

Name: _____

WEEK AT A GLANCE, UNIT 2 WEEK 4

STORY: TRACKING MONSTERS

ESSENTIAL QUESTION:

WHAT CAN WE LEARN FROM
STUDYING ANIMALS IN
THEIR NATURAL HABITAT?

GENRE:

INFORMATIONAL TEXT

SPELLING WORDS:

1. logical	11. accurate
2. inoffensive	12. impassable
3. irrational	13. inadequate
4. probable	14. mobile
5. legal	15. improbable
6. adequate	16. rational
7. offensive	17. illegal
8. irreplaceable	18. passable
9. inaccurate	19. replaceable
10. illogical	20. immobile

COMPREHENSION:

EXPLAINING RELATIONSHIPS

WRITING:

INFORMATIVE/EXPLANATORY

LANGUAGE:

PERFECT VERB TENSES

ANALOGIES

PREFIXES IL-, IN-, IM-, IR-

STORY VOCABULARY:

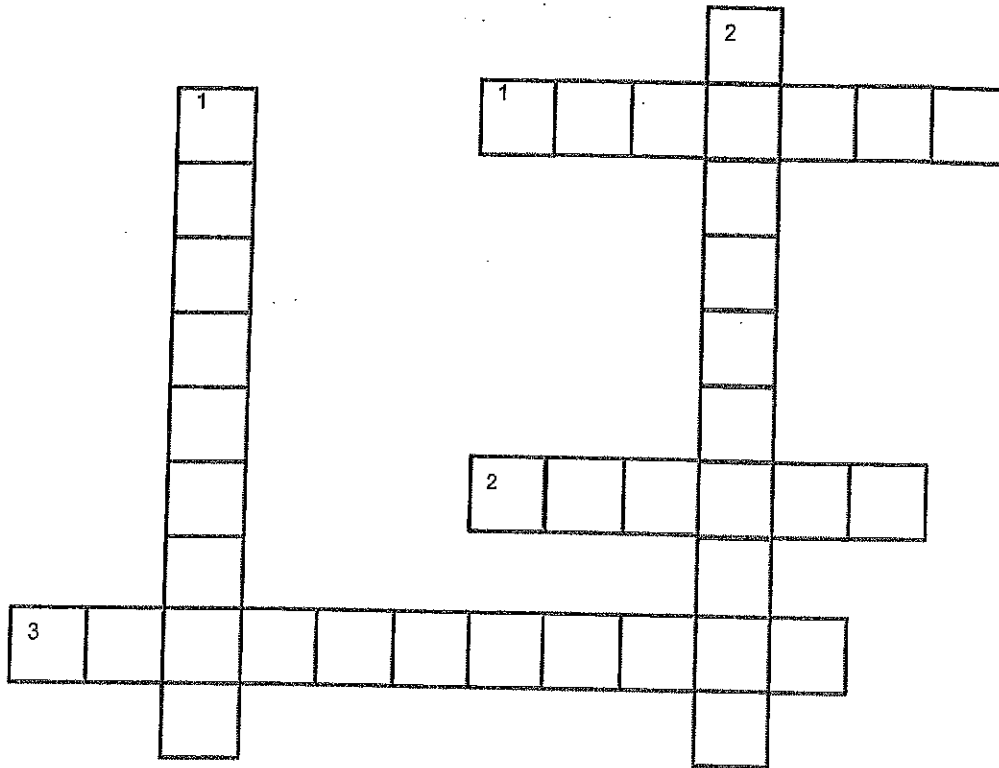
- TRANSMITTER (N) - EQUIPMENT THAT MAKES AND SENDS ELECTROMAGNETIC WAVES THAT CARRY MESSAGES
- ICONIC (N) - FAMOUS, POPULAR, AND REPRESENTATIVE OF A PLACE OR TIME
- BURROWS (N) - HOLES OR TUNNELS DUG BY ANIMALS AS PLACES TO LIVE
- FRAGMENTED (ADJ) - BROKEN INTO PIECES

Name: _____ Date: _____

My View Literacy Grade: 5

2.4 "Tracking Monsters"

