

Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Use **have**, **has**, and **had** to help main verbs show an action in the past.
- Use **has** when the subject is singular. Use **have** or **had** when the subject is plural or **I** or **you**.

I have seen a wildfire.

Jack has been to the fire station.

We had heard the sirens before we saw the fire trucks.

**A. Read each sentence. Circle the main verb. Then underline the helping verb.**

1. I have read about Earth changes in class.
2. Sometimes weather has caused the changes.
3. Wind has blown sand away.
4. Storms have washed away the soil.
5. Melting ice and snow have made lakes and rivers.
6. I had learned a lot about Earth changes before class ended.

**B. Write a sentence of your own using a helping verb.**

7. \_\_\_\_\_

Name \_\_\_\_\_

- **Quotation marks** set off the exact words a person says.
- Use **quotation marks** at the beginning and end of what a person says.

“That wildfire is huge,” said Jen.

**Read each sentence. Correct the punctuation. Write the correct sentence on the line.**

1. “An earthquake can change the land, said Mrs. Mitchell.

\_\_\_\_\_

2. Kim asked, How will the land change?

\_\_\_\_\_

3. Some land will cave in, Andy said.

\_\_\_\_\_

4. Pat asked, Will an earthquake damage the roads?”

\_\_\_\_\_

5. Yes, some will be cracked, Kate said.

\_\_\_\_\_

# In Tune With Mother Nature

stanza

- 1 If you listen for the songbirds  
As they greet the summer sun,  
And love the way the wind can make  
The trees sing just for fun;
- 2 If you like to hear the ocean  
As it drums upon the shore,  
And imagine all the whales out there,  
And hope they'll sing some more;
- 3 If you think of all the animals  
As players in a band,  
Each with a lovely tune to play,  
All needed on the land;
- 4 And know that as a boy or girl  
A woman or a man  
You have a vital role to play  
In Mother Nature's plan;
- 5 If you honor every living thing  
As a part of nature's treasure  
You're in tune with Mother Nature  
So let's all sing her song together.

Unit 4.2



## In Tune With Mother Nature

Name \_\_\_\_\_ Date \_\_\_\_\_

1. In stanza 3 which words rhyme?

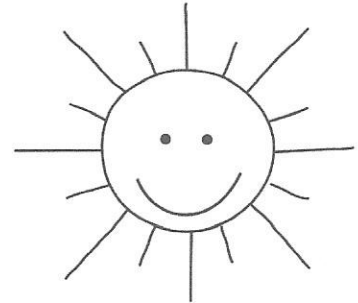
\_\_\_\_\_ and \_\_\_\_\_

2. What message is stanza 4 telling us?

- ☐ That young people need to take care of the earth.
- ☐ That everyone needs to take care of the earth.
- ☐ That the earth will take care of itself.

3. In the second line of stanza 2, the words "as it drums upon the shore" tell us \_\_\_\_\_.

- ☐ the way the ocean feels
- ☐ the way the ocean looks.
- ☐ the way the ocean sounds.



4. Which two words rhyme in stanza 4?

\_\_\_\_\_ and \_\_\_\_\_

5. What is the main idea in stanza 3?

- ☐ That animals are in a band.
- ☐ That all the animals play a part of our world.
- ☐ That animals make too much noise.

6. In stanza 1, what do the words "songbirds as they greet the summer sun" mean?

- ☐ The birds sing when the sun goes down.
- ☐ The birds sing in the morning.

Unit 4.2

# Multi-Digit Addition

## Three Digit Numbers - Some Regrouping

Name: \_\_\_\_\_ Date: \_\_\_\_\_

$$\begin{array}{r} (1) \quad 543 \\ + 261 \\ \hline \end{array}$$

$$\begin{array}{r} (2) \quad 328 \\ + 349 \\ \hline \end{array}$$

$$\begin{array}{r} (3) \quad 139 \\ + 613 \\ \hline \end{array}$$

$$\begin{array}{r} (4) \quad 320 \\ + 679 \\ \hline \end{array}$$

$$\begin{array}{r} (5) \quad 512 \\ + 472 \\ \hline \end{array}$$

$$\begin{array}{r} (6) \quad 395 \\ + 541 \\ \hline \end{array}$$

$$\begin{array}{r} (7) \quad 270 \\ + 655 \\ \hline \end{array}$$

$$\begin{array}{r} (8) \quad 608 \\ + 202 \\ \hline \end{array}$$

$$\begin{array}{r} (9) \quad 448 \\ + 433 \\ \hline \end{array}$$

$$\begin{array}{r} (10) \quad 537 \\ + 390 \\ \hline \end{array}$$

$$\begin{array}{r} (11) \quad 341 \\ + 364 \\ \hline \end{array}$$

$$\begin{array}{r} (12) \quad 332 \\ + 182 \\ \hline \end{array}$$

$$\begin{array}{r} (13) \quad 646 \\ + 306 \\ \hline \end{array}$$

$$\begin{array}{r} (14) \quad 525 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} (15) \quad 314 \\ + 360 \\ \hline \end{array}$$

