

Name _____ Date _____



The Great Fire
Independent Reading

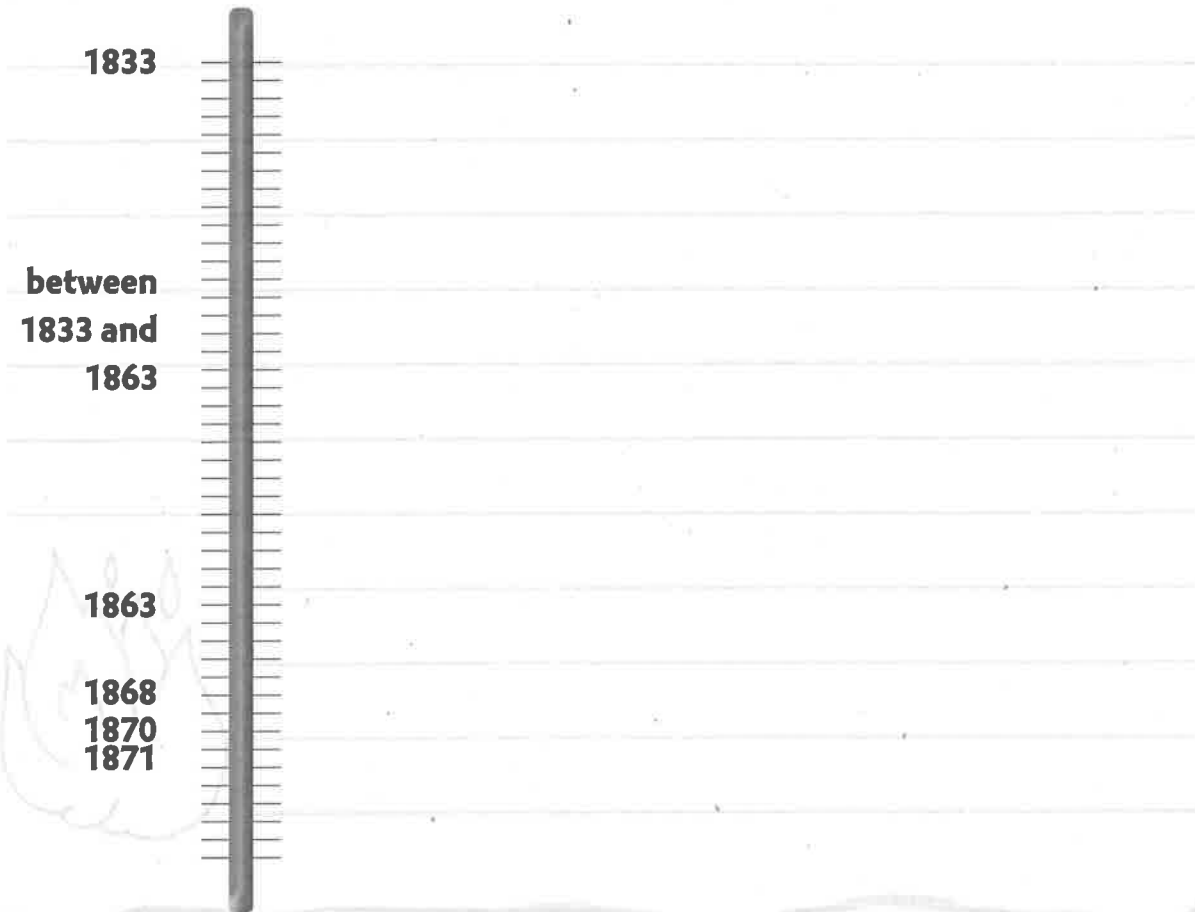
The Great Fire

A Timely Fire

This selection starts with the beginning of the Great Fire, and goes back in time to describe the events leading to it. As you reread the text, place the events in order on the timeline.

Hints:

- Pages 283–288:** events of October 8, 1871
- Pages 284–288:** fires that happened before the Great Fire
- Page 290:** the aftermath of the fire



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The Great Fire
Independent Reading

Do you think the Great Fire could have been prevented?
Write one side of a debate, proving that the fire could have
or could not have been prevented. Use facts from the timeline
and the text to support your claim.

A large, irregularly shaped writing area with a thick black border, resembling a piece of parchment or a scroll. It contains 20 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the scroll. The top and bottom edges of the scroll are wavy and irregular, while the sides are also wavy but more vertical. The scroll is positioned in the center of the page, below the introductory text and above the footer.



