

Name _____ Date _____

Sequence of Events

Tucket's Travels
Comprehension:
Sequence of Events

Read the selection below.

Fire at Berry Creek

A pounding like thunder jolted Carter awake, and he heard his neighbor, Mary, yelling on the other side of the door.

“Carter, Carter, come quick,” she shouted. “We need you at Berry Creek. The cabin caught fire!”

Carter grabbed a few buckets sitting on the front porch. By then all the children were awake, and Carter loaded the oldest ones into the wagon to help.

On the way, Mary explained what had happened. She and Eliza were staying in the house alone while their parents traveled. Mary woke up when she smelled smoke. Lightning had split one of the big Douglas firs when a thunderstorm

swept across the valley, and the stand of trees had erupted into flames. Hot embers swirled through the air and must have ignited the roof. Mary realized the cabin was burning and alerted Eliza. Eliza stayed to get the horses out of the barn and into the pasture just in case the fire spread. Mary ran for help.

At Berry Creek, the rain had put most of the fire out. Carter and the children set up a bucket brigade to cool the hot spots. Then Eliza burst through the door.

“The horses are safe,” she said, giving Mary a hug, “and thanks to your amazing nose, so are we.”

Complete the Flow Chart below to explain the sequence of events that started the fire at Berry Creek. Then answer the question below.

Event:
↓
Event:
↓
Event:
↓
Event:

What did Eliza do while Mary went to get help?

Name _____ Date _____

Sequence of Events

Tucket's Travels
Comprehension:
Sequence of Events

Read the selection below.

Crawford's Barn

The Crawfords arrived in the valley late in the summer and quickly set about clearing land to build a cabin. They were in by winter and stayed hunkered down like a family of rabbits until spring. In the spring, the Crawfords came out to meet their neighbors and plan their future.

Ben Crawford staked out a spot for the barn and began digging out the cellar. Next, it was time to build the barn floor.

“When we get this floor set down, we’ll build the bent frames to support the roof,” said Ben.

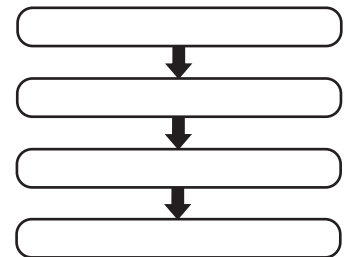
Word went out around the valley that the Crawfords’ barn raising would take place the first week of July. Hattie Crawford couldn’t believe her eyes as the

wagons rattled down their little road in a billowing cloud of dust. The women set up under the trees and began preparing the food. Meanwhile, the men raised the bent frames and pounded them into place. By midday, the barn was beginning to take shape.

When they broke for the midday meal, Ben Crawford thanked his neighbors for their help.

“Hattie and I are grateful for your help as we get established here in the valley,” said Ben. “Next summer, we plan to bring the first of our harvest to the next neighbor just getting started. And we know we’ll see your faces around that table when we do.”

Fill in a Flow Chart like the one shown here to show the sequence of events in the story. Then answer the questions below.



1. What did the Crawfords do when they first came to the valley?

2. Why did the author organize the story in chronological order?

3. What do you predict will happen next summer?

Name _____ Date _____

Synonyms

Tucket's Travels
Vocabulary Strategies:
Synonyms

The sentences below use a word from the box, shown in italics. Think of a synonym or word that has a similar meaning as the word in italics. Write your synonym on the line following each sentence.

evident	neglected	hasty	pace
famished	crude	accumulate	deceive

1. It was not *evident* whether the other guests were friendly.

2. If we lie to other people, we may also *deceive* ourselves.

3. After a day without eating, the entire group was *famished*.

4. The lost explorer soon regretted her *hasty* decision.

5. His homemade alarm system was *crude* but effective.

6. The herd of wild horses took off at an easy *pace*.

7. The *neglected* house is in need of a fresh coat of paint.

8. Over the years, people often *accumulate* things they do not need.

Name _____ Date _____

Final /n/ or /ən/, /chər/, /zhər/

Tucket's Travels
Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Basic Write the Basic Word that is the best synonym for the underlined word or words in each sentence.

1. Mom hung a new window dressing in the kitchen.

2. A short film about penguins is showing at the theater.

3. The feel of this wool sweater is scratchy. _____
4. A doctor performs operations. _____
5. Lori is the leader of our soccer team. _____
6. Trail mix is a blend of ingredients. _____
7. It is a joy to see my old friend. _____
8. The officer used a hand motion to signal traffic.

