



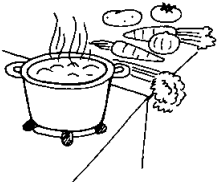
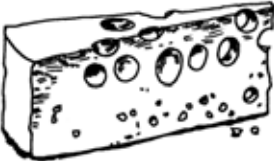


Name _____


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
interrupted	My little brother <u>interrupted</u> me while I was reading.	
expect	I <u>expect</u> to do well on my test because I studied.	
graceful	A swan is a <u>graceful</u> animal.	
luscious	My mother's chocolate cake is always <u>luscious</u> .	
aroma	I love the <u>aroma</u> of our vegetable soup.	
flavorful	This cheese is the best because it is the most <u>flavorful</u> .	

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

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Name _____

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

The Turtle and the Box of Riches

6 Long ago there was a young
11 boy who was a fisherman's
17 helper. One day, he saw a
20 group of children teasing a
24 small turtle.

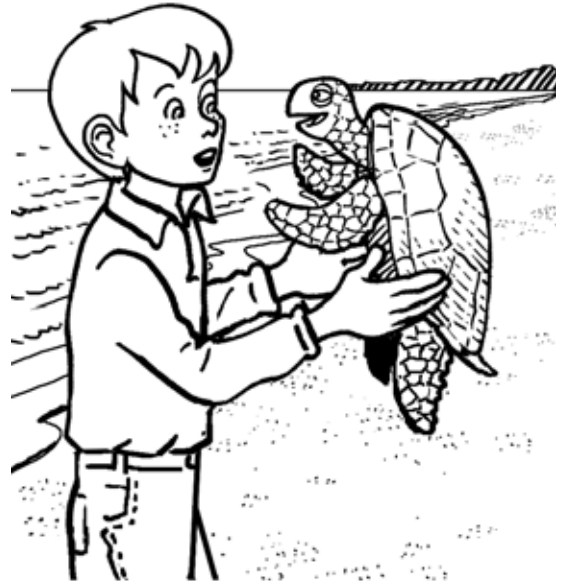
28 "Leave that turtle alone!"
33 he shouted at the children,
39 who ran away. Then, to his
43 surprise, the turtle said,
45 "Thank you."

49 "You can talk?" the boy
53 asked the turtle.

61 "Yes," the turtle said. "I am a very powerful turtle. Your act
65 was an inspiration. I will reward your kindness. Go to sleep.
76 When you wake up, you will be in a grand place." Then he
89 swam away.

91 That night the boy went to bed in disbelief. Yet the next
103 morning he woke up in a large palace.

111 The turtle was there. "Welcome to our home under the
121 sea." Fish swam outside the palace's gold walls. Many turtles
131 lived there.



Name _____

The underwater palace was wonderful. But as night came, the boy asked to return home.

“Thank you so much,” he said. “I have much admiration for your home, but I must go back. I work on a fishing boat each day.”

“Very well,” the turtle said. “Before you go, take this box.”

The turtle handed the boy a box with two drawers and a key.

The turtle said, “When you are home, use this key to open either one of the drawers. But do not ever open the other drawer.”

The boy promised and fell asleep. When he woke up, he was back in his bed. The box sat on the dresser next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich. He would never have to work again.



The box had one key and two drawers.

The boy was filled with appreciation, but he was curious. He wondered what was in the second drawer. Would there be more riches? He opened the second drawer, but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. No longer rich, he was just a fisherman’s helper again.

Name _____

A. Reread the passage and answer the questions.

1. Reread the first two paragraphs of the passage. What do you think is the narrator's point of view about the fisherman's helper? Circle the letter of the best answer.

- a. The narrator thinks he is a bad person.
- b. The narrator thinks he is good person.
- c. The narrator is not sure about him yet.

2. Reread paragraph 4. What does the narrator think about what the fisherman's helper did? Circle the letter of the best answer.

- a. The narrator thinks it is a good thing that should be rewarded.
- b. The narrator thinks it is a bad thing that should be punished.
- c. The narrator thinks it is a common thing that everyone does.

3. What is the narrator's point of view in the last paragraph?

- a. The narrator thinks the fisherman's helper is now a bad person.
- b. The narrator thinks the fisherman's helper gives in to curiosity.
- c. The narrator thinks the fisherman's helper should be rewarded.

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

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

Name _____

Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One lived in a city called Kyoto. The other lived in a city called Osaka. One day, the two frogs went out to see their country. Kyoto Frog went to Osaka and Osaka Frog went to Kyoto. They met each other halfway between Osaka and Kyoto. Both were very tired after walking so far. They did not know if they could finish their trips. Then Osaka Frog had an idea.

“If we help each other stand up tall, we can see the towns we want to visit. Then we will know if we want to keep walking,” Osaka Frog said. So each frog faced the town he wanted to see. Then the frogs helped each other stand up on their back legs. But frogs’ eyes are on the backs of their heads. They were looking at their homes!

“Kyoto looks just like Osaka!” said Osaka Frog.

“And Osaka looks just like Kyoto!” said Kyoto Frog.

The frogs did not want to visit towns that looked just like their homes. So they turned around and went back. They never found out that Kyoto and Osaka were very different.

Answer the questions about the text.

1. Where are the frogs going in this folktale?

2. What problem do the frogs have?

3. How do the frogs try to solve the problem?

Name _____

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

There was a large **collection** of art in the palace.

The root word is *collect*. *Collect* means “to gather together.” *Collection* means “a group of things gathered together.”

Read each sentence below. Then read the root word of the word in bold. Circle the letter of the meaning of the word in bold.

1. I am a very **powerful** turtle.

Root Word: power

a. smart

b. important

2. I will reward your **kindness**.

Root Word: kind

a. friendliness, thoughtfulness

b. greed

3. The boy was filled with **appreciation**, but he was curious.

Root Word: appreciate

a. greediness

b. feeling of being thankful

Name _____

The vowel sound /ü/ can be spelled *oo* as in *moon*, *ew* as in *chew*, *u_e* as in *rude*, *ue* as in *due*, and *ou* as in *soup*.

The vowel sound /û/ can be spelled *oo* as in *book* and *ou* as in *could*.

A. Read the words in each row. Circle the word that has the same vowel sound as the word in bold. The first one has been done for you.

- | | | |
|-----------------|-------|-------|
| 1. gloom | spoon | nook |
| 2. shook | loop | look |
| 3. flew | grew | good |
| 4. soup | cook | group |
| 5. could | would | glue |

Related words share a common root or base word. The words *act*, *active*, *action*, *react*, and *actor* are related words. They share the common root word *act*.

B. Read the words in each row. Place an X over the word that is not related. The first one has been done for you.

- | | | |
|-------------|----------|-------------------|
| 1. starfish | starry | strong |
| 2. writer | wrap | writing |
| 3. bicycle | backpack | backdoor |
| 4. parking | pouring | ballpark |

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used point of view.

Topic sentence	→	In <i>The Turtle and the Box of Riches</i> , the author uses the third-person point of view to tell the story.
Evidence	→	For example, the narrator says that the boy was filled with appreciation, but he was curious about the second drawer. This shows that the author understands why it was hard for the boy not to open the second drawer.
Concluding statement	→	Using the third-person point of view helped the author achieve his or her purpose of telling the story in a specific way.

Write a paragraph about the text you have chosen. Show how the author used point of view. Cite evidence from the text. Remember to distinguish your point of view from that of the narrator and to use linking verbs correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using your voice to show feelings.

Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

B. Now revise the draft by adding your voice to show how you feel about participating in this activity.

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