

Name _____

model	effective	example	observed
identical	similar	imitate	material

Write each word next to its definition.

- 1. alike _____
- 2. item used to make something _____
- 3. thing that shows what the whole is like _____
- 4. looked at closely _____
- 5. works as planned _____
- 6. exactly the same _____
- 7. small copy of something _____
- 8. try to be like _____

Write two sentences. Use one vocabulary word in each sentence.

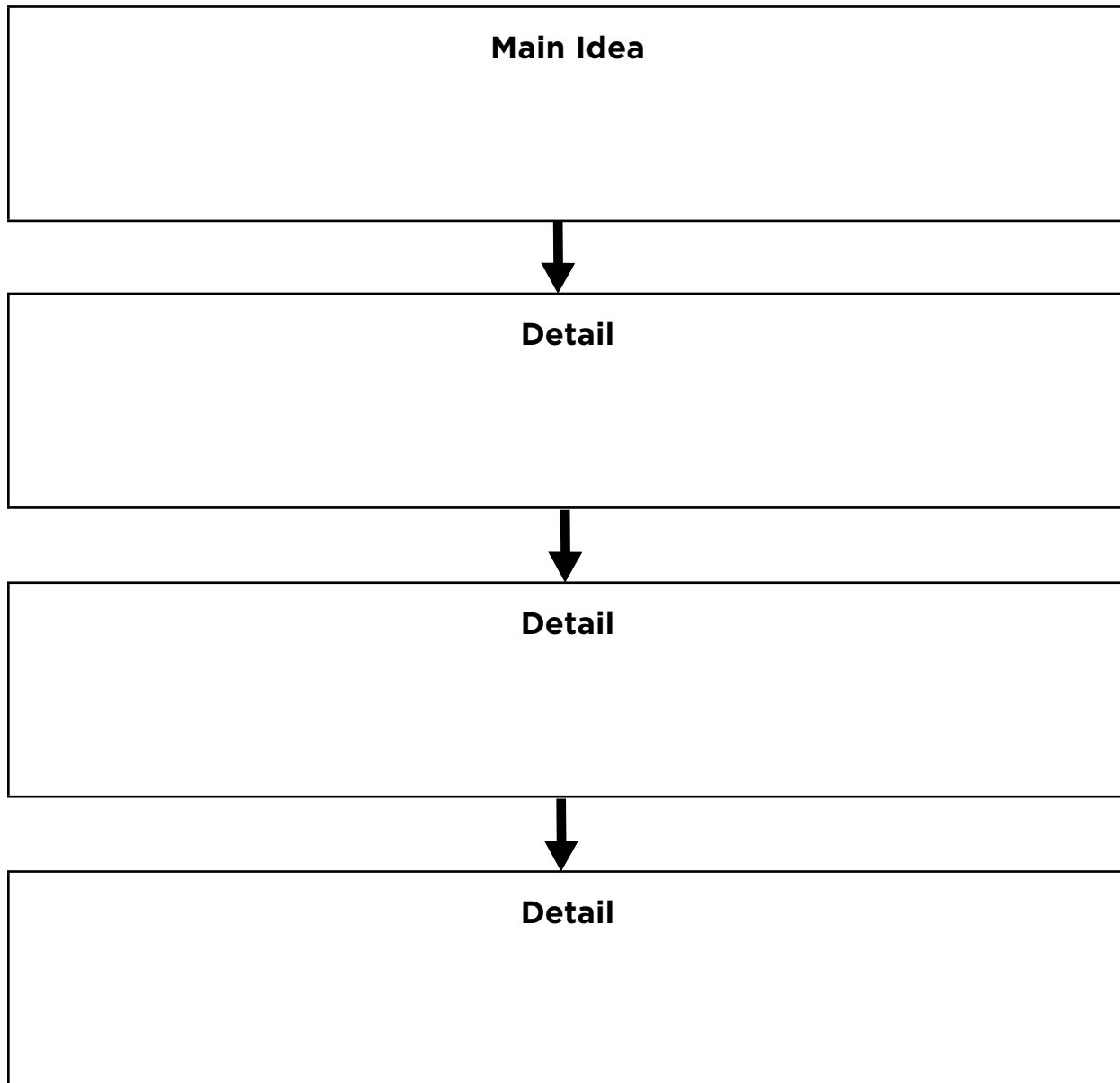
- 9. _____

- 10. _____

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Name _____

Read the selection. Complete the main idea and key details graphic organizer.



