

PEARCE PRESS

WHY ARE NATURAL RESOURCES VALUABLE?

Monday

- ✦ Reading passage: Ant Farm
- ✦ Grammar p. 91
- ✦ BrainPOP Due Wednesday

Tuesday

- ✦ Grammar p. 92 & 93
- ✦ Review weekly vocabulary for quiz

Wednesday

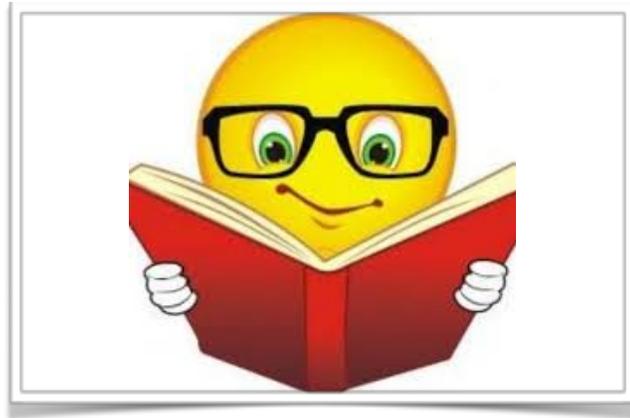
- ✦ Reading passage: Animal Tracks and Burrows
- ✦ Grammar pg. 94
- ✦ Study spelling & grammar
- ✦ BrainPOP due today

Thursday

- ✦ iReady online

Friday

- ✦ iReady online



Important Information

- ✦ Reading/vocabulary quiz on Wednesday (open book).
- ✦ Spelling quiz on Thursday.
- ✦ Reading & Grammar Test on Thursday.
- ✦ Complete BrainPOP assignments by Wednesday evening. Graded for accuracy. You can watch multiple times if needed. (Conjunctions, Subject-verb agreement)
- ✦ iReady Online due by Sunday evening.
- ✦ Wednesday tutoring students (selected) must be picked up by 3:20pm.



Spelling Words:

words with /cher/ and /zher/

1. stature
2. searcher
3. feature
4. pasture
5. leisurely
6. exposure
7. pleasure
8. mixture
9. gesture
10. pressured
11. enchanter
12. posture
13. lecture
14. manufacture
15. architecture
16. fractured
17. moisturize
18. stretcher
19. legislature
20. azure

Vocabulary Words

1. circulates: moves in a circular path
2. absorb: soak up
3. affect: influence
4. conserve: keep it from harm/loss
5. cycle: series of events that happen over and over in the same order
6. glaciers: large masses of ice found in cold regions or on top of high mountains
7. necessity: something that is needed/required
8. seeps: flows or spreads slowly

Grammar Skill Review

Possessive Nouns

Comma Usage

Reading Focus

Summarize

Author's Point of View

Context Clues

Expository Text

FSA Dates for 5th Grade

FSA Reading May 1 & 2

FSA Math May 6 & 7

FCAT Science May 8 & 9

Upcoming Tutoring Dates

Wednesday, 4/17/19 Reading (selected students)
NO Saturday School 4/20/19



SESSION 2

Read the text. Then answer the questions.

Ant Farm

Murphy's dad ran an excavating business. "Basically, this meant that he dug big holes," Murphy's older brother once told him. That line caused his dad to chuckle. But when Murphy was really little, watching his dad operate an excavator was his favorite thing in the whole world!

He loved the big yellow machines with their sticks and buckets and giant wheels; he admired the smooth way they turned around, and the way his dad could open and close the huge shovel from inside his cab. The best part was when his father used the excavator to pick up a giant rock as easily as if it were a tiny pebble.

When Murphy was three, his dad made him a video of the excavator in action, and Murphy used to watch it over and over until everyone in the family begged him to switch to something else.

Now that he was ten, Murphy had added to his list of interests.

He liked soccer and math. He had an ant farm, and he was excellent at electronic games. He had lots of friends. But sometimes on summer days, Murphy would accompany his father to a job site and watch a little excavation.

One July morning, Murphy was sitting at the desk in his bedroom, slurping down cereal and watching his ants. The farm was actually a big clear plastic box, and through the sides he could observe the insects making complicated tunnels and using their antennae to communicate. For the first time, it occurred to him that the ants were excavators, too.

