into the fleshy part of his calf. Pg. 297
2. Clearly there had to be something for the sparks to \_\_\_\_\_ some kind of tinder or kindling—but what? Pg. 304
3. He had no trouble getting sparks, but the tiny bits of hot stone or metal—he couldn't tell which they were—just \_\_\_\_\_ and died. Pg. 304
4. It was \_\_\_\_\_ work, slow work, and he stayed with it for over two hours. Pg. 306
5. Working as fast as he could he carefully placed the dried grass and wood pieces he had tried at first on top of the bark and was \_\_\_\_\_ to see them take. Pg. 310

Directions- Unscramble the vocabulary words.

6. anastkpingi \_\_\_\_\_
7. ygigernl \_\_\_\_\_
8. argtfiedi \_\_\_\_\_
9. inegit \_\_\_\_\_
10. epsttuedr \_\_\_\_\_

\*Draw a picture to illustrate one of the vocabulary words on the back of this page.

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Directions: Write your spelling words in different colors to complete each part.

# Rainbow Write

red:

orange:

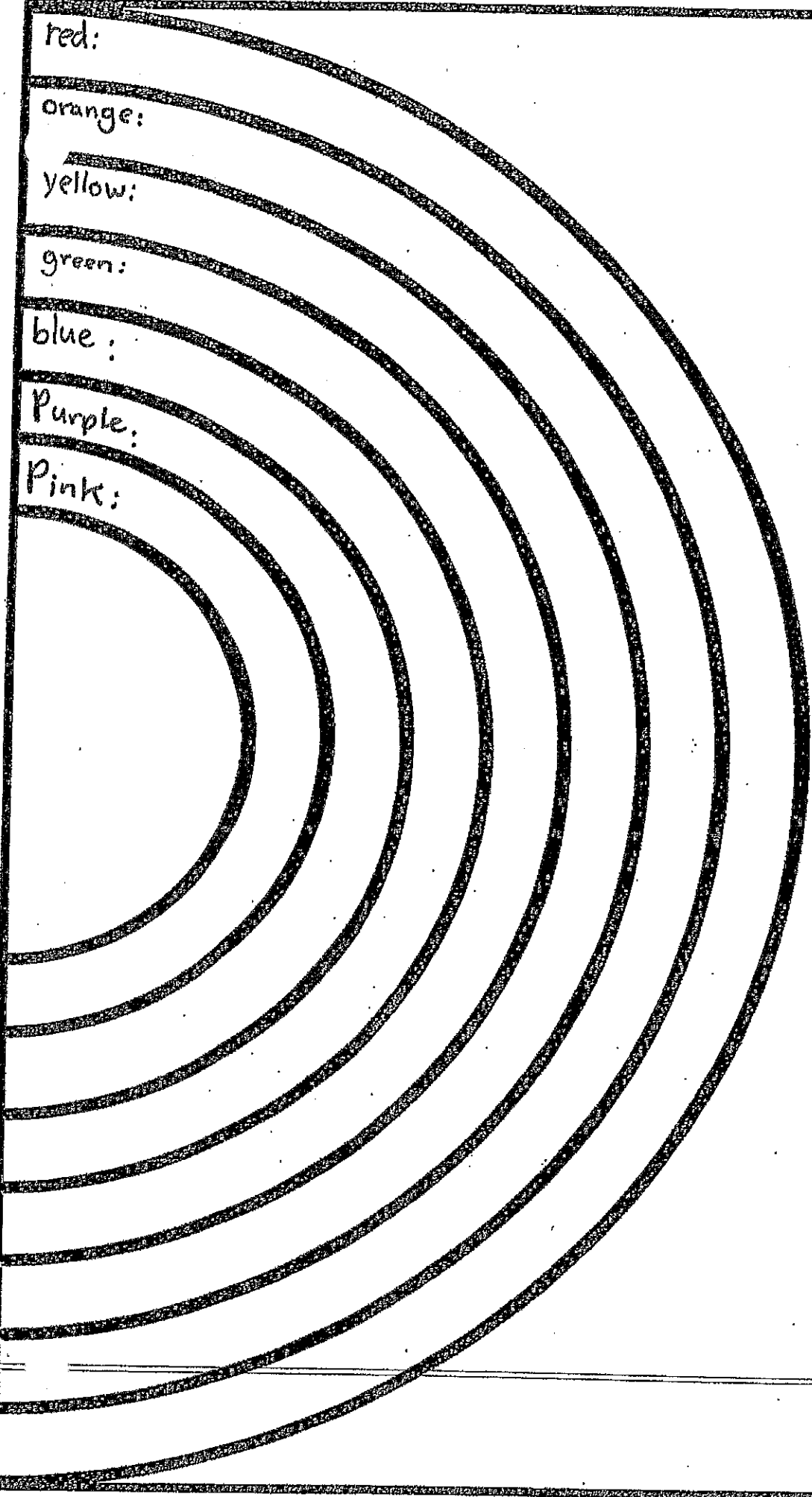
yellow:

