

Name _____ Date _____

Harriet Tubman
Independent Reading

Reread pages 702–703. What does the author tell about Harriet's life before she escaped?

What do you think her purpose was in showing Harriet's life before her journey?

Reread pages 704–706. What do you think her purpose was in describing Harriet's brothers' thoughts towards running away?

Reread pages 710–715. The author tells about the different stops that Harriet makes along the Underground Railroad. What do you think her purpose is in describing each of these spots?

Name _____ Date _____

Prefixes *con-*, *com-*, *pre-*, *pro-*

Harriet Tubman
Vocabulary Strategies: Prefixes
con-, *com-*, *pre-*, *pro-*

Choose the word that best completes each sentence. Then write the meaning of the word you chose. Use a dictionary to help, if needed.

congenial
preview

confirm
predetermine

compress
proclaim

compile
proactive

1. The friendly waitress had a _____ attitude.

2. My mom called the dentist's office to _____ my
appointment. _____
3. Because we are _____ about keeping
the park clean, it hasn't had a problem with litter.

4. The candidate walked to the microphone to _____ that
she was planning to run for mayor. _____
5. We left early to _____ the show.

6. They hired a clerk to _____ a list of the survey results.

7. During planning, we used a map to _____ the length of
our trip. _____
8. If you _____ a pillow, it can be stored in a small space.

Name _____ Date _____

Prefixes: *de-*, *trans-*

Harriet Tubman
Spelling: Prefixes: *de-*, *trans-*

Basic Write the Basic Word that best fits each clue.

1. a written or printed copy of what people have said

2. to warm up, to melt _____
3. to tear apart _____
4. to freshen _____
5. to change appearance _____
6. an alternative route _____
7. to send from one place to another _____
8. to remove someone from power _____
9. to wreck or throw off-course _____
10. a business exchange _____
11. to discourage or dishearten _____

Challenge Write an article about your visit to the community botanical gardens or state park. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. transform
2. deject
3. destruct
4. detour
5. transmit
6. default
7. describe
8. defend
9. transplant
10. descend
11. derail
12. defrost
13. transcript
14. deploy
15. dethrone
16. deodorize
17. transatlantic
18. decompose
19. decrease
20. transaction

Challenge

degenerate
transition
dehydrate
transfusion
translucent

Name _____ Date _____

Spelling Word Sort

Harriet Tubman
Spelling: Prefixes: *de-*, *trans-*

Write each Basic Word beside the correct heading.

Prefix <i>de-</i>	
Prefix <i>trans-</i>	

Spelling Words

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Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Harriet Tubman*. Find words that have the prefixes *de-* or *trans-*. Add them to your Word Sort.

- Challenge**
- degenerate
 - transition
 - dehydrate
 - transfusion
 - translucent

Name _____ Date _____

Proofreading for Spelling

Harriet Tubman
Spelling: Prefixes: *de-*, *trans-*

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

Jim rushed home to tell his family about his day. When saw his mom trying to difrost the freezer, he took a detoor around the kitchen and headed upstairs to duhscribe his day to his father. He wished he had a transkript of what had happened because he had forgotten so many details.

“Watch where you’re going!” his sister exclaimed. Jim didn’t notice that he was about to derale her as she tried to desend the staircase.

He tried to diffend himself. “Sorry! It’s been such a strange day!” Even his clumsiness couldn’t decrease his confidence, though. Jim had been a shy tranzplan at his new school. The tranzatlantik move had been a big adjustment, and he sometimes thought he would distruc . After today, though, Jim felt like a million bucks. Despite his shyness, he had decided to try something new this week, and it had paid off in a big way. Jim had landed the lead role in the school musical! After his first attempt to diploy his singing voice, he realized he had a great talent!

Spelling Words

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

Name _____ Date _____

Comparing with Adjectives

Harriet Tubman
Grammar: Making Comparisons

The **comparative form** (-er) of an adjective is used to compare two people, places, things, or ideas. The **superlative form** (-est) is used to compare three or more. Sometimes the spelling of an adjective changes when -er or -est is added.

comparative form

Tuesday night's applause at the rally was louder than Monday's.

superlative form

Tuesday night's applause at the rally was surely the loudest of the entire year.

Thinking Questions

Does this word compare two things or more than two things? Do I add -er or -est to make this comparison?

Activity Write the correct comparative or superlative form of the adjective in parentheses to complete the sentence.

1. This was the (great) concert of her career. _____
2. This protest rally is (long) than any other that I've attended. _____
3. I'm (happy) now than I've ever been because equality seems possible.

4. I caught the (early) train I could to arrive at the Lincoln Memorial for Dr. King's speech. _____
5. The news of Dr. King's death made me (sad) than it made her.