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



transmitter	iconic	nocturnal	burrows	fragmented
-------------	--------	-----------	---------	------------

Down-

1. awake and active at night
2. broken into pieces

Across-

1. holes or tunnels dug by animals as places to live
2. famous, popular, and representative of a place or time
3. equipment that makes and sends electromagnetic waves that carry messages

Name: _____ Date: _____

My View Literacy Grade: 5

2.4 "Tracking Monsters"

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

1. Brian is using them to zero in on a critter with a radio _____ inside of it. Pg. 335
2. "Gila monsters are an _____ species of the Sonoran Desert," says Kevin. Pg. 336
3. They're _____ much of the year and spend a lot of their time in underground _____. Pg. 336
4. Are highways and fences separating Gila monsters and creating small, _____ populations? Pg. 345

Directions- Unscramble the vocabulary words.

5. ubrwrso _____
6. cioicn _____
7. tarsmtnitre _____
8. onctrnula _____
9. gfremanedt _____

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

Name: _____

Directions: Write your words using the color code.

Red, "Write", and Blue

vowels



consonants



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Past, Present, and Future Tenses

The **tense** of a verb shows when something happens. Verbs in the **present tense** show action that happens now. Most present-tense singular verbs end with *-s* or *-es*. Most present-tense plural verbs do not end with *-s* or *-es*.

A sheet covers a large object. The twins wait for their friends.

Verbs in the **past tense** show action that has already happened. Most verbs in the past tense end in *-ed*.

They constructed a strange machine.

Verbs in the **future tense** show action that will happen. Add *will* (or *shall*) to most verbs to show the future tense.

It will move forever without slowing.

- Some regular verbs change spelling when *-ed* is added. For verbs ending in *e*, drop the *e* and add *-ed*: *liked, loved*. For verbs ending in a consonant and *y*, change the *y* to *i* and add *-ed*: *hurried, carried*.
- For most one-syllable verbs that end in one vowel followed by one consonant, double the consonant and add *-ed*: *stopped, napped*.
- Irregular verbs change spelling to form the past tense: *are/were, bring/brought, eat/ate, find/found, fly/flew, go/went, have/had, is/was, make/made, see/saw, sit/sat, take/took, tell/told, think/thought, write/wrote*.

Directions Identify the tense of each underlined verb. Write *present, past, or future*.

1. Everyone wants a good idea for the science fair. _____
2. The committee will give a trophy to the best project. _____
3. Effie competed for the prize last year. _____
4. Her project is clever. _____
5. It received second prize. _____
6. The bell will ring when you fall asleep. _____
7. Papa tried the machine on me. _____

Directions Write the correct present, past, and future tense of each verb.

Verb	Present	Past	Future
8. ask	He _____	He _____	He _____
9. eat	You _____	You _____	You _____
10. apply	They _____	They _____	They _____

Name _____

Word Study

Prefixes *il-*, *in-*, *im-*, and *ir-*

The prefixes *il-*, *in-*, *im-*, and *ir-* mean “not.” So if you come across one of these prefixes and know the meaning of the base word it is attached to, you can figure out what the word means.

For example, if you know that the word *polite* means “showing respect for other people,” and the prefix *im-* means “not,” you can conclude that the word *impolite* means “not showing respect for other people.”

MyTURN Draw a line to match the prefix in the left column with the correct base word in the center column. Then write the new word that you have created in the right column. Use what you know about prefixes to decode, or read, the new words.

il-	movable	_____
in-	responsible	_____
im-	legible	_____
ir-	capable	_____

MyTURN Use texts that you read this week or a dictionary to write one additional word using each of the prefixes (*il-*, *in-*, *im-*, and *ir-*).

- 1. *il-* _____
- 2. *in-* _____
- 3. *im-* _____
- 4. *ir-* _____

High-Frequency Words

High-frequency words are words that you see over and over again in texts.

TURN and TALK With a partner, read these high-frequency words aloud. Then take turns using each word in a sentence: *record*, *value*, *rhythm*, *science*, *shoulder*, *company*.

Name: _____

Synonym and Antonym Analogies

Complete each analogy by writing the correct word on the line. Then, tell whether the words in the analogy are synonyms or antonyms.

