

Name \_\_\_\_\_ Date \_\_\_\_\_

# Text and Graphic Features

**The Fruit Bowl Project**  
Comprehension: Text and  
Graphic Features

Read the selection below.

## How to Save Money and the Environment

Many people in America know how important it is to recycle, but they can't be bothered. Our town started a new plan to make it easier for people to do the right thing. The town pays us for our old cans, bottles, and cardboard.

### Collecting Recyclables

The plan asks people in the community to use special trash bins. These bins have computer chips in them. When the truck arm lifts the bin to empty it into the truck, the chip does two things. It weighs the contents and collects the name of the customer.

### Rewarding People

Each family will get shopping coupons based on how much they recycle. Families can then use the coupons for things like plants, food, and toys.

### Everybody Wins

Our town thinks this plan will get more people to recycle. This plan helps local shops get more customers. The community and the environment will also benefit from the decrease of trash going into garbage dumps. I think EVERYONE should sign up for this new plan.

Use the Column Chart below to record examples of text or graphic features and their purpose in the selection.

Text or Graphic Feature	Location	Purpose

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# Text and Graphic Features

**The Fruit Bowl Project**  
**Comprehension:**  
Text and Graphic Features

Read the selection below.

## A Mother's Hope

“For most of the wild things on Earth, the future must depend upon the conscience of mankind.”

— Dr. Archie Carr, marine turtle conservationist

The gentle mother sea turtle pushes slowly through the surf. She has just left behind her precious eggs, buried below a foot of gritty sand. She hopes her eggs will develop into healthy babies, but she fears a serious threat to their survival: *humans*.

The mother sea turtle hopes humans will not decide that the beach—the same beach where generations of her family have laid their eggs—makes a nice vacation spot. She hopes buildings will

not be built on top of her nesting ground, destroying her eggs. She hopes that surfers will not want to ride the waves and hurt the chances of her species's survival.

The wise old mother sea turtle knows these things have happened. She knows that even if her babies grow strong enough to break through the leathery eggs, they will face grave danger. She knows predators like birds, fish, and other marine life will see those tiny, weak creatures as a way to survive. Nevertheless, each year she comes to this same beach and lays her eggs, and she hopes for the best.

Use a Column Chart to record examples of text and graphic features and their purpose in the story. Then answer the questions below.


1. What can you learn about this story from the title?

\_\_\_\_\_

2. Why does the author place certain text in italics?

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

3. Why do you think the author includes a quotation at the beginning of the story?

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

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# Multiple-Meaning Words

**The Fruit Bowl Project**

Vocabulary Strategies:  
Multiple-Meaning Words

The words in the box have more than one meaning. Read the sentences below and think about the situation, or context. Then choose the word that best completes each sentence.

revolting	present	stamp	strike	minor
camp	bound	patronize	raise	spring

1. Will stirred the leaves and mud and leftover food scraps into one \_\_\_\_\_ mass.
2. If he hasn't heard about the surprise party by now, he's \_\_\_\_\_ to find out eventually.
3. We were the last group to \_\_\_\_\_ our report to the class.
4. If the government plans to \_\_\_\_\_ taxes, it must make improvements to the city.
5. The mayor promised to \_\_\_\_\_ out crime for good.
6. The workers decided to go on \_\_\_\_\_ until their working conditions improved.
7. We hiked for about five miles through the woods until we arrived at the \_\_\_\_\_.
8. The boy was too young to make the decision because he was still a \_\_\_\_\_.
9. In the forest by the waterfall we found a sparkling \_\_\_\_\_.
10. The millionaire liked to give away money and \_\_\_\_\_ worthy causes.

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# Vowel Sounds /ou/, /oo/, /oh/, and /oi/

## The Fruit Bowl Project

Spelling: Vowel Sounds /ou/,  
/oo/, /oh/, and /oi/

**Basic** Write the Basic Word that best fits each clue.

1. using care
2. a shellfish
3. perfect
4. gobble up
5. a dark reddish purple
6. where you might eat in a diner
7. lift something heavy
8. show great joy
9. quiet and serious
10. a type of grass with hollow, woody stems
11. to be unsure of something

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

**Challenge** You are helping a friend run a dog-walking service. Write sentences that tell about it. Use three of the Challenge Words. Write on a separate sheet of paper.

### Spelling Words

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

### Challenge

- bountiful  
aloof  
adjoin  
taut  
turquoise

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# Spelling Word Sort

## The Fruit Bowl Project

**Spelling:** Vowel Sounds /ou/, /oo/, /ô/, and /oi/

Write each Basic Word beside the correct heading.