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Name _____

Read the passage. Use the summarize strategy to find the most important ideas and details.

A Sticky Idea

11 Nature can inspire ideas. Take the tree frog for example. Have
12 you ever tried to use a dusty piece of tape? The tape won't stick.
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25 The tree frog may hold the solution.

32 A tree frog has sticky pads on its feet. The stickiness of the
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45 pads helps it to hold onto trees or rocks. Yet, the frog's pads do
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59 not pick up dirt. They stay clean as the frog moves around.

71 New Ideas

73 The way a frog's foot works can be copied. It can give us ideas
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87 for inventions. Its design could be used in many lines of work.
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99 Doctors and nurses could reuse wraps. The wraps would stay
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109 clean and sticky. A bandage used at home could also be taken off
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122 and used many times.

126 Car tire makers also have a use for what a frog's foot can do.
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140 Something that can get a good grip and stay clean could help tire
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153 performance. It could help cars stay on the road in bad weather.

165 A product like that could also make a good glue or tape. A
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178 clean adhesive that lasts long would be helpful. It could be used
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190 at home and at school.

Name _____

Put to the Test

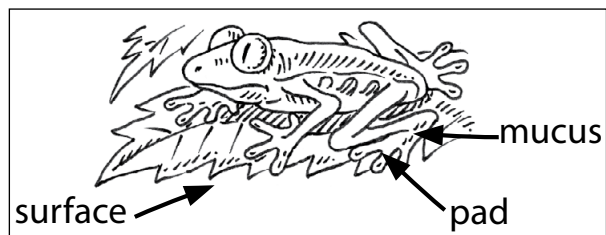
Researchers tested a group of frogs. The frogs were placed on a flat base that moved. Dust was put on the frogs' feet. At first researchers found that the frogs lost their foothold. They could not get it back if they did not move. Then the frogs were allowed to move their feet. That is when they were able to get back their grip.

How It Works

How do frogs' special feet clean themselves? Their feet secrete mucus. This secretion is renewed with every step the frogs take. The old dirty mucus stays behind. The new mucus helps their feet stick. This process cleans the frogs' feet as they walk.

Tree frogs also have small patterns on the bottom of their feet. These patterns are good at keeping the frogs' pads in touch with what they are standing on. They also let the mucus spread to all parts of the pad.

Studying frogs' feet is just one way that people get ideas from nature. Ideas come from all around us. No one knows what is coming next. What is your prediction?



The mucus on the bottom of a frog's foot renews after every step, keeping the foot clean and sticky.

Name _____

A. Reread the passage and answer the questions.

1. Key details tell about the main idea. What are three key details in paragraphs 3, 4, and 5?

2. What do these three details have in common?

3. The main idea is the most important point the author makes about a topic. Using the details, what is the main idea of the whole passage?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

