

Name _____ Date _____

Text and Graphic Features

Blasting Off to Space Academy
Comprehension: Text and Graphic Features

Read the selection below.

Soccer Camp Rocks

Soccer camp gives kids a chance to sharpen their skills. At Soccer Camp Rocks, kids get a week of drills, conditioning, pep talks, and games. Many coaches insist that their players attend camp to get ready for the fall season.

“Soccer campers gave us the edge last season. We went all the way to the finals!”
—Coach Adams, Parkdale Tigers

Daily Schedule

- 8 A.M. — Check in and warm up
- 9 A.M. — Drill Mania!
- 10:15 A.M. — Strength and weight training
- 11:45 A.M. — Lunch
- 1 P.M. — Special teams and skill building
- 2 P.M. — Scrimmage

Camp Coaches

Trained coaches lead soccer camp. Players strengthen weaknesses and learn basic strategies. Players of all skill levels benefit from the intense workouts.

Team Building

While players cover the basics, they also learn about team building. Leadership, sportsmanship, and trust are important parts of a successful team. Teammates must be able to rely on each other, both on and off the field.

“The stronger the team, the stronger the season,” said Hoot Banding, founder of Soccer Camp Rocks.

Use the T-Map to identify text features in the selection and how they are used.

Text/Graphic Feature	Purpose
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____ Date _____

Text and Graphic Features

Blasting Off to Space Academy
Comprehension: Text and Graphic Features

Read the selection below.

Cooking for Kids

Kids can take cooking classes at the Tri-Cities Community Center. Classes include how to bake, make soup, and barbecue. Teachers from different countries teach classes about their favorite dishes.

Basics for Beginners

The teachers know that kids might not be comfortable in the kitchen. Lee Collins, the director of the program, offers help. “Soup making is a good place to start,” she says. “It’s like taking a crash course. You need to mince, dice, and sauté. You need to get everything boiling. Then you need to simmer and add seasonings.”

Taste Tours

The kitchen classroom can open up new worlds. Kids can learn to make traditional meals from around the globe.

“In my Turkish cooking class, I found out about new tastes and traditions,” said Ben, age 12.

All classes end with a feast.

Cooking Terms

Boil—heat cooking liquid so that it bubbles rapidly

Dice—cut food into small pieces

Mince—cut food into fine pieces

Sauté—fry food quickly

Simmer—keep the cooking liquid just below the boiling point

Use a T-Map like the one shown to identify the text features and how they are used. Then answer the questions below.



1. Explain graphic features that could be used on another page about the cooking class. _____

2. Explain text features that could be used on another page about the cooking class. _____

Name _____ Date _____

Prefixes *non-*, *un-*, *dis-*, *mis-*

Blasting Off to Space Academy

Vocabulary Strategies:
Prefixes *non-*, *un-*, *dis-*, *mis-*

The words in the box begin with a prefix. Choose a word to fill in the blank and complete each sentence. Use context clues and the prefix meanings that are shown to help you.

unfamiliar	uncertain	unlikely	nondairy
nonproductive	disagree	discomfort	discontented
misconduct	misled	misplace	misunderstand

“not”

- The new chef is _____ with that recipe. She has not seen it before.
- Poorly fitting shoes will cause the feet _____.
- With regular study habits, failing the science test is _____.
- Keep thinking about the good things in life to avoid being _____. This will make you happy.
- People who cannot drink milk use _____ products.
- We are _____ what time the guest speaker will arrive.
- In most cases, it is _____ to worry about the past.
- The two groups _____ about the best way to solve the problem.

“wrong”

- An audience was _____ by the magician’s illusion. They got the wrong idea.
- The students’ _____ was punished with a scolding.
- People often argue because they _____ each other.
- If you _____ the key, you will not be able to get in the house.

Name _____ Date _____

Long *a* and Long *e*

Blasting Off to Space Academy

Spelling: Long *a* and Long *e*

Basic Write the Basic Word that best fits each clue.