/ou/ spelled <i>ou</i>	
/oo/ spelled <i>oo</i>	
/ô/ spelled <i>au</i> , <i>aw</i> , or <i>ou</i>	
/oi/ spelled <i>oi</i> or <i>oy</i>	

### Spelling Words

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

### Challenge

bountiful  
aloof  
adjoin  
taut  
turquoise

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Fruit Bowl Project*. Find words that have the /ou/, /oo/, /ô/, and /oi/ spelling patterns on this page. Add them to your Word Sort.

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# Proofreading for Spelling

**The Fruit Bowl Project**

**Spelling:** Vowel Sounds  
/ou/, /oo/, /ô/, /oi/

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

On a glumy afternoon, Cesar began to take his test. He was exhausted! It had been a hard week of studying the construction of the Native American mownd sites, but he was ready.

Hawty Mrs. Skimple passed out the tests. She reminded the class to use cawtion and not to let their eyes wander over the invisible boundery between desks. Cesar didn't dawdel. As he finished, he knew he had done a flawles job.

He stood up to take his test to the front. The scowndrel sitting in the next seat, just to ahnoy Cesar, stuck out his foot. Cesar stumbled, felt his body droope, and accidentally bumped into the next desk. "I believe you are cheating, young man!" Mrs. Skimple roared. Never before had Cesar felt the pang of someone's dout about his integrity. Luckily, Cesar was able to explain what had happened, and Mrs. Skimple accepted his test.

**Spelling Words**

1. mound
2. gloomy
3. caution
4. annoy
5. dawdle
6. counter
7. haughty
8. rejoice
9. devour
10. thoughtful
11. flawless
12. maroon
13. droop
14. doubt
15. bamboo
16. hoist
17. oyster
18. exhausted
19. scoundrel
20. boundary

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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# Identifying Simple Subjects and Predicates

**The Fruit Bowl Project**  
Grammar: Subjects and Predicates

The **simple subject** of a sentence is the noun or pronoun that tells whom or what the sentence is about. The **simple predicate** is the verb.

**simple subject simple predicate**  
Most avocado trees grow in tropical climates.

### Thinking Question

*What part of the sentence tells whom or what the sentence is about?*

*What part of the sentence is the verb?*

**1–4. Decide whether the underlined word in each sentence is the simple subject or simple predicate. Circle the correct answer.**

1. We have an avocado tree in our backyard.  
simple subject    simple predicate
2. When my cousins come over, they eat avocados with every meal.  
simple subject    simple predicate
3. Sometimes my mother sneaks a sliced avocado into my backpack.  
simple subject    simple predicate
4. My dad says that avocados are good for you.  
simple subject    simple predicate

**5–8. Underline the simple subject of each sentence. Circle the simple predicate.**

5. My friend from camp likes avocados.
6. Guacamole is my favorite dish made with avocado.
7. In science class, we tried to get the seed of an avocado to sprout.
8. The skin of this avocado is bumpy.

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# Compound Subjects and Predicates

**The Fruit Bowl Project**  
Grammar: Subjects and Predicates

A **compound subject** contains two or more simple subjects that have the same predicate. They are joined by *and* or *or*.

**compound subject**

Pasta or rice would be easy to make for dinner.

A **compound predicate** contains two or more simple predicates that have the same subject. They are joined together by *and* or *or*.

**compound predicate**

I eat healthy foods and exercise every day.

**Thinking Question**

*Does the subject contain two or more simple subjects that have the same predicate?*

*Does the predicate contain two or more simple predicates that have the same subject?*

**1–3. Underline the simple subject in each sentence. Then combine the sentences to show a compound subject.**

1. Gerard can cook lunch. Jennifer can cook lunch.

\_\_\_\_\_

2. Beans contain a lot of protein. Eggs contain a lot of protein.

\_\_\_\_\_

3. My mother made tacos for dinner. My sister made tacos for dinner.

\_\_\_\_\_

**4–6. Underline the simple predicate in each sentence. Then combine the sentences to show a compound predicate.**

4. I stretch before I exercise. I hydrate before I exercise.

\_\_\_\_\_

5. I washed the dishes. I dried the dishes.

\_\_\_\_\_

6. Zubin will run for exercise. Zubin will swim for exercise.

\_\_\_\_\_



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# Subjects in Imperatives and Interrogatives

**The Fruit Bowl Project**  
Grammar: Subjects and  
Predicates

An **imperative sentence** gives a command. The subject of an imperative sentence is always *you*, but the subject is never written into the sentence.

