

Name \_\_\_\_\_ Date \_\_\_\_\_

# Author's Purpose

**Lunch Money**  
**Comprehension:**  
Author's Purpose

Read the selection below.

## Flying Fur

Nan decided to use her free time to earn money and start a travel fund. She made a list of her interests and skills. Based on her list, she decided that dog walking would be the perfect job.

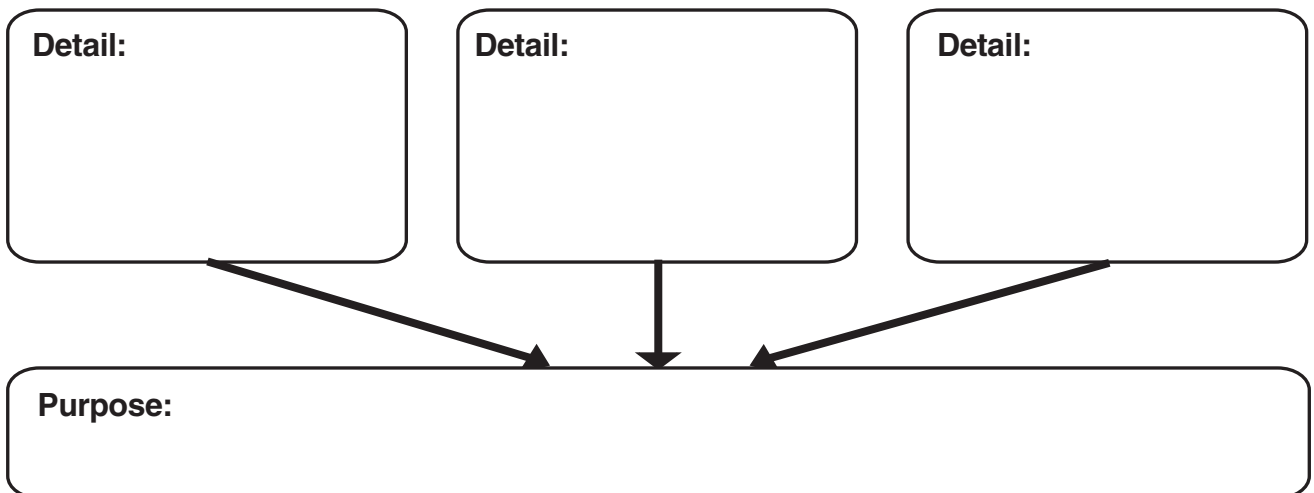
Nan named her business Flying Fur. She made up a flyer to distribute around the neighborhood and posters to display at the vet's office.

The first week, only three pet owners signed up to have Nan walk their dogs.

Nan had hoped for a bigger response, but she wasn't discouraged. She soon found out how demanding it can be to handle more than one dog at a time. It took a few trips around the block just to get all those legs, tails, and leashes under her control.

Now Nan walks six or eight dogs at a time. Someday, all of these trips around the block will reward Nan with a fun trip of her own.

In the Inference Map below, record details that support your understanding of the author's purpose. Then answer the question.



What makes Nan a good role model for starting a business?

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# Author's Purpose

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**Comprehension:**  
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Read the selection below.

## A Top-Flight Idea

Brad took charge of fundraising for the soccer team. The team needed money to travel to the state championship. They hadn't made the finals yet, but Brad wanted them to be able to go.

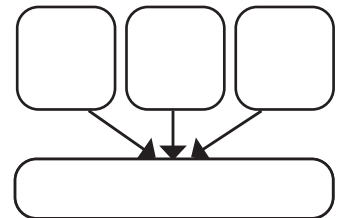
Brad thought about different items usually sold at sporting events. He thought about food, pins, caps, and T-shirts. All of those ideas sounded fine, but he wanted something unique.

Brad was gazing up into the sky when he hit on an excellent scheme. He ran home and ordered the supplies he needed. Then he painted a huge banner. It read *HALFTIME FLYERS*.

