

Name _____ Date _____



Onward
Independent Reading

Onward

The Most Important Lists

You have just read about the expedition to the North Pole. Without proper planning, the expedition might have ended the way the other four had ended.

Read pages 379–380. Help the teams create a list of at least three tasks to complete before the expedition. For each task, write who will be in charge of completing it. Then write at least three things the teams will need. For each item, write how it will be used.

To-Do List

Before

Hand-drawn list template with 15 horizontal lines for writing.

Supply List

Before

Hand-drawn list template with 15 horizontal lines for writing.

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Onward
Independent Reading

Read pages 381–384 and 387. Help the teams create a list of at least four tasks to complete during the expedition. For each task, write who will be in charge of completing it. Then write at least four things the teams will need. For each item, write what it will be used for. Use what you have read to help you.

To-Do List

During

Hand-drawn lines for writing tasks and names in the To-Do List section.

Supply List

During

Hand-drawn lines for writing supplies and uses in the Supply List section.

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Figures of Speech

Onward
Vocabulary Strategies:
Figures of Speech

Read the sentences below. Think about the meaning of the underlined figure of speech. Then write the meaning on the line.

1. Charlie closed his eyes, took a deep breath, and jumped off the high board before he could lose his nerve.
Meaning: _____

2. Maria's favorite song wrapped its arms around her and rocked her to sleep.
Meaning: _____

3. My grandfather says he doesn't use computers because you can't teach an old dog new tricks.
Meaning: _____

4. Ms. Balin wants us to think outside the box to find creative topics for our science projects.
Meaning: _____

5. Wim should be in the movies—the camera loves him!
Meaning: _____

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More Words with *-ion*

Onward
Spelling: More Words with *-ion*

Basic Write the Basic Word that best fits each clue.

1. to crash into each other
2. something that someone owns
3. to cause two people to know each other
4. the distribution of a newspaper
5. to make an approximate calculation
6. to spread around
7. an approximate guess
8. to have or to own
9. the part of a book that comes at the beginning
10. an accident between two cars

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

Challenge The fire chief has just talked about fire safety and prevention at your school. Write a brief paragraph about what you learned. Use the four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. circulate
2. circulation
3. conclude
4. conclusion
5. instruct
6. instruction
7. possess
8. possession
9. introduce
10. introduction
11. except
12. exception
13. discuss
14. discussion
15. collide
16. collision
17. oppose
18. opposition
19. estimate
20. estimation

Challenge

- detect
detection
procrastinate
procrastination

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Spelling Word Sort

Onward

Spelling: More Words with *-ion*

Write each Basic Word beside the correct heading.

noun	
verb	

Spelling Words

1. circulate
2. circulation
3. conclude
4. conclusion
5. instruct
6. instruction
7. possess
8. possession
9. introduce
10. introduction
11. except
12. exception
13. discuss
14. discussion
15. collide
16. collision
17. oppose
18. opposition
19. estimate
20. estimation

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Onward: A Photobiography of African-American Polar Explorer Matthew Henson*. Find words with *-ion*. Add them to your Word Sort.

Challenge

- detect
- detection
- procrastinate
- procrastination

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Proofreading for Spelling

Onward

Spelling: More Words with *-ion*

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

Robert Peary, who led the first expedition to reach the North Pole, is credited with the interduction of local instructors. He was an exseption among explorers because he did not oposse taking help from local people. He was the first to conclud that he could get the best instruktion in Arctic survival from the Inuit who lived there. He took time to diskuss his plans with the Inuit and let them instruck him. He would then lead a discusion with his team and interduce his ideas. He would not tolerate any oposition to his plan. Sometimes there was a colishun of wills, but Peary always won. He relied on Inuit guides and, in the end, excep for one American, most of Peary's companions at the Pole were Inuit.

Spelling Words

1. circulate
2. circulation
3. conclude
4. conclusion
5. instruct
6. instruction
7. possess
8. possession
9. introduce
10. introduction
11. except
12. exception
13. discuss
14. discussion
15. collide
16. collision
17. oppose
18. opposition
19. estimate
20. estimation

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

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Present, Past, and Future Tenses

Onward
Grammar: Simple and Perfect
Verb Tenses

The **present tense** tells that something is happening now.

The **past tense** tells that something has already happened.

The **future tense** tells that something is going to happen.

past

He asked them to join the expedition a week ago.

present

Today, he asks them if they have finished packing.

future

When they return from the expedition, he will ask them if they enjoyed the trip.

Thinking Question

Does the sentence tell about something that is happening now, something that has already happened, or something that is going to happen?

Activity Write *present, past, or future* for each underlined verb.

1. We loaded the sledges. _____
2. He looks at the map. _____
3. We will stay in an igloo. _____
4. They never talk about failure. _____
5. We'll explore the caves tomorrow. _____
6. Pressure ridges slow them down. _____
7. Will we arrive there next week? _____
8. I shall lead the team. _____
9. Henson explored the Arctic. _____
10. They fear crevasses. _____

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Perfect Tenses

Onward
Grammar: Simple and Perfect
Verb Tenses

The **present perfect** describes an action that started in the past and may still be going on. This tense is formed by using *has* or *have* with the past participle of the verb.

