

Name \_\_\_\_\_

## Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line to the left.

- \_\_\_\_\_ 1. area of deep, water-filled sand or dirt that cannot support weight, so objects sink into it
- \_\_\_\_\_ 2. unstable, about to fall apart
- \_\_\_\_\_ 3. strength or determination against opposing force or conditions
- \_\_\_\_\_ 4. feeling or trait causing a person to pursue a goal
- \_\_\_\_\_ 5. filled with so much or many as to be unhealthy, dangerous, or irritating

### Check the Words You Know

- \_\_\_ambition  
 \_\_\_infested  
 \_\_\_landslide  
 \_\_\_quicksand  
 \_\_\_resistance  
 \_\_\_rickety  
 \_\_\_roamed  
 \_\_\_vast

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- \_\_\_\_\_ 6. The insect repellent allowed us some \_\_\_\_\_ against all the mosquitoes on our hike.
- \_\_\_\_\_ 7. His mansion destroyed in the \_\_\_\_\_, the millionaire vowed to rebuild on the same hill because he likes the view.
- \_\_\_\_\_ 8. Huge wind farms now cover \_\_\_\_\_ areas of desert that were once believed to be useless.
- \_\_\_\_\_ 9. Her \_\_\_\_\_ to be the first female president was finally within reach after years of hard work.
- \_\_\_\_\_ 10. The lost sheep \_\_\_\_\_ around the countryside for days.

## Write a Journal Entry

On a separate sheet of paper, write a journal entry about an adventure you took with an animal on which you depended for help. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Horse Heroes*. Read a selection with your child. List any unfamiliar words and try to figure out the meaning of each word by using other words that appear around it. Use a dictionary when necessary.

Name \_\_\_\_\_

## Singular Possessive Nouns

A **possessive noun** shows ownership. A **singular possessive noun** shows that one person, place, or thing has or owns something. Add an apostrophe (') and the letter *s* to a singular noun to make it possessive.

**Singular Noun**                      The horse had a mane that was thick and brown.  
**Singular Possessive Noun**    This horse's mane was thick and brown.

**Directions** Write the possessive form of each underlined noun.

1. In the 1800s, America transportation was limited.

\_\_\_\_\_

2. California people needed ways to communicate with the East.

\_\_\_\_\_

3. A Pony Express team job was to carry mail quickly.

\_\_\_\_\_

4. A rider day was difficult.

\_\_\_\_\_

5. The job dangers included long, tiring rides.

\_\_\_\_\_

6. A pony ride might be 40 miles or more.

\_\_\_\_\_

7. The telegraph took over the Pony Express job.

\_\_\_\_\_

8. Today, a mail carrier job is not quite so difficult.

\_\_\_\_\_



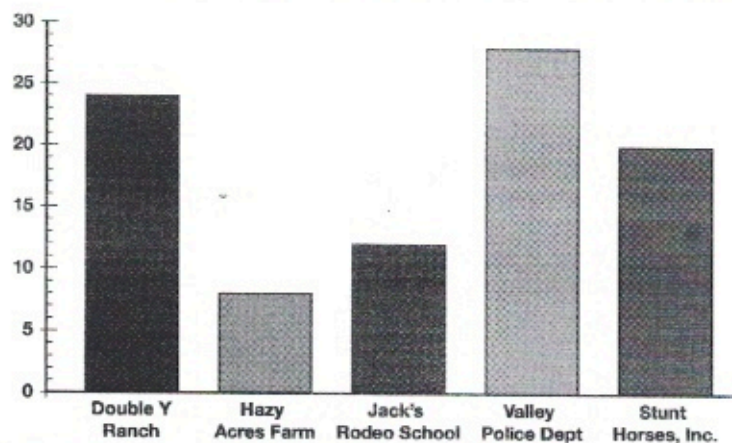
**Home Activity** Your child learned about singular possessive nouns. Ask your child to write the names of family members as possessive nouns and to use them in sentences.

