

Name \_\_\_\_\_

▶ Read the passage and answer the questions.

Roald Amundsen (1872–1928) was a polar explorer from Norway. He is best known for leading the first successful expedition to the South Pole, which lasted from 1910 to 1912.

Before leading his own expedititons, Amundsen was a member of the Belgian Antarctic Expedition (1897-1899). This journey taught Amundsen how to survive the harshness of Antarctica. He would later use this knowledge for his own expeditions.

In 1910, Amundsen and his expedition set out for the South Pole. On his ship *Fram*, whose name means “forward,” Amundsen and his crew first arrived at the edge of the Ross Ice Shelf. There he established a base camp, from which he led his crew across the Antarctic ice. Amundsen and his crew arrived at the South Pole on December 14, 1911. Then they faced the long, dangerous journey back. It took until March 1, 1912, to complete that trek and let the rest of the world hear the news of their accomplishment.

1. What happened before Amundsen led his own expeditions?

\_\_\_\_\_

2. When did Amundsen begin his journey to the South Pole?

\_\_\_\_\_

3. When did Amundsen and his crew arrive at the South Pole?

\_\_\_\_\_

4. What are some time-order words used in this passage?

\_\_\_\_\_



**School-Home Connection**

Help the student write sentences explaining a trip he or she would like to take. Use time-order words, like *first* and *next*, to explain steps in order.

Name \_\_\_\_\_

- Circle the /ōō/ word in each riddle. Then unscramble the letters to make a /ōō/ word that solves the riddle. Write the answer word on the line.

### What Am I?

1. I am a place where you might see a kangaroo.

ozo \_\_\_\_\_

2. You do this when you eat food.

wche \_\_\_\_\_

3. I am a building with many classrooms.

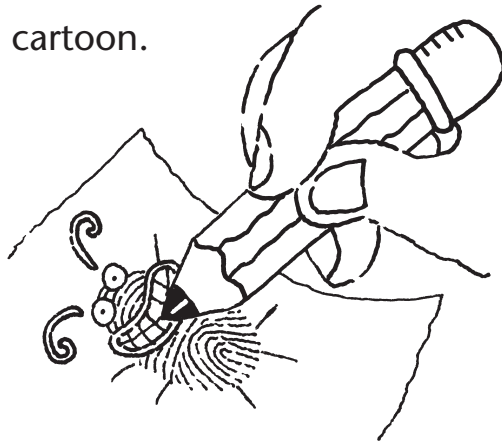
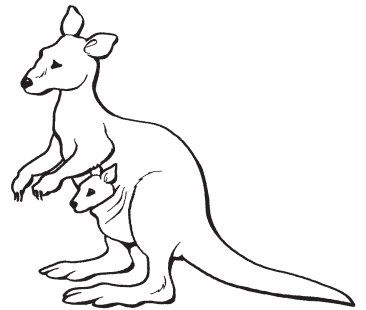
socohl \_\_\_\_\_

4. It's hard to eat noodles while using me.

nospo \_\_\_\_\_

5. Someone did this to make a cartoon.

rewd \_\_\_\_\_



#### School-Home Connection

Work with the student to create another /ōō/ riddle with *moon*, *flew*, or *new*.

Name \_\_\_\_\_

► Pick a word from the Word Box that best fits with each group of words. Write the word on the line.

permanently  
scarce

drifts  
shelters

dim  
absence

1. weak

faint

not bright

\_\_\_\_\_

2. gone

missing

away

\_\_\_\_\_

3. few

rare

hard to find

\_\_\_\_\_

4. carried along by water

floats

to move slowly

\_\_\_\_\_

5. protects

covers

shields

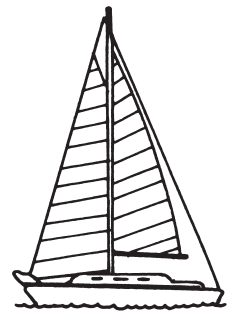
\_\_\_\_\_

6. lasting

forever

without change

\_\_\_\_\_



**School-Home Connection**

Have the student use his or her hands to act out the word **drifts**. Then ask the student to do something to show the **absence** of light in a room.

Name \_\_\_\_\_

- ▶ As you read "Antarctic Ice," fill in the graphic organizer with events in time order. Then answer the questions below the graphic organizer.