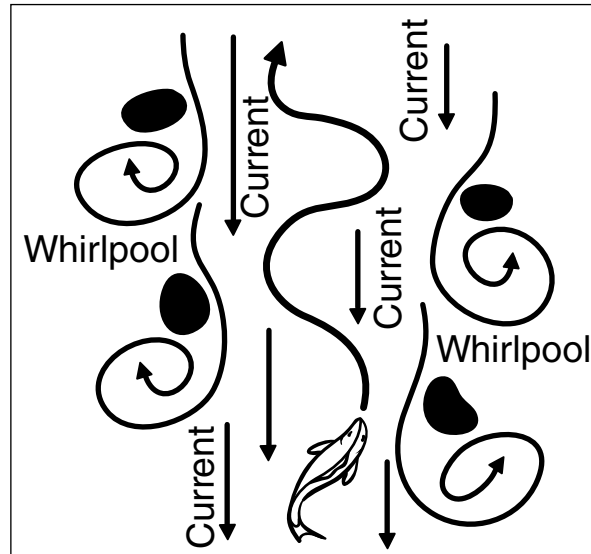
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name _____

How Fish Swim

Rivers are full of rocks and logs. When moving water hits them, whirlpools form. Whirlpools suck in the things around them. Fish use whirlpools to help them swim upstream. They turn their bodies back and forth. When they do this, they are sucked from whirlpool to whirlpool. Scientists want to copy the way fish move and build boats that use less energy.



Whirlpools pull the fish back and forth against the current.

Answer the questions about the text.

1. Expository text tells about a topic. How do you know this is expository text?

2. What two text features does the text include?

3. How does the diagram help you understand how fish swim?

4. What does the caption do?

Name _____

A **root word** is the simplest form of a word. It can help you figure out the meaning of a longer word. Look at the example in this sentence:

Coming up with something new is a **combination** of ideas and hard work.

The root of *combination* is *combine*. *Combine* means “to bring into or join in a whole.” *Combination* means “the act of combining.”

Read each sentence below. Write the root word of the word in bold on the line.

1. It can give us ideas for **inventions**.

2. Something that can get a good grip and stay clean could help tire **performance**.

3. The **secretion** is renewed with every step the frogs take.

4. What is your **prediction**?

Name _____

A prefix is a word part added to the beginning of a word. It changes the meaning of the word. The prefix *dis-* means “not” or “opposite,” the prefix *mis-* means “bad” or “wrong,” and the prefix *pre-* means “before.”

A. Draw a line from each word to the word’s correct meaning. The first one has been done for you.

- | | |
|-------------|----------------|
| 1. preheat | to use wrongly |
| 2. disagree | heat before |
| 3. misuse | to not like |
| 4. prepay | to pay before |
| 5. dislike | to not agree |

When the final syllable of a word is spelled with a vowel, consonant, and a final e, the vowel sound is usually long. This VCe pattern can be found in words like *escape*, *reptile*, and *alone*.

B. Read each pair of words. Place a checkmark (✓) next to the word that has the VCe pattern. Circle the letters that make the pattern. The first one has been done for you.

- | | |
|-------------------|--------------|
| 1. ✓ inside | _____ until |
| 2. _____ ready | _____ rename |
| 3. _____ awake | _____ waking |
| 4. _____ boasting | _____ beside |

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author’s use of a main idea and key details to convey a message.

Topic sentence	→	In “A Sticky Idea,” I think the details the author chose clearly support the main idea that people can learn new things from nature. The author gives details
Evidence	→	about what people can learn from the way a tree frog’s feet work. For example, the author suggests that band-aids, car tires, and tape can be improved by
Concluding statement	→	imitating a tree frog’s feet. I think these details are an interesting way of explaining what people can learn from nature.

Write a paragraph about the text you have chosen. State your opinion about how the author’s use of the main idea and details helps to convey the ideas in the text. Remember to cite evidence and give reasons to support the opinion, and to combine sentences correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the conclusion.

Draft Model

I would like to invent a ride that is similar to a falling maple tree seed. I think kids would enjoy it. Like the seeds, it would start up high. Then it would spin down and land softly.

1. What is the main idea of the draft model? What points support it?
2. How could the conclusion be revised to better sum up the main idea and supporting points?
3. What details could be added to give the reader something further to think about?

B. Now revise the draft by adding and rearranging details to create a strong conclusion that sums up the main idea.