$$\begin{array}{r} (16) \quad 481 \\ + 341 \\ \hline \end{array}$$

$$\begin{array}{r} (17) \quad 572 \\ + 275 \\ \hline \end{array}$$

$$\begin{array}{r} (18) \quad 457 \\ + 140 \\ \hline \end{array}$$

$$\begin{array}{r} (19) \quad 344 \\ + 124 \\ \hline \end{array}$$

$$\begin{array}{r} (20) \quad 154 \\ + 754 \\ \hline \end{array}$$

$$\begin{array}{r} (21) \quad 312 \\ + 415 \\ \hline \end{array}$$

$$\begin{array}{r} (22) \quad 333 \\ + 157 \\ \hline \end{array}$$

$$\begin{array}{r} (23) \quad 415 \\ + 145 \\ \hline \end{array}$$

$$\begin{array}{r} (24) \quad 316 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} (25) \quad 553 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} (26) \quad 206 \\ + 677 \\ \hline \end{array}$$

$$\begin{array}{r} (27) \quad 551 \\ + 353 \\ \hline \end{array}$$

$$\begin{array}{r} (28) \quad 234 \\ + 625 \\ \hline \end{array}$$

$$\begin{array}{r} (29) \quad 510 \\ + 436 \\ \hline \end{array}$$

$$\begin{array}{r} (30) \quad 152 \\ + 424 \\ \hline \end{array}$$

$$\begin{array}{r} (31) \quad 523 \\ + 367 \\ \hline \end{array}$$

$$\begin{array}{r} (32) \quad 205 \\ + 344 \\ \hline \end{array}$$

$$\begin{array}{r} (33) \quad 710 \\ + 205 \\ \hline \end{array}$$

$$\begin{array}{r} (34) \quad 217 \\ + 700 \\ \hline \end{array}$$

$$\begin{array}{r} (35) \quad 502 \\ + 292 \\ \hline \end{array}$$

# Multi-Digit Subtraction

## Three Digit Numbers - Some Regrouping

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(1)	$\begin{array}{r} 385 \\ - 360 \\ \hline \end{array}$	(2)	$\begin{array}{r} 388 \\ - 343 \\ \hline \end{array}$	(3)	$\begin{array}{r} 619 \\ - 575 \\ \hline \end{array}$	(4)	$\begin{array}{r} 815 \\ - 113 \\ \hline \end{array}$	(5)	$\begin{array}{r} 675 \\ - 210 \\ \hline \end{array}$
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(6)	$\begin{array}{r} 766 \\ - 341 \\ \hline \end{array}$	(7)	$\begin{array}{r} 618 \\ - 161 \\ \hline \end{array}$	(8)	$\begin{array}{r} 779 \\ - 547 \\ \hline \end{array}$	(9)	$\begin{array}{r} 960 \\ - 422 \\ \hline \end{array}$	(10)	$\begin{array}{r} 929 \\ - 603 \\ \hline \end{array}$
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(11)	$\begin{array}{r} 659 \\ - 207 \\ \hline \end{array}$	(12)	$\begin{array}{r} 879 \\ - 320 \\ \hline \end{array}$	(13)	$\begin{array}{r} 733 \\ - 620 \\ \hline \end{array}$	(14)	$\begin{array}{r} 745 \\ - 417 \\ \hline \end{array}$	(15)	$\begin{array}{r} 294 \\ - 210 \\ \hline \end{array}$
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(16)	$\begin{array}{r} 827 \\ - 715 \\ \hline \end{array}$	(17)	$\begin{array}{r} 966 \\ - 314 \\ \hline \end{array}$	(18)	$\begin{array}{r} 764 \\ - 213 \\ \hline \end{array}$	(19)	$\begin{array}{r} 841 \\ - 137 \\ \hline \end{array}$	(20)	$\begin{array}{r} 881 \\ - 190 \\ \hline \end{array}$
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(21)	$\begin{array}{r} 572 \\ - 503 \\ \hline \end{array}$	(22)	$\begin{array}{r} 854 \\ - 122 \\ \hline \end{array}$	(23)	$\begin{array}{r} 289 \\ - 100 \\ \hline \end{array}$	(24)	$\begin{array}{r} 910 \\ - 804 \\ \hline \end{array}$	(25)	$\begin{array}{r} 955 \\ - 220 \\ \hline \end{array}$
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(26)	$\begin{array}{r} 778 \\ - 261 \\ \hline \end{array}$	(27)	$\begin{array}{r} 481 \\ - 320 \\ \hline \end{array}$	(28)	$\begin{array}{r} 606 \\ - 551 \\ \hline \end{array}$	(29)	$\begin{array}{r} 848 \\ - 470 \\ \hline \end{array}$	(30)	$\begin{array}{r} 974 \\ - 213 \\ \hline \end{array}$
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(31)	$\begin{array}{r} 775 \\ - 340 \\ \hline \end{array}$	(32)	$\begin{array}{r} 469 \\ - 105 \\ \hline \end{array}$	(33)	$\begin{array}{r} 228 \\ - 143 \\ \hline \end{array}$	(34)	$\begin{array}{r} 896 \\ - 338 \\ \hline \end{array}$	(35)	$\begin{array}{r} 987 \\ - 757 \\ \hline \end{array}$
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# Coming to the U.S.A.

