

Sequence of Events

Science Friction
Comprehension: Sequence of Events

Read the selection below.

Food Science

“Today we’ll tackle chocolate chip cookies,” Chef Orlando said.

The food science class broke into applause. Chef Orlando took a bow and lifted his giant wooden spoon with a smile.

“Okay, class, first we measure out the flour, baking soda, and salt. Then we sift them all together,” he said.

“Next, in a different bowl, combine the wet ingredients. Cream the butter and sugar on medium speed, and then add the eggs and vanilla.”

Giggles erupted as one student lifted his mixer at an odd angle and a blob of slimy dough flew across the room.

“Now you can add the sifted flour and mix. Last but not least, go ahead and pour in the chocolate chips!”

Chef Orlando nodded his approval at the bowls of cookie dough. “Perfect. Before we started mixing ingredients, I preheated the ovens, so now we just spoon lumps onto the cookie sheets and bake for eleven minutes,” Chef Orlando said.

Fill in the Flow Chart to list the sequence of events for making chocolate chip cookies.

Event 1:
↓
Event 2:
↓
Event 3:
↓
Event 4:
↓
Event 5:
↓
Event 6:

Name _____ Date _____

Sequence of Events

Science Friction
Comprehension:
Sequence of Events

Read the selection below.

Summer Harvest

“Welcome back. I’m so glad you decided to join me for the Summer Harvest class,” Mrs. Green said. “As you remember, we planted many crops in April. Since then, we weeded in May and did pest control in June. A garden has to survive many challenges: bugs, severe weather, and proper soil conditioning. So far, our garden seems to have made it through.”

“Which vegetables will be ready to harvest first?” asked Jill.

Mrs. Green exclaimed, “Beans! Bush beans, green beans, pole beans, you name it. These plants grow in just 60 days.” The class harvested the beans and consumed bean salad, refried beans, and bean dip until they didn’t want to see another bean.

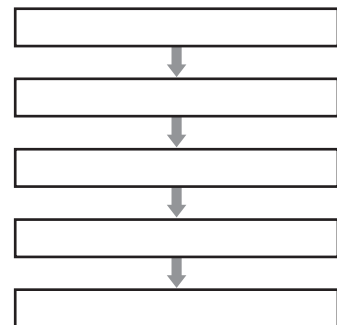
A few weeks later, Jill asked, “What crop will be mature and ready for harvesting next?”

“Corn and cucumbers. These plants take a little more care and time to develop than the beans,” Mrs. Green said. They pulled the corn from the stalks and plucked the cucumbers from their plants.

After a couple of weeks, the gardeners were ready for the next harvest. Mrs. Green announced, “Guess what, class? The final harvest is our crops of tomatoes and peppers. They are ripe and waiting for you to pick and savor them!”

“Our garden is a huge success!” exclaimed Jill.

Complete a Flow Chart to organize selection details in sequence. Then answer the questions below.



1. What was the first step in the Summer Harvest class’s successful garden?

2. What can you predict about next year’s garden planting?

Name _____ Date _____

Latin Roots and Affixes

Science Friction
Vocabulary Strategies:
Latin Roots and Affixes

Some of the words below are formed using one of the following root words: *lumen/ luc/ lum*, which means “light,” and *mov/ mot/ mobil*, which means “move.” The other words use one of the following prefixes: *ambi-*, meaning “both” or “around,” and *sub-*, meaning “under.” Choose the word from the box that best completes each sentence.

ambitious	translucent	ambivalent	motivated
promotion	subterranean	luminous	submarine

1. I was feeling _____ when I couldn't decide between chocolate and vanilla ice cream.
2. An earthworm is a _____ animal, since it lives underground.
3. I could see right through the _____ screen.
4. The _____ student took several difficult classes.
5. The stars shining brightly in the sky look _____.
6. I got up early on Saturday morning because I was _____ to be the first person in line when the store opened.
7. Under the water, the dolphin swam by the large _____.
8. My mom got a _____ at work, and she said it would help her move up in her career.

Name _____ Date _____

Final /ən/, /əl/, and /ər/

Science Friction
Spelling: Final /ən/, /əl/, and /ər/

Basic Write the Basic Word that best belongs in each group.

