

Name _____

intensity	forfeit	retreated	ancestors
endurance	irritating	despised	honor

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|--|---------------|
| 1. annoying | a. intensity |
| 2. disliked | b. endurance |
| 3. extreme strength or force | c. forfeit |
| 4. to regard with great respect | d. irritating |
| 5. withdrew | e. retreated |
| 6. people from whom one is descended | f. despised |
| 7. the power to withstand pain or stress | g. ancestors |
| 8. to lose because of a rule | h. honor |

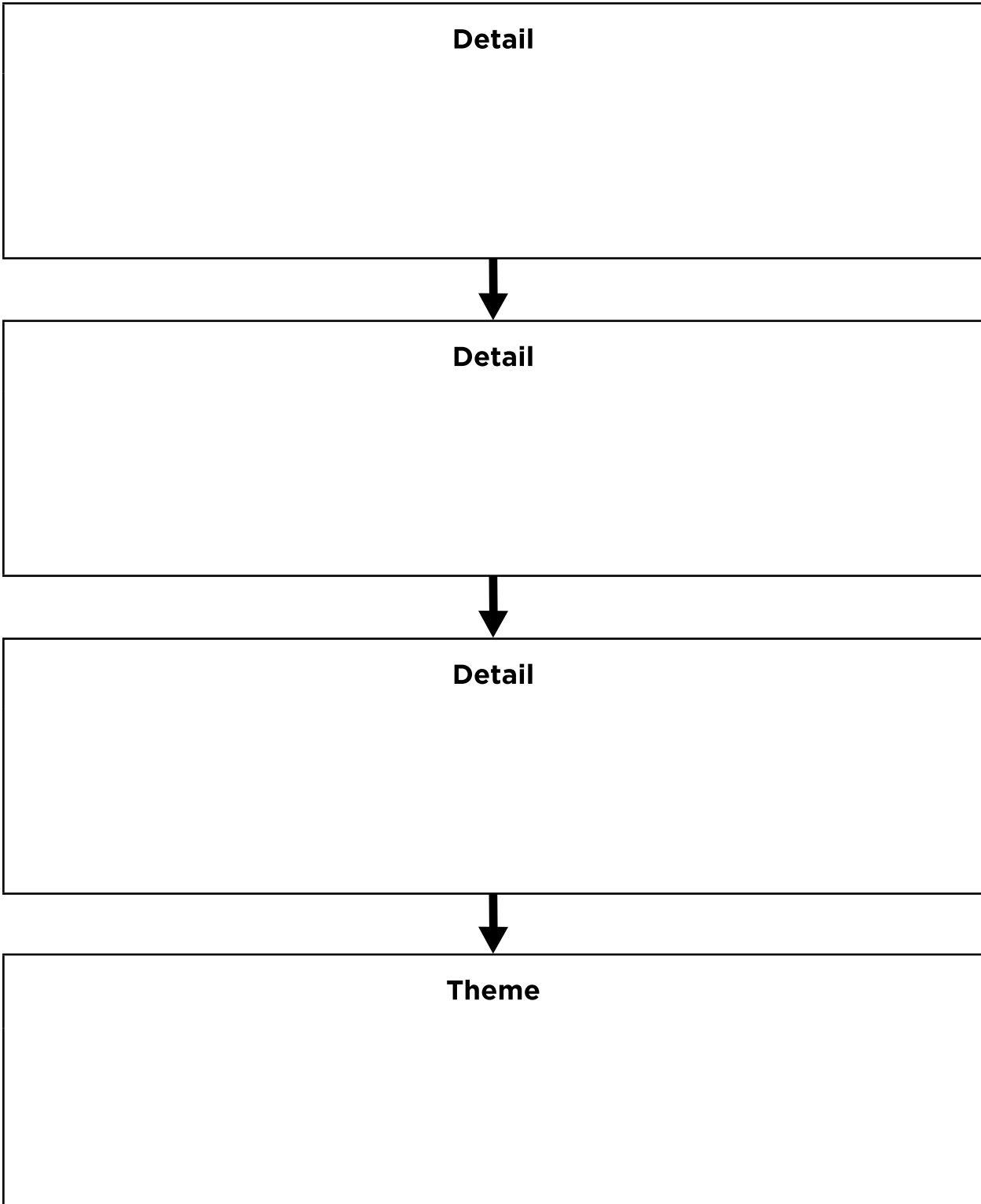
B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.

9. _____

10. _____

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
21 family was repairing their home with fresh birch bark strips. Kanti
34 stayed in the shadow of the trees until she reached the lake. Her
46 cousins were splashing merrily near the shore. They waved to her. She
stepped into the water.

50 "Kanti!" an irritated voice said.

55 Kanti felt her heart drop to her stomach. She was caught. Kanti's
67 mother walked quickly toward her. "Kanti, you know that your
77 grandmother is going to teach you today."

