

Name _____

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

foundation: the base that supports the walls of a building

cavity: a hollow place in a solid object

discouraging: causing someone to lose confidence or courage

nourishing: keeping alive or healthy; helping to grow

edible: safe for eating

remote: far away

migration: seasonal movement from one region to another



1. Many birds fly south for the winter. This is known as _____.
2. Sam thought he could live inside a _____ in a big tree.
3. First you have to build the _____. Then you can put up the walls.
4. We lost the first three softball games. It was _____.
5. He wanted to be healthy. He ate _____ meals.
6. Some mushrooms are _____. Others are poisonous.
7. We went to a _____ village. It took hours to get there.

- Write the Vocabulary Word from the box that has nearly the same meaning as each word below.

cavity

foundation

remote

migration

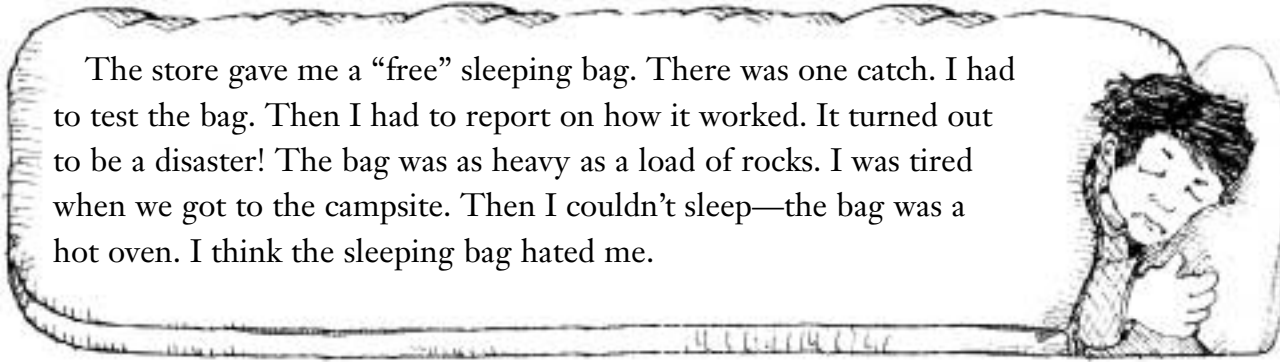
discouraging

8. hole _____
9. distant _____
10. base _____
11. trip _____
12. depressing _____

TO THE TEACHER: Before reading, engage students in a conversation about what they may know about nature. Read aloud the directions and ask the students to read silently with you. Ask for volunteers to say each word and then use the word in a sentence. Remind students to read the entire item to look for context clues.

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

The store gave me a “free” sleeping bag. There was one catch. I had to test the bag. Then I had to report on how it worked. It turned out to be a disaster! The bag was as heavy as a load of rocks. I was tired when we got to the campsite. Then I couldn’t sleep—the bag was a hot oven. I think the sleeping bag hated me.

**Tip**

The point of view is shown by the pronouns that are used.

- 1 This paragraph is written from the first-person point of view. How can you tell?
- A It describes the first person who tried the sleeping bag.
 - B It uses the pronouns *I* and *me*.
 - C It uses pronouns.
 - D It shows what the two characters are thinking.

**Tip**

A simile compares two unlike things. It uses *like* or *as*.

- 2 Which is an example of a simile?
- F The bag was as heavy as a load of rocks.
 - G I was tired when we got to the campsite.
 - H It turned out to be a disaster!
 - J I think the sleeping bag hated me.

**Tip**

Metaphors compare things without using *like* or *as*. Setting is the time and place. The narrator is the person who tells the story.

- 3 “The bag was a hot oven.” What is this sentence an example of?
- A simile
 - B metaphor
 - C setting
 - D narrator

TO THE TEACHER: Figurative language is exceptionally difficult for ELL students. For example, in the text above, students may not understand the idioms *There was one catch* and *turned out to be*. Explain these expressions and any others that confuse your students. Then divide students into small groups. The groups should create their own similes and metaphors. Have students draw pictures to illustrate their figurative language. Then ask them to write the words below the picture.

► Read each question. Circle the letter of the best answer.

1. Which description appeals to the sense of taste?
 - A Sam thought the apples were tart and mealy.
 - B The green apples were quite firm.
2. Which description appeals to the sense of touch?
 - F He lay down on the soft, spongy leaves. They made a thick, soft carpet.
 - G The stream gurgled and murmured happily.
3. Which description appeals to the sense of sight?
 - A The leaves crunched and crackled under his feet.
 - B The cars gleamed in the sunlight.
4. Which description appeals to the sense of sound?
 - F The sun shone through the trees. It made spots like a leopard's coat.
 - G The wind whistled in the oak trees.
5. Which description appeals to the sense of smell?
 - A The pine cones made a perfume in the warm air.
 - B The tree branches clanged together in the wind.



► Choose three words to describe each sense. Write them on the lines.

fishy
silky

peep
furry

jingle
salty

damp
tangy

buzz

6. sound _____
7. touch _____
8. taste _____

TO THE TEACHER: Read the directions aloud while students follow along silently. Ask volunteers to read the questions and statements for 1–5. Make sure to explain any unfamiliar words, phrases, or expressions. After students have completed the exercise, have small groups make sensory-image charts. They should write as many words as they can for each of the five senses.