

Name _____

ashamed

boast

dash

holler

plenty

similarities

victory

wisdom

Write the word on the line that makes sense.

1. There are _____ of books to read at the library.
2. The girl had to _____ to class when the bell rang.
3. The team is proud of their _____ in the game.
4. Can you name the _____ between a frog and a toad?
5. The man used his _____ to make the right choice.
6. The student felt _____ about not telling the truth.
7. The fans _____ loudly at the game.
8. She likes to _____ about her smart puppy.

Name _____

The letters ***eer***, ***ere***, and ***ear*** can stand for the **same** sound. Listen to the sound as you say the words ***steer***, ***here***, and ***clear***.

A. Read each word. Circle the words that rhyme with the first word.

1. **year** fern mere spear jeer
2. **peer** perk cheer near fear
3. **here** dear herd veer ear

An abbreviation is a short way to write a word. It begins with a capital letter and ends with a period.

B. Read each sentence. Write the underlined name on the line, using the correct abbreviation.

1. Mister Flint is a teacher. _____
2. The school is on North Street. _____
3. My friend lives on Turner Avenue. _____
4. Doctor Lopez cares for pets. _____

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

Coyote Brings Fire

Characters

Narrator

Coyote

Squirrel

Chipmunk

Frog

Two Fire Beings

Narrator: Long ago, people did not have fire. Coyote
9 decided to bring it to them.

15 (Coyote speaks to Squirrel, Chipmunk, and Frog.)

22 **Coyote:** I know where we can get fire. The Fire Beings
33 have it at their camp. I have a workable plan to take the
46 fire. Will you help?

50 **Squirrel:** We'll all help you if you just tell us what to do.

63 **Coyote:** Follow me very quietly.

68 (The animals sneak up to the Fire Beings' camp. Coyote
78 grabs a stick of fire and runs.)

85 **Chipmunk:** Look out, Coyote! The Fire Beings are
93 chasing you. Run quickly!

97 **Frog:** The Fire Beings touched the end of Coyote's tail!
107 Now the fur there is white.

Name _____



113 **Squirrel:** Coyote, toss the fire to me and I'll catch it.

124 (Coyote tosses the fire to Squirrel.)

130 **Coyote:** Oh, Squirrel, you caught the fire with your
139 tail. The heat of the fire has curled your tail up over
151 your back.

153 **Chipmunk:** Squirrel, toss the fire here to me.

161 (Squirrel tosses the fire to Chipmunk.)

167 **Coyote:** Watch out, Chipmunk, a Fire Being is right
176 behind you.

178 **Frog:** The Fire Being scratched Chipmunk's back. Look
186 at the three stripes on his back. Throw the fire to me,
198 Chipmunk!

199 (Chipmunk tosses the fire to Frog. Frog is caught by a Fire
211 Being, but gets away. The fire being still holds Frog's tail.)

222 **Squirrel:** Frog, you have lost your tail!

229 **Coyote:** Here comes another Fire Being. Frog, toss the
238 fire onto Wood.

241 **Narrator:** Now Wood had fire. Coyote showed the
249 people a useful skill. He rubbed two sticks together to
259 make fire. From that day on, the people had fire.

