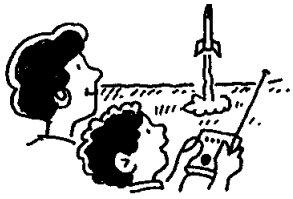
Name _____

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
passenger	He was the only passenger on the bus.	
impossible	It was impossible to lift the heavy box.	
launched	We launched the rocket from the field.	
popular	She is a very popular singer.	
direction	The airplane was going in the right direction.	
controlled	The pilot controlled the airplane.	

Beginning/Intermediate Review vocabulary and identify cognates. Use gestures to demonstrate meaning. Pair students to write one or two sentences, or draw pictures, to illustrate the meaning.

Name _____

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

Cause		Effect
First	→	
Next	→	
Then	→	
Finally	→	

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

Humans have always wanted to fly. They even tried to copy birds by putting wings on their arms. But there was a problem. The wings did not work because birds and humans do not have the same kind of muscles.

The first big step for human flight was the kite. Some kites were used for fun. Others were used to test the weather. But kites could not carry people. For that, people made balloons and gliders.

Library of Congress Prints and Photographs Division [LC-USZ62-56632]

In this photo from 1905, a hot air balloon flies over a lake in Oregon.

Hot Air Balloons

The first hot air balloon was a silk bag. It was filled with smoke. This made the balloon lighter than the air. Because of this, the bag rose into the sky. People could ride in this kind of balloon.

Gliders

The next big step in human flight was the glider. A glider does not float. It falls to earth. It falls slowly, so it can stay in the air a long time. People can fly gliders where they want to go.

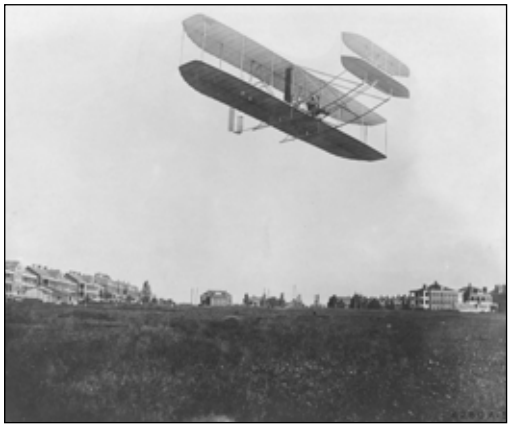
Some people made gliders better. George Cayley added a tail. It made the glider more stable and easier to fly. Otto Lilienthal made a glider that could go far. Sam Langley added an engine.

Name _____

Really Flying

A glider would allow people to fly, but it would not let them go far. Octave Chanute wrote a book about human flight. Two brothers, Wilbur and Orville Wright, read the book.

The Wright brothers were great thinkers. First, they did tests with balloons and kites to learn about wind. Then they worked on an engine. After five years of study, they used all their knowledge to make their "Flyer." On December 17, 1903, the Wright brothers tested their flying machine. It worked! Orville Wright flew 120 feet in twelve seconds. Humans had learned to fly at last!



U.S. Air Force

The Wright brothers' first "Flyer."

Name _____

A. Reread the passage and answer the questions.

1. Reread paragraph 1. Why did wooden wings not work?

_____

_____

2. Reread paragraph 2. Why did people make balloons and gliders?

_____

_____

3. Reread paragraph 5. What was the effect of adding a tail to the glider?

_____

4. Reread the section "Really Flying." What was the effect of the Wright brothers' work?

_____

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

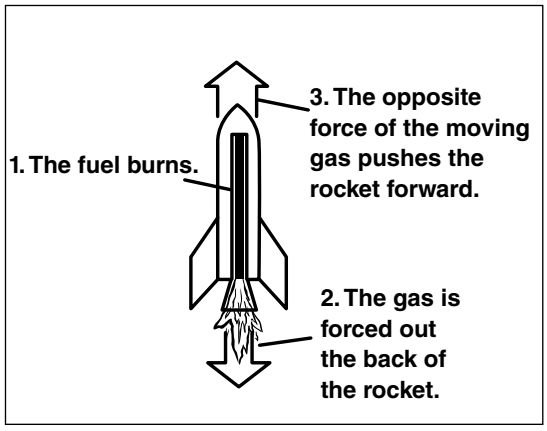
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beginning/Intermediate Read the directions. Pair students to answer the questions using basic and content vocabulary. Then have them share their answers with the group.

