

Name _____ Date _____

Fact and Opinion

Can't You Make Them Behave, King George?

Comprehension:
Fact and Opinion

Read the selection below.

Benedict Arnold: Hero and Villain

When you hear the name Benedict Arnold, you may think of the biggest traitor in American history. Arnold's name is rightly linked with betrayal. He is not remembered for his patriotic efforts at the start of his military career.

In 1775, Benedict Arnold led the charge to capture Fort Ticonderoga. He went on to lead an attack on Quebec, the capital of British Canada. Even though he was wounded and he failed to capture the city, Arnold continued to fight bravely for the patriots' cause.

Arnold embraced the American ideal when the first shots of the Revolution rang out. He was also eager to make

a name for himself. He had a habit of inflating his reports. He did what he needed to do to make himself look good. He craved power. He expected wealth in return for his bold actions in battle.

Eventually, Congress investigated Arnold's accounts and criticized his actions. Congress recommended a court martial. It would have brought sure disgrace.

Arnold decided to switch to the British cause. He tried to deliver West Point into the hands of the British. He failed and grew to be hated by leaders on both sides of the cause. He was a man who could not be trusted. He died alone, without friends or country.

Use the T-Map to identify facts and opinions given in the selection. Write three statements in each column. Then answer the question below.

FACT	OPINION

How do you know that "In 1775, Benedict Arnold led the charge to capture Fort Ticonderoga" is a factual statement?

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Read the selection below.

Alexander Hamilton: Triumph and Tragedy

Of all the founders of the United States, Alexander Hamilton was the most unlikely patriot. He was born in the West Indies. At the age of ten, he moved with his mother to the island of St. Croix. Hamilton did not have a lot of formal schooling, but he was a gifted scholar. Local people who read his essays arranged for him to be sent to the American colonies for proper schooling.

Hamilton was fifteen when he arrived in New York to attend college. It was the beginning of a revolution. People around him were debating about whether to go to war against Britain.

Hamilton soon began studying

military tactics. He joined the New York artillery company. His brilliant leadership skills were obvious to all who knew him. He was an unwavering support to the colonial cause. His efforts clearly helped defeat the British.

After the war, Hamilton became a member of Congress. He believed passionately in the need for a strong government. He could be hot-tempered and stubborn in his views, but he helped gather support for the new constitution.

In 1804, a rival named Aaron Burr challenged Hamilton to a duel. Hamilton aimed too high, but Burr's aim was right on. Hamilton died the next day.

Use a T-Map like the one here to identify facts and opinions about Alexander Hamilton. Then answer the questions.

1. Why do you think the author says that Hamilton was an "unlikely patriot"?

2. What fact supports the opinion that Hamilton was a gifted scholar?

3. What kind of facts could support the opinion that Hamilton's efforts "clearly" helped defeat the British?

Name _____ Date _____

Using Context

Some of the words in the box have multiple meanings. Use a synonym, antonym, or general context clue to help you choose the correct word for each sentence.

Can't You Make Them Behave, King George?
Vocabulary Strategies:
Using Context

prohibit point contend present business
patient country spare address stress

1. The rules _____ , or forbid, students from running in the hallway.
2. Her lawyer would _____ , or argue, that she was innocent.
3. I was surprised at how _____ Rachel's bedroom was. There were hardly any posters or pictures on the walls.
4. The president will _____ , or speak to, the nation every week.
5. A house in the _____ is quieter than an apartment in the city.
6. Most of the committee was _____ . Only two members were missing.
7. The bank is open for _____ every weekday.
8. The doctor said she was ready to see the next _____.
9. I tried to _____ the positive when I gave my speech. I focused only on what was good about our school.
10. I couldn't figure out what the _____ of the movie was. It seemed to make no sense.

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VCV Pattern

Can't You Make Them Behave, King George?

Spelling: VCV Pattern

Basic Write the Basic Word that best completes each analogy.

1. *Fire department* is to *fire* as _____ *department* is to *crime*.
2. *Job* is to *task* as *prize* is to _____ .
3. *Noise* is to *quiet* as *calm* is to _____ .
4. *Quick* is to *slow* as *good* is to _____ .
5. *Old* is to *young* as *ancient* is to _____ .
6. *Nile* is to *river* as *United States* is to _____ .
7. *Thick* is to *thin* as *drab* is to _____ .
8. *Separate* is to *split* as *choose* is to _____ .
9. *Program* is to *television* as *food* is to _____ .
10. *Memo* is to *note* as *object* is to _____ .
11. *Special* is to *ordinary* as *approximate* is to _____ .
12. *Oak* is to *tree* as _____ is to *family*.

Challenge 13–15. Make a poster that encourages students at your school to participate in a Clean-Up Day for the environment. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. human
2. exact
3. award
4. behave
5. credit
6. basic
7. vivid
8. evil
9. modern
10. nation
11. robot
12. panic
13. select
14. cousin
15. item
16. police
17. prefer
18. menu
19. novel
20. deserve

Challenge

autumn
nuisance
logic
column
laser

Name _____ Date _____

Spelling Word Sort

Can't You Make Them Behave, King George?

Spelling: VCV Pattern

Write each Basic Word beside the correct heading. Show where the word is divided into syllables.

<p>V/CV: Divide before the consonant</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>VC/V: Divide after the consonant</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>

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Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Can't You Make Them Behave, King George?* Find words that have the VCV syllable patterns on this page. Add them to your Word Sort.