1. to swing back and forth _____
2. to welcome _____
3. the daughter of one's brother or sister

4. to wander away from a group _____
5. feeling shame or guilt _____
6. exhibit or put on view _____
7. to set free _____
8. to do again _____
9. wires and bands used for straightening teeth

10. approval or admiration _____

Challenge 11–14. Write some sentences that tell what a coach might say to a team during a game. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. awake
2. feast
3. stray
4. greet
5. praise
6. disease
7. repeat
8. display
9. braces
10. thief
11. ashamed
12. sleeve
13. waist
14. beneath
15. sheepish
16. release
17. remain
18. sway
19. training
20. niece

Challenge

terrain
succeed
betray
motivate
upheaval

Name _____ Date _____

Spelling Word Sort

Blasting Off to Space Academy

Spelling: Long *a* and Long *e*

Write each Basic Word beside the correct heading.

<p>/ā/ spelled a-consonant-e</p>	<p>Basic Words: Challenge Words: Possible Selection Words:</p>
<p>/ā/ spelled ai</p>	<p>Basic Words: Challenge Words: Possible Selection Words:</p>
<p>/ā/ spelled ay</p>	<p>Basic Words: Challenge Words: Possible Selection Words:</p>
<p>/ē/ spelled ea</p>	<p>Basic Words: Challenge Words: Possible Selection Words:</p>
<p>/ē/ spelled ee</p>	<p>Basic Words: Challenge Words: Possible Selection Words:</p>
<p>Other spellings for /ē/</p>	<p>Basic Words: Possible Selection Words:</p>

Spelling Words

1. awake
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Challenge

terrain
succeed
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upheaval

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Ultimate Field Trip 5: Blasting Off to Space Academy*. Find words that have the /ā/ or /ē/ spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

Blasting Off to Space Academy

Spelling: Long *a* and Long *e*

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

Cadets and Instructors: Beware! Yesterday a food thief was caught hiding beneath a table in the academy cafeteria. He appeared sheepish, ashamed, and sad, as if he had a disease of the heart. Luckily, one of our kitchen staff was especially alert and awake while making our usual lunch feast. I praise Ms. Woo for her fine skill in using the belt from her waist to catch the furry thief. Her reward from this office is a big red heart to wear on her sleeve. To repeat: please remain alert for any other strange visitors, especially four-legged ones who need further training before they can eat in the cafeteria. Please release any such visitors out-of-doors without delay.

Spelling Words

1. awake
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Challenge

terrain
succeed
betray
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upheaval

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Name _____ Date _____

Declarative and Interrogative Sentences

Blasting Off to Space Academy

Grammar: Kinds of Sentences

A **declarative sentence** tells something. It ends with a period.

Astronauts weigh less on the moon than on Earth.

An **interrogative sentence** asks something. It ends with a question mark.

Why do astronauts weigh one-sixth their weight on Earth in space?

Thinking Question
Does this sentence tell something or ask something?

Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *declarative* or *interrogative*.

1. the Hubble telescope travels outside of Earth's atmosphere

2. have you seen any pictures of distant space objects taken by the telescope

3. why don't we just send astronauts into space to take pictures

4. astronauts did go up in the space shuttle to fix the Hubble telescope

Name _____ Date _____

Imperative and Exclamatory Sentences

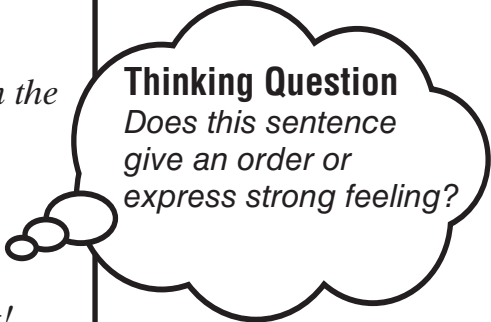
Blasting Off to Space Academy
Grammar: Kinds of Sentences

An **imperative sentence** gives an order. It ends with a period.

Give me the name of the first astronaut who walked on the moon.

An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

Watching the moon landing on television was amazing!



Thinking Question
Does this sentence give an order or express strong feeling?

Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *imperative* or *exclamatory*.