1. Open is to closed as near is to _____.
(far, closed, shut)

The pairs of words in this analogy are _____.
(synonyms, antonyms)

2. Soft is to loud as slow is to _____.
(quiet, quick, sluggish)

The pairs of words in this analogy are _____.
(synonyms, antonyms)

3. Little is to small as large is to _____.
(tiny, huge, medium)

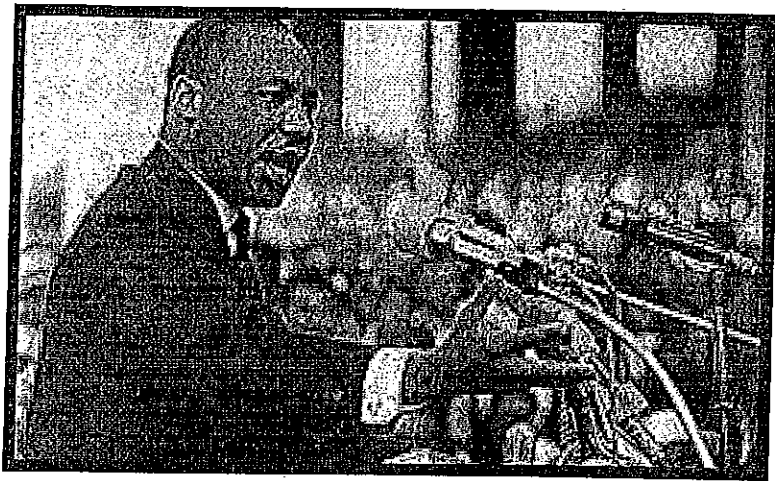
The pairs of words in this analogy are _____.
(synonyms, antonyms)

4. Smart is to intelligent as sly is to _____.
(sneaky, dumb, genius)

The pairs of words in this analogy are _____.
(synonyms, antonyms)

5. Dishonest is to honest as always is to _____.
(usually, never, sometimes)

The pairs of words in this analogy are _____.
(synonyms, antonyms)



Martin Luther King Jr.

Born in Atlanta, Georgia in 1929, Martin Luther King Jr. was named Michael, after his father. Martin's father was a minister and they soon both adopted the name Martin, after the German Protestant leader Martin Luther. Martin had one sister and one brother and the children grew up in a very loving and secure environment. Martin was a very intelligent student and skipped both the ninth and eleventh grades in school. Although he grew up in a very religious household, it wasn't until his junior year of high school that he decided to go to college to become a minister. When he was studying for his doctorate degree, he met his wife, Coretta Scott, and they married in 1953. Martin always had an interest in equality, meaning that all humans, no matter what religion, background, or race, should be treated the same. Martin's first big chance to help others came in 1955 during the Montgomery Bus Boycott. Several African America passengers refused to give up their bus seats to white passengers. During this time in history, all African Americans were expected to follow this rule or they could be arrested. African Americans believed this was not fair and decided to boycott the bus system in Montgomery. This meant people would walk to work to let the government and bus system know that they were not being treated fairly. Martin Luther spoke many inspiring words, and 382 days later, the boycott was lifted and the city of Montgomery no longer had segregated public transportation. Martin Luther King Jr. was a very honorable, kind and inspirational man. Unfortunately, not everyone was happy with the changes in society that Martin was making and he was assassinated while standing outside on a motel balcony in 1968.

Name: _____

Writing About Reading

On the back, write to explain the Montgomery Bus Boycott. Do you think African Americans should have had to give up their seats? Use specific examples from your text to support your answer!

Underline the answer in the text to support your answer.

1. What does the word segregated mean in this passage?

2. What year did Martin Luther King Jr. get married?

3. What happened when Martin was in high school?

4. Write one fact you learned about Martin Luther King Jr.

Name _____

Spelling

Spell Words with Prefixes *il-*, *in-*, *im-*, *ir-*

Most of the time, adding a prefix does not change the way the base word is spelled. Prefixes do change the meaning of the base words to which they are added. In this case, the prefixes *il-*, *in-*, *im-*, and *ir-* all mean "not."