"Murph," his father called from the foot of the stairs, "I'm going on a new assignment today. We're digging foundations for a housing development out in Fitchburg. Want to tag along?"

Murphy jumped up and said, "Bye, ants," and as he started to turn away, he could swear that one of the ants waved his feelers at Murphy. Sometimes it really felt as if he and the ants were talking to each other!

When they reached the job site, Dad looked around for a spot from which his son could watch the action. He always called this the Surveillance Circle, even though it wasn't really a circle; this time it was an upward-sloping, narrow piece of ground. It was a safe distance away from the area marked out for the foundation.

GO ON →

Dad knew that construction could be a dangerous business, and he made sure Murphy knew it, too. Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again.

Murphy watched in anticipation as his father started up the excavator and began driving toward a marked-out area. This was the moment he had been looking forward to all morning. The other workers moved to a safe distance, and carefully observed his father. When his father arrived at the right spot, the engine roared. The machine's arm extended, the digger lowered, and Murphy waited for the first big satisfying scoop of dirt.

Instead, there was a loud, clanging noise like a toddler banging on a metal pot with a spoon. Instead of carving deeply into the ground, the excavator bounced along the surface. Dad tried the move again, but this time it made a louder clang.

Murphy was on pins and needles trying to figure out what was going on, but he knew better than to leave his post. When a tall man in a hard hat walked out to talk to his dad, Murphy could hear a few words of their conversation: "solid bedrock" . . . "find just the right spot" . . . "expensive!"

Something tickled Murphy's right leg. It was an ant. Murphy gently blew it away, but the ant turned back and tickled his leg again with its feelers. Curiously, Murphy bent over until his eyes were nearly level with the tiny creature, which was waving its feelers frantically as if trying to send the boy a message. Maybe it came from watching his ants at home for so long, but Murphy suddenly felt as if he could understand! The ant was waving its antennae in a certain direction. Murphy stood up and waved his arms in the air to get his father's attention. His father stuck his head out of the cab and yelled, "What is it?"

Murphy cupped his hands together to make his voice carry.

"Try backing up a little," he called. "I think you'll find a better spot to dig."

Dad stared for a second, looking baffled. Then he muttered, "Why not?" He backed up the excavator about five feet. The bucket swung through the air, dipped, and cut smoothly into the ground.

Murphy watched as Dad wiggled the bucket around. It reminded him of when he was six or seven and trying to extract one of his baby teeth that was about to come out.

Slowly the bucket rose up, removing the most gigantic rock Murphy had ever seen. Cheers broke out from all of the workers.

Later, Murphy's father asked, "How on Earth did you know I should approach that spot from a few feet back? That was weird."

Murphy thought hard. Should he open up and tell his father that he could understand insects? He decided against it. "I just, er, saw something," he mumbled.

"It's a good thing," his father said. "You just saved the boss a lot of money and earned me a bonus at the same time. I think you should get something out of this, too. Do you have any requests?"

"Ummm," said Murphy, "there's this new kind of ant farm . . ."

"If you say so, buddy," laughed his father.

Name: _____ Date: _____

- 21** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the text.

“He always called this the Surveillance Circle, even though it wasn’t really a circle; this time it was an upward-sloping, narrow piece of ground.”

What does the word Surveillance **most likely** mean?

- (A) safety
- (B) construction
- (C) understanding
- (D) viewing

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) “When they reached the job site, Dad looked around for a spot from which his son could watch the action.”
- (B) “It was a safe distance away from the area marked out for the foundation.”
- (C) “Dad knew that construction could be a dangerous business, and he made sure Murphy knew it, too.”
- (D) “Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again.”

- 22** Read the sentences from the text.

What is similar in Murphy watching the ant farm over breakfast and Murphy watching the workers at the job site?

- (A) both show boring activity
- (B) both show how excavators work
- (C) both show a problem that needs solving
- (D) both show how ants can help humans

GO ON →

Name: _____ Date: _____

23 Read the sentences from the text.

"Murphy was on pins and needles trying to figure out what was going on, but he knew better than to leave his post. When a tall man in a hard hat walked out to talk to his dad, Murphy could hear a few words of their conversation: 'solid bedrock' . . . 'find just the right spot' . . . 'expensive!'

What does the use of the phrase "on pins and needles" suggest about Murphy? Select **two** choices.

