Sequence of Events

Read the story below.

**Cool Robots**

Clancy and Aiden were excited about going to the museum to see the Space and Technology exhibit. “Let’s check out the robots first,” said Clancy.

The first part of the robot section was a display that allowed the boys to build and program simple robots. Aiden chose a red base robot with thick wheels. Clancy chose a blue base robot with thin wheels. They took their robots to programming stations. Then they plugged their robots into computers and entered simple commands to see how well the robots traveled through a maze.

The next section of the robot display was an interactive program that described how robots are used in space. The boys watched a video showing various robots. Then they got to see three real robots move through the audience to take pictures, collect dust, and scan for metal.

“Cool,” said Clancy.

“Cool,” said Aiden.

Use the Flow Chart to record the sequence of events in the story. The first event has been filled in for you.

**Event 1:** Clancy and Aiden go to the Space and Technology exhibit at the museum.

**Event 2:**

**Event 3:**

**Event 4:**

**Event 5:**
Sequence of Events

Read the selection below.

High School Robot Building

Engineers and high school students have teamed up to design and construct robots. An organization named FIRST—For Inspiration and Recognition of Science and Technology—hosts an annual robotics competition.

FIRST Robotics was founded by Dean Kamen, who is known for inventing a scooter-like vehicle. Kamen’s vision is to encourage young people to celebrate science and technology. One of the ways he does this is by getting local businesses to partner with schools. In this way, students get to work with science and technology professionals. They also get to participate in some cool competitions.

For example, in 2008 twenty students from Aurora, Illinois, were sponsored by a local engineering company. Once the teams had listened to the rules of the competition, they were given six weeks to work on their robots. Each team that wished to compete was given a set of materials and a goal. The engineers provided input about the process, but the students did all of the work. Completed robots were taken to the regional competition. By helping students gain experience like this, Dean Kamen hopes to someday see a world where excelling in science can make you a hero.

Create a Flow Chart to show the sequence of events from the selection. Use text clues and your own knowledge to infer any unstated events in the sequence. Then answer the questions below.

1. What must students who participate in the contest do first?

2. What events most likely happened after the robots were taken to the regional competition?

3. Why do you think Kamen started FIRST?
Suffixes -able, -ible

The words in the box end in a suffix that means “can” or “able to.” Choose the word that best completes each sentence.

inaccessible  disputable  audible  collapsible  edible
predictable  advisable  compatible  memorable  capable

1. The bathhouse was _________________ from our campsite on the far shore.
2. Do you think it is _________________ to wear a gown to a pool party?
3. Although he was hungry, he was unsure whether the fruit was _________________
4. It was _________________ whether or not the man was guilty.
5. I couldn’t hear the singer; she was barely _________________.

Now use the remaining words to write five new sentences that show you know the meaning of the words.

6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________
Word Parts

Basic  Read the paragraph. Write the Basic Word that best replaces the underlined word or words in the sentences.

The (1) planning of my school’s annual talent show began with the planning committee. Committee members gave us (2) facts about tryout dates and times. The audition I had with my friend Jack went (3) flawlessly, and we made the show! Weeks of (4) getting ready helped us to feel ready to perform. (5) The turnout was quite high, with parents and students present. The level of excitement backstage was (6) astonishing. Several students showed intense (7) focus before their performances. After an hour of entertainment, there was a(n) (8) break. We had some (9) snacks as we talked about the acts. Jack and I agreed that there was great (10) progress compared with last year’s show.

1. ________________  6. ________________
2. ________________  7. ________________
3. ________________  8. ________________
4. ________________  9. ________________
5. ________________  10. ________________

Challenge  Write a paragraph about a career choice—for example, a teacher, a lawyer, a carpenter, or an architect. Give reasons for your choice. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. existence
2. refreshment
3. convention
4. intermission
5. uneventful
6. perfectly
7. completion
8. improvement
9. information
10. attendance
11. reversible
12. invention
13. development
14. respectful
15. unhappiness
16. preparation
17. irrigate
18. disagreement
19. unbelievable
20. concentration

Challenge acquaintance prosecution precision immeasurable reputation
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Three-syllable words</th>
<th>Four-syllable words</th>
<th>Five-syllable words</th>
</tr>
</thead>
</table>

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through "Robotics." Find words that have a prefix, a base word or word root, and a suffix. Add them to your Word Sort.

1. existence
2. refreshment
3. convention
4. intermission
5. uneventful
6. perfectly
7. completion
8. improvement
9. information
10. attendance
11. reversible
12. invention
13. development
14. respectful
15. unhappiness
16. preparation
17. irrigate
18. disagreement
19. unbelievable
20. concentration

Challenge
acquaintance
prosecution
precision
immeasurable
reputation
Proofreading for Spelling

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

The invention of industrial robots was always seen as an improvement by some and a threat by others. Today, each convention that doesn’t announce the development of new models is usually an uneventful one. But throughout history, the completion of every machine that replaced human workers has been met with some unhappiness and disagreement. People are afraid that they will lose their jobs, and they are often right. Even something as simple as a timer to irrigate fields meant that someone no longer did that job by hand. Now that robots have come into existence, this trend is not reversible. Companies that introduce robots try to be respectful of workers’ fears, but the end result is always the same. The machines will be made and used, and workers must adjust.

1. 
2. 
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12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 

Spelling Words

1. existence
2. refreshment
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17. irrigate
18. disagreement
19. unbelievable
20. concentration
There are three types of end punctuation that conclude a sentence: the period, the question mark, and the exclamation point. The most common is the period, which ends a sentence that makes a statement. A question mark is used for a question, and an exclamation point is used to convey strong emotion.