We have studied grammar for many weeks.

The **past perfect** describes an action that was completed before some moment or action in the past. This tense is formed by using *had* with the past participle of the verb.

Before that, we had studied vocabulary.

The **future perfect** describes an action that will be completed before some moment or action in the future. This tense is formed by using *will have* with the past participle of the verb.

By next semester, we will have studied a lot of grammar and vocabulary.

Thinking Question

How are the perfect tenses formed?

Activity Write *present perfect*, *past perfect*, or *future perfect* for each underlined verb.

1. Bob had completed the hike in three hours. _____
2. Julie has hiked with our team for months. _____
3. They have traveled very far. _____
4. By April, we will have collected enough money for the trip. _____
5. The students had studied about the North Pole. _____
6. People have said it's a very unique rock formation. _____
7. They will have finished by then. _____
8. By the time we got top of the mountain, the sun had set. _____

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Using Consistent Tenses

Onward
Grammar: Simple and Perfect
Verb Tenses

Using consistent tenses means making sure that all verbs are in the same tense: either past, present, or future.

consistent tense

I walked home, made dinner, and finished my homework.

Thinking Question

How do I make the tense of the verbs in a sentence consistent?

Activity Rewrite the underlined verb to make it consistent with the verb tense in the sentence.

1. They reached the pole on the fifth day and stay there. _____
2. He aims to do it in six months and hoped to do it sooner. _____
3. Henson fixed the broken sled and drags it to the yard. _____
4. We cooked the food on a small stove and serve it. _____
5. He looks at the ridge of ice and wondered. _____
6. The explorers play with the dogs and chased them. _____
7. The dog at the head of the team limps and will struggle. _____
8. The team was exhausted after the hard day and yearn for home. _____
9. Peary showed he was pleased with their efforts when he hugs the dogs.

10. The dogs were tired and take a nap. _____

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Coordinating Conjunctions

Onward
Grammar: Spiral Review

Dr. Hollister and his team set out on an adventure.
Have the sled dogs eaten, or do they need to be fed?
The team wanted to leave immediately, but the doctor wanted to wait until morning.

1–4. Circle the coordinating conjunction that has the meaning shown in parentheses. Then write whether the conjunction is used to connect subjects, predicates, or simple sentences.

1. The tundra is dangerous, but the explorers are a brave group of adventurers. (**shows contrast**) _____
2. This fur coat keeps you warm and shields you from the wind. (**adds information**) _____
3. Will the lead team carry the supplies, or will the support team carry them? (**shows choice**) _____
4. Are the lead team and the support team ready, or should we wait? (**adds information**) _____

5–6. Combine the underlined sentences in the passage to make compound sentences. For each sentence, use a comma and a coordinating conjunction, or use a semicolon.

The expedition began in the morning. Everybody was anxious about the journey ahead. The sled dogs barked. They trotted through the snow. The sun had not yet risen. The team had headlamps to light their way.

5. _____

6. _____

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Connect to Writing

Onward
Grammar: Connect to Writing

Incorrect Tenses	Correct Tenses
<p>“Henson and I <u>walk</u> ahead,” said Peary. We all <u>carry</u> our packs onward as heavy clouds <u>will blot</u> out the sun.</p>	<p>“Henson and I <u>will walk</u> ahead,” said Peary. We all <u>carried</u> our packs onward as heavy clouds <u>blotted</u> out the sun.</p>

Rewrite each sentence using the correct tense of the verb in parentheses.

1. Henson was wearied by the terrain and (hope) the weather would improve.

2. The team walked ten miles today, and they (walk) twenty miles tomorrow.

3. We (wait) a long time for Peary's team yesterday.

4. The Inuit will leave soon, and we (miss) their valuable help.

5. Did you feed the dogs when they (bark)?

6. They were cold and hungry when they (arrive) at the igloo.

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Focus Trait: Organization

Grouping Ideas into Paragraphs

Onward
Writing: Informative Writing

Ideas	Ideas Organized into Logical Order in a Paragraph
<ul style="list-style-type: none"> • Kit Carson lived from 1809–1868. • Carson was hired to be a guide for John C. Fremont. • Carson became a national hero when Fremont wrote about the trip. • He worked as a fur trapper in New Mexico. • He led Fremont to Oregon, over 1300 miles of mountains and wilderness. 	<p>Kit Carson lived from 1809–1868. He worked as a fur trapper in New Mexico. Carson was hired to be a guide for John C. Fremont. He led Fremont to Oregon, over 1300 miles of mountains and wilderness. Carson became a national hero when Fremont wrote about the trip.</p>

Read the following sentences. Then rewrite them as two separate paragraphs. Keep similar ideas grouped together in an order that makes sense.

Ideas	Ideas Organized into Logical Order in Paragraphs
<ul style="list-style-type: none"> • She flew on the space shuttle Endeavour as the Mission Specialist. • Mae Jemison was born in 1956. • As a girl, she loved to read books about the universe. • Jemison was the first African–American woman in space. • The mission lifted off on September 12, 1992, and landed on September 20, 1992. • She later studied science and medicine. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Pair/Share Work with a partner to write a new sentence that could be added to each paragraph.