Before the district championship, two players on Brad's team marched the banner across the field. At the same time, Brad spoke on the public address system. "Join the halftime extravaganza," he boomed. "Everyone is invited to fly kites over the field today at halftime!"

A murmur went through the crowd. Where will we get the kites? But Brad had taken care of that detail. Everybody at the stadium needed a kite, and nobody had one until Brad opened up his kite-selling stand. Brad made the money, the team made the finals, and everybody went home with a kite.

Complete an Inference Map like the one shown here to identify the author's purpose and viewpoint. Then answer the questions below.



1. What word choices tell you how the author feels about Brad's idea?

\_\_\_\_\_

2. What can you infer about the author's viewpoint?

\_\_\_\_\_

3. What lesson does the author want readers to learn from the selection? How does it relate to the author's viewpoint?

\_\_\_\_\_

\_\_\_\_\_

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# Word Origins

**Lunch Money**  
Vocabulary Strategies:  
Word Origins

The sentences below describe English words that come from other languages. Choose the word from the box that each sentence describes.

villain	absurd	cafeteria	fiasco	finale
solo	banana	guitar	patio	encyclopedia

- This word, meaning *an evil or wicked person*, is taken from the Latin word *villānus*: \_\_\_\_\_.
- In Spanish, this word means *an inner court that is open to the sky*:  
\_\_\_\_\_.
- In Italian, this word is a noun that means *last* or *final*:  
\_\_\_\_\_.
- This word for *tropical plant* is taken from Spanish:  
\_\_\_\_\_.
- This word is taken from Latin and Greek words that describe *a course of learning*: \_\_\_\_\_.
- This word means *flask* in Italian, but it means *a complete failure* in English: \_\_\_\_\_.
- This musical word originally came from the Greek word *kithára*:  
\_\_\_\_\_.
- The Latin origin of this word means *not to be heard of*:  
\_\_\_\_\_.
- This word for *alone* is taken from both Italian and Latin:  
\_\_\_\_\_.
- This is a Spanish-American word for *coffee shop*:  
\_\_\_\_\_.

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# Words with *-ed* or *-ing*

**Basic** Read the paragraph. Write the Basic Word that best replaces the underlined numbers in the sentences.

My sister and I arrived at the movie theater and found the line where people were (1) for tickets. When my sister asked me what I wanted to see, I (2) because I didn't know. She bought two tickets to *A Pirate Story*. When we saw that two tickets (3) more than \$20.00, we were (4) at how expensive they were. We still had a little money left, so my sister (5) over to the food counter to buy snacks. While she (6) popcorn for us, I began (7) to a conversation taking place among a group of teenagers. They were (8) and laughing about a movie they had just seen—*A Pirate Story*. They gave away the surprise ending!

“The movie is (9) soon,” my sister called to me.

“I don't know if I want to see it anymore,” I said. “I know how it ends!”

I watched the movie anyway, but I learned that tuning in to other people's conversations can be (10)!

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

**Challenge 11–14.** Write a letter to a television station stating reasons why it should not cancel a program that you enjoy. Use four of the Challenge Words. Write on a separate sheet of paper.

## Lunch Money

Spelling:  
Words with *-ed* or *-ing*

### Spelling Words

1. scrubbed
2. listening
3. stunned
4. knitting
5. carpeting
6. wandered
7. gathering
8. beginning
9. skimmed
10. chatting
11. shrugged
12. bothering
13. whipped
14. quizzed
15. suffering
16. scanned
17. ordered
18. totaled
19. answered
20. upsetting

### Challenge

compelling  
deposited  
occurred  
threatening  
canceled

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# Spelling Word Sort

Write each Basic Word beside the correct heading.

