

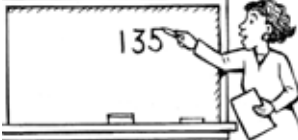
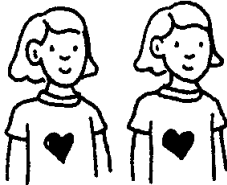




Name \_\_\_\_\_

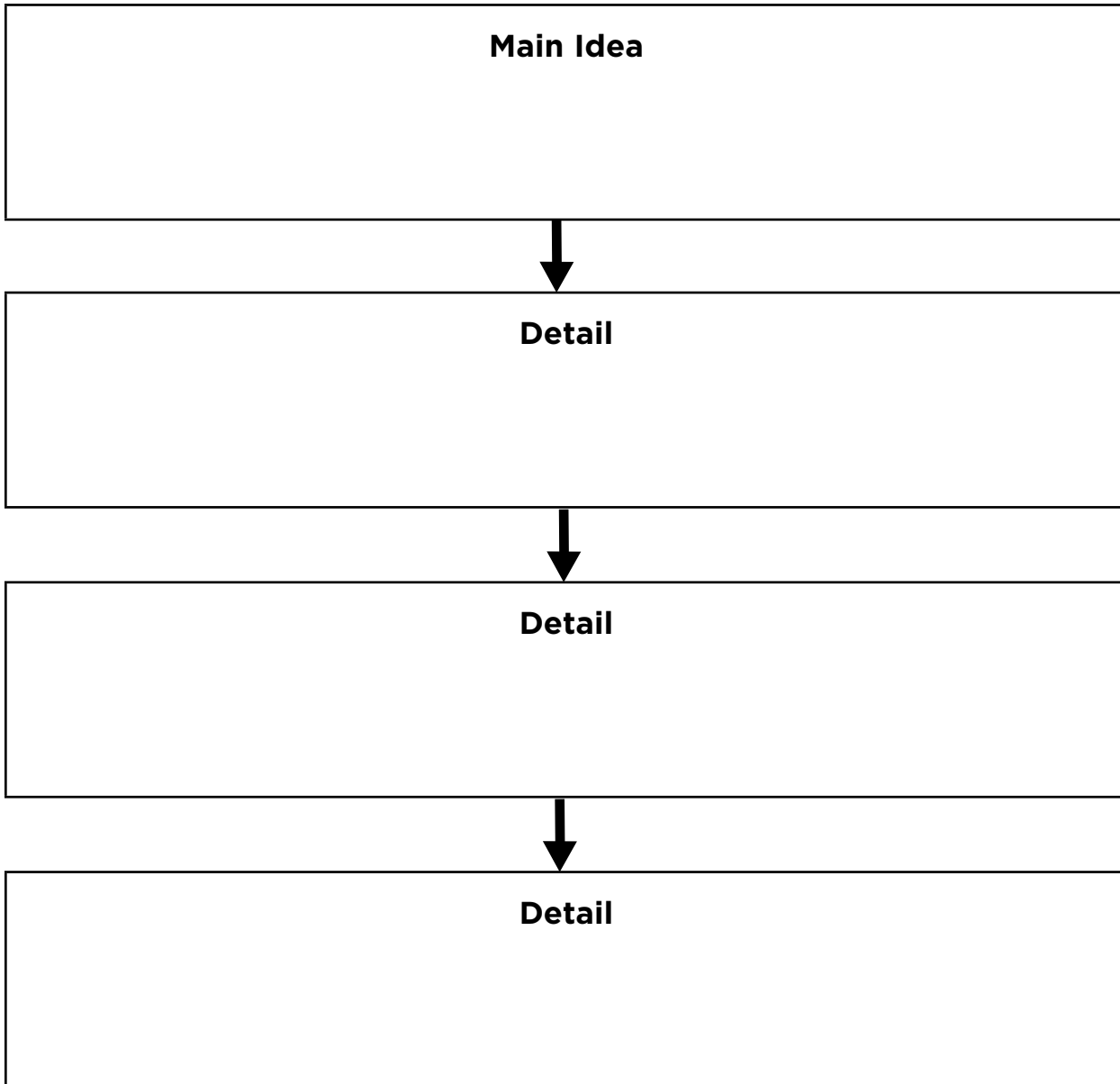
Use the word chart to study this week’s vocabulary words.  
Write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
<b>model</b>	We made a <u>model</u> of the tree house we wanted to build.	
<b>similar</b>	The sweaters they wore were <u>similar</u> .	
<b>effective</b>	The way she teaches is very <u>effective</u> .	
<b>identical</b>	The twins are <u>identical</u> , and I cannot tell them apart.	
<b>example</b>	An eagle is an <u>example</u> of something that can fly.	
<b>material</b>	I helped my dad carry the <u>material</u> for the new roof.	

