





Name \_\_\_\_\_

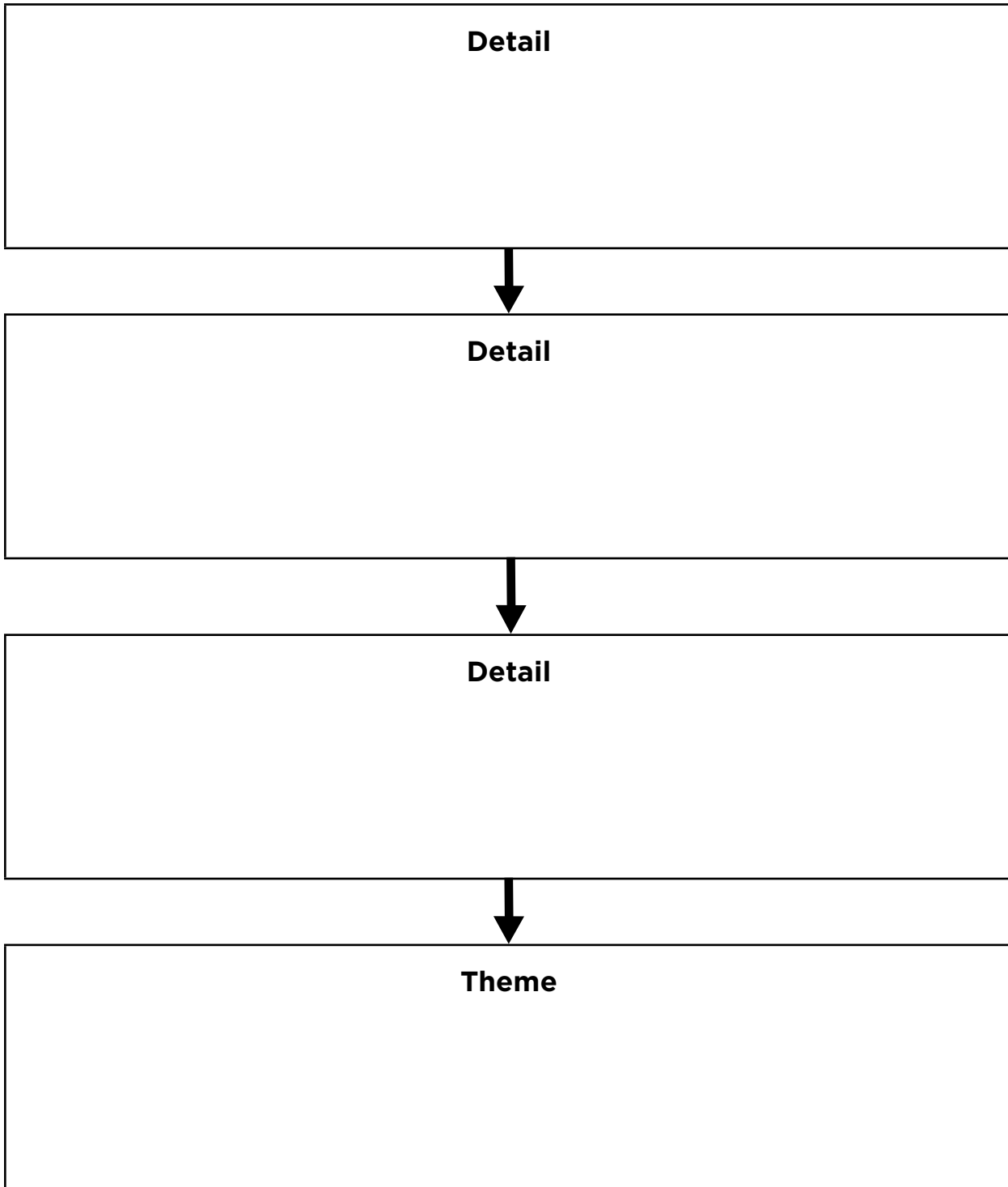
Use the word chart to study this week’s vocabulary words. Write a sentence using each word in your writer’s notebook.

Word	Context Sentence	Illustration
<p><b>weird</b></p>	<p>That apple has such a <u>weird</u> shape!</p>	
<p><b>courageous</b></p>	<p>Everyone thought the rescue dog was <u>courageous</u>.</p>	
<p><b>extremely</b></p>	<p>After the rainstorm, I was <u>extremely</u> soaked.</p>	
<p><b>adventurous</b></p>	<p>We were feeling <u>adventurous</u>, so we went for a hike.</p>	

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**Read the selection. Complete the theme graphic organizer.**



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Read the poem. Check your understanding by asking yourself what message the author wants to share.