**FIRST** Antarctic sea animals are waiting for summer to arrive.



**NEXT**



**THEN**



**LAST**

1. What is happening at the beginning of "Antarctic Ice"?

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2. What happens to the days soon after the sun returns?

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3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read the passage below from "Living at the Bottom of the World." Then answer each question.

Because the weather outside was cold and windy, I wore special clothing issued by the U.S. Antarctic Program—thermal underwear, socks, boots, a hat, a waterproof coat, and gloves. Anytime I was near the water, I wore a bright-orange float-coat that worked as a life preserver. The divers wore even more warm layers plus a watertight dry suit to protect them from the icy water. They also carried more than 50 pounds of equipment.

1. What is the topic of this passage?

\_\_\_\_\_

2. What details does the author give about Antarctic clothing?

\_\_\_\_\_  
\_\_\_\_\_

3. Why did the scientists and divers wear special clothing?

\_\_\_\_\_  
\_\_\_\_\_

4. What kind of clothes did divers wear?

\_\_\_\_\_  
\_\_\_\_\_

5. What do you think is the author's message?

\_\_\_\_\_



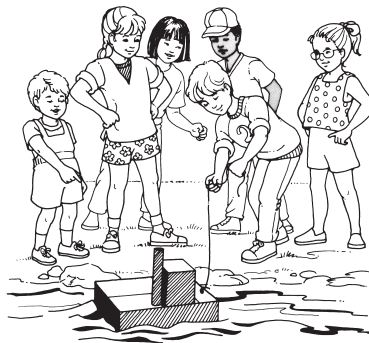
**School-Home Connection**

Discuss with the student other information that might be added to this passage.

Name \_\_\_\_\_

► Unscramble each /ōō/ or /ōō/ mystery word.  
Then use it to complete the sentence.

1. leub            Saul painted his toy boat bright \_\_\_\_\_.
2. olop            He sailed his boat in a small \_\_\_\_\_ of  
water.
3. sciure          He said his boat was going on a \_\_\_\_\_.
4. otto            I heard his boat \_\_\_\_\_ and whistle.
5. nwek            Then it was quiet, and I \_\_\_\_\_  
something had happened.
6. okol            "Let me take a \_\_\_\_\_," I said.
7. ugle            I fixed the broken boat with a little bit of  
\_\_\_\_\_.
8. godo            In no time, Saul's boat was as \_\_\_\_\_  
as ever.
9. wleb            The wind \_\_\_\_\_ the boat across the  
water.
10. fenatrono    It had been a nice, sunny \_\_\_\_\_.



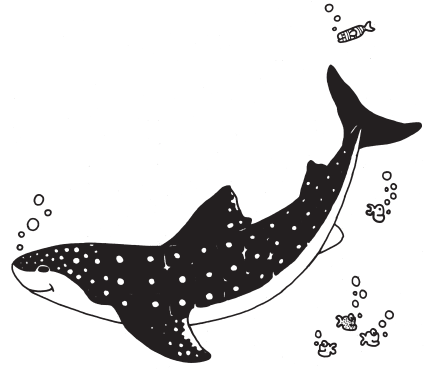
**School-Home Connection**

Have the student choose two of the mystery words and use them in oral sentences.

Name \_\_\_\_\_

- Circle the form of the verb *be* in each sentence. Then write whether each links the subject to words that tell *what* or *where*.

1. Some seals are white. \_\_\_\_\_
2. The penguin chick was fuzzy. \_\_\_\_\_
3. You were on the shore. \_\_\_\_\_
4. That shark is near a whale. \_\_\_\_\_
5. I am with my parents. \_\_\_\_\_
6. They are scientists. \_\_\_\_\_



- Rewrite each sentence, using a correct form of the verb *be*. Then write *S* above each singular subject and *P* above each plural subject.

7. Those fish \_\_\_\_\_ small and silver.

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8. We \_\_\_\_\_ close to the beaver's dam.

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9. He \_\_\_\_\_ in a wooden boat.

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10. The river \_\_\_\_\_ full of life.

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**School-Home Connection**

Have your child write sentences about his or her favorite season. Ask him or her to use singular and plural subjects and to write sentences that tell *what* and *where*.