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Suffixes *-ion, -ation, -ism*

The Great Fire
Vocabulary Strategies:
Suffixes *-ion, -ation, -ism*

The nouns below all end with the suffix *-ion, -ation, or -ism* which change a verb into a noun. Choose the word from the box that best completes each sentence.

qualification heroism decision acceleration stabilization
criticism duplication formation plagiarism absorption

1. Being a good swimmer is a _____ required to be a lifeguard.
2. Our teacher reminded us that students who copy someone else's work will be accused of _____ and get a zero for their report grade.
3. The crowd cheered the driver's _____ into first place.
4. Geese fly in a V _____.
5. He made a _____ to turn back when he saw the rising storm.
6. The firefighter showed a great deal of _____ by running into the burning building to save lives.
7. This towel has better _____ than that towel.
8. They planned which presents each member of the family would give to avoid _____.
9. After the earthquake, the tall buildings required _____.
10. She said that she really enjoyed the movie, but she had one minor _____ about the special effects.

Suffixes: *-ion* or *-ation*

The Great Fire
Spelling: Suffixes: *-ion* or *-ation*

Basic Write the Basic Words that best complete each sentence pair.

- 1-2.** I really _____ great actors. Now that I am going to be in a play, I hope my performance will be worthy of _____.
- 3-4.** The character I play is a veterinarian who performs a routine _____. I wanted someone to _____ my performance to see if I was ready.
- 5-6.** I need to _____ any mistakes before opening night. I asked Mom to watch me perform my scene and suggest a _____ I might need to make.
- 7-8.** Mom said that I did not need to _____ anything about my performance, but that my costume might need an _____.
- 9-10.** Mom held up a mirror to _____ my image back at me. I looked at my _____ and saw that my shirt was on backwards.
- 11-12.** I couldn't find the belt for my costume, so I had to _____ another belt. I don't think anyone will notice the _____.

Spelling Words

1. correct
2. correction
3. explore
4. exploration
5. admire
6. admiration
7. subtract
8. subtraction
9. examine
10. examination
11. separate
12. separation
13. alter
14. alteration
15. preserve
16. preservation
17. reflect
18. reflection
19. substitute
20. substitution

Challenge

- irritate
- irritation
- coordinate
- coordination

Challenge Your family has put you in charge of planning their next vacation. Write about where you will go and what you will do. Use two of the Challenge Words. Write on a separate sheet of paper.

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Spelling Word Sort

The Great Fire
Spelling: Suffixes: *-ion* or *-ation*

Write each Basic Word beside the correct heading.

Verb	
Noun (drop the final <i>e</i>)	
Noun (no change made)	

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Challenge

- irritate
- irritation
- coordinate
- coordination

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Great Fire*. Find words that have the suffixes *-ion* or *-ation* on this page. Add them to your Word Sort.

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Proofreading for Spelling

The Great Fire
Spelling: Suffixes: *-ion* or *-ation*

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

Emma, Rachel, and Granny had gone to eksplere the woods, looking for berries to perserve for the winter. There was no substitoot for wild Maine berries for Granny's cakes. Anything else would subtrack from their unique flavor. Once, she made a substitootion with beets, but it caused the batter to seperate. Now Emma's explurashun had led her astray. She had lost Rachel and Granny. Their seperation worried Emma. She paused to refleck and bent to examun her face in a pool of water. That examunation showed Rachel's face just behind her! She was found!

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

Spelling Words

1. correct
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Subject and Object Pronouns

The Great Fire
Grammar: Subject and
Object Pronouns

A **subject pronoun** takes the place of a noun used as a subject.

subject pronoun

When Maggie saw the fire dog, she patted him.

A **object pronoun** takes the place of a noun used as the object of an action verb. Object pronouns can also follow words such as *at, for, in, to,* and *with*.

object pronoun

When Maggie saw the fire dog, she patted him.

Thinking Questions

Does the pronoun take the place of a noun used as a subject? Does the pronoun take the place of a noun used as an object?

1-4. Underline the subject pronouns.

1. Maggie tried to put out the fire, but she couldn't.
2. The firefighters were worried, so they kept a careful lookout.
3. Fires are dangerous because they are hard to control.
4. Vera wondered how she could help prevent fires.

5-8. Underline the object pronouns.

5. The fire is dangerous, so stay far away from it.
6. Maggie got lost, and Cliff helped her.
7. Cliff and I were in trouble, but the firefighters helped us.
8. I told the firefighters that I would write a poem about them.

Pronouns in Compounds

The Great Fire
Grammar: Subject and
Object Pronouns

Subject pronouns (*I, he, she, we, they*) should be used in compound subjects. **Object pronouns** (*me, him, her, us, them*) should be used in compound objects. **Antecedents** should be clear to avoid vague pronouns. (*I, me*; and *you* don't need antecedents.)

subject pronoun

Aunt Sara said that she and Uncle Dan would visit soon.

object pronoun

Aunt Sara told Mom and me that she would visit soon.

antecedent

Aunt Sara told me that *she* would visit soon.