Name _____

A. Reread the passage and answer the questions.

1. What does Coyote want to do for people?

2. How do Coyote and the animals get fire?

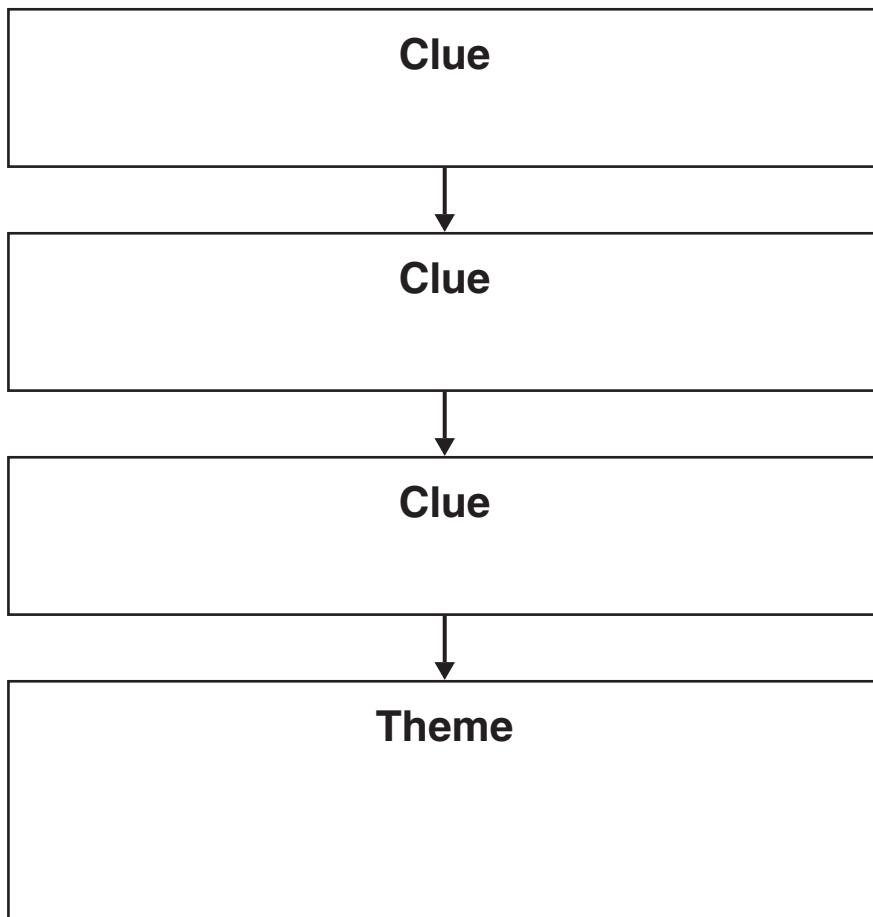
3. What is the theme of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Read the selection. Complete the Theme chart.



Name _____

A. Read the draft model. Use the questions that follow the draft to help you add details about the characters' experiences and thoughts.

Draft Model

Sun and Moon were friends. They were nice to each other. Every day they had fun and did things together.

1. What might Sun and Moon think about being friends?
2. How might Sun and Moon be nice to each other?
3. What kind of fun might they have together? What are some things they might do?

B. Now revise the draft by adding details that tell about what Sun and Moon are like.

Name _____

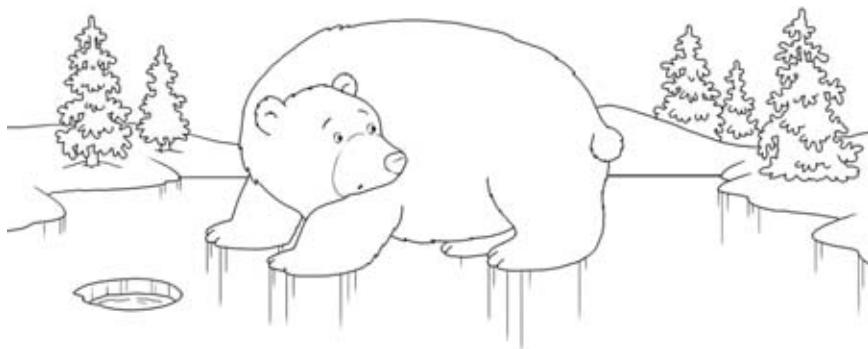
Bear's Stumpy Tail

Fox: Bear, drop your tail in this hole in the ice. You can catch fish that way.

(Bear sits to put his tail in the ice.)

Bear: My tail is cold. I'm getting up now.

(Bear gets up. His tail snaps off. Now he has a stumpy tail.)



Answer the questions about the text.

1. How do you know this is a drama?

2. Why does Bear drop his tail into the hole in the ice?

3. What lesson does Bear learn about Fox?

Name _____

A **root word** is a word to which other word parts are added.

Read each sentence. Circle the root word in the word in bold print. Then write the meaning of the word in bold print.

1. I have a **workable** plan to take the fire.

2. Follow me very **quietly**.

3. The Fire Being **scratched** Chipmunk's back.

4. The Fire Being still **holds** Frog's tail.

5. Coyote showed the people a **useful** skill.

Name _____

Reread “Coyote Brings Fire.” Write about how the author uses what the characters say and do to share the theme of the story.

1. In “Coyote Brings Fire,” the main characters are _____

2. Coyote wants to _____ because

3. He does this with _____

4. The characters’ words and actions are important to the author’s

main message because _____

5. The theme of the story is _____