84 "It's so hot and steamy outside. Why can't I swim with my
96 cousins?" she whined.

99 "Sometimes we have to set aside play so we can learn," her mother
112 said. Come, I think you will like this lesson."

121 Kanti's grandmother looked dignified as she sat cross-legged in
130 the center of their wigwam. There were many belts around her made
142 of purple and white beads. In front of her was a loom shaped like an
157 archer's bow with a few rows of beads strung.

166 "Thanks for coming, Kanti." There was a mischievous glint in her
177 grandmother's eye. She held a few small purple beads. "Do you know
189 what these are?"

Name _____

“That’s easy, they’re wampum.” Sometimes Kanti would help collect the quahog, or clams, the beads were made from.

“I actually meant, what do the beads stand for?” Kanti’s grandmother said. “Here, let me show you.”

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam.

“These people are your great-great grandmother and grandfather,”

she said. “They traveled over the mountains to find a place to settle.”

She traced the triangles with her fingers, stopping a large circle beyond them. “When they found a wide lake, they knew it would support many people. This is how our village began.”



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, she saw that all the belts held adventures of their own. She looked at the loom with a puny five rows completed. “What story will this belt tell?” she asked.

“This belt will tell your story,” her grandmother said. “I started it for you and you can continue to add to it as you grow.” With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work. She looked for just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn’t wait to show her cousins what she had made.

Name _____

A. Reread the passage and answer the questions.

1. Why does Kanti have to visit her grandmother?

2. What does Kanti learn from her grandmother?

3. What is the theme of this story? Circle the letter of the best answer.

- a. It is important to learn about the history and traditions of your family.
- b. Sometimes it is better to learn instead of play.
- c. Learning how to weave is an important skill.

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

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

Name _____

A Roman Tradition

“Come help me pick flowers from the garden,” Cornelia’s mother called.

Cornelia got up and followed her mother outside. Their house stood on a hill outside Rome, the capital of the Roman Empire. From their garden they could see the city.

“Why do we need flowers?” Cornelia asked.

“We will decorate the *lararium*,” her mother said. She turned and pointed into the house. In the corner, a small building stood on a table. It looked like a tiny temple. Small statues and oil lamps sat inside.

“Three times a month, we bring flowers and honey to the spirits of the household. We do this so that they will protect our house and our crops,” Cornelia’s mother explained.

Answer the questions about the text.

1. In this piece of historical fiction, which parts are real? Which parts are made up?

2. What is the story’s setting?

3. What literary element is included in this piece of historical fiction?

4. Do you think the dialogue is real or made up?

Name _____

Connotation is the meaning or feeling associated with a word. **Denotation** is the literal, dictionary definition of a word. Look at the sentence below.

I'm glad I have on a heavy coat because it is **raw** outside today.

The denotation for *raw* is "damp and chilly." The connotation for *raw* is "unpleasantly damp and chilly."

Read each sentence below. Read the denotation for each word in bold. Then circle the letter of the best connotation of the word in bold.

1. I hate it when it's so **steamy** outside.

Denotation: hot and humid

Connotation:

- a. uncomfortably hot and humid b. chilly c. crowded with people

2. "Why can't I swim with my cousins?" she **whined**.

Denotation: used a high, complaining or crying voice

Connotation:

- a. yelled b. asked politely c. pleaded in a childish way

3. She looked at the loom with a **puny** five rows completed.

Denotation: small and weak

Connotation:

- a. very colorful b. too many c. too few

Name _____

Some words end with a vowel + *n* and the final syllable is not accented. These word endings all sound like the letters *on* in *person*.

button

muffin

kitten

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. The first one has been done for you.

1. What is your favorite season of the year?
2. Make sure that no one is behind the door when you open it.
3. I saw a single robin when I looked out my window.
4. You will not believe my reason for arriving so late!
5. The holiday concert begins at eleven, so we should hurry.
6. It is common to see bats in my neighborhood at night.

Number prefixes are added to base words to show number or amount.

uni-, *mono-* = one

tri- = three

cent- = hundred

bi- = two

deca- = ten

B. Circle the number prefix. Write the base word. The first is done for you.

1. decagram gram

2. centimeter _____

3. tricycle _____

4. monoplane _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

Draft Model

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.

Name _____

Elena used text evidence from two different sources to respond to the prompt: *Write a dialogue between Omakayas and Little Bee about what they heard during the adults' conversation.*

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

Reread the passage. Follow the directions below.

1. **Circle** an example of a strong verb used by Elena.
2. **Draw a box** around a line of dialogue that Little Bee says.
3. **Underline** the text evidence that helps you make an inference that Little Bee got the gift she wanted.
4. **Write** two adverbs that Elena uses on the line below.