- (A) He wanted to understand why the excavator was not digging.
- (B) He was annoyed that the excavator was not digging properly.
- (C) He was not surprised because he had predicted this happening.
- (D) He felt so excited about the excavation that his hands were tingling.
- (E) He felt uncomfortable because the situation was suddenly tense.
- (F) His body ached from standing in one spot for so long.

Name: _____ Date: _____

- 24** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the text.

“Murphy watched in anticipation as his father started up the excavator and drove toward a marked-out area.”

What does the word anticipation mean in this sentence?

- (A) great fear
- (B) safety
- (C) hope
- (D) silence

Part B: Which phrase from the text **best** supports your answer in part A?

- (A) “moved to”
- (B) “looking forward to”
- (C) “carefully observed”
- (D) “arrived at the right spot”

Name: _____ Date: _____

- 25** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentence from the text.

“Should he open up and tell his father that he could understand insects? He decided against it.”

What does the idiom “open up” mean?

- (A) reveal a secret
- (B) act very quickly
- (C) proceed very slowly
- (D) ask his father’s permission

Part B: Which detail from the text **best** supports your answer in part A?

- (A) “How on Earth did you know I should”
- (B) “That was weird!”
- (C) “Murphy thought hard”
- (D) “tell his father that he could communicate”

Name: _____ Date: _____

- 26** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which statement **best** expresses the theme of the text?

- (A) Construction sites can be dangerous.
- (B) Ants and humans are both hard workers.
- (C) Solutions can come from unexpected sources.
- (D) Parents should always listen to their children.

Part B: Which detail from the text best supports your answer in part A?

- (A) "he admired the smooth way they turned around, and the way his dad could open and close the huge shovel from inside his cab."
- (B) "Murphy understood that if he ever ran onto the field near the machines, he would never get to come along again."
- (C) "Later, Murphy's father asked, 'How on Earth did you know I should approach that spot from a few feet back?'"
- (D) "Slowly the bucket rose up, removing the most gigantic rock Murphy had ever seen."

- 27** The following question has two parts. First, answer part A. Then, answer part B.

Part A: How does Murphy figure out how to solve his father's problem?

- (A) An ant communicates with him.
- (B) He talks to the man in the hard hat.
- (C) He looks carefully at the excavator.
- (D) He remembers something from a video.

Part B: Which detail from the text supports your answer to Part A?

- (A) "Murphy used to watch it over and over"
- (B) "Murphy watched in anticipation as his father started up the excavator"
- (C) "could hear a few words of their conversation"
- (D) "as if trying to send the boy a message."

GO ON →

Name _____

- A **pronoun** takes the place of a noun in a sentence.
- A **possessive pronoun** takes the place of a possessive noun. It shows who or what has or owns something.
- Some possessive pronouns are used before nouns. Others can stand alone in a sentence.

Read each sentence. Underline the possessive pronoun(s).

1. The police officers pulled up in their patrol car.
2. They came up to our front door and rang the bell.
3. They asked me questions about robberies in my neighborhood.
4. “Your neighbors had a break-in this evening,” one officer said.
5. “The school was having its annual talent show,” I replied.
6. “We just got back to our house an hour ago,” I said.
7. The other officer wrote something down on her note pad.
8. “Was anything missing from your home?” she asked.
9. “Everything in ours seems fine,” I replied.
10. “Theirs had a broken window,” he said, “so you should check all of yours.”

Read the text. Then answer the questions.

Animal Tracks and Burrows

Many wild animals are shy and hard to see. They move quickly and hide in tall grass and leafy trees. They often blend in with their surroundings because of their coloring. However, wildlife biologists have written many books about the signs animals leave. If you learn about these clues, you can become an animal detective. This is a very interesting hobby.

Tracks

The police sometimes look for footprints to help find criminals. Animal detectives look for tracks. Animal tracks show up best in sand, snow, and mud. Each kind of animal has a different footprint. But some groups of animals make tracks that share certain characteristics. One important feature is the number of toes.

Dogs and their close relatives (coyotes, foxes, and wolves) have four toes on their front paws and four toes on their back paws. So do the wild members of the cat family, such as bobcats and mountain lions. Other animals with two sets of four toes are rabbits.