6. Dr. Martin Luther King, Jr., was the (wise) man I knew.

Name _____ Date _____

Other Adjective Comparisons

Harriet Tubman
Grammar: Making Comparisons

More is used to form the **comparative** and *most* to form the **superlative** of many two-syllable adjectives, all adjectives of three or more syllables, and all adjectives ending in *-ed*. Some adjectives have **different forms** in the comparative and superlative.

superlative

That was the best freedom concert I have ever heard.

The words *less* and *least* may also be used to show comparison of adjectives.

comparative

I was less interested in the protest speech than my parents were.

Thinking Question

What are the adjective comparisons in this sentence?

Activity Write the correct comparative or superlative form of the adjective in parentheses to complete the sentence.

- I admire her because she is the (modest) performer I know.

- I have never heard a (good) voice. _____
- The song "Oh Freedom" is even (beautiful) than that one.

- My birthday was the (pleasant) day of the year because I shook hands with Dr. King. _____
- It was the (bad) downpour she had seen since the march to Washington began. _____
- The rally audience was quieter and (enthusiastic) today than it was yesterday. _____

Name _____ Date _____

Comparing with Adverbs

Harriet Tubman
Grammar: Making Comparisons

To form the comparative form of many **adverbs**, add *-er*, and to form the superlative form, add *-est*. For adverbs that end with *-ly*, add *more* or *less* to form the comparative, and add *most* or *least* to form the superlative.

I rode the freedom bus far. Hannah rode the freedom bus farther.

Jay rode the freedom bus the farthest.

I shouted enthusiastically. Hannah shouted more enthusiastically. Jay shouted most enthusiastically.

Thinking Question

Does this adverb end in *-ly*? Should I change the ending or add a word to make it comparative or superlative?

Activity Write the correct comparative or superlative form of the word in parentheses to complete the sentence.

1. I got to the protest rally (late) than Ben did.

2. The guard with the blue coat raced around the crowd (frantic) than the others. _____

3. The speaker at the podium looked at us (stern) for talking than the previous speaker had. _____

4. Out of the whole group, Mary sat (quiet) during the rally.

5. Amber sat (close) to the speaker and farthest from the crowd.

6. Deirdre spoke (excited) than Amber about the Civil Rights Movement.

Name _____ Date _____

Prepositions

Harriet Tubman
Grammar: Spiral Review

Prepositions	
prepositional phrase	The age of intelligent protest is here.
preposition	The age of intelligent protest is here.
object of preposition	The age of intelligent protest is here.
modifier of object	The age of intelligent protest is here.
adjective phrase	Dr. King was a civil rights leader from America .
adverb phrase	Dr. King traveled to India .

1–3. Read each sentence. Underline the preposition once and the object of the preposition twice. Then circle the word or words that the phrase modifies.

- Volunteers from the North worked in the South.
- They rode in buses and cars.
- Generations of people have fought for civil rights.

4–5. Combine the sentence pairs.

- Protest organizers wanted help with sit-ins. They wanted help from college students.

- Organizers worked on plans in secret. They worked on plans for nonviolent protest.

Name _____ Date _____

Connect to Writing

Harriet Tubman
Grammar: Connect to Writing

Adjective	Comparative	Superlative
tiny	tinier	tiniest
forceful	more forceful	most forceful
good	better	best

Adverb	Comparative	Superlative
frequently	more frequently	most frequently
clearly	less clearly	least clearly
far	farther	farthest

Read the sentences. Underline the incorrect comparative/superlative forms.

Write the correct forms on the lines provided.

- The church holds civil rights rallies more oftener than our government. _____
- The audience watched attentiver when they heard angry shouting outside the church. _____
- Tears of anger and despair are the saltyest I've ever tasted.

- Of all parts of the rally, the crowd cheered loudly when Dr. King stepped on stage. _____
- Wendell thought the concert was the most good part of the rally.

- The Freedom Singers are the talentedest performers I know.

Name _____ Date _____

Focus Trait: Evidence

Harriet Tubman
Writing: Argument Writing

Supporting a Claim with Reasons and Evidence

Writers of strong arguments know how to support a claim with clear reasons and relevant evidence. Evidence can take the form of facts, details, examples, and quotations from credible sources.

Claim

The school vending machine should sell only healthful snacks.

Reason

Childhood obesity is on the rise.

Evidence

(Fact) In the past thirty years, obesity in school-age children has increased from 7 percent to 20 percent.

Read each claim and reason. Then, write an example of evidence that will strongly support the reason.

1. **Claim:** The library should remain open later than 2:00 PM on Saturdays.

Reason: Kids often need the use of library resources on Saturday afternoons.

Evidence: _____

2. **Claim:** Students in our school should wear uniforms.

Reason: Kids spend too much money on clothing.

Evidence: _____

3. **Claim:** Students should be allowed to have cell phones at our school.

Reason: Parents often need to contact their children about emergency situations.

Evidence: _____
