

Name _____

- Read the passage. Then circle the letter of the best answer to each question.

The Sunshine Skyway Bridge in Florida was finished in 1987. Many people believe it is the most beautiful bridge in the world. It is painted yellow. I think the color is the reason that the bridge is so popular.

Another bridge once stood over Tampa Bay. Because of a terrible storm, 1,000 feet of that bridge fell into the bay. The Sunshine Skyway Bridge is 190 feet above the water at its highest point. It is held together by steel cables.

I feel that this bridge is the strongest bridge of all.

1. Which of the following sentences states a fact?
 - A It is painted yellow.
 - B I think the color is the reason that the bridge is so popular.
 - C Many people believe it is the most beautiful bridge in the world.
 - D I feel that this bridge is the strongest bridge of all.
2. Which of the following sentences is an opinion?
 - A The Sunshine Skyway Bridge in Florida was finished in 1987.
 - B I think the color is the reason that the bridge is so popular.
 - C Another bridge once stood over Tampa Bay.
 - D It is held together by steel cables.
3. Read the underlined sentence in the passage. It is a fact. How do you know?
 - A It is the author's belief.
 - B It is incorrect information.
 - C It is something that can be seen or proved.
 - D All bridges do this.



School-Home Connection

Read the passage aloud with the student. Then reread it. Work together to underline each sentence that is a fact and circle each sentence that is an opinion.

Name _____

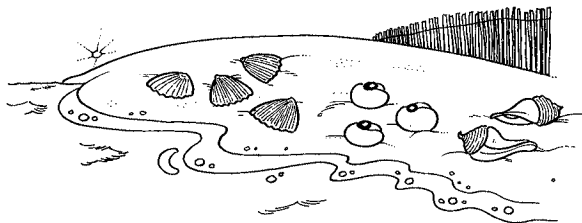
► Find and circle the ten compound words in the story. Write each one in the box below the story. Use a line to separate the compound word into two smaller words.

My Vacation

This summer, my family visited a waterside cottage at the beach. We could watch oceangoing steamships pass right by. I spent hours exploring the beach, and I found dozens of beautiful seashells.

Mom took sunrise walks every day, while my brother tried to ride a surfboard. He did not get very far! Dad spent time in a rowboat. He would drop his line into the water and wait for the fish to bite.

We only stayed indoors during thunderstorms. Then we would just watch the lightning, listen to the thunder, and wait to go outside again.



School-Home Connection

Ask the student to explain how he or she knew which words in the paragraph were compound words.

Name _____

► Choose a Vocabulary Word to complete each sentence. Write the word on the line.

collapses	dazed	elevated
embarrass	midst	shabby



1. Maya was in the _____ of a large crowd of people.
2. The _____ shirt was too old to wear any longer.
3. Alejandro felt _____ after the ball hit his head.
4. The television was _____ so that everyone could watch it.
5. Do kind words and compliments _____ you?
6. Someone should repair that building before it _____.

► Find a Vocabulary Word in the box below with a meaning that matches the set of three words. Write the Vocabulary Word on the line.

collapses	dazed	elevated
embarrass	midst	shabby

1. confused foggy dazzled _____
2. raised top high _____
3. topples crashes falls _____
4. ragged torn old _____
5. center core middle _____
6. shame disgrace upset _____



School-Home Connection

Read the Vocabulary Words and their explanations with the student. Then have him or her write and illustrate a sentence for two of the words.

Name _____

- ▶ Use the graphic organizer to record the facts and opinions from these pages of "The Babe and I." Write each fact in the column labeled **Fact**. Write each opinion in the column labeled **Opinion**.

Section 1 page 162

Fact

It was 1932, in the midst of the Great Depression, and millions of people were out of work.



Opinion

Section 2 page 163–166

Fact



Opinion

Section 3 page 167–174

Fact



Opinion

Section 4 page 180–181

Fact



Opinion

- ▶ On a separate sheet of paper, summarize the story with three facts and three opinions. Use the graphic organizer to help you.

Name _____

► Read each sentence and the words under it.
Circle the synonym for the underlined word.

1. He was smart enough to wait for his father.

wise grown foolish

2. They stood in the midst of the crowd.

head middle back

3. Everyone was rushing to find a seat.

hurrying carrying going

4. He was hoping to get a bicycle for his birthday

needing stopping wishing



► Circle the antonym for the underlined word or words.

5. The boy stayed with Jacob.

saw left remained

6. The boy saved all his money.

spent bought kept

7. The father sold apples.

took bought collected

8. The crowd shouted.

whispered yelled cheered

**School-Home Connection**

Have the student write antonyms for questions 1-4 and synonyms for questions 5-8.

Name _____

▶ Connect each word in the left column with a word in the right column, to form a compound word. Then, write a sentence using each compound word.

apple

hook

down

case

coat

storm

thunder

hill

suit

sauce



1. _____

2. _____

3. _____

4. _____

5. _____



School-Home Connection

Have the student read his or her sentences aloud. Discuss the meaning of each compound word.

Name _____

► Rewrite the sentences. Use commas and joining words correctly.

1. My father is a teacher and he works at a school.

2. He drives to work, he takes a bus.

3. He has lunch at work or he eats in the park.

4. Most days he eats tuna, today he eats egg salad.

► Rewrite each pair of sentences as one sentence. Use commas and the joining words *and* or *but* correctly.

5. Mrs. Lopez loves to read. She owns a bookstore.

6. The store is small. It has many books.

7. Sasha works with animals. She enjoys her job.

8. She lives in the country. She works in the city.



School-Home Connection

Work with your child to write two simple sentences about a person and his or her job. Then help your child turn the sentences into one compound sentence.