Rodents have four toes in front and an extra, fifth toe on each rear paw. Rodents include rats, mice, squirrels, and chipmunks. Unlike rodents, weasels have five toes in front and in back. So do otters, fishers, and badgers, which are related to weasels. So do raccoons, and so do skunks. (Watch out if you see fresh five-and-five tracks!) Some animals, including deer, have two "toes." They don't look like other animal toes, though. These animals have hard hooves. Each hoof is split in two parts.

If an animal leaves behind a clear track on a muddy riverbank or in a snowy field, it is easy to count the exact number of toe marks. However, a track is often blurred because the animal was moving quickly or because rain or wind erased some of the details. For this reason, a good animal detective memorizes the general shape of a track which might be round, oval, or square.

Animal trackers also know how to interpret the pattern of tracks an animal leaves behind as it moves. The way the animal moves is called its "gait." Some animals walk, while others hop. You can tell which is which by looking at their tracks.

GO ON →

Animal Burrows and Holes

A good animal detective looks for more than tracks. For example, he or she learns to identify the holes of animals that burrow, or dig in the ground for shelter. Important things to check for are the size, shape, and location of the hole. These are all clues to the animal that made it.

The eastern mole is a little creature that leaves a pile of dirt over the entrance to its burrow, or shelter. The pile is cone-shaped. The entry into the meadow vole’s burrow is a small hole no more than two inches across. It is found in open, grassy fields. The eastern chipmunk’s hole is the same size as that of the meadow vole, but there is one big difference. The eastern chipmunk usually digs its burrow near a stone wall.

If you see a 12-inch entrance, the burrow could belong to a woodchuck or a badger. If the burrow is in a wooded area, it is likely home to a woodchuck. The distinctive sign of a mole is not a visible entrance. Rather, it is the tunnel itself. Moles tunnel close to the surface. They raise the soil above the tunnel in a long mound. If the mole tunnel is in a swampy area, it may belong to a funny-looking creature called a star-nosed mole. If it is in a hilly area, it may belong to an eastern mole.

Animal Gait Patterns	
	
Walker	Hopper

Track Shapes

Track	Shape	Example	Animals
Cross			rodents (mice, rats, squirrels)
Round			mountain lion, bobcat, lynx
Oval			Dog-like animals, such as fox, coyote
Heart			deer
Box			weasel, mink, wolverine, badger, otter

Copyright © McGraw-Hill Education

GO ON →

Name: _____ Date: _____

- 29** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What information in the first paragraph **best** describes the author's point of view?

- (A) The author enjoys watching animals' behavior in the wild.
- (B) The author thinks finding signs of animals is its own reward.
- (C) The author wants to make it easier for the reader to find animals.
- (D) The author believes the reader should look for books about animals.

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) "Many wild animals are shy and hard to see."
- (B) "However, wildlife biologists have written many books about the signs animals leave."
- (C) "If you learn about these clues, you can become an animal detective."
- (D) "This is a very interesting hobby."

- 30** Read the sentence from the text.

"For example, he or she learns to identify the holes of animals that burrow, or dig in the ground for shelter."

Which phrase from the sentence explains what burrow means as it is used in the sentence?

- (A) "he or she learns"
- (B) "identify the holes"
- (C) "dig in the ground"
- (D) "for shelter"

Name: _____ Date: _____

- 31** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which is the **most likely** reason the author included the Animal Gait Patterns chart in the text?

- (A) to provide several examples of how dog and rodent tracks look
- (B) to teach readers what kinds of tracks are made by dangerous animals
- (C) to help readers understand the information about how animals move
- (D) to introduce the topic of using different gaits to identify different tracks

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) "Each kind of animal has a different footprint."
- (B) "For this reason, a good animal detective memorizes the general shape of a track."
- (C) "Rodents have four toes in front and an extra, fifth toe on each rear paw."
- (D) "Animal trackers also know how to interpret the pattern of tracks an animal leaves behind as it moves."

- 32** Draw a line from each animal to the number and placement of toes that appear in their tracks.

fox	two toes in front, two toes in back
deer	four toes in front, four toes in back
squirrel	four toes in front, five toes in back
fisher	five toes in front, five toes in back

Name: _____ Date: _____

- 33** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is the main idea of the text?

- (A) Wild animals are very shy.
- (B) Identifying animal tracks can be helpful.
- (C) You can identify animals by the signs they leave.
- (D) Animals have different numbers of toes on their paws.

