

Name \_\_\_\_\_

- Read the passage. Look for cause and effect relationships as you read. Then answer the questions.

### Using Good Sense



Bats are amazing creatures. Not only are they the only flying mammals, but they also have great senses. Bats have strong senses of smell, hearing, and eyesight. Because of these great senses, bats are able to be active at night.

Bats use their hearing, vision, and sense of smell to find food in the dark. In fact, they can see better in the dark than in the daylight. Their strong sense of smell lets bats find ripe fruit. They use their sharp hearing to find other food sources, too, such as insects and fish.

Bats also use these strong senses to find other bats. They use their sense of smell to recognize their roost mates. Their great hearing helps them find their young.

1. What causes bats to be able to be active at night?

---

2. What is an effect of a bat's strong sense of hearing?

---

3. What causes bats to be able to find other bats?

---

4. What is an effect of a bat's strong sense of smell?

---



#### School-Home Connection

Read and discuss the passage with the student. Have him or her explain the cause and effect relationships in the text using words such as *so* and *because*.

Name \_\_\_\_\_

▶ Look at the words in the squares. Shade the squares that have words with the prefix *pre-*, *mis-*, or *in-* in front of a root word. Circle the prefix in each word.

preheat	pretzel	misuse	preview
injure	mister	pretest	indoors
predator	misspell	miserable	insect
input	preschool	mislead	ink
missing	president	incorrect	mission



**School-Home Connection**

Have the student read the spelling words on the page aloud. Then ask him or her to share the meanings of the words with the prefix *pre-*.

Name \_\_\_\_\_

fondness  
ridiculousdecent  
emotioninherit  
disgraceful**▶ Part A. Write the Vocabulary Word that matches each idea.**

1. \_\_\_\_\_ something silly or strange
2. \_\_\_\_\_ honest and good
3. \_\_\_\_\_ to receive something from someone else
4. \_\_\_\_\_ a liking or affection
5. \_\_\_\_\_ shameful or unacceptable
6. \_\_\_\_\_ a feeling such as happiness or anger

**▶ Part B. Answer each question about the Vocabulary Words.**

7. If someone's actions are **disgraceful**, should that person be embarrassed by or proud of that behavior?  
\_\_\_\_\_
8. Would a **decent** person be trustworthy or untrustworthy?  
\_\_\_\_\_
9. Would something **ridiculous** make you laugh or cry?  
\_\_\_\_\_
10. What kind of **emotion** would make you smile?  
\_\_\_\_\_
11. Would a mouse have a **fondness** for snakes or cheese?  
\_\_\_\_\_
12. If you **inherit** something, is it a gift or do you buy it?  
\_\_\_\_\_

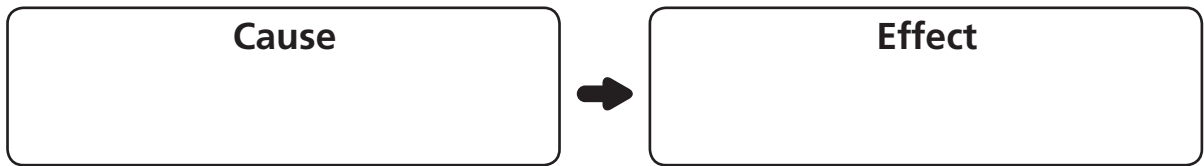
**School-Home Connection**

Ask the student to give examples of things that are ridiculous. Then ask him or her to name several emotions and to tell which things cause those feelings.

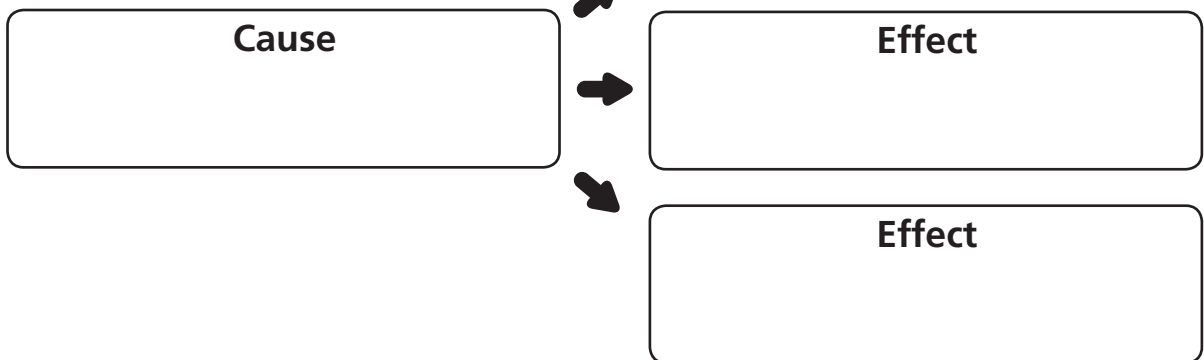
Name \_\_\_\_\_

▶ As you read "Chestnut Cove," fill in the graphic organizer. Sometimes there may be more than one cause or effect for a single action. You may also find more than one cause and effect relationship in the story. Draw more boxes as you need them.

**Section 1** page 233



**Section 2** page 238



1. What was one cause you found in the story?

---

---

2. What effect or effects did this action have?

---

---

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

Name \_\_\_\_\_

► Choose the correct homophone to complete each sentence. Then write a sentence using the other homophone.

1. blew / blue

We painted my bedroom walls \_\_\_\_\_.

\_\_\_\_\_

2. pear / pair

I wore a new \_\_\_\_\_ of shoes to school today.

\_\_\_\_\_

3. see / sea

The sailor said there is nothing like being on the open \_\_\_\_\_.

\_\_\_\_\_

4. nose / knows

Do you think anyone \_\_\_\_\_ how to get there?

\_\_\_\_\_

5. hair / hare

She washes her \_\_\_\_\_ every night.

\_\_\_\_\_

**School-Home Connection**

Have the student write homophones for *bee*, *won*, *knight*, *two*, and *their*.

Name \_\_\_\_\_

- Read each of the words at the top of the page. Then follow the directions below.

precook

mislead

invisible

preheat

mismatch

prepackage

misuse

1. Circle the word that means "to package before."
2. Draw a triangle around the word that means "not visible."
3. Underline the word that means "to cook before."
4. Draw a box around the word that means "to use badly."
5. Cross off the word the means "to lead wrongly."
6. Draw a star beside the word that means "to heat before."
7. Draw a zigzag line under the word that means "to match wrongly."

**School-Home Connection**

Have the student use the words *invisible*, *preheat*, and *misdirect* in sentences. Then ask him or her to tell you the meanings of each of these prefixes.

Name \_\_\_\_\_

► Rewrite each sentence correctly, using the subject in parentheses ( ). Be sure that the verb in your sentence agrees with its new subject.

*Example:* Glenda likes math. (My brothers)

**My brothers like math.**

1. I enter a writing contest. (George)

\_\_\_\_\_

2. The teachers judge the contest. (A teacher)

\_\_\_\_\_

3. One student wins the contest. (Two students)

\_\_\_\_\_

4. We like stories about animals. (You)

\_\_\_\_\_

5. She prefers true stories. (He)

\_\_\_\_\_

6. The princesses meet a prince. (The princess)

\_\_\_\_\_

7. We hurry home from school. (They)

\_\_\_\_\_

8. Our mother opens the front door. (We)

\_\_\_\_\_



**School-Home Connection**

Write two sentences with present-tense verbs. Ask your child to rewrite the sentences, changing the subjects and making sure that the verbs agree with their new subjects.