

Name _____

► Read the Vocabulary Words. Then read the groups of related words. Write the Vocabulary Word that belongs in each group.

sensors

lagoon

meander

reef

atoll

barren

1. island
peninsula
continent

2. lake
pond
ocean

3. coral
sand
ridge

4. detectors
monitors
electronics

5. empty
lifeless
bare

6. wind
twist
turn

► Write the Vocabulary Word that best completes each sentence.

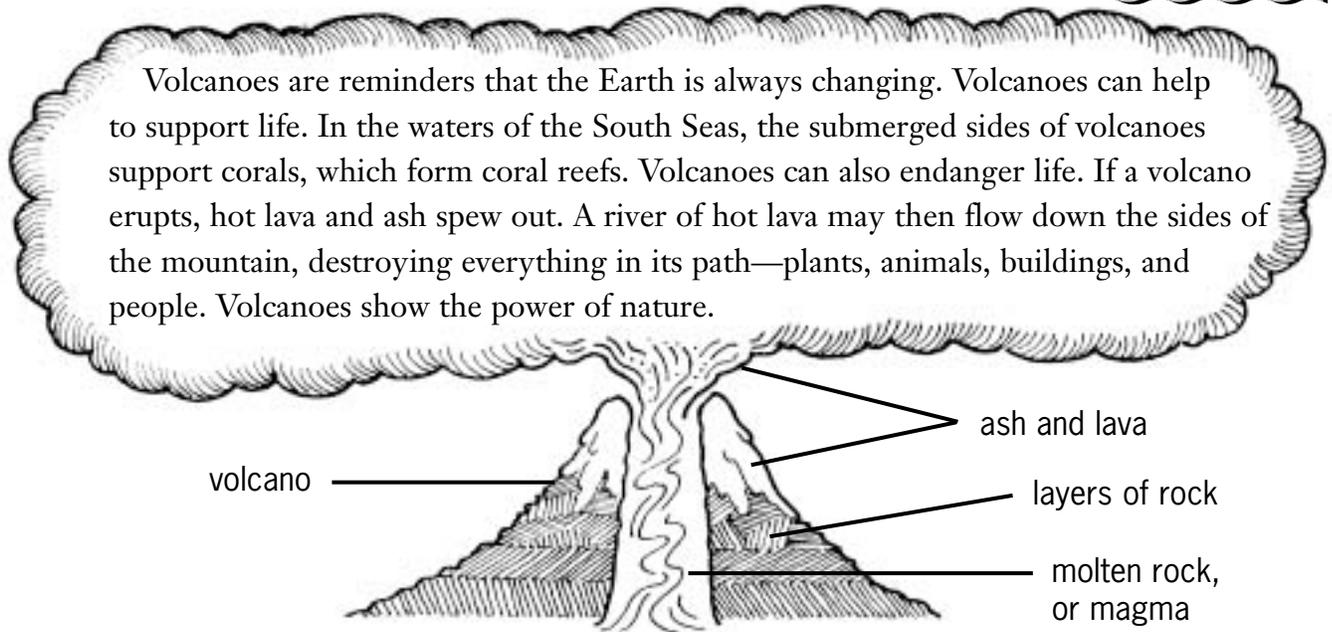
The (7) _____ was formed when the volcano sank into the ocean.

The ring of land was formed by a coral (8) _____. The center of this kind of island is a (9) _____. People sometimes (10) _____ around islands like this. They use (11) _____ to look for metal objects under the ground. Usually, the islands are (12) _____, with little or nothing on them.



Write a paragraph about a visit to another planet. Include these Vocabulary Words in your paragraph: *meander*, *barren*, *sensors*, *lagoon*.

- Read the paragraph. Look at the diagram. Circle the letter of the best answer to each question.



An Erupting Volcano

- 1 Which part of the passage does the diagram clarify?
- A** that volcanoes remind us that the Earth is changing
- B** how the submerged sides of volcanoes support corals
- C** how hot lava and ash spew out of erupting volcanoes
- D** that a river of hot lava can destroy animals and people



Tip

Read the title and labels on the diagram.

- 2 Which of the following do you learn about from the diagram but not from the passage?
- F** the formation of a coral reef
- G** the inside of a volcano
- H** the powerful nature of a volcano
- J** the value of volcanoes



Tip

Which answer choice is not covered in the passage?



Name _____

► Read the list of facts on these two index cards. Then answer the questions.

a. *The Viking satellite photographed Mars.*
b. *The average temperature on Mars is much colder than on Earth.*
c. *A round trip from Earth to Mars could take from two to three years.*
from *Pioneering Space* by Sandra Markle, N.Y., Atheneum, 1992.



d. *In 1976 two space probes, Viking landers, touched down on Mars.*
e. *Two spacecraft launched in 1996 continue to study Mars from orbit and from the surface.*
f. *Mars has dust storms strong enough to bury a space probe.*
from *Space Exploration* by Carol Stott. NY: Alfred K. Knopf, 1997.

1. What three facts would you use to write about the difficulty astronauts might have exploring Mars? Write them on the lines.

2. Write a specific conclusion that you can draw from these three facts. _____

3. What three facts would you use to tell how scientists have learned about Mars? Write them on the lines.

4. Write a specific conclusion you can draw from these three facts. _____

 **SCHOOL-HOME CONNECTION** Have your child interview two family members and ask them questions about a favorite childhood memory. Then have your child use the responses to write a paragraph titled "How Adults Remember Childhood."

Skill Reminder • **Possessive pronouns** show ownership and take the place of a noun. The possessive pronouns *my, our, your, his, her, its, and their* are used before nouns. The possessive pronouns *mine, ours, yours, his, hers, its, and theirs* stand alone.

- Choose the correct possessive pronoun from the two choices in parentheses (). Write it on the line.
1. Patricia Lauber was inspired to write “Seeing Earth from Space” by _____ fascination with images of Earth as seen from space. (**her, hers**)
 2. Frank Borman was an astronaut, and _____ spacecraft was the *Apollo 8*. (**his, its**)
 3. _____ fellow astronauts were James A. Lovell, Jr., and William A. Anders. (**His, Her**)
 4. The photographs they took of Earth give us a different view of _____ planet. (**our, ours**)
 5. When they see Earth from space, astronauts are amazed at _____ beauty. (**their, its**)
- Underline the incorrect possessive pronoun in each sentence. Then rewrite each sentence correctly on the lines below.

6. Earth belongs to all of us. It is our.

7. The responsibility for Earth is your as well as mine.

8. All people must do theirs part to protect our planet.



Skill Reminder • There are no rules that tell whether to use -ant or -ent. Sometimes it helps to think of the spelling of a related word—for example, *absence/absent, instance/instant*.

► Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPELLING WORDS

1. *absent*
2. *servant*
3. *present*
4. *instant*
5. *accident*
6. *assistant*
7. *current*
8. *moment*
9. *resident*
10. *ignorant*
11. *pleasant*
12. *distant*
13. *innocent*
14. *intelligent*
15. *restaurant*
16. *patient*
17. *government*
18. *statement*
19. *migrant*
20. *participant*

