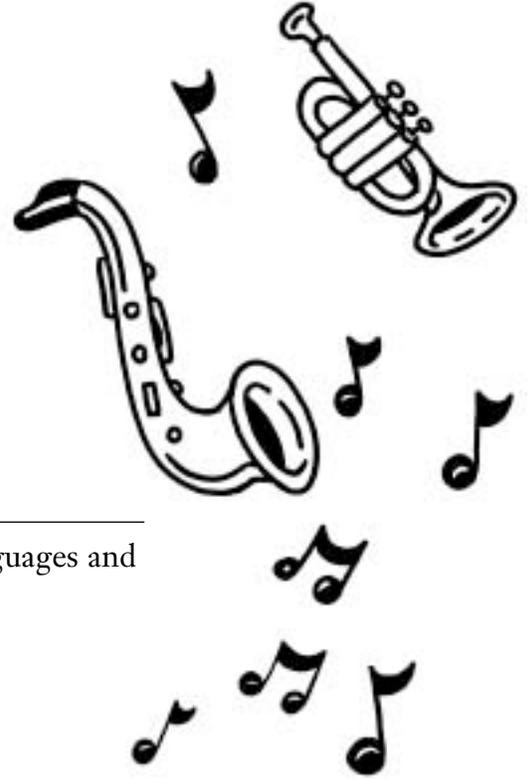


- Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

pawnshop produce errands numerous international gravelly

1. She had many _____ to run today.
2. First, she had to go to the _____ market.
3. She wanted to get _____ odds and ends for the party.
4. Among the stores on the avenue was a _____.
5. There was also a store called “_____ Library,” which sold tapes and books in many languages and from many countries.
6. She bought one tape made by a man with a deep, _____ voice.



- Write the Vocabulary Word that best completes each analogy.

7. *Bread* is to *bakery* as *vegetables* is to _____ market.
8. *Tasks* are to *responsibilities* as *trips* are to _____.
9. *One* is to *many* as *lone* is to _____.
10. *City* is to *world* as *local* is to _____.
11. *Soft* is to *gentle* as *rough* is to _____.
12. *Fruit* is to *apple* as *store* is to _____.



For each Vocabulary Word, write at least three words that you associate with that word. For instance, for *produce* you might write *apples*, *lettuce*, and *pears*.

- **Read the paragraph. Then circle the letter of the best answer to each question.**



Brass instruments have mouthpieces and long funnel-shaped tubes. Musicians use the mouthpieces to blow air through the tubes in order to create sounds. People make some pretty odd faces when they play brass instruments! Cornets and saxophones are excellent for jazz music. Tubas sound great in a marching band. My favorite brass instrument is the trumpet, although my brother thought playing it was very difficult.



- 1** Which of the following sentences is a fact about brass instruments?

- A** The best one is the cornet.
- B** Tubas sound great in a band.
- C** Playing the trumpet is very difficult.
- D** Brass instruments have long, funnel-shaped tubes.



Tip

Look for the answer choice that can be proven correct.

- 2** Which of the following sentences expresses the author's opinion about brass instruments?

- F** A tuba has a mouthpiece.
- G** People make odd faces playing them.
- H** Musicians blow air through a mouthpiece.
- J** Musicians can play different notes.



Tip

Look for the sentence that provides information about the author's beliefs.

- 3** To check the author's facts about playing brass instruments, you could

- A** study a diagram of an orchestra.
- B** read an article about classical music.
- C** ask a trumpet player.
- D** all of the above



Tip

Choose the source most likely to give you accurate information.



SCHOOL-HOME CONNECTION Help your child write a note to his or her music teacher that expresses an interest in a particular instrument.

Make sure the note includes at least one sentence that is a fact and one that is an opinion.

Skill Reminder

• Adjectives can be used to compare people, places, things, or ideas. • Add **-er** to most adjectives to compare one thing with one other thing. Add **-est** to most adjectives to compare one thing with two or more other things. For adjectives of two or more syllables, use *more* instead of **-er** and *most* instead of **-est**. • Some adjectives have special forms for comparing.

► Underline each adjective used to compare. Then write the basic form of the adjective.

1. The trumpet has a brighter sound than the clarinet. _____

2. That banjo is bigger than a fiddle. _____

3. A piano is usually more expensive than a set of drums. _____

► Rewrite each sentence, using the correct form of the adjective in parentheses ().

4. Santiago's horn was (**small**) than the one in the pawnshop. _____

5. Louis made up his mind that he would play the (**hot**) horn in New Orleans. _____

6. When Bunk Johnson waved to him, Louis was the (**proud**) stepper in the whole parade. _____

► In the blank following the sentence, write the correct form of the adjective in parentheses ().

7. When Louis blew the second time, the noise was even (**bad**). _____

8. For Louis, the horn was a (**good**) instrument than the banjo. _____

Skill Reminder • The prefix *re-* means “back” or “again.”

Inter- usually means “between.” Both prefixes will change the meanings of base words or roots.

► 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. *remove*
2. *interview*
3. *repeat*
4. *interrupt*
5. *respect*
6. *interfere*
7. *represent*
8. *relocate*
9. *international*
10. *review*
11. *interpret*
12. *interstate*
13. *remarkable*
14. *intermediate*
15. *intersection*
16. *recommend*
17. *interject*
18. *intervene*
19. *resource*
20. *remained*