## Why I Run

6 The first marathon I ever saw  
 12 was years ago with my grandma.  
 18 We stood out on the Boston streets  
 24 and marveled at the number of feet  
 26 and marveled at the number of feet.

33 The runners were a rumbling herd,  
 39 except for a few—like the swiftest birds  
 47 who shot out alone to run their races  
 55 with determination carved into their faces  
 61 with determination carved into their faces.

67 Motorboats speeding over gray water,  
 72 these runners would inspire anyone's daughter.  
 78 That was the day I made the decision—  
 86 the bounce in my steps clarified my vision  
 94 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes  
 112 and although my feet started out as one big bruise  
 122 I've run in every Boston Marathon since  
 129 and now I'm so strong I don't even wince  
 138 and now I'm so strong I don't *ever* wince.



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

**1. What story does the poem tell?**

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**2. What do you think is the theme, or lesson, of this poem?**

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**3. What lines in the poem helped you identify the theme?**

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**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		–		=	

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# If I Could Just Get Out of Bed

If I get out of bed, I could  
 read a book about the moon  
 and one about a rocket ship  
 and one that tells me how to make  
 a ship that flies me into space  
 to be the first kid on the moon  
 if I get out of bed.



Answer the questions about the text.

1. The lines in a free verse poem do not rhyme. Does this text rhyme?

\_\_\_\_\_

2. Are the lines all the same length?

\_\_\_\_\_

3. Where is the speaker?

\_\_\_\_\_

4. What does the speaker imagine doing?

\_\_\_\_\_

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**Repetition** means that words or phrases in a poem are repeated.  
 A **rhyme** is two or more words that end with the same sound, such as *roaring* and *pouring*.

**Read the lines of the narrative poem below. Then answer the questions.**

### ***Why I Run***

*Motorboats speeding over gray water,  
 these runners would inspire anyone's daughter.  
 That was the day I made the decision—  
 the bounce in my steps clarified my vision  
 the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes  
 and although my feet started out as one big bruise  
 I've run in every Boston Marathon since  
 and now I'm so strong I don't even wince  
 and now I'm so strong I don't ever wince.*

- 1. Find two words that rhyme. Draw a box around the words.**
- 2. Circle an example of repetition in the poem.**
- 3. How do repetition and rhyme affect your reading of the the poem?**

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Remember that a **metaphor** is a way to compare two things that are very different.

*The girl's hair was yellow straw.*

**Read each passage. Circle the answer that names the two things that are being compared in the metaphor.**

1. The runners were a rumbling herd,  
except for a few—
  - a. runners and a few
  - b. runners and a herd
  
2. Motorboats speeding over gray water,  
these runners would inspire anyone's daughter
  - a. gray water and daughter
  - b. motorboats and runners
  
3. I went home that day and laced up my shoes  
and although my feet started out as one big bruise
  - a. feet and a bruise
  - b. shoes and a bruise

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The letter **c** usually has a **soft c** sound when it is followed by the vowels **e** or **i**: cents, city.

The letter **g** usually has a **soft g** sound when it is followed by the vowels **e** or **i**: large, giant.

**A. Read each word. Circle the letters that make the soft c or soft g sound in each word. The first one has been done for you.**

- |           |           |
|-----------|-----------|
| 1. nice   | 4. page   |
| 2. gem    | 5. place  |
| 3. circle | 6. gentle |

Words that compare two people, places, or things usually end in **-er**.

Words that compare three or more people, places, or things usually end in **-est**.

**B. Read each sentence. Circle the word that compares two people, places, or things. Underline the word that compares three or more people, places, or things. The first one has been done for you.**

1. An apple is bigger than a grape.
2. I have the smallest bed of the three beds in our house.
3. Our dog is five years older than our kitten.
4. A giraffe has the longest neck of all the animals in the zoo.
5. January is usually a colder month than December.



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*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author's use of theme.

<b>Topic sentence</b>	→	In <i>Why I Run</i> , I think the author does a good job of showing the theme that hard work can help a person achieve a goal.
<b>Evidence</b>	→	The author begins the poem by explaining what it is like to watch a marathon. The author uses the sights and sounds to describe the experience. Then the author states that those sights and sounds inspired her to run the Boston
<b>Concluding statement</b>	→	marathon. In the poem, I think the author shares the theme, or message about life, that working hard can help you accomplish your goals.

**Write a paragraph about the text you have chosen. Tell how the author presented a theme, or message about life. Write your opinion and support it with reasons. Also use irregular verbs correctly.**

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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**A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.**

### Draft Model

Aunt Barb works really hard  
She speaks three languages  
Aunt Barb helps me fly  
And never lets me fall

1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

**B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.**

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