1. trash, garbage, _____
2. pint, liter, _____
3. fields, trees, _____
4. circle, square, _____
5. leave, give up, _____
6. advice, help, _____
7. incorrect, wrong, _____
8. enemy, competitor, _____
9. flower, seed, _____
10. tuna, bass, _____
11. end, stop, _____
12. reduce, reuse, _____
13. breathe, air, _____
14. car, truck, _____
15. watch, observe, _____

Challenge Imagine you are running a marathon. Write a paragraph telling about the event. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. triangle
2. mental
3. error
4. panel
5. litter
6. pollen
7. gallon
8. cancel
9. abandon
10. rival
11. soldier
12. recycle
13. salmon
14. counsel
15. rural
16. vehicle
17. citizen
18. monitor
19. physical
20. oxygen

Challenge

punctual
endeavor
abdomen
kilometer
dandelion

Name _____ Date _____

Spelling Word Sort

Science Friction
Spelling: Final /ən/, /əl/, and /ər/

Write each Basic Word beside the correct heading.

Final /ən/ spelled <i>en</i> and <i>on</i>	
Final /əl/ spelled <i>le</i> , <i>el</i> , and <i>al</i>	
Final /ər/ spelled <i>or</i> and <i>er</i>	

Spelling Words

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16. vehicle
17. citizen
18. monitor
19. physical
20. oxygen

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through “Science Friction.” Find words in this selection that have the final /ən/, /əl/, and /ər/ spelling patterns on this page. Add them to your Word Sort.

Challenge

punctual
endeavor
abdomen
kilometer
dandelion

Name _____ Date _____

Proofreading for Spelling

Science Friction

Spelling: Final /ən/, /əl/, and /ər/

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

Concentrating all his mentel powers, the lab student focused on his science experiment. Carefully, Leo brushed cactus pollin onto his left arm. Even though his teacher had tried to consel him to abandun his mad project, he was determined to change his own physicle properties. Next he mixed a galon of his secret growth formula and drank it. He stepped into the pressure chamber and pressed the control button that would deliver the oxigen. He tried to moniter the process for eror but grew dizzy. Still, nothing could make him cansel his dream. No bully would ever make fun of him again. No rivul would win the coveted science fair prize. He stumbled out of the chamber. A giant, poison-spiked, green cactus arm extended where Leo Finkle's left arm had once been.

Spelling Words

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13. salmon
14. counsel
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18. monitor
19. physical
20. oxygen

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

Name _____ Date _____

Using *and*, *but*, and *or*

Science Friction
Grammar: Coordinating
Conjunctions

The **coordinating conjunctions** *and*, *but*, and *or* join sentence parts. *And* adds information. *Or* shows choice. *But* shows contrast.

We took a ride on the boat, and he showed us fish.

Mike can go swimming, or he can go fishing.

I was tired, but I finished the work.

Thinking Question

Does the word join parts of a sentence? Does it add information, or does it show choice or contrast?

Activity Underline the coordinating conjunction in each sentence.

1. We waited for you, but you were at a piano class.
2. You can eat the sandwiches, or you can hide them somewhere.
3. Science interests me, but I find it difficult.
4. We sat in my room, and we tried to decide who would be the leader.
5. I wanted to be the leader, but she wanted to make the decisions.
6. He ate a sandwich, and I went on working.
7. We could meet at your house, or we could meet at mine.
8. You like astronomy, but I prefer biology.
9. My room was a mess, and it was getting messier.
10. I was worried, but the project went well.

Name _____ Date _____

Compound Sentences

Science Friction
Grammar: Coordinating
Conjunctions

A **compound sentence** is made up of two simple sentences, joined by a comma and a connecting word such as *and*, *or*, or *but*.

Ellen talked a lot, but George was almost silent.

Thinking Question

What are the two simple sentences joined by a connecting word?

Activity Underline the simple sentences in each compound sentence.
Circle the connecting word.

1. He took the turkey sandwich, but he didn't eat it.
2. Do you like science best, or do you prefer math?
3. I worried, and Benji cheered me up.
4. We tried to work, but we all had different ideas.
5. Five weeks passed, and we still didn't have a plan.
6. I didn't like Ellen at first, but we became friends.
7. You could make the model, or you could draw the outline.
8. George was not completely silent, but he didn't say much.
9. We finished the project, and our teacher liked it.
10. I could be a scientist, or I could be a clown.

