

Name _____

- Complete the school newspaper article by writing the Vocabulary Word that best completes each sentence.

realistic
dependent

miniature
recognition

three-dimensional
represent

Mari Espina Wins Top Prize

Mari Espina was awarded first place in the Natural Science competition yesterday

in (1) _____ of her outstanding diorama on the food cycle in Biscayne Bay. A diorama is not a flat painting but a

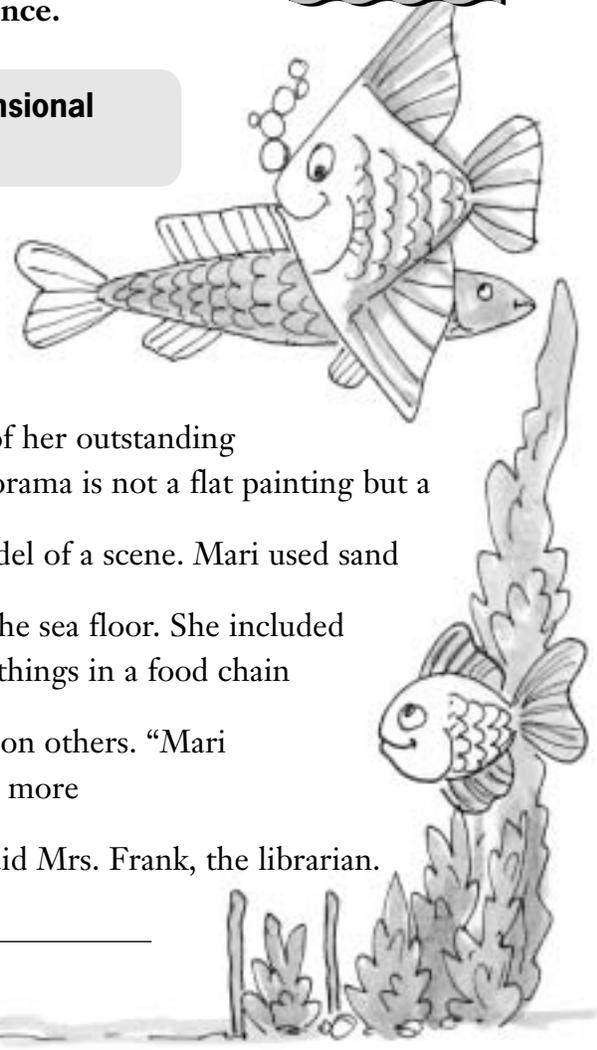
(2) _____ model of a scene. Mari used sand

to (3) _____ the sea floor. She included sea creatures made of dough to show how living things in a food chain

are (4) _____ on others. "Mari even carved scales on her fish to make them look more

(5) _____," said Mrs. Frank, the librarian.

"Her scene is a (6) _____ model of part of Biscayne Bay."



- Write the Vocabulary Word that means the opposite of each word or phrase below.

7. not true-to-life _____

8. life-size _____

9. self-reliant _____

10. flat _____



What materials would you use to make a diorama showing life in a rain forest, in a desert, or on the prairie? Write a paragraph describing how you would create a diorama of one of these places. Use as many of the Vocabulary Words as you can.

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

In science class, Kevin is studying fish and frogs. He has learned that both fish and frogs are good swimmers. While fish spend all their lives in water, most frogs live part of their lives in water and part on land. Fish propel themselves through water by moving from side to side. Frogs swim with the help of webbed feet. The bodies of fish are covered by scales, but frogs have smooth skin. Fish vary greatly in size, from tiny goby fish to whale sharks that can grow to be fifty feet long. In contrast, most frogs are small animals.

- 1** What is one way in which fish and frogs are similar?

- A** Both are good swimmers.
- B** Both swim from side to side.
- C** Both have scales.
- D** Both live only in water.



Tip

Find the sentence that tells about both fish and frogs.

- 2** Why is the class studying fish and frogs at the same time?

- F** because they are both animals
- G** because they are both animals that live in water
- H** because they both have webbed feet
- J** because they are the same size



Tip

First, eliminate answer choices that have inaccurate facts.

- 3** How are fish different from frogs?

- A** Only fish have scales.
- B** Only fish are small animals.
- C** Only fish are good swimmers.
- D** Only fish have smooth skin.



Tip

If necessary, reread the paragraph to see which answer choice is a difference between fish and frogs.



SCHOOL-HOME CONNECTION Ask your child to describe two people or to describe two stories that he or she has recently read. Then help your child write three sentences comparing and contrasting the people or stories.

Skill Reminder

• **A linking verb** links the subject of a sentence to a word in the predicate that renames or describes the subject. • If this word is a noun or a pronoun, it is called a **predicate nominative**. • If this word is an adjective, it is called a **predicate adjective**.

► Circle the linking verb in each sentence. Write the predicate nominative or predicate adjective on the line, and label it. Use the abbreviations *P.A.* and *P.N.*

1. The dioramas were huge successes. _____

2. Many of them looked fancy. _____

3. Mari felt nervous about her work. _____

► Rewrite each sentence. Replace the blank with a predicate nominative or predicate adjective, along with any other words needed.

4. Mrs. Frank's idea sounded _____. _____

5. The prizes for honorable mention were _____. _____

6. After Mari won, everyone seemed _____. _____

7. Compared with some others, Mari's diorama looked _____. _____

8. Mari's mother felt _____. _____



Find sentences in the two first pages of "A Do-It-Yourself Project" with linking verbs and predicate nominatives or predicate adjectives. Write down the ones you find.

Skill Reminder • The suffixes *-ment* and *-ity* can be added to words to form nouns. • When *-ity* is added to a word that ends in *e*, the *e* is usually dropped.

► 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. *excitement*
2. *amazement*
3. *community*
4. *government*
5. *ability*
6. *activity*
7. *statement*
8. *environment*
9. *majority*
10. *security*
11. *apartment*
12. *improvement*
13. *judgment*
14. *electricity*
15. *identity*
16. *opportunity*
17. *authority*
18. *purity*
19. *resentment*
20. *basement*