9. The scoundrel in the cowboy movie robbed a bank.

10. Dad is sure that his vacation is in June. _____
11. I made my exit from the meeting quietly. _____
12. Let's calculate the distance in miles. _____

Challenge 13–15. Write a short paragraph about a trip your class took to an art museum. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. nature
2. certain
3. future
4. villain
5. mountain
6. mixture
7. pleasure
8. captain
9. departure
10. surgeon
11. texture
12. curtain
13. creature
14. treasure
15. gesture
16. fountain
17. furniture
18. measure
19. feature
20. adventure

Challenge

leisure
sculpture
architecture
chieftain
enclosure

Name _____ Date _____

Spelling Word Sort

Tucket's Travels
Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Write each Basic Word beside the correct heading.

<p>Final /n/ or /ən/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p> <p>Possible Selection Words:</p>
<p>Final /chər/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p>
<p>Final /zhər/ sounds</p>	<p>Basic Words:</p> <p>Challenge Words:</p>

Spelling Words

1. nature
2. certain
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Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Tucket's Travels*. Find words that have final /n/ or /ən/, /chər/, /zhər/ spelling patterns. Add them to your Word Sort.

Challenge

leisure
sculpture
architecture
chieftain
enclosure

Name _____ Date _____

Proofreading for Spelling

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

Dear Grandma,

It is a real plezure being out here in nachure. A major feacher in the landscape is a mountin up ahead, and we see a new wild creeture almost every day. Our kaptain puts our wagon train into a big circle every afternoon, and then we cook supper. We seem to meazure out our long days in meals. The nights are becoming colder. There is so much furnitur in our wagon that I have little room to sit. Sometimes I walk alongside the wagon. It has been five weeks since our deparchur from St. Louis, and we have many weeks to go. I keep my eyes open for natural springs that spout water like a fountin. I am certin I'll find one in the near futur. Water from natural springs is a trezure. What an adventur it has been! I miss you.

Yours truly,
Molly

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

Tucket's Travels

Spelling: Final /n/ or /ən/,
/chər/, /zhər/

Spelling Words

1. nature
2. certain
3. future
4. villain
5. mountain
6. mixture
7. pleasure
8. captain
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Challenge

- leisure
sculpture
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Use of Verbs *be* and *have*

Tucket's Travels
Grammar:
The Verbs *be* and *have*

The verbs *be* and *have* are irregular verbs. They change forms when the subject changes. The subject and verb in a sentence must agree in number and sense.

singular subject and present tense helping verb

She is looking out the window.

The weather **forecast** has predicted rain.

plural subject and past tense helping verb

They were wearing raincoats.

Gary and I had brought umbrellas.

Thinking Question

What tense is the verb?

How many are in the subject?

Activity Underline the correct helping verb in parentheses for each sentence.

1. My mom and I (has/had) gone out for a walk.
2. The sun (were/is) shining brightly in the blue sky.
3. The thick clouds (are/is) moving quickly.
4. Large droplets of rain (had/is) fallen.
5. We (am/are) running into the house for shelter.
6. The wind (were/was) blowing outside.
7. I (are/am) not going outside until it stops raining.
8. The drenched cat (has/have) returned to the house.
9. The cat (has/is) tried to shake off the water from his fur.
10. I (am/have) found a towel to dry the cat's fur.

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Using Verb Phrases

Tucket's TravelsGrammar:
The Verbs *be* and *have*

A **verb phrase** contains more than one verb. The verbs *could*, *should*, *would*, or *must* are followed by another verb to form a verb phrase. The second verb in the verb phrase is often *be* or *have*.

verb phraseIt could be dangerous in the Wild West.I would have brought some granola for a snack.**Thinking Question***What part of the sentence has the verb?*

1–4. Read each sentence. Write *be* or *have* on the line to complete each verb phrase.

1. During the summer, the desert must _____ hot in the afternoon.
2. You should _____ plenty of water with you at all times.
3. If you feel dizzy, you could _____ suffering from the heat.
4. I would _____ worn a hat to protect myself from sunburn.

5–8. Read each sentence. Choose the verb in parentheses that best fits the meaning of the sentence. Write the verb on the line.

