

Name _____

Adding *-ed* and *-ing*

- **Generalization** When adding **-ed** and **-ing**, the spelling of the base word sometimes changes: **dancing**, **dried**, **stopped**. Some base words are not changed: **drying**, **watched**.

Word Sort Sort the list words according to their endings and changes.

-ed (no change to base word)

1. _____
2. _____

-ed (change to base word)

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

-ing (no change to base word)

11. _____
12. _____
13. _____
14. _____
15. _____

-ing (change to base word)

16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. watched
2. watching
3. danced
4. dancing
5. studied
6. studying
7. stopped
8. stopping
9. dried
10. drying
11. happened
12. happening
13. noticed
14. noticing
15. robbed
16. robbing
17. slipped
18. slipping
19. hurried
20. hurrying



Family Times

Summary

The Man Who Named the Clouds

Luke Howard was born in England in 1772. As a boy he wondered about the weather and dreamed about the clouds. His interest in weather and clouds stayed with him when he grew up and became a chemist. He developed a system to classify clouds that is still used today.



Activity

Cloud Cover Ask your family to help you take pictures of clouds. Put these in a scrapbook and try to get examples of the three main types of clouds: cumulus, cirrus, and stratus.

Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Sometimes a cause has more than one effect. To find an effect, ask yourself, “What happened?” To find a cause, ask yourself, “Why did it happen?”

Activity

If and Because Make up an “if” sentence that contains a cause and an effect. *For example: If I stumbled with a full glass of milk, the milk would spill on the floor.* Have a family member add to the story with a “because” sentence that uses the effect from your sentence. *For example: Because the milk spilled on the floor, Mark got out the mop.* Keep adding to the story, switching between “if” and “because” sentences.

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *The Man Who Named the Clouds*. Practice using these words.

Vocabulary Words

apprentice a person who works with an expert to learn a job

atmosphere gas that surrounds Earth; the air in a certain place

chemical a substance formed by other substances acting on each other

club a heavy stick; a group of people with a common interest

essay a short piece of writing that gives the writer's ideas about a certain subject

manufacturing making goods by hand or with machines

pressure the force of one thing pressing against another

scales tool to measure; one of the hard pieces that covers animals such as fish

Conventions

Action and Linking Verbs

Verbs are words that tell what the subject of a sentence does or what the subject is like. Verbs that show action are called **action verbs**. *For example: flew, thinking, climb.* Yet not all verbs show action. **Linking verbs** tell what the subject is or what the subject is like without showing action. *For example: am, was, seemed, feel.*

Activity

Verb Charades On strips of paper, write twelve simple sentences, six containing action verbs and six containing linking verbs. Underline the verb in each sentence. Then put the strips into a pile. Take turns with family members picking a sentence from the pile and acting it out silently for the rest of the group. The person who guesses the verb should tell if it is an action verb or a linking verb.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Graphic Sources

- **Graphic sources** present information in forms that you can see. Maps, diagrams, charts, and tables are all graphic sources.
- When you see a graphic source with text, look at it before you read. Doing so will help you predict what the text is about.

Directions Read the text and study this chart. Then answer the questions.

Molly wants to plant a vegetable garden. She would like to have vegetables to pick and eat for every season of the year. She made a chart to show when different vegetables would be harvested. Some vegetables can be picked early, in the spring. Others will be picked later, in the winter.

Vegetable	When to Plant	When to Pick
beans	early spring	summer
carrots	spring	summer
lettuce	early spring	late spring
potatoes	spring	winter
pumpkins	spring	fall
tomatoes	spring	summer

1. When will Molly start planting her vegetable garden?

2. Which vegetable will Molly pick first?

3. Which vegetable will Molly pick in winter?

4. Which vegetables will Molly pick in summer?

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Home Activity Your child used a graphic source to answer questions about when to plant and harvest vegetables. With your child, find a graphic source that shows the frost zones for the United States. Find your zone and decide when you can start to plant vegetables and flowers outside.

Name _____

Fact and Opinion

Directions Read the passage. Then answer the questions below.

The study of cloud formations is very interesting. Clouds come in different types, sizes, and even colors. Some clouds are white. Made up of tiny droplets of water, clouds reflect sunlight, which appears white to us. Other clouds are gray. These clouds are very thick and keep sunlight from getting through. When

light is blocked, a shadow forms. The gray color we see on the underside of clouds is a shadow.

Scientists can measure a cloud's distance from the ground or how fast a cloud is traveling. Some very high clouds can move at speeds of more than 100 miles per hour!