## Graphs

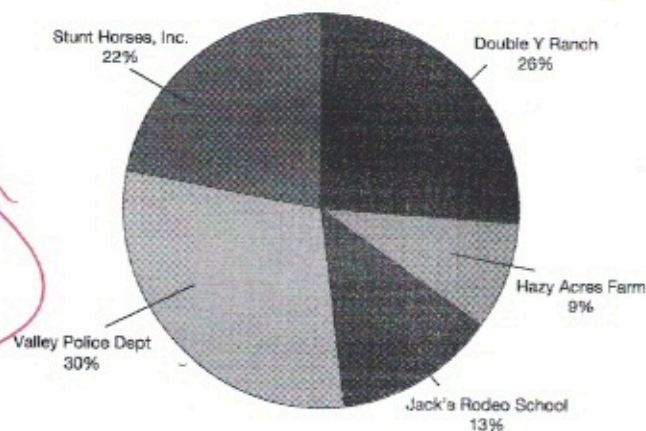
- **Graphs** show data in visual form. Graphs can quickly show how one piece of information compares to other pieces of information. There are several types of graphs.
- A **bar graph** uses vertical or horizontal bars to show different amounts of something.
- A **circle graph** has a pie shape. It shows how something can be divided into parts.
- A **line graph** contains lines that connect a series of points on a graph. Line graphs are good for showing changes that happen over time.
- A **picture graph** uses pictures to show amounts or numbers of things.

**Directions** Bart, the blacksmith, wants to know who his best customers are. The number of horseshoes his customers needed in the past may also tell him how much business he can expect in the future. Study the bar graph and the circle graph below. Then answer the questions on the next page.

**Number of Horseshoes Sold in One Month**



**% of Total Horseshoes Needed in One Year**



Questions on  
next page

Name \_\_\_\_\_

**Directions** Use the graphs to answer the following questions.

1. How do you know what each graph shows?

\_\_\_\_\_

2. What unit is used in the bar graph to measure how much business Bart is doing?

\_\_\_\_\_

3. Whose names appear along the bottom of the bar graph?

\_\_\_\_\_

4. How is the information in each graph similar? How is it different?

\_\_\_\_\_

\_\_\_\_\_

5. Who needed the most horseshoes in one month?

\_\_\_\_\_

6. Who gave Bart the least amount of business over one month?

\_\_\_\_\_

7. In the circle graph, what is being divided into parts?

\_\_\_\_\_

8. What is the difference between the percent of horseshoes needed by Stunt Horses, Inc., and Double Y Ranch in one year?

\_\_\_\_\_

9. What does the bar graph show that the circle graph does not?

\_\_\_\_\_

10. How could you show the information in the bar graph as a picture graph?

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child learned about different kinds of graphs. Draw and label a line graph to show the hours you spent doing a common activity over the period of a week.

## Vocabulary • Unknown Words

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings.
- Sometimes looking at the words around an unknown word can't help you figure out the word's meaning. If this happens, use a dictionary or glossary to find the meaning.

**Directions** Read the following story. Then answer the questions below.

The buffalo lifted his massive, wooly head and looked toward the sunset. An old and mighty bull, he was leader of a herd that roamed the wide, vast plains that spread out between the mountains. He did not usually need to think much, but tonight he was deep in thought. Strange humans had come to his lands. Only a few arrived in rickety wagons at first. Now the plains were infested with them.

The buffaloes' tough hides gave them resistance against the teeth of wolves and sometimes against the arrows of the First People. But the newcomers shot at his herd with sticks of fire. The ambition of these people seemed to be to conquer all the land and every creature on it. He wondered sadly if he could find a safe place to take his herd. He had to try. In the morning they would head west toward the Big Water beyond the mountains.