green:

blue:

Purple:

Pink:



# Principal Parts of Irregular Verbs

Usually you add *-ed* to a verb to show past tense. Irregular verbs do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs usually change to other words.

<b>Present Tense</b>	We <u>see</u> a model dinosaur.
<b>Present Participle</b>	We <u>are seeing</u> a model dinosaur.
<b>Present Perfect Tense</b>	We <u>have seen</u> a model dinosaur.
<b>Past Tense</b>	We <u>saw</u> a model dinosaur.
<b>Past Participle</b>	We <u>have seen</u> a model dinosaur.
<b>Past Perfect Tense</b>	We <u>had seen</u> a model dinosaur.

Remember present perfect tense uses *have* with the past participle (*have made*). Past perfect tense uses *had* with the past participle (*had gone*).

Present Tense	Present Participle	Past Tense	Past Participle
become	( <i>am, is, are</i> ) becoming	became	( <i>has, have, had</i> ) become
begin	( <i>am, is, are</i> ) beginning	began	( <i>has, have, had</i> ) begun
buy	( <i>am, is, are</i> ) buying	bought	( <i>has, have, had</i> ) bought
do	( <i>am, is, are</i> ) doing	did	( <i>has, have, had</i> ) done
freeze	( <i>am, is, are</i> ) freezing	froze	( <i>has, have, had</i> ) frozen
go	( <i>am, is, are</i> ) going	went	( <i>has, have, had</i> ) gone
am/is/are	( <i>am, is, are</i> ) being	was/were	( <i>has, have, had</i> ) been
know	( <i>am, is, are</i> ) knowing	knew	( <i>has, have, had</i> ) known
make	( <i>am, is, are</i> ) making	made	( <i>has, have, had</i> ) made
see	( <i>am, is, are</i> ) seeing	saw	( <i>has, have, had</i> ) seen
think	( <i>am, is, are</i> ) thinking	thought	( <i>has, have, had</i> ) thought
write	( <i>am, is, are</i> ) writing	wrote	( <i>has, have, had</i> ) written

**Directions** Write *present*, *present participle*, *past*, or *past participle* to identify the principal part of the underlined verb.

1. We are seeing enormous models of *T. rex*. \_\_\_\_\_
2. The models freeze them in time and space. \_\_\_\_\_
3. Suddenly, the models began moving! \_\_\_\_\_

**Directions** Write each sentence using the tense of the underlined verb indicated in ( ).

4. Dinosaurs are popular with children for years. (present perfect)  
\_\_\_\_\_
5. Many children make dinosaur models. (past perfect)  
\_\_\_\_\_

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## Irregular Past Participle Verbs

To form the past tense form of most verbs, you simply add -ed to the end of the word.

**Present tense:** We walk to the restaurant.

**Past tense:** We walked to the restaurant.

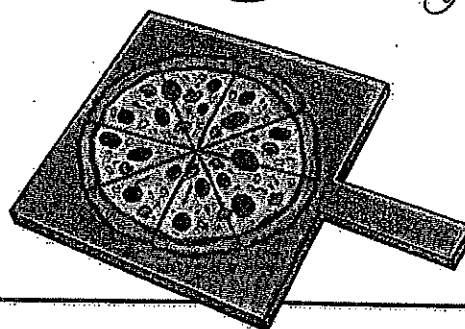
**Past participle:** We had walked to the restaurant.

Irregular verbs are a bit more difficult because you don't add -ed to make them past tense. The whole word changes depending on its tense.