Name _____

How Rockets Move

A rocket has fuel in it. For the rocket to move, the fuel must burn. When the fuel burns, it makes gas. This gas goes out the back of the rocket. The gas moves very fast. Its speed gives it force. But the force of the gas follows a law of nature. The law is this: Every action has an opposite reaction. This means that the force of the gas must have a reaction. When the gas moves backward, the reaction force moves the rocket forward.



Answer the questions about the text.

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

_____

2. **Name the text feature.**

_____

3. **When a rocket moves, what has to happen first?**

_____

4. **What law does the gas in a rocket follow?**

_____

Beginning/Intermediate Read the directions. Pair students to answer the questions using basic and content vocabulary. Then have them share their answers with the group.

Name _____

Multiple-meaning words have more than one meaning. When you come across a multiple-meaning word, find other words in the passage or sentence to help you figure out the correct meaning of the word. Look at this example:

Humans have always wanted to **fly**.

Fly can mean "a winged insect" or "to move through the air." In the sentence above, **fly** refers to something humans have tried to do. This tells you that the meaning of **fly** is "to move through the air."

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. Then circle the letter of the correct meaning of the word in bold.

1. The first big **step** for human flight was the kite. Some kites were used for fun. Others were used to test the weather.

a. to lift the foot and set it down again

b. one of a series of actions

2. The first hot air balloon was a silk bag. It was filled with smoke. This made the balloon lighter than the air. Because of this, the bag **rose** into the sky.

a. lifted up

b. a flower

3. Some people made gliders better. George Cayley added a **tail**. It made the glider more stable and easier to fly.

a. the part at the end of a plane

b. to follow or observe

Beginning/Intermediate Read the directions and the first exercise. Model how to use other words to determine the meaning of the multiple-meaning word. Then pair students to complete the other two exercises.

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings.

I *blew* the horn. My coat is *blue*.

A. Read each sentence. Circle the correct homophone to complete the sentence. The first one has been done for you.

1. I want to (see, sea) that movie.

2. Her (too, two) friends will come with us.

3. Did you find (your, you're) baseball glove?

4. The captain raised the (sale, sail) on the boat.

5. I (rode, road) my bike to the soccer field.

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The vowel and the letter *r* usually appear in the same syllable.

person = per / son report = re / port

B. Read each pair of words. Circle the word that has an *r*-controlled vowel syllable. The first one has been done for you.

1. garlic	floating	**4.** stormy	windy
2. turtle	frog	**5.** sleeping	parking
3. green	purple		

Beginning/Intermediate Read the homophone word pairs. Have students use each word in a separate sentence. Point to and read the words with *r*-controlled vowel syllables. Have students repeat.

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 how the author used cause and effect as the text structure.

Topic sentence →

In *History of Human Flight*, I think the author uses cause and effect to clearly explain how modern flight came about.

Evidence →

The cause for flight was the desire of humans to fly like a bird. The author then gives several examples of people over a long period of time designing ways to get up into the air.

Concluding statement →

I think the author summarizes the history of flight by explaining the cause, the desire to fly, and then supporting the result, the ability to fly, with facts and details.

Write a paragraph about the text you have chosen. Show how the author used cause and effect text structure. Cite evidence from the text. Remember to describe the connection between sentences and paragraphs in a text that relate to cause and effect, and to correctly use compound and complex sentences.

Write a topic sentence: _____

Cite evidence from the text: _____

_____

_____

_____

_____

End with a concluding statement: _____

Beginning/Intermediate Have students work with partners with different language abilities. Encourage them to use basic and content vocabulary. Help students write a topic sentence.

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.

Beginning/Intermediate Read the directions and the questions. Review meaning and point out the cognates *helicopter/helicóptero*. Pair students of different language abilities to complete the page.