1. Which words around the word *vast* can help you figure out its meaning?  
\_\_\_\_\_
2. What is the meaning of the word *rickety*? How did you determine its meaning?  
\_\_\_\_\_
3. What words around the word *resistance* help you figure out its meaning?  
\_\_\_\_\_
4. What is the meaning of the word *ambition*? How did you determine its meaning?  
\_\_\_\_\_
5. Use a dictionary or glossary to find the definition for one of the words you couldn't define using the words around it. Write the definition.  
\_\_\_\_\_



**Home Activity** Your child identified unknown words that could be defined using a dictionary or glossary. Work with your child to identify unknown words in a newspaper or magazine article. Ask your child if he or she needs to use a dictionary to find the meaning of the words. If so, ask your child to look up at least one definition in a dictionary or glossary.

Name \_\_\_\_\_

## Singular Possessive Nouns

**Directions** Read the passage. Then read each question. Circle the letter of the correct answer.

### Pony Express Riders

(1) The first Pony Express team heard the crowds cheers. (2) Brave riders were not scared of the jobs' risks. (3) The West weather made the trail dangerous. (4) The trail dangers were hidden. (5) A rider's adventure could last over two years.

- |  |  |
|--|--|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p>A Change <i>crowds</i> to <b>crowds'</b>.</p> <p>B Change <i>crowds</i> to <b>crowd's</b>.</p> <p>C Change <i>cheers</i> to <b>cheer's</b>.</p> <p>D Make no change.</p> | <p><b>4</b> What change, if any, should be made in sentence 4?</p> <p>A Change <i>were</i> to <b>are</b>.</p> <p>B Change <i>trail</i> to <b>trail'</b>.</p> <p>C Change <i>trail</i> to <b>trail's</b>.</p> <p>D Make no change.</p>      |
| <p><b>2</b> What change, if any, should be made in sentence 2?</p> <p>A Change <i>jobs'</i> to <b>jobs</b>.</p> <p>B Change <i>jobs'</i> to <b>job's</b>.</p> <p>C Change <i>risks</i> to <b>risky</b>.</p> <p>D Make no change.</p>           | <p><b>5</b> What change, if any, should be made in sentence 5?</p> <p>A Change <i>rider's</i> to <b>riders'</b>.</p> <p>B Change <i>rider's</i> to <b>rider</b>.</p> <p>C Change <i>years</i> to <b>year</b>.</p> <p>D Make no change.</p> |
| <p><b>3</b> What change, if any, should be made in sentence 3?</p> <p>A Change <i>West</i> to <b>west</b>.</p> <p>B Change <i>West</i> to <b>West's</b>.</p> <p>C Change <i>trail</i> to <b>trail's</b>.</p> <p>D Make no change.</p>          |  |



**Home Activity** Your child prepared for taking tests on singular possessive nouns. Name two or three familiar objects in the house. Have your child write the possessive forms of these nouns and use them in sentences.

## Fact and Opinion

- A **statement of fact** can be proved true or false. You can look in a reference book, ask an expert, or use your own knowledge and experience.
- A **statement of opinion** cannot be proved true or false. It is a belief or a judgment. It often contains a word of judgment, such as *best*, *should*, or *beautiful*. It may begin with the words *In my opinion* or *I believe*.

**Directions** Read the following passage. Then answer the questions below.

When many people take a safari in Africa, they are excited to see lions. Zebras, however, are much more interesting. Zebras are exciting, graceful relatives of horses. While their stripes make them beautiful, they also provide protection. Lions hunt zebras for food, but because lions are color-blind, the zebras' stripes make them difficult to see. The herd is camouflaged in the tall, wavy grass.

If hyenas attack, the herd encircles the young zebras. The stallion fights the predators bravely. Young females will "flirt" with stallions from nearby herds. The female's father, however, is protective. A young stallion must prove himself by challenging her father to a contest of strength and fighting skill. If the young stallion wins, he takes his new mate home to his herd. Clearly, besides being the bravest, most beautiful animals in Africa, zebras are also the most romantic!