**Present tense:** I eat a slice of pizza.

**Past tense:** I ate a slice of pizza.

**Past participle:** I have eaten a slice of pizza.



Choose the past participle of the verb for each sentence and write it on the line.

1. She has never \_\_\_\_\_ a speed boat before.  
(driven, drove)
2. Ella had \_\_\_\_\_ all of the vegetables on her plate.  
(ate, eaten)
3. We have \_\_\_\_\_ each other since we were very young.  
(knew, known)
4. Peter has \_\_\_\_\_ a letter to his favorite author.  
(written, wrote)
5. While on a camping trip, Kara was \_\_\_\_\_ by mosquitoes.  
(bitten, bit)
6. Thomas has \_\_\_\_\_ the most delicious tomatoes in town.  
(grown, grew)
7. Have you \_\_\_\_\_ on a horse without a saddle before?  
(rode, ridden)
8. The thief had \_\_\_\_\_ all of the expensive jewelry.  
(took, taken)

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Irregular Past Tense Verbs

## Past Tense Verb Match

Draw straight lines to match each present tense verb to its past tense form.

### Present Tense Verbs

1. hear

2. tell

3. grow

4. come

5. draw

6. get

7. see

8. fight

9. fall

10. catch

11. drink

### Past Tense Verbs

caught

saw

fought

heard

fell

grew

told

got

drank

came

drew

Choose two of the past tense verbs above and use them each in a sentence.  
Underline the past tense verb in each sentence.

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

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



# HATCHET

Who is telling the story? How do you know?

Suspense is a feeling of excitement or anxiety that comes from mystery or doubt. How does paragraph 8-10 build suspense? Why does the author organize the text like this?

Make an inference Why does the author include the illustration on p. 299?

What words in the text tell how the character feels? Cite evidence to support your answer.

How does the setting impact the story? How would the story change if the setting were different?

What is the purpose of paragraphs 63-70? How does the narrator present this information?

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# Point of View, Who is Telling the Story?

Read the paragraphs. Write the point of view under the paragraph.

**One of the Characters**

**I Me  
We**

**1st Person**

**The Narrator**

**He She  
They**

**3rd Person**

**Limited** – knows thoughts of **ONE** character.

**Omniscient** – knows thoughts of **ALL** characters.

Bill was so proud of his touchdown. He talked and talked about it. He told everyone about it. His friends were getting tired of hearing about it. "Maybe we could talk about something else," complained Ted.

1

Point of view

I just put my homework into the green homework basket on Mrs. Gardner's desk. I think I did a really good job on my report. I worked hard and spent a lot of time researching my project. Mrs. Gardner is looking at it now. I hope she likes it.

2

Point of view

Playing in the meadow was always fun for Sally and her best friend Molly. Sally liked to roll in the tall grass and watch the clouds as they moved in the sky. She hoped that Molly wanted to do the same thing.

3

Point of view

Rewrite passage # 2 from a different point of view.

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I know how to get what I want. I will smile and nod my head and the teacher will like me. I can get what I want by being nice and paying attention. I love school. Everyone will like me. This year will be fun. 4

Point of view

Adam was making faces at his two sisters. He was always trying to make them laugh. He just did not understand why they didn't think his faces were funny. When Adam made faces at school his friends laughed. 5

Point of view

"I need everyone to pay attention. Please, stop talking and look at me," Lindsey shouted. She was getting very frustrated. How could she teach them how to play the game if they did not pay attention? Everyone thought it was party time. 6

Point of view

Rewrite passage # 5 from a different point of view.

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## Word Study

### *r*-Controlled Vowels

Vowels that are followed by the letter *r* are called *r*-controlled vowels. These vowels make certain sounds:

- sound *ar* as in *backward*
- sound *er* as in *external*
- sound *or*

Many *r*-controlled vowels sound the same but are spelled differently. For example, the sound you hear in the word *gathered* can be spelled *er*, *ir*, *or*, or *ur*.

**My TURN** Read the following words and tell which sound is made by their *r*-controlled vowel.

1. flutter \_\_\_\_\_

5. start \_\_\_\_\_

2. charcoal \_\_\_\_\_

6. core \_\_\_\_\_

3. churn \_\_\_\_\_

7. guard \_\_\_\_\_

4. form \_\_\_\_\_

8. curve \_\_\_\_\_

**My TURN** Read the following paragraph:

There are many guards at the pool in the summer. Some of them start early in the morning, and some work into the evening. Part of their responsibility is to make sure everyone has a safe time swimming. Many of them also teach swimming classes. They teach how to swim forward, which is called the front crawl. They teach how to swim backward, which is the back crawl. They make sure to teach the right forms for swimming, including how to turn around at the side of the pool. The guards at the pool make sure everyone is prepared with safety and knowledge.

