

Name _____

passenger

launched

direction

flight

impossible

popular

controlled

motion

Use a word from the box to answer each question. Then use the word in a sentence.

1. What word might describe a famous actor? _____

2. What do you call a person who rides the bus? _____

3. What is another word for *movement*? _____

4. What word describes something that cannot be done? _____

5. What did the pilot do when he flew the plane? _____

6. What is another word for *the line something moves along*? _____

7. What is another word for *put something into motion*? _____

8. Which word describes the movement of a bird through the air? _____

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause	Effect
<p>First</p>	<p style="text-align: center;">→</p>
<p>Next</p>	<p style="text-align: center;">→</p>
<p>Then</p>	<p style="text-align: center;">→</p>
<p>Finally</p>	<p style="text-align: center;">→</p>

Name _____

Read the passage. Use the reread strategy to be sure you understand what you read.

History of Human Flight

Wanting to Fly Like Birds

5 Humans have always wanted to fly. But it took a long time
17 for them to learn how to do it. At first, they tried to copy birds.
32 They made wings out of wood. They attached the wings to their
44 arms and tried to fly. But birds and humans do not have the
57 same muscles. So the wings did not work.

65 The first big step toward human flight was the kite. The kite
77 was first made in China in 400 B.C. Some used kites for fun.
90 Others used them to test the weather. Some people wanted
101 to make flying objects that could carry people. So they made
111 balloons and gliders.

114 Hot Air Balloons

117 The first hot air balloon was a silk bag. The bag was filled with
131 smoke from a fire. The hot air made the balloon lighter than the
145 air around it. Because of this, the bag rose into the sky. People
158 attached a basket to the bag. Soon, they began to use it to travel.

171 Gliders

172 The next big step in human flight was the glider. A glider does
185 not float like a balloon. It falls to earth. But it falls so slowly that
200 it stays in the air a long time. Gliders are easier to control than
214 balloons. With gliders people could fly where they wanted.

Name _____

Several inventors helped improve the glider. George Cayley made a new wing shape. He also wanted to make the glider more stable. That's why he added a tail. Otto Lilienthal made a glider that could fly far. Sam Langley focused on ways to power the flight. He put an engine on the glider.

Really Flying

Balloons and gliders made it possible for people to fly. But they did not let people travel very far. Octave Chanute studied all of the texts he could find about human flight. He wrote it all in a book. Two brothers from Ohio read the book. Their names were Wilbur and Orville Wright. Octave's book convinced them that they could make a flying machine.



The Wright brothers' first "Flyer."

U.S. Air Force

The Wright brothers were great thinkers. First they did tests with balloons and kites. Then they learned about wind. They made a glider that worked well in any type of wind. Then they worked on an engine. It had to be strong. After five years of study, they used all their knowledge to make a "Flyer." At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!

Name _____

A. Reread the passage and answer the questions.

1. When people made wings out of wood, why did they not work?

2. According to paragraph 2, why did people make balloons and gliders?

3. According to the section "Hot Air Balloons," what caused the silk bags to rise into the sky?

4. What was the effect of the Wright brothers reading Octave Chanute's book?

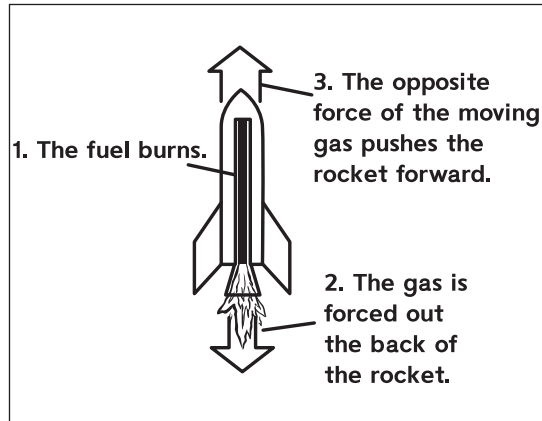
B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

How Rockets Move

A rocket is filled with fuel. When the fuel burns, gas leaves the back of the rocket. This gas moves at a very high speed. It has a lot of force. The rocket then moves forward using a basic law of nature. This law says that every action has an equal and opposite reaction. This means that the force of the moving gas has an opposite reaction. When the gas leaves the back of the rocket, it pushes the rocket in the opposite direction. This makes the rocket move forward at a very high speed.



Answer the questions about the text.

1. What topic does this expository text tell about?

2. What text feature does this text include?

3. How does the text feature help you understand the text?

Name _____

Read each passage below. Use other words in the passage to help you figure out the correct meaning of each multiple-meaning word in bold. On the line, write the correct meaning of the word in bold.

1. Humans have always wanted to **fly**. But it took a long time for them to learn how to do it. At first, they tried to copy birds.

fly: _____

2. The kite was first made in China in 400 B.C. Some used kites for fun. Others used them to **test** the weather.

test: _____

3. The hot air made the balloon lighter than the air. Because of this, the bag **rose** into the sky.

rose: _____

4. Sam Langley focused on ways to **power** the flight. He put an engine on the glider.

power: _____

5. Then they learned about **wind**. They made a glider that worked well in any type of wind.

wind: _____

6. At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new Flyer. It **worked**!

worked: _____

Name _____

A. Circle the correct homophone to complete each sentence. Write the word on the line.

1. I think _____ report was very interesting.

your

you're

2. We slowly _____ the canoe down the river.

road

rowed

3. Do you think _____ going to be here on time?

their

they're

4. I found the missing _____ of the jigsaw puzzle.

piece

peace

5. I plan to buy the game once it goes on _____.

sail

sale

B. Read the words in each row. Underline the word that has an *r*-controlled vowel syllable. Then circle the two letters that make the *r*-controlled vowel sound.

1. people really person

2. sharpen slowing safety

3. willow working waiting

4. horses homemade hopeful

5. sudden sprouting surprise

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.

Draft Model

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. **Draw a box** around the sentence that introduces the topic.
2. **Underline** an example of a detail that helps support the topic.
3. **Circle** a strong conclusion that sums up a paragraph.
4. **Write** one complex sentence from the model on the line.