1. wow, I can't believe Mars is that far away

2. gather as much information as you can about Mars

3. don't leave the library until you find books on Mars

4. what a tremendous amount of data the Mars Lander collected

5. how far we've come in our understanding of space

Name _____ Date _____

Kinds of Sentences

Blasting Off to Space Academy

Grammar: Kinds of Sentences

A **declarative sentence** tells something. An **imperative sentence** gives an order. They both end with a period.

An **interrogative sentence** asks a question. It ends with a question mark. An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

Who can be an astronaut?

Thinking Question

Does this sentence tell something, ask something, give an order, or express strong feeling?

Activity Write the sentence using correct end punctuation and capitalization. Then label the sentence *declarative*, *imperative*, *interrogatory*, or *exclamatory*.

1. tell me all you know about the first satellite in space

2. why didn't we send satellites into space before the 1950s

3. we'll tell you why there were no satellites in space before the 1950s

4. how exciting it must be to work in the space industry

Name _____ Date _____

Irregular Verbs

Blasting Off to Space Academy
Grammar: Spiral Review

Present Tense	Past Tense
bring	brought
sing	sang
fly	flew
steal	stole

1–4. Write the correct form of the verb in parentheses to complete the sentence.

- (say) Whoever _____ the moon is made of cheese was joking.
- (tell) The space academy tour guide _____ us facts about the moon.
- (know) Jessie _____ most of the answers because she reads a lot of books about outer space.
- (begin) The guide _____ his talk with a slideshow of pictures of the moon.

5–8. Circle the four incorrect verbs in the paragraph. Then write the correct past-tense form of each verb on the lines below.

Every night, the sun lights up dark spots all over the moon. What are those dark spots? Ancient groups thought they were seas. Now we know that those spots are pools of lava that frozed over time. No one ever swimmmed in those pools! The moon is also covered with craters, holes, spots, and bumps that remind some people of cheese. The next time you look at the moon at night, see what you think it's maked of.

Name _____ Date _____

Sentence Fluency

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Grammar: Connect to Writing

No Sentence Variety	Varied Sentence Types
<p>I would like you to read this paragraph about Mars. Mars used to be very different from the way it is today. I wonder what you know about Mars already.</p>	<p>Read this paragraph about Mars. How different Mars used to be from the way it is today! What do you know about Mars already? Read on to find out more.</p>

Activity Change each underlined declarative sentence to another kind of sentence. Write the new sentences on the lines below.

Mars is the fourth planet from the sun. From Earth, the planet appears red. I wonder whether there was ever life on Mars. Finding solid proof that life existed on another planet would be exciting. There is evidence of water in the rich, red rocks that cover Mars' surface.

Some people think that humans might be able to live on Mars someday. I do not want you to think that moving to Mars would be easy. Mars has seasons, just like Earth, but the seasons are different. It is much colder on Mars. The Martian atmosphere is different from Earth's. It is safe to say that humans will have a lot more work to do before anyone sets up a home on Mars.

1. (interrogative) _____

2. (exclamatory) _____

3. (imperative) _____

4. (exclamatory) _____

Name _____ Date _____

Focus Trait: Voice

Adding Sensory Details to Show Feeling

Blasting Off to Space Academy

Writing: Write to Express

Weak Voice	Strong Voice
The astronauts waited to blast off.	With butterflies in their stomachs and arms tensed, the astronauts waited to blast off.

A. Read each weak sentence. Add sensory details and other vivid words to give the writing more feeling and make the voice interesting.

Weak Voice	Strong Voice
1. The people stood behind the fence watching.	The _____ stood behind the fence _____.
2. With an hour still to go, it got cloudy.	With _____ still to go, _____.
3. Rain started to fall on the people.	Rain started to _____ the _____.

B. Read each weak sentence. Then rewrite it to add sensory details and vivid words. Use words and details that show the speaker's thoughts and feelings.

Pair/Share Work with a partner to brainstorm words and details for your sentences.

Weak Voice	Strong Voice
4. People went back to their cars.	
5. They sat and waited for news of the launch.	