Challenge

autumn
nuisance
logic
column
laser

Name _____ Date _____

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Thomas Paine wasn't happy in England, his homeland. He tried to beheave in a way that would please his superiors, but he wasn't a robott. He had his own ideas—but they kept getting him in trouble. Then Paine met Ben Franklin, who told him to go to America. Franklin thought Paine would perfer the New World to England. Once in America, Paine discovered he could write well—not a novell, but vived prose. He wrote a pamphlet called *Common Sense* to encourage people to rise up against evill King George. To his credit, Paine felt he did not deserve an aword for his work. He just wanted to live in a nashion with a moderne government that tried to meet the basick needs of all humman beings. He wrote other pamphlets, too, always encouraging people to be involved in government. He was glad he came to America.

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | |

Can't You Make Them Behave, King George?

Spelling: VCV Pattern

Spelling Words

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Present and Past Tense

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Grammar: Verb Tenses

The **tense** of a verb shows the time of an action or event. Verbs in present tense show that an event is happening now or regularly. Verbs in past tense show that an event has already happened. To form the past tense of most verbs, you can add *-d* or *-ed*.

present tense

Today, most Americans live in or near cities.

past tense

Most of the American colonists lived on farms.

Thinking Question

When is the action occurring? Is it happening now, or is it over?

Activity Write the verbs in each sentence and tell whether they are in present or past tense.

1. Pedro shared how the New England colonists lived.

2. During the summer break, he travels to Virginia and visits a living history museum.

3. He bought a bottle that a glassblower created from melted sand.

4. Pedro's little sister traveled with him, and she still remembers the trip.

5. They both decided that the furniture in the houses seemed tiny.

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Future Tense

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Grammar: Verb Tenses

Verbs in future tense show that an event is going to happen. To form the future tense, use a helping verb such as **will**.

present tense

She runs for class president every year.

future tense

She will run for class president every year.

To shorten a future tense verb, you can use a contraction.

She will run contracts to she'll run.

Thinking Question

*Is the action something that is **going to happen**?*

Activity Write the future tense of the verb in parentheses. Write both the full future tense and the contraction.

1. She (conducts) a survey to find out what causes are important to her friends.

2. Since her friends like the idea, they (agree) to take the survey.

3. They (complain) about the way their school recycles bottles.

4. She (promised) to talk to the school principal about recycling glass and plastic.

5. The principal calculates how much it (costs) to recycle both types of bottles.

Name _____ Date _____

Consistent Tenses

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Grammar: Verb Tenses

Verb tenses help readers understand when different events in a story happen. To clearly show when events take place, choose the best tense for the situation. Change the tense only when you want to show a change in time.

Yesterday, we **started** to research our history project. Today, we **make** a poster for the presentations. We **will complete** the project next week.

Thinking Question

Does the paragraph make sense? Is the order of events clear?

Activity Read the sentences and think about the relationship between events. Underline the verb that is in the wrong tense. Then write the correct verb.

1. Last weekend, Max finds an old diary in the attic and showed it to his mother. _____
2. The diary was dusty and they will wonder how old it was.

3. Max's mother reads the date on the first entry. She was so surprised, she almost dropped the diary on the floor. _____
4. Max couldn't believe that the diary will belong to someone who lived in 1774. _____
5. "This diary was older than the U.S.!" he says, and his mother laughs.

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Helping Verbs

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Grammar: Spiral Review

Helping Verb	Main Verb
I will	help you now.
He has	visited London before.
Trinh is	talking on the phone.

1–5. Circle the helping verb and underline the main verb.

- David is writing a report on the Boston Tea Party for school.
- David was researching his topic when he found a book about women patriots.
- Few people have heard of the Edenton Ladies Tea Party.
- In 1774, a group of women had met in Edenton, North Carolina, to support a boycott of British goods.
- At the time, people were making fun of the women for getting involved in politics.

6–8. Write a helping verb to complete each sentence.

- Tomorrow, David _____ going to bring the book to school.
- He _____ show his teacher the cartoon of the Edenton Ladies Tea Party.
- David _____ ask his teacher to hang the cartoon up in the classroom.

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Conventions

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Grammar: Connect to Writing

Using Present Tense

In this movie, a boy carries messages between army camps during the Revolutionary War.

Using Past Tense

I thought the best part was when the boy got lost at night.

Using Future Tense

People probably will like the overhead shots of the battlefield.

Activity Choose the best tense for the verbs in parentheses. Rewrite the sentences to make the meaning clear.

1. The movie (begin) when the boy's older brother (join) the militia.

2. The firing cannons (be) so loud, I missed what the brother (tell) his captain.

3. The story gets exciting when the boy (borrow) a horse after he (hurt) his ankle.

4. When I (leave) the theater, I (want) to learn how to ride a horse.

5. I (like) the movie so much that I (tell) my friends to see it.

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Focus Trait: Organization

Sound Reasoning

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Writing: Write to Persuade

Good writers can persuade readers by giving the pros and cons of different solutions to a problem. This shows that the author's conclusion is reasonable.

Reasonable Conclusion:

I want to spend my babysitting money, but my parents don't think I should. They think I should save it instead. I guess I could spend just half of it and save the rest. That means I can't go to the movies tomorrow with my friends, but I should have enough money to rent a movie. That way, I can still enjoy myself and save money at the same time.

Read the problem below. Explain why you think it is a problem. Then write one pro and one con for each given solution.

Problem: Students have no say over what foods are served in the school cafeteria.

Reason: _____

Solution: Students can keep bringing their own lunches to school.

Pro:

Con:

Solution: The cafeteria could offer several different types of lunches.

Pro:

Con:

Now write a reasonable solution to the problem.