**TURN and TALK** With a partner, use *r*-controlled words in oral sentences.

# R-Controlled Vowels Quiz

Name: \_\_\_\_\_

Choose the word that has the same r-controlled vowel as the underlined sound and word.

- ar as in park  
a. barber    b. border    c. soaring    d. story
- or as in story  
a. person    b. sorrow    c. tomorrow    d. former
- er as in perfect  
a. before    b. stirring    c. tourist    d. morning
- ar as in party  
a. curve    b. backyard    c. daughter    d. copper
- Which of the following word pairs has the same r-controlled ar sound?  
a. disappear/barking    b. farmer/harvest  
c. singer/father    d. collar/farmer
- Which of the following word pairs has the same r-controlled er sound?  
a. disappear/barking    b. bother/farmer  
c. thirsty/future    d. soaring/barber
- Which of the following word pairs has the same r-controlled or sound?  
a. sorrow/dormant    b. anchor/working  
c. orphan/board    d. server/formed
- Which word contains an r-controlled vowel?  
a. perfect    b. rolling    c. prevent    d. control
- Which word contains an r-controlled vowel?  
a. greatest    b. future    c. rolling    d. pretest
- Which word contains an r-controlled vowel?  
a. radio    b. present    c. understand    d. rolling

Name \_\_\_\_\_

# Spelling

## Spell Words with *r*-Controlled Vowels

When vowels are followed by the letter *r*, they are called *r*-controlled vowels. When spelling words with *r*-controlled vowels, keep the following in mind:

- Many *r*-controlled vowels sound the same but are spelled differently.
- The sound you hear in the word *swerve* can be spelled *er*, *ir*, *or*, or *ur*.  
The sound you hear in the word *shortest* can be spelled as *or*, *ore*, or *oar*.

### SPELLING WORDS

armada  
conserve  
guitar  
proportion  
internal

category  
vertical  
partition  
conform  
guardian

external  
cardinal  
excursions  
injury  
majority

turbulent  
quarter  
harmony  
vertex  
minority

**My TURN** Read the following words, and identify the *r*-controlled vowel sound made by each.

1. injury \_\_\_\_\_

4. conform \_\_\_\_\_

2. guitar \_\_\_\_\_

5. turbulent \_\_\_\_\_

3. cardinal \_\_\_\_\_

6. vertical \_\_\_\_\_

**My TURN** Choose three of the following words and use them in sentences: *proportion*, *excursions*, *internal*, *majority*, *conserve*, *partition*. Use what you learned about *r*-controlled vowels to spell correctly.

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

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

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

Name \_\_\_\_\_

## Language and Conventions

### Principal Parts of Irregular Verbs

The principal parts of a verb are:

- present
- present participle
- past
- past participle

To form the past tense for regular verbs, add *-ed*, as in the following example for the word *watch*:

*Kwame watched the movie.*

However, do not add *-ed* to form the past tense for irregular verbs. Instead, most irregular verbs have completely different spellings for the past tense. Here is an example for the word *drink*:

*Louisa drank a cold glass of lemonade after mowing the lawn.*

The word *has* or *have* is added to form the past participle of irregular verbs:

*Marcella has begun to volunteer at the community garden.*

**MyTURN** Complete the following sentences using the irregular verb form shown in parentheses.

1. Mrs. Ochoa (**forget; past**) \_\_\_\_\_ to charge her cell phone.
2. Taylor and Kristen (**know; past participle**) \_\_\_\_\_ each other for years.
3. Kenny (**see; past**) \_\_\_\_\_ a turtle while kayaking.
4. Aisha (**go; past participle**) \_\_\_\_\_ to the art exhibit twice this month.

**MyTURN** Write one sentence using an irregular verb in the past tense and one sentence using the past participle of an irregular verb.

1.

2.

# Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	



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<p><i>Wednesday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	
<p><i>Thursday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	
<p><i>Friday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	