Part B: Which sentence from the text **best** supports your answer in part A?

- (A) "They move quickly and hide in tall grass and leafy trees."
- (B) "The police sometimes look for footprints to help find criminals."
- (C) "These are all clues to the animal that made it."
- (D) "Other animals with two sets of four toes are rabbits."

Name: _____ Date: _____

Read the directions. Then answer the questions.

34 Which phrase correctly completes the sentence?

I _____ for miles and still have not reached my destination.

- (A) was walking
- (B) had walked
- (C) have walked
- (D) will have walked

35 Choose the **two** sentences that do **not** have errors in grammar.

- (A) I like either omelets or scrambled eggs for breakfast.
- (B) I like neither omelets or scrambled eggs for breakfast.
- (C) I like neither omelets nor scrambled eggs for breakfast.
- (D) I do not like either omelets nor scrambled eggs for breakfast.
- (E) I do not like neither omelets or scrambled eggs for breakfast.
- (F) I do not like neither omelets nor scrambled eggs for breakfast.

36 Which word correctly completes the sentence?

If I could find the time, I _____ to play the guitar.

- (A) will learn
- (B) would learn
- (C) have learned
- (D) would have learned

Name: _____ Date: _____

- 37 A student is writing a story for her teacher about an old sailing ship. The student needs to add more exact description to her story. Which word **best** describes what the narrator felt?

That day on the boat, the sky was cloudy and strange. The sea spray felt cold on my face, and the wind was _____. I wanted to go back to my nice cozy home.

The water was becoming choppy and rough. Glassy waves rose up from the water to a height of six or seven feet. I looked at my dad at the wheel and asked, "Are we in trouble?"

- (A) refreshing
- (B) blowing
- (C) cooling
- (D) harsh

Name _____

- These **possessive pronouns** are used before nouns: *my, his, her, its, our, your, and their*.
- These possessive pronouns can stand alone: *mine, yours, his, hers, its, ours, yours, and theirs*.

Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.

1. My sister and I helped (her, our) mother buy a new phone. _____
2. (His, Hers) had stopped working over a week ago. _____
3. She liked the new phones but didn't understand (its, their) features. _____
4. We showed her how we use (our, ours) to take pictures. _____
5. "I can watch movies on (my, mine) phone," I told her. _____
6. "(My, Mine) doesn't need to be so fancy," she said. _____
7. She only carried (her, hers) phone in case of emergencies. _____
8. "Our teachers use (their, theirs) to assign homework," I said. _____
9. "I could use the phone to e-mail (your, yours) teachers," Mom replied. _____
10. "You can do whatever you want with (your, yours)," my sister said. _____

Name _____

- An **apostrophe** takes the place of a letter or letters left out of a contraction.
- **Possessive pronouns** never use apostrophes.
- **Reflexive pronouns** are used as objects and refer back to the subject.

Read each sentence. Choose the word in parentheses that best completes the sentence. Write it on the line provided.

1. The doctors will speak about (their, they're) latest research. _____
2. (Their, They're) scheduled to talk in an hour. _____
3. (It's, Its) important to learn about new treatments. _____
4. "(Your, You're) going to be surprised," one doctor told me. _____
5. The other said, "This will affect how you live (your, you're) life." _____
6. I will write (me, myself) notes during the presentation. _____
7. They asked (himself, themselves) questions before they began. _____
8. "If (your, you're) concerned about staying healthy, what can you do?" _____
9. "You should all treat (yourself, yourselves) well by eating good foods." _____
10. I'll be sure to follow (their, they're) advice. _____

Name _____

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what has or owns something. These possessive pronouns are used before nouns: *my, his, her, its, our, your, and their*. These possessive pronouns can stand alone: *mine, yours, his, hers, its, ours, yours, and theirs*.
- An **apostrophe** takes the place of a letter or letters left out of a contraction. Possessive pronouns never use apostrophes.

Proofread the paragraph. On the lines below, correct mistakes in pronoun usage and apostrophe placement.

Ours town's carpentry club will have it's open house tomorrow. Members will show displays of they're most recent creations. One of them's projects will win a prize. The club has also decided to change their name. Its now going to be called The Hammerhead Club. If you'd like to join them, bring you're application to their next meeting. Next year's winning display could be your!