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Name \_\_\_\_\_

**Read the selection. Complete the main idea and key details graphic organizer.**



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Name \_\_\_\_\_

**Read the passage. Use the summarize strategy to find the most important ideas and details.**

## A Sticky Idea

11 Look outside at the animals and trees. There are new ideas  
 23 all around us! Nature is an inspiration. The tree frog is an  
 23 example of nature giving us new ideas.

30 Have you ever tried to use a dusty piece of tape? The tape will  
 44 not stick. The tree frog may have a solution that we can copy!  
 57 A frog has sticky pads on its feet. The pads help the frog to hold  
 72 onto trees or rocks. Yet, the frog's pads do not pick up dirt as the  
 87 frog moves.

### 89 **New Ideas**

91 The way a frog's foot  
 96 works can give us ideas for  
 102 many types of inventions.  
 106 Doctors and nurses can  
 110 reuse wraps that can stay  
 115 clean and sticky. Maybe one  
 120 day a bandage we have at  
 126 home can be used in the same way.



Comstock Images/Alamy

134 Think of a car in bad weather. If the tires were made of  
 147 something that stayed clean and kept the tires from slipping, it  
 158 could help tire performance. It could help cars stay on the road.

170 A strong product like that could also make a good glue or tape.  
 183 A clean adhesive would be helpful at home and school.

Name \_\_\_\_\_

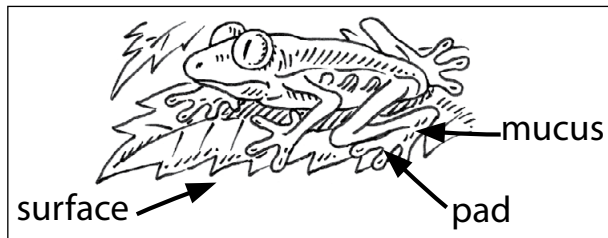
### Put to the Test

Researchers tested a group of frogs. The frogs were placed on a flat base that moved. Dust was put on the frogs' feet. At first, the frogs lost their foothold. They could not get it back if they did not move. Then the frogs were allowed to move their feet. That is when they were able to get back their grip.

### How It Works

Frogs' feet secrete mucus. This secretion comes out with every step the frogs take. The old mucus with the dust and dirt comes off, and the new mucus helps the frogs' feet stick. This cleans the frogs' feet.

Studying frogs' feet is just one way that nature can lead us to new ideas. No one knows what is coming next. What is your prediction?



The mucus on the bottom of a frog's foot renews after every step, keeping the foot clean and sticky.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What is one key, or important, detail in paragraph 3?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What is one key detail in paragraph 4?**

\_\_\_\_\_

\_\_\_\_\_

**3. Using the details, what is the main idea of the whole passage?  
Circle the letter of your answer.**

- a. The way a frog’s foot works can give us ideas for inventions.
- b. Clean and sticky bandages are very useful.
- c. Frogs have interesting feet.