SPELLING WORDS

logical
inoffensive
irrational
probable
legal

adequate
offensive
irreplaceable
inaccurate
illogical

accurate
impassable
inadequate
mobile
improbable

rational
illegal
passable
replaceable
immobile

My TURN Complete the following sentences by adding the correct prefix (*il-*, *in-*, *im-*, or *ir-*) to the base word shown in parentheses. Spell correctly.

1. Winning the lottery is (**probable**) _____.
2. Even after combining their savings, Jordan and Mika had an (**adequate**) _____ amount of money to buy the video game.
3. Having been in the family for generations, the rare and delicate vase was (**replaceable**) _____.

My TURN Follow the prompts below to practice spelling words with prefixes.

1. Use the word *immobile* in a sentence about trying to move something.

2. Use the word *irreplaceable* in a sentence about a treasured item or an antique.

Prefixes il, in, im, ir Quiz

Name: _____

Choose the word that means the same as the underlined words below.

- not believable
a. irregular b. immortal c. incredible d. illegal
- not energetic
a. inactive b. informal c. incomplete d. irregular
- not uniform or even
a. intense b. inability c. impatient d. irregular
- state of not being able
a. inability b. immature c. inaccessible d. instinct
- Choose the word that means the same as not human.
a. impolite b. immortal c. insufficient d. inaccurate
- Choose the word that means the same as not finished.
a. irresponsible b. irrelevant c. incomplete d. illegible
- Which of the following words uses the correct prefix?
a. inrelevant b. inadequate c. irpatient d. ilproper
- Which prefix can be added to the word relevant to mean "unrelated?"
a. in b. im c. in d. ir
- Which prefix can be added to the word accurate to mean "not precise or complete?"
a. in b. im c. in d. ir
- Which word contains a prefix that can be added to the word visible to make a word that means "not able to see"?
a. ilvisible b. invisible c. irvisible d. invisible

Name _____

Language and Conventions

Perfect Verb Tenses

Verb tense can be thought of in terms of past, present, and future:

- **Past:** what has already happened or has already been (*walked*)
- **Present:** what is happening right now (*walk*)
- **Future:** what will happen or what will be (*will walk*)

Perfect tenses are a little different. They use a helping verb to show how actions are related in time:

- **Past perfect:** shows an action that began and ended in the past (*we had walked*)
- **Present perfect:** shows an action that began in the past and ended in the present (*we have walked*)
- **Future perfect:** shows an action that will start and end in the future (*we will have walked*)

MyTURN Complete the sentences using the verb and verb tense shown.

1. Elisa (**offer; past perfect**) _____ to help Tyler with his project.
2. By the time he is fifteen, Jack (**read; future perfect**) _____ many books.
3. We (**drive; past perfect**) _____ a long way to get here.
4. DeMarcus (**ask; past perfect**) _____ his mom if she needed help making dinner.
5. By the end of the summer, Rasheed (**harvest; future perfect**) _____ peppers, carrots, and squash.

Unit 1 Independent Reading Log

© Pearson Education, Inc., 5

Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
<p><i>Monday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	
<p><i>Tuesday</i></p> <p>From _____ to _____</p>			<p>Great 5 4 3 2 1</p> <p>Awful</p>	
<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>	

Unit 1 Independent Reading Log

© Pearson Education, Inc., 15

Read the Time	What is the Author's Purpose?	What is the Main Idea?	What is the Topic?	Explain your rating.
<p>Monday</p> <p>From _____ to _____</p>				<p>Great 5 4 3 2 1</p> <p>Awful</p>
<p>Tuesday</p> <p>From _____ to _____</p>				<p>Great 5 4 3 2 1</p> <p>Awful</p>
<p>Wednesday</p> <p>From _____ to _____</p>				<p>Great 5 4 3 2 1</p> <p>Awful</p>
<p>Thursday</p> <p>From _____ to _____</p>				<p>Great 5 4 3 2 1</p> <p>Awful</p>
<p>Friday</p> <p>From _____ to _____</p>				<p>Great 5 4 3 2 1</p> <p>Awful</p>