Pick up a bunch of bananas at the grocery store. (**Subject: you [understood]**)

An **interrogative sentence** asks a question. To find the subject, you must first identify the predicate. Then ask who or what is performing the action described in the predicate.

Where did my bag of peanuts go? (**Simple subject: bag**)

**Thinking Question**  
*Does the sentence give a command? Does the sentence ask a question?*

**Activity** Write the simple subject on the line. Then tell whether each sentence is imperative or interrogative.

1. What are you going to make for dinner? \_\_\_\_\_
2. Did your mother give you the dessert recipe? \_\_\_\_\_
3. Stop eating all the carrots. \_\_\_\_\_
4. Ask him to help clean the grill. \_\_\_\_\_
5. How should I arrange the fruit plate? \_\_\_\_\_
6. Does Kim need more tomatoes? \_\_\_\_\_
7. Hand me the dish towel, please. \_\_\_\_\_
8. Look for some more plates. \_\_\_\_\_

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# Using Adjectives and Adverbs

**The Fruit Bowl Project**  
Grammar: Spiral Review

<b>good</b>	Ms. Brown is a <b>good</b> teacher.
	My test marks were <b>good</b> , but they could have been better.
<b>well</b>	I think I did <b>well</b> on the quiz.
	After catching the flu, it was a while before I felt <b>well</b> again.

Articles		Demonstrative Adjectives		Proper Adjectives		
a	an	this	that	English	Arabic	North African
	the	these	those	Spanish	Persian	Shakespearean

Comparisons					
Adjectives			Adverbs		
good	better	best	well	better	best
bad	worse	worst	badly	more badly	most badly
unusual	more unusual	most unusual	unusually	more unusually	most unusually
quick	quicker	quickest	quickly	more quickly	most quickly

**1–4. Underline the mistakes with adjectives and adverbs. Rewrite the sentence correctly on the line.**

1. Ms. Diaz is the most nicest spanish teacher in our school.

\_\_\_\_\_

\_\_\_\_\_

2. Annette said that I have a gooder accent than she does, but these is not true.

\_\_\_\_\_

\_\_\_\_\_

3. I feel well about my quiz results since I usually do very good on tests.

\_\_\_\_\_

\_\_\_\_\_

4. The test on south america was the more difficult test we've had.

\_\_\_\_\_

\_\_\_\_\_

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# Sentence Fluency

**The Fruit Bowl Project**  
Grammar: Connect to Writing

<b>Sentences with Similar Subjects but Different Predicates</b>	We could set the table. We could ride our bikes.
<b>Combined</b>	We could set the table or ride our bikes.
<b>Sentences with Similar Predicates but Different Subjects</b>	Jamal rides the bus to school. Kathryn rides the bus to school.
<b>Combined</b>	Jamal and Kathryn ride the bus to school.

**Combine the sentences below using conjunctions and punctuation to form compound subjects or predicates.**

1. Alison could study her science. Alison could do her chores.

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2. Jamie reads slowly. Jamie memorizes quickly.

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3. I thought we were having chicken for dinner. Todd thought we were having chicken for dinner.

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4. Finn loves sushi. Jeanette loves sushi.

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5. Three-bean chili is delicious. Three-bean salad is delicious, too.

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# Focus Trait: Word Choice

## Using Sensory Words

**The Fruit Bowl Project**  
Writing: Write to Express

Sentence	Sensory Word Added
Throughout the day, the students gossiped. (sound)	Throughout the day, the school buzzed with gossip.

**A. Read each sentence. Add a word or words that appeal to the sense named in parentheses. Write your new sentences.**

Sentence	Sensory Word or Words Added
1. I got in line for a hamburger. (smell)	_____ _____
2. The custodian shook the keys in his hand. (sound)	_____ _____
3. Tom had a snack after school. (taste)	_____ _____
4. The nurse rubbed ointment on Reba's injured arm. (touch)	_____ _____
5. The principal wore an old suit. (sight)	_____ _____

**B. Pair/Share** Read the sentence below. Work with a partner to identify all of the sensory words in the sentence. Name the sense to which each sensory word appeals.

Sentence	Sensory Word and Sense
6. In the schoolyard, Dara tenderly held the fragrant bouquet of gorgeous blossoms.	_____ _____ _____