<p><b>Adding <i>-ed</i>:</b> Final consonant doubled</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Adding <i>-ing</i>:</b> Final consonant doubled</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>Adding <i>-ed</i>:</b> Final consonant not doubled</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Adding <i>-ing</i>:</b> Final consonant not doubled</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

**Lunch Money**  
**Spelling:**  
Words with *-ed* or *-ing*

## Spelling Words

1. scrubbed
2. listening
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**Challenge**  
compelling  
deposited  
occurred  
threatening  
canceled

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Lunch Money*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

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# Proofreading for Spelling

**Lunch Money**

**Spelling:**  
Words with *-ed* or *-ing*

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

Dear Aunt Lenore,

I'm reviewing whether or not my behavior needs to improve. Maybe you can help me decide. Here are some good things I did last week: answered 11 out of 12 questions correctly when we were quized in math; skimmed bugs from the backyard pool; totalled earnings of \$25 from mowing lawns; kept the yarn ball away from the cat while Grandma was nitting; and put carpetting in the doghouse so Fang won't keep suffering from splinters. I think that's pretty good!

There are also some things that weren't so good. I had to be asked by the teacher to stop chating during class; took pleasure in bothoring my little brother; skrubbed the paint off the porch steps; and stood by while Fang wipped Grandma's flowers with his wagging tail. I haven't been *too* upseting, have I?

Love,

*Sammy*

**Spelling Words**

1. scrubbed
2. listening
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**Challenge**

- compelling  
deposited  
occurred  
threatening  
canceled

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

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# Kinds of Adjectives

**Lunch Money**  
Grammar: Adjectives

An **adjective** is a word that describes a noun or a pronoun. It tells *what kind* or *how many*. Adjectives that tell us *what kind* are called **descriptive adjectives**. Capitalize a descriptive adjective that gives the origin of the person, place, or thing being described.

<b>what kind</b>	Emily enjoys <u>suspense</u> stories.
<b>origin</b>	Kimberly likes to read <u>Japanese</u> comics called <i>manga</i> .
<b>how many</b>	The <u>three</u> girls share their books.

### Thinking Question

*Which word gives information about a noun? Does it describe the noun or tell the origin of the noun?*

**Underline the adjective or adjectives in each sentence. For each adjective, write *what kind*, *origin*, or *how many* to show the kind of information given.**

1. The hero in this adventure story is named Gregory.  
\_\_\_\_\_
2. He carries a tiny computer with him.  
\_\_\_\_\_
3. His jacket has pictures of Chinese warriors!  
\_\_\_\_\_
4. Gregory flies an invisible American spaceship.  
\_\_\_\_\_
5. Did you ever write a story about a comic-book hero?  
\_\_\_\_\_
6. I tried to write one about a brainy girl two years ago.  
\_\_\_\_\_
7. I could never find the right idea for the story.  
\_\_\_\_\_
8. Someday I'll start again and find a good, exciting idea for a story.  
\_\_\_\_\_

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# Adjectives After Linking Verbs

**Lunch Money**  
Grammar: Adjectives

An adjective does not always come before the noun or pronoun it describes. An adjective can also follow a linking verb, such as any form of *be*. *Smell*, *feel*, *taste*, *look*, and *sound* can also be linking verbs.

**subject + linking verb + adjective**

Linda is (beautiful).

Oscar feels (tired).

Dinner smells (wonderful).

**Thinking Question**

*What is the subject?*

*What is the adjective?*

*What word connects the subject to the adjective?*

**For each sentence, circle the adjective that follows the linking verb. Then underline the noun or pronoun that the adjective describes.**

1. Sarah is excited about her birthday party tomorrow.
2. After losing his favorite baseball card, Leo felt unhappy.
3. Harry felt lucky because he got home before it started to rain.
4. The macaroni and cheese tasted delicious.
5. The puzzle seemed easy and took only five minutes.
6. His voice sounded scratchy on the phone, so he may have a cold.
7. Ben's new bedroom was small, with no room for his train.
8. Maya's new story is exciting and scary.



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# Articles

**Lunch Money**  
Grammar: Adjectives

The words *the*, *a*, and *an* are adjectives called **articles**. *The* is a **definite article** because it points out a specific person, place, or thing. *A* and *an* are **indefinite articles** because they refer to any person, place, or thing. Use *an* before a noun that begins with a vowel sound.

A newspaper launched a new cartoon strip. The paper is a small, hometown paper.

Sara ate an apple and then had a glass of milk.