1. Underline a statement of fact found in the passage.

2. How do you know this is a statement of fact?

3. Circle a statement of opinion found in the passage.

4. How do you know this is a statement of opinion?

5. On a separate sheet of paper, write a paragraph about a sport, a hobby, or another topic you know well. Use at least two statements of fact and two statements of opinion in the paragraph.

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Home Activity Your child identified statements of fact and opinion in a passage. Talk with your child about a family member or an event. Challenge your child to make a statement of fact or opinion about the person or event.

Name _____

Action and Linking Verbs

Directions Choose the best action verb from the box to complete each sentence. Write the new sentence on the line.

blows began learned cut failed open

1. One classification ___ because the names were not exact.

2. He ___ the importance of hard work.

3. He ___ his studies in his family’s garden.

4. In dry weather, a pine cone’s scales ___ outward.

5. The wind ___ some clouds into a horse shape.

6. He ___ his hand on a glass bottle.

Directions Write a paragraph about the shapes you see in clouds. Use strong action verbs and at least one of these linking verbs: *appear, seem, feel, become*. Underline all the linking verbs you use.

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Home Activity Your child learned how to use action and linking verbs in writing. Encourage your child to write a journal entry about the day’s activities. Have him or her underline action verbs and circle linking verbs.

Name _____

Adding *-ed* and *-ing*

Spelling Words

watched	watching	danced	dancing	studied
studying	stopped	stopping	dried	drying
happened	happening	noticed	noticing	robbed
robbing	slipped	slipping	hurried	hurrying

Word Clues Write the list words that fit the clues below.

Write three *-ed* words in which the final consonant in the base word is doubled.

1. _____ 2. _____ 3. _____

Write two *-ing* words in which the final *e* is dropped from the base word.

4. _____ 5. _____

Write three *-ed* words in which the base word's *y* is changed to *i*.

6. _____ 7. _____ 8. _____

Adding *-ed* and *-ing* Fill in the chart by writing the correct list word.

Base Word	Add <i>-ed</i>	Add <i>-ing</i>
9. slip	slipped	
10. hurry	hurried	
11. rob	robbed	
12. notice		noticing
13. happen		
14. dry	dried	
15. stop	stopped	
16. dance		dancing
17. watch		
18. study	studied	

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Home Activity Your child read, wrote, and spelled words with *-ed* and *-ing* endings. Take turns asking and spelling list words aloud.

Name _____

Graphic Sources

- **Graphic sources** present information in forms that you can see. Maps, diagrams, charts, and tables are all graphic sources.
- When you see a graphic source with text, identify what kind of information it is presenting. Doing so will help you understand what you are reading.

Directions Read the following passage. Study the chart. Then answer the questions below.

Carlos couldn't decide which television station to watch for his weather information—Channel 3 or Channel 11. So he made a chart and tracked the accuracy of each channel's weather report for five days.

Days of the Week	Channel 3 Weather Forecasted	Channel 11 Weather Forecasted	Actual Weather
Monday	Partly sunny; high in the 70s	Showers; high of 90	Partly sunny; high in the 70s
Tuesday	Thunderstorms	Thunderstorms	Thunderstorms
Wednesday	Sunny; high in the 80s	Strong rain storms; chance of hail	Strong rain storms with hail
Thursday	Sunny; high in the 90s	Sunny; high in the 90s	Thunderstorms
Friday	Fog; high in the 60s	Sunny; high in the 70s	Fog; high in the 60s

1. What day did both channels forecast the weather correctly?

2. What day did both channels forecast the weather incorrectly?

3. How many days was Channel 3 correct? How many days was Channel 11 correct?

4. What station should Carlos watch for accurate weather reports?



Home Activity Your child used a graphic source to answer questions about the accuracy of weather reports. With your child, create a chart to track the accuracy of weather reports on TV or radio for one week.

Name _____

Action and Linking Verbs

Directions Write the verb in each sentence.

1. Luke Howard studied clouds. _____
2. He noticed puffy, flat, feathery, and gray clouds. _____
3. Luke wrote about the clouds in the sky. _____
4. People make up rhymes about the weather. _____
5. Some clouds change shape quickly. _____

Directions Underline action verbs. Circle linking verbs.

6. Each person presented a report at every meeting.
7. Everyone's description was different.
8. Luke defined three main cloud shapes.
9. Altogether he labeled seven types of clouds.
10. He gave each shape a Latin name.
11. Each cloud's name tells something about its shape and its height.
12. *Cirrus* is a Latin word for "a curl of hair."
13. Stratus clouds and cumulus clouds appear low in the sky.
14. Today there are ten basic names for clouds.
15. Five of the names come from Luke's classification.



Home Activity Your child reviewed action and linking verbs. With your child, look at a newspaper or magazine article. Ask your child to circle action verbs in red and linking verbs in blue.