**statement**
I went to the store today.

**question**
Did you go to the store today?

**exclamation**
I was so excited to go to the store today!

**Activity** Write the correct punctuation at the end of each sentence.

1. A robot is mechanical _____
2. I can’t believe the robot looked so real _____
3. Who designed the first robot _____
4. Bobby was thrilled to start reading the story _____
5. Did you finish writing the report _____
6. Many robots use electric motors _____
7. Today, robots are commonly used to perform certain jobs for humans _____
8. What an amazing invention _____
Interjections: Punctuation

An interjection is a word or group of words that expresses emotion. An interjection that expresses very strong feeling is followed by an exclamation point. An interjection that expresses mild feeling is followed by a comma and appears at the beginning of a sentence.

**exclamation point**

Yay! I’m excited for the trip.

**comma**

Oh, I didn’t know we weren’t leaving till tomorrow.

**Thinking Question**

Is this a strong emotional expression that is separate from the next sentence? Or does it express milder emotion and begin a sentence?

**Activity** Add a comma or exclamation point after each underlined interjection.

1. **Hooray** I passed the test.
2. **Oh no** it’s too late to study.
3. **Wow** I got to see a real robot.
4. **Yikes** It looks like an alien.
5. **Fine** we can wait to see the exhibit.
6. **Ouch** I stubbed my toe on the way to the bus.
7. **Phew** We have bandages in the first aid kit.
8. **Oh** there’s time to have lunch before we leave.
Capitalization: Proper Nouns and Proper Adjectives

A **proper noun** names a specific person, place, or thing, and begins with a capital letter. A **proper adjective** is often derived from a proper noun and also begins with a capital letter.

**proper noun**
I went on a trip to China.

**proper adjective**
I ate Chinese food there.

**Thinking Question**
Is this word the name of a person, place, or thing? Is it derived from the name of a person, place, or thing and does it begin with a capital letter?

**Activity** Underline the proper noun or proper adjective in each sentence.

1. The first descriptions of machines were made by Heron of Alexandria.
2. George Devol received a patent for the first commercial robot.
3. Japanese mechanical toys were made in the 1800s.
4. Even Leonardo da Vinci had made a design for a robot.
5. The term “robot” was coined by a Czech writer.
6. His name was Karel Čapek.
7. He used the word in a play called *Rossum’s Universal Robots*.
8. His brother Josef was a painter.
Using Adjectives and Adverbs

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>That was a good concert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>You sang that well.</td>
</tr>
<tr>
<td>Incorrect</td>
<td>The show wasn’t nothing like I thought it would be.</td>
</tr>
<tr>
<td>Correct</td>
<td>The show was nothing like I thought it would be.</td>
</tr>
</tbody>
</table>

1–8. Write the correct word in parentheses to complete the sentence.

1. A _________ crowd has gathered. (good, well)
2. I can’t see _________ without my glasses. (good, well)
3. I could hear _________ from where we sat. (good, well)
4. It’s a _________ day for an outdoor concert. (good, well)
5. There was _________ to eat at the concession stand. (nothing, anything)
6. There is a _________ view of the stage over here. (good, well)
7. The band played _________ in spite of the heat. (good, well)
8. There isn’t _________ who can play like that! (nobody, anybody)

9–10. Combine each pair of sentences using adverbs. Write the new sentences on the lines.

9. The lights flashed in time with the music. The flashes were rapid.

   ____________________________________________________________

10. The crowd cheered for an encore. They were loud.

    ____________________________________________________________
Conventions

When you proofread your writing, you must make a habit of checking for correct punctuation and capitalization.

<table>
<thead>
<tr>
<th>incorrect punctuation</th>
<th>incorrect capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooray, that was the best movie I’ve ever seen.</td>
<td>brian brought back souvenirs from russia.</td>
</tr>
<tr>
<td>correct punctuation</td>
<td>correct capitalization</td>
</tr>
<tr>
<td>Hooray! That was the best movie I’ve ever seen!</td>
<td>Brian brought back souvenirs from Russia.</td>
</tr>
</tbody>
</table>

Read each sentence. Then write the sentence correctly on the lines provided.

1. Are you reading that book!

2. I’m taking a trip to south america.

3. Jane said she had been there before.

4. Cool, it sounds amazing.

5. I’m especially looking forward to visiting peru.

6. From there, we go to the galapagos.
Focus Trait: Word Choice

Using Persuasive Language

<table>
<thead>
<tr>
<th>Statement</th>
<th>More Persuasive Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are afraid that robots may be too smart and a threat to humanity.</td>
<td>People have imagined the possibility of highly intelligent robots taking over the human race. This fear has been expressed in countless books and films, from science fiction novels to action movies.</td>
</tr>
</tbody>
</table>

Fill in the blanks with words that are more persuasive than the examples on the left. Choose words that are confident, positive, and convincing.

<table>
<thead>
<tr>
<th>Instead of this…</th>
<th>…you can write this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modern technology can do things that help some people.</td>
<td>Modern technology can ____________ that help ____________ people.</td>
</tr>
<tr>
<td>2. Fooling around with robots has probably had many big results.</td>
<td>____________ robots has ____________ results.</td>
</tr>
</tbody>
</table>

Rewrite each sentence to make it more persuasive. Change or add persuasive language, and eliminate words that are vague or sound uncertain.

3. Robots might help doctors take care of people.
   ____________________________________________________________________

4. People will usually like a robot more if it looks like it has expressions.
   ____________________________________________________________________

5. A few people are putting together robots that are actually really small.
   ____________________________________________________________________