**Thinking Question**

When are the articles *a* and *the* used?

**Write the correct articles to fill in the blanks. Reread all the sentences to be sure they make sense.**

1. Tracy wanted to write \_\_\_\_\_ story.
2. She wanted \_\_\_\_\_ story to feature \_\_\_\_\_ astronaut.
3. Tracy visited \_\_\_\_\_ NASA website on \_\_\_\_\_ Internet.
4. She discovered that NASA has \_\_\_\_\_ webcam that shows \_\_\_\_\_ International Space Station.
5. Watching \_\_\_\_\_ activities of \_\_\_\_\_ astronauts online gave Tracy some ideas.
6. She decided that \_\_\_\_\_ astronaut in her story would have \_\_\_\_\_ owl as a sidekick.
7. She made \_\_\_\_\_ owl think and talk like \_\_\_\_\_ human.
8. Happily, \_\_\_\_\_ story turned out to be \_\_\_\_\_ very successful one.

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# Kinds of Pronouns

**Lunch Money**  
Grammar: Spiral Review

Nouns	Subject Pronouns
Brian and <u>Chris</u> go to the bookstore. The one who wants a book is <u>Brian</u> .	<u>They</u> go to the bookstore. The one who wants a book is <u>he</u> .

Nouns	Object Pronouns
Brian bought <u>this book</u> . Brian gave these books to <u>Chris and Anthony</u> .	Brian bought <u>it</u> . Brian gave these books to <u>them</u> .

**1– 6. Circle the correct pronoun in parentheses. Then label the pronoun *subject* or *object*.**

1. Have (you, her) ever read a comic book? \_\_\_\_\_
2. The person who reads the most comic books is (him, he).  
\_\_\_\_\_
3. Kathy listens to (him, he) talk about comic books. \_\_\_\_\_
4. When a new comic is released, Roger is the first to buy  
(it, them). \_\_\_\_\_
5. Roger buys an extra copy for (I, me). \_\_\_\_\_
6. (I, Me) thank Roger! \_\_\_\_\_

**7–10. Circle four errors in this paragraph and write the corrections on the line below. Subject and object pronouns are misused.**

In my favorite comic book, the characters have awesome superpowers. One of they can control the weather with her mind! Another character can walk through walls. Him is my favorite character. When I create a comic book someday, I will include a character like he. In my comic book, all the superheroes will be able to fly to the planets in outer space in seconds. My sister has some good ideas for a comic book, too. I guess her and I can work together, but only if she remembers that I am the boss!

\_\_\_\_\_

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# Word Choice

**Lunch Money**  
Grammar: Connect to Writing

When you write, use precise adjectives to add details and create clear images for your readers.

Vague Adjective	Precise Adjectives
Harry saw an <b>interesting</b> movie about jewelry hidden in pyramids.	Harry saw an <b>adventure</b> movie about <b>gold</b> jewelry hidden in <b>Egyptian</b> pyramids.

**Activity** Use precise adjectives to rewrite each sentence and add details.

1. My mother just bought a new car.

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2. Bobby asked for a big piece of pie at dinner.

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3. Those pretty photographs were taken by a good photographer.

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4. Why wear the same shirt when I can lend you a new one?

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5. Good chili is made with good beef and nice tomatoes.

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# Focus Trait: Voice

## Using Informal Language

**Lunch Money**  
Writing: Write to Narrate

Formal Language	Informal Language
Children had been talking about his comic book.	Kids had been going on like crazy about his comic book.

**A. Read each formal sentence. Replace the formal words or phrases with informal words. Write your new sentence in the box.**

Formal Language	Informal Language
1. My father is an attorney.	
2. Kindly respond to my request in a timely fashion.	

**B. Read each formal sentence. Rewrite each sentence using informal language that shows feelings and personality.**

**Pair/Share** Work with a partner to rewrite each sentence with informal words and phrases that show feelings and personality.

Formal Language	Informal Language
3. I am greatly looking forward to attending the art show.	
4. My mother will not allow me to draw until my homework is done.	