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

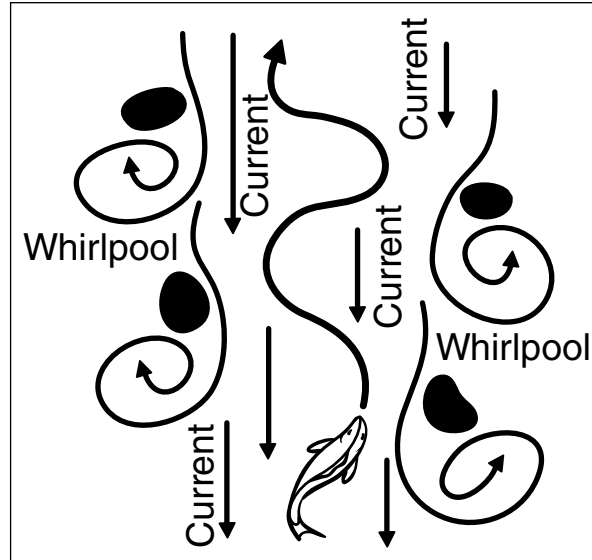
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

## How Fish Swim

When moving water hits a rock or other object, it forms a whirlpool. Whirlpools suck in things around them. Fish use whirlpools. Fish move their bodies back and forth. They are sucked from whirlpool to whirlpool. Scientists are studying how fish swim. They want to build boats that use less energy.



Whirlpools pull the fish back and forth against the current.

Answer the questions about the text.

1. Expository text tells about a topic. What is the topic of this text?

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2. How does the diagram help you understand the text?

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3. What does the caption do?

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4. Name one item labeled on the diagram.

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Name \_\_\_\_\_

A **root word** is the simplest form of a word. It can help you figure out the meaning of a longer word. Look at the example in this sentence:

Coming up with something new is a **combination** of ideas and hard work.

The root of *combination* is *combine*. *Combine* means “to bring into or join in a whole.” *Combination* means “the act of combining.”

**Read each sentence below. Circle the letter of the correct root word of each word in bold.**

1. If the tires were made of something that stayed clean and kept the tires from slipping, it could help tire **performance**.

a. form

b. ance

c. perform

2. This **secretion** comes out with every step the frogs take.

a. tion

b. secrete

c. cretion

3. What is your **prediction**?

a. predict

b. diction

c. tion

Name \_\_\_\_\_

A prefix is a word part added to the beginning of a word. It changes the meaning of the word. The prefix *dis-* means “not” or “opposite,” the prefix *mis-* means “bad” or “wrong,” and the prefix *pre-* means “before.”

**A. Read each word in the box below. Then write each word next to its correct meaning. The first one has been done for you.**

prepay      distrust      misuse      preview      disagree

1. to view before      preview
2. to use wrongly      \_\_\_\_\_
3. to not trust      \_\_\_\_\_
4. to pay before      \_\_\_\_\_
5. to not agree      \_\_\_\_\_

When the final syllable of a word is spelled with a vowel, consonant, and a final e, the vowel sound is usually long. This VCe pattern can be found in words like escape, reptile, and alone.

**B. Read each pair of words. Underline the word that has the VCe pattern. Circle the letters that make the pattern. The first one has been done for you.**

- |                           |        |           |        |
|---------------------------|--------|-----------|--------|
| 1. <u>pan</u> <u>cake</u> | plan   | 3. awake  | waken  |
| 2. repay                  | rename | 4. better | beside |



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author’s use of a main idea and key details to convey a message.

<b>Topic sentence</b>	→	In “A Sticky Idea,” I think the details the author chose clearly support the main idea that people can learn new things from nature. The author gives details
<b>Evidence</b>	→	about what people can learn from the way a tree frog’s feet work. For example, the author suggests that band-aids, car tires, and tape can be improved by
<b>Concluding statement</b>	→	imitating a tree frog’s feet. I think these details are an interesting way of explaining what people can learn from nature.

**Write a paragraph about the text you have chosen. State your opinion about how the author’s use of the main idea and details helps to convey the ideas in the text. Remember to cite evidence and give reasons to support the opinion, and to combine sentences correctly.**

Write a topic sentence: \_\_\_\_\_

\_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the conclusion.**

**Draft Model**

I would like to invent a ride that is similar to a falling maple tree seed. I think kids would enjoy it. Like the seeds, it would start up high. Then it would spin down and land softly.

1. What is the main idea of the draft model? What points support it?
2. How could the conclusion be revised to better sum up the main idea and supporting points?
3. What details could be added to give the reader something further to think about?

**B. Now revise the draft by adding and rearranging details to create a strong conclusion that sums up the main idea.**

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