by Susan LaBella

Political Map of the World, April 2006



For many years, people have left their home countries to move to the United States. A person who comes to live in one country after leaving another is called an immigrant.

Many immigrants came to the U.S. to find more work and a better life. Some left their home countries to escape wars. Others hoped the United States would give them more freedom.

People have immigrated to the United States from nearly every country in the world. Do you know any relatives who moved to America from someplace else?

Some people came to the U.S. from the continent of Europe. Many people came to America from countries such as Ireland, Norway, Germany, Italy, and Poland. Were any of those people your relatives?

Some people came to the U.S. from the continent of Asia. They left countries such as India, China, Korea, and the Philippines. Was one of your family members among them?

People have also come to the U.S. from South America, Central America, and Africa. Today, people are still immigrating to the U.S. They come from all over the world. Ask your relatives about the history of your family. They may tell you wonderful stories!



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What is a person who comes to live in one country after leaving another called?

- A. a continent
- B. an immigrant
- C. a relative

**2.** What does this article explain?

- A. how immigrants found work after moving to the United States
- B. why people were fighting wars in countries outside the United States
- C. why immigrants came to the United States

**3.** Read this paragraph from the article.

"Many immigrants came to the U.S. to find more work and a better life. Some left their home countries to escape wars. Others hoped the United States would give them more freedom."

What can you conclude from this paragraph about what immigrants thought life in the United States would be like?

- A. Immigrants thought that life in the United States would be better than life in their home countries.
- B. Immigrants thought that life in the United States would be the same as life in their home countries.
- C. Immigrants thought that life in the United States would be worse than life in their home countries.

4. Read this paragraph from the article.

"Some people came to the U.S. from the continent of Europe. Many people came to America from countries such as Ireland, Norway, Germany, Italy, and Poland. Were any of those people your relatives?"

What can you conclude from this paragraph about Ireland, Norway, Germany, Italy, and Poland?

- A. They are all countries in South America.
- B. They are all countries in Europe.
- C. They are all countries in Asia.

5. What sentence best states the main idea of this article?

- A. "People have immigrated to the United States from nearly every country in the world."
- B. "A person who comes to live in one country after leaving another is called an immigrant."
- C. "Many people came to America from countries such as Ireland, Norway, Germany, Italy, and Poland."

6. Read this paragraph from the article.

"People have immigrated to the United States from nearly every country in the world. Do you know any relatives who moved to America from someplace else?"

Why might the author ask, "Do you know any relatives who moved to America from someplace else?"

- A. to help readers make a connection with the article
- B. to prove that most people have relatives who moved to America from another country
- C. to compare immigrants to the United States with people who were born in the United States

7. Read these sentences from the text.

"Ask your relatives about the history of your family. They may tell you wonderful stories!"

How can these sentences best be combined?

- A. If you ask your relatives about the history of your family, they may tell you wonderful stories!
- B. Until you ask your relatives about the history of your family, they may tell you wonderful stories!
- C. Ask your relatives about the history of your family, but they may tell you wonderful stories!

8. Some people came to the United States from the continent of Europe. What is another continent mentioned in the article that people came to the United States from?