Thinking Questions

Which pronoun should be used in the compound subject or compound object of a sentence?
How can you avoid using a vague pronoun?

Activity Underline the correct pronoun in parentheses to complete the sentence. Circle any vague pronouns, which don't have clear antecedents.

1. My family lives in the woods. (We, Us) and others must watch out for forest fires.
2. When leaves get dry in the fall, Dad rakes (they, them) and the fallen acorns.
3. Jan and (I, me) help by putting it in the compost to make fertilizer for the garden.
4. Our firewood is far from the house. This keeps both (we, us) and the house safe.
5. Dad says (he, him) and Aunt Sara carried wood a lot farther when they were kids.
6. Having running water is important. (Her, She) and I make sure the hoses work.
7. When the shed caught on fire, Dad told Jan and (I, me) to use the hoses.
8. Sparks were everywhere. We kept (them, they) and the flames from setting it on fire.
9. Nothing was close to the shed, so she and (I, me) did not lose our belongings.
10. If the fire had spread, (we, us) and our neighbors could have lost much more.

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Pronouns After Linking Verbs

The Great Fire
Grammar: Subject and Object Pronouns

A subject pronoun is used after a linking verb.

linking verb **subject pronoun**

It was he who put out the fire.

A singular noun is replaced by a singular pronoun (*I, you, he, she, it*). A plural noun is replaced by a plural pronoun (*you, we, they*).

antecedent **pronoun**

The firefighters were they who put out the fire.

Thinking Questions

Is the pronoun used after a linking verb?
Does it match the antecedent in number?

1–4 Underline the correct pronoun in parentheses to complete the sentence.

1. The captain of the firehouse is (him, he, them, they).
2. Francis and Bonnie were (they, them, she, her).
3. The rescuer was (they, them, she).
4. The hero of the story is (he, him, we, us).

5–8 Circle the vague pronoun in each sentence.

5. The last one to return was he.
6. Am I next, or are they?
7. She and I need more time.
8. Will they speak first?

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Main and Helping Verbs, Linking Verbs

The Great Fire
Grammar: Spiral Review

helping verb	I can gaze into a bonfire all night long.
main verb	I can gaze into a bonfire all night long.
linking verb	I feel peaceful watching the flames dance and shimmer.

1–5. Underline each helping verb once and each main verb twice.

1. My dad and I will check the fire conditions in the morning.
2. Usually we can build a bonfire easily.
3. Would you like to join us?
4. Heather can play many songs on her guitar.
5. We will sing songs all night long.

6–10. Underline the linking verb in each sentence.

6. Dad looks happy whenever we sit around the fire.
7. His father was a forest fire spotter.
8. Maybe I will become a fire spotter, too.
9. Heather seems to be more interested in music.
10. We look tired but happy at the end of the night.

Connect to Writing

The Great Fire
Grammar: Connect to Writing

Choppy Sentences	Complex Sentence with Pronoun
Vera saw that my bike had a flat tire. Vera gave me a ride to the fire station.	Since Vera saw that my bike had a flat tire, she gave me a ride to the fire station.

Combine each pair of sentences to form a complex sentence. Add a subordinating conjunction and replace repetitive nouns with pronouns. Avoid vague pronouns by making sure it is clear which noun a pronoun replaces.

1. Maria wanted to learn about fire safety. Maria visited the fire station in her neighborhood.

2. Rob's family made a fire safety plan. Rob knew what to do if there was a fire.

3. Gina knew better. Gina forgot to replace the battery in the smoke alarm.

4. Manny learned how to operate a fire extinguisher. Manny took a fire safety course.

5. Never leave burning candles alone. Burning candles left alone can start fires.

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Focus Trait: Organization

Using Standard English

The Great Fire
Writing: Informative Writing

Sentence with Nonstandard English	Sentence with Standard English
I been fixing to learn more about smokejumpers for a good while.	I have been intending to learn more about smokejumpers for quite some time.

A. Read each sentence. Change the underlined word(s) in each sentence to standard English.

Sentence with Nonstandard English	Sentence with Standard English
Smokejumpers are firefighters who parachute into remote areas to <u>duke it out with the fire</u> .	Smokejumpers are firefighters who parachute into remote areas _____
Smokejumpers <u>do stuff like</u> firefighting, disaster relief, and emergency management.	Smokejumpers _____ firefighting, disaster relief, and emergency management.

B. Pair/Share Rewrite each sentence in standard English. Work with a partner to think of the best words to use.

Sentence with Nonstandard English	Sentence with Standard English
Some smokejumpers are <u>gonna</u> come to our class tomorrow.	_____
Being a smokejumper must be a cool job!	_____
Russia has more smokejumpers than all them other countries.	_____