Name _____ Date _____

Subject-Verb Agreement in Compound Sentences

Science Friction
Grammar: Coordinating Conjunctions

Each subject in a compound sentence must agree in number with the verb that follows it.

My brother bikes to school, but my sisters drive.

Thinking Question

Does each subject in the sentence agree in number with the verb that follows it?

Activity Circle the correct form of the verb in the parentheses.

1. Mr. Wallace (teach, teaches) science, but they (teach, teaches) math.
2. Alison (run, runs) a mile each day, and I (walk, walks) in the park.
3. You (is, are) great at physics, and Juan (is, are) great at biology.
4. We (talks, talk) a lot at lunch, but Mr. Wallace (like, likes) silence.
5. The science project (take, takes) too much time, but I (like, likes) learning about snakes.
6. They (need, needs) a new team member, and I (wants, want) to join.
7. Jeanine (help, helps) me with math, but I (help, helps) her with science.
8. Five students (wants, want) to do a project on fossils, but Mari (prefer, prefers) a project on plants.
9. Kyle and Hina (is, are) science team captains, but Hina (want, wants) to meet every day.
10. The science fair (is, are) on Friday, and I (am, are) almost ready.

Name _____ Date _____

Subjects and Predicates

Science Friction
Grammar: Spiral Review

Imperative Sentence	<i>(You)</i> Please clean your room.
Interrogative Sentence	Will you clean up this bedroom?
Compound Subject	Dirty clothes and scattered toys clutter the floor.
Compound Predicate	I will fold my laundry and organize my closet.

1–3. Write *imperative* or *interrogative* for each sentence. Then write the subject of the sentence.

1. Please bring me the vacuum. _____
2. Should we find an extension cord? _____
3. Sweep the hallway first. _____

4–8. Underline the conjunction in each compound subject or predicate. Then write the simple subjects or simple predicates that are joined by the conjunction.

4. Dust and dirt are swept into the pan. _____
5. Would you rather clean the closet or wash the windows?

6. I emptied the wastebasket and closed the dresser drawers.

7. Jackson and Felicia said that my room looked as if a tornado had gone through it. _____
8. I clean my room every week and help around the house with other chores. _____

Name _____ Date _____

Sentence Fluency

Science Friction
Grammar: Connect to Writing

Rambling, Choppy Sentences

We could do an astronomy project. Only Ellen knows about astronomy. George doesn't say much. Benji isn't much help either.

Compound Sentences

We could do an astronomy project, but only Ellen knows about astronomy. George doesn't say much, and Benji isn't much help either.

Combine the simple sentences into compound sentences. Write the new sentence on the line.

1. We could study fish. We could grow beans.

2. Maybe George was smart. It was hard to tell.

3. We couldn't work together. Our project was behind schedule.

4. Our moldy food seemed like a mess. It got us an A!

5. Ellen had many interests. She enjoyed astronomy and music the most.

Name _____ Date _____

Focus Trait: Ideas

Expressing an Opinion

Science Friction
Writing: Write to Respond

Good writers give detailed explanations for their opinions. They also use evidence to support their opinion.

When explaining your opinion in a response to literature, be sure that you use details and examples from the text to support your opinion.

Read the book review below. Then answer the questions that follow.

The new book by acclaimed author Spooky van Danz, entitled *A Very Spooky Tale of Mad Science*, is an excellent follow-up to his debut novel, *A Spooky Tale of Mad Science*. In this thrilling sequel, the author brings back the hero, Dr. Al Chemistry, who once again wreaks havoc by setting loose wacky monsters created in his secret lab. The author's unique blend of humor and

terror make for an exciting read. For example, in Chapter 5, Dr. Al Chemistry's latest creation, a giant apple-monster with an appetite for doctors, causes chaos at a local hospital. Aside from Chapter 2, which went on a bit too long describing Dr. Al Chemistry's brother Joe, the book was an entertaining page-turner. I would highly recommend it.

1. What word in the topic sentence establishes the writer's opinion about the book? _____

2. What sentence shows the writer using textual evidence to back up her opinion? _____

3. What reason does the writer give for liking the book? _____

4. What part of the book did the writer not like? What reason is given?