5. (must/could) The children _____ have been tired after the long walk.
6. (would/should) Don't worry. I _____ be home before the thunderstorm hits.
7. (must/would) It _____ be helpful to know what the weather will be like tomorrow.
8. (should/must) The sun _____ be out tomorrow, but you never know for sure!

Name _____ Date _____

Irregular Verbs

Tucket's Travels
Grammar:
The Verbs *be* and *have*

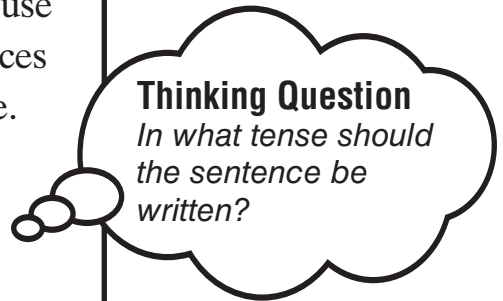
When using the verbs *be* and *have*, remember to use verb tenses consistently. In order for your sentences to be correct, the verbs must be in the same tense.

Not correct

The students had gone on a field trip before, and they had remember how much fun they had.

Correct

The students had gone on a field trip before, and they had remembered how much fun they had.



Activity Rewrite each sentence so that the verbs are in the same tense as the underlined verb phrase.

1. A deer had grazed in the park before a noisy dog chase it away.

2. Heavy rain had fallen a few days earlier and floods the streets.

3. Mrs. Thomas was looking for a shady tree and everyone were going to sit under it.

4. She had supplied snacks for everyone, and the students mix lemonade.

5. They are going to sing songs and then they play games.

6. The bus is here, but the students were not ready to leave.

Name _____ Date _____

Adjectives and Adverbs

Tucket's Travels
Grammar:
Spiral Review

Adjectives describe a noun.	Adverbs describe a verb or adjective.
The children were walking at a <u>rapid</u> pace .	The children were walking <u>rapidly</u> .
<u>Heavy</u> rain had fallen to the ground.	Rain had fallen <u>heavily</u> to the ground.
The <u>blue</u> sky sparkled after the rain.	The sky was <u>very</u> clear .

1–4. Underline the adjectives in each sentence below.

1. We visited a farm last week and saw many animals.
2. The brown chickens were clucking and pecking at the dusty floor.
3. The tiny pink piglets squealed as they saw the farmer coming.
4. The large barn shelters different farm animals.

5–8. Underline the adverbs in each sentence below.

5. The horses were happily chewing on their straw.
6. The farmer was very unhappy when she saw that some pigs had escaped.
7. The farmer gently clipped the thick wool from the sheep's coat.
8. She proudly showed us the sweaters she had knit from the wool.

Name _____ Date _____

Conventions

Tucket's Travels
Grammar:
Connect to Writing

Sentence Without Helping Verb	Sentences with Helping Verb <i>Have</i> or <i>Be</i>
The lightning brightened the night sky.	The lightning has brightened the night sky. The lightning had brightened the night sky. The lightning is brightening the night sky. The lightning was brightening the night sky.

1–3. Rewrite each sentence using a form of the verb *have*.

1. We hear the sound of thunder.

2. We buy flashlights in case of a blackout.

3. My family ran out of batteries during the last storm.

4–6. Rewrite the sentences below using a form of the verb *be*.

4. The thunder makes my dog nervous.

5. I give my dog a treat to comfort him.

6. Sheila hopes that the rain will be good for the lawn.

Name _____ Date _____

Focus Trait: Organization

Using Sequence Words

Tucket's Travels
Writing: Write to Inform

Writers can use certain words and phrases to make the sequence of events clear. Some of these words are: *first, next, after, then, later, soon, when, while, early, tomorrow, and until.*

Without Sequence Words	With Sequence Words
I went on a hiking trip with my family through the woods. We got hungry and devoured sandwiches with juice. We placed our trash in our backpacks.	I went on a hiking trip with my family through the woods. <u>Soon</u> , we got hungry and devoured sandwiches with juice. <u>After</u> we ate, we placed our trash in our backpacks.

Rewrite these sentences. Add sequence words to make the order of events clear.

1. My mother spread a blanket on the grass. We sat down.

2. We munch on sandwiches and a curious squirrel watches.

3. We finish eating, and we continue on our hike.

4. I will return home. I will write a report on my hike in the woods.
I will share it with my class.