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9. What does the author tell readers to ask their relatives about?

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**10.** Imagine that you ask your relatives about the history of your family. You learn that one of them immigrated to the United States from another country. Would that relative be likely to have a wonderful story? Use evidence from the article to explain why or why not.

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# Earth Rocks!

Earth is made of rocks. They can be small enough to fit in your hand or as big as a house. Rocks have different colors and textures. You know a rock when you see one-but can you identify the three basic groups of rocks?

## Rock Groups

Earth is a giant rock-making machine. Rocks form, break apart, and then form again. Read about the three groups of rocks, and look at examples of each.

### Sedimentary

Sedimentary rocks begin as **sediment** at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard.



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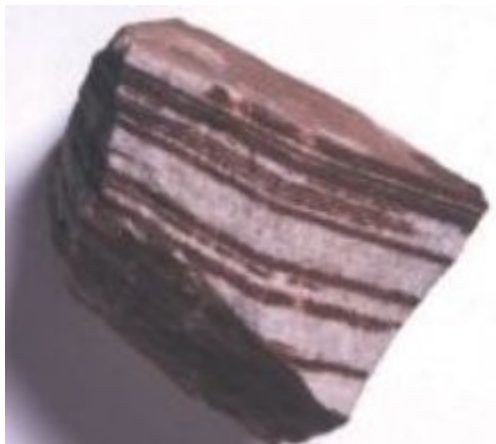
*Limestone*





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*Conglomerate*



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*Sandstone*

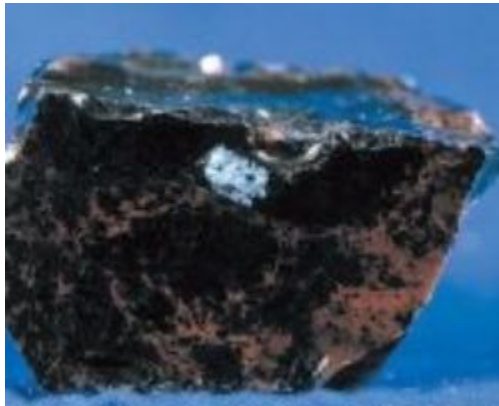
## Igneous

Igneous rocks are created by heat. They start off as **magma**, which is hot, melted rock deep within a volcano. When magma cools and hardens, igneous rock forms. Igneous rock also forms when **lava** cools. Lava is magma that erupts from a volcano.



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*Diorite*



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*Obsidian*

## Metamorphic

Metamorphic rocks start as igneous or sedimentary rocks. Heat and heavy pressure cause the rock to undergo a **metamorphosis**, or a change. The new rock often has a different color.



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*Eclogite*



resourcescommittee.house.gov

*Marble*



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*Slate*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How many groups of rocks does the passage name?

- A. one
- B. three
- C. two

2. What does the author describe in the passage?

- A. why there are only three different rockgroups
- B. which group of rocks is the most common on Earth
- C. how differentgroups of rocks are made

3. Metamorphic rocks are rocks that were previously a different type of rock. What evidence from the passage supports this conclusion?

- A. Metamorphic rocks start as igneous or sedimentary rocks.
- B. A metamorphosis is a kind of change that something undergoes.
- C. Examples of metamorphic rocks are slate and marble.

4. Read the following sentences: "Sedimentary rocks begin as sediment at the bottom of rivers, lakes, and oceans. Sediment is made of small pieces of sand, clay, and shells. The weight of water presses down on the sediment until it becomes hard."

Based on this information, what can you conclude about sedimentary rocks?

- A. Some sedimentary rocks have shells in them.
- B. All sedimentary rocks are found far from water.
- C. Sedimentaryrocks are harder than igneous rocks.

5. What is this passage mostly about?

- A. sedimentary, igneous, and metamorphic rocks
- B. rocks that are created from lava or magma
- C. rocks that are created from sediment



6. Read the following sentences: "When magma cools and hardens, igneous rock forms. Igneous rock also forms when lava cools. Lava is magma that erupts from a volcano."

As used in this sentence, what does the word "erupts" mean?

- A. slowly drips
- B. comes out
- C. buries something

7. Choose the answer that best completes the sentence below.

Metamorphic rocks form \_\_\_\_\_ heat and heavy pressure cause igneous or sedimentary rocks to undergo metamorphosis.

- A. but
- B. because
- C. so

8. What are sedimentary rocks made from?

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9. How are igneous rocks created?

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**10.** What role does heat play in the formation of rocks?

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