1. Is the second sentence a fact or an opinion? How can you tell?

\_\_\_\_\_

2. The third sentence contains both fact and opinion. Which phrase is the fact?

\_\_\_\_\_

3. Is the fifth sentence a fact or an opinion? How can you tell?

\_\_\_\_\_

4. Is the seventh sentence a fact or an opinion? How can you tell?

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child identified statements of fact and opinion in a short paragraph. Read a letter to the editor from the newspaper with your child. Ask your child to tell you when he or she reads an opinion. Ask your child to explain why it is an opinion rather than a fact.

Name \_\_\_\_\_

### Singular Possessive Nouns

**Directions** Make each sentence less wordy by replacing the underlined words with a possessive noun phrase. Write the new sentences.

1. The horses used by Tschiffely were bold and daring. \_\_\_\_\_  
\_\_\_\_\_
2. The mountains of Peru were difficult to cross. \_\_\_\_\_  
\_\_\_\_\_
3. The horses knew about the threat of a crocodile. \_\_\_\_\_  
\_\_\_\_\_
4. The snakes of South America can be very dangerous. \_\_\_\_\_  
\_\_\_\_\_
5. Many people admired the achievement of the adventurer. \_\_\_\_\_  
\_\_\_\_\_

**Directions** Write about a real or imaginary adventure of your own. Use at least two singular possessive nouns and underline them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child learned how to use singular possessive nouns in writing. Ask your child to write a journal entry about the day's activities. Have him or her use at least two singular possessive nouns.



## Singular Possessive Nouns

**Directions** Write the possessive form of each underlined noun.

1. animal hoof \_\_\_\_\_
2. desert heat \_\_\_\_\_
3. station distance \_\_\_\_\_
4. Lincoln speech \_\_\_\_\_
5. traveler route \_\_\_\_\_
6. hero welcome \_\_\_\_\_
7. herd members \_\_\_\_\_
8. cowboy outfit \_\_\_\_\_
9. Trigger fame \_\_\_\_\_
10. Hollywood horse \_\_\_\_\_

**Directions** Write a singular possessive noun to complete each sentence.

11. Each \_\_\_ bravery was impressive. \_\_\_\_\_
12. The \_\_\_ journey was risky. \_\_\_\_\_
13. The \_\_\_ mountains and deserts could be dangerous. \_\_\_\_\_
14. The \_\_\_ enemies included snakes and crocodiles. \_\_\_\_\_
15. We still remember that \_\_\_ talents. \_\_\_\_\_



## Main Idea and Details

**Directions** Read the article. Then answer the questions below.

In 1798, a ship left Australia carrying an unusual creature. Scientists in England opened the crate carrying the body of the animal and were shocked. They were looking at a platypus, but some of them believed it was a joke. What mammal has fur, a duck's bill, and webbed feet? One scientist checked to see if the platypus was sewn together like some strange doll. After two centuries, science is even more surprised by this small animal that may be the most unusual on Earth.

Platypuses seem to have traits borrowed from other animals. When attacked, males use claws on their hind legs to inject painful venom like that of a snake. The platypus is the only mammal that hunts by sensing electricity given off by its prey's body, like a shark. It doesn't give birth to live young, but lays eggs like a bird or reptile. Despite years of study, the platypus remains a mystery to scientists.

1. In one or two words, what are all of the sentences about?  
\_\_\_\_\_
2. What is the main idea of the passage?  
\_\_\_\_\_
3. What is one supporting detail that tells more about the main idea?  
\_\_\_\_\_
4. What is another supporting detail for the main idea?  
\_\_\_\_\_
5. On a separate sheet of paper, write a summary of the passage in one or two sentences.



**Home Activity** Your child identified the main idea and supporting details of a nonfiction passage and wrote a summary of it. Read a short magazine or newspaper article with your child. Work together to identify the main idea and supporting details of the article. Then use this information to write a short summary.