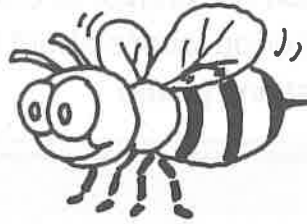


Name _____ Date _____



Vanishing Act
Independent Reading

Vanishing Act



Write a Science Report

Tia is investigating some missing bees for her science project. Use evidence from the text to complete her report. Remember to write it from Tia's point of view.

Read page 37 to find out why the bees are important.

Read page 37 to find out what problem Tia is investigating.

Read the first two paragraphs on page 38 and the first paragraph on page 41 to find some of the possible causes Tia considered.

<i>Vanishing Act: The Mystery of the Disappearing Honeybees</i> by Tia	
Introduction:	_____ _____ _____ _____
Problem/Purpose:	_____ _____ _____ _____
Possible Causes:	_____ _____ _____ _____

Name _____ Date _____

Suppose that Tia presented her project at a science fair where people might ask her questions about her project. Help her answer the questions posed.

Vanishing Act
Independent Reading

Read the first paragraph on page 41 and the map.

"I see that this was a problem on your friend's farm, but is the problem bigger than that?"



Read the second paragraph on page 41.

"Hmmm... you did not find a reason for the disappearance. Do you have any theories?"

Review pages 36 and 37.

"What's the big deal? Less bees means less bee stings, right?"

Name _____ Date _____

Latin Word Roots

Vanishing Act

Spelling: Latin Word Roots

Basic Write the Basic Word that best completes each group.

1. loud, noisy, _____
2. remove, take out, _____
3. put in, include, _____
4. order, recommend, _____
5. plan, suggestion, _____
6. force, order, _____
7. movement, advancement, _____
8. complaint, protest, _____
9. shorten, compress, _____
10. by hand, hand-operated, _____
11. tryout, test, _____

Challenge You are a sculptor who draws your design on paper before you start working with your materials, which might include clay, wood, wire, or metal. Write a paragraph describing your process. Use at least three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. prescribe
2. contract
3. manufacture
4. progression
5. vocal
6. manual
7. audience
8. eject
9. impose
10. management
11. Congress
12. expose
13. inject
14. audition
15. manuscript
16. vocabulary
17. objection
18. manicure
19. proposal
20. extract

Challenge

manipulate
protractor
inscription
auditory
advocate

Name _____ Date _____

Spelling Word Sort

Vanishing Act
Spelling: Latin Word Roots

Write each Basic Word beside the correct heading. One Basic Word belongs in two groups.

Words with <i>scrib, script</i>	
Words with <i>tract</i>	
Words with <i>man</i>	
Words with <i>gress</i>	
Words with <i>voc</i>	
Words with <i>aud</i>	
Words with <i>ject</i>	
Words with <i>pos</i>	

Spelling Words

1. prescribe
2. contract
3. manufacture
4. progression
5. vocal
6. manual
7. audience
8. eject
9. impose
10. management
11. Congress
12. expose
13. inject
14. audition
15. manuscript
16. vocabulary
17. objection
18. manicure
19. proposal
20. extract

Challenge

manipulate
protractor
inscription
auditory
advocate

Challenge Add the Challenge Words to your Word Sort.

Proofreading for Spelling

Vanishing Act
Spelling: Latin Word Roots

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

I saw a good documentary last night showing the progression of how a television show goes from an idea to an actual program. First, a writer prepared a praposal describing the big idea for the show. Once managment approved the idea and signed a conrtact, writers got to work on preparing a script for a trial episode. Many writers got an opportunity to enject their ideas into the script. Sometimes a writer would raise a vocul ubjection to an idea or a word choice and argue to extrackt it from the story. Later, the producers would hold an auddition for actors. The pilot episode was taped in front of a live audeince. The pilot show was well received, but it did expose some problems, causing the producers to inpose their ideas to improve the show. Finally, the show was ready to go into production and air on television!

Spelling Words

1. prescribe
2. contract
3. manufacture
4. progression
5. vocal
6. manual
7. audience
8. eject
9. impose
10. management
11. Congress
12. expose
13. inject
14. audition
15. manuscript
16. vocabulary
17. objection
18. manicure
19. proposal
20. extract

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

Name _____ Date _____

Commas with Introductory Words and Phrases

Vanishing Act
Grammar: Commas in Sentences

Use commas after introductory words and phrases.

- Set off introductory words such as *well*, *yes*, and *no* with a comma.

Yes, I'd like to be part of the project.

- Set off long introductory prepositional phrases with a comma.

With a dramatic sigh, Justin explained the problem.

- Use a comma after participial phrases that begin a sentence.

Buzzing from blossom to blossom, the bees transfer pollen.

Thinking Question

Is the meaning of the sentence clearer with a pause after the introductory word or phrase?

Activity Rewrite each sentence. Add commas where they are needed.

1. When visiting Texas did you have time to see any farms?

2. Settling on a flower the bee began its search for nectar.

3. No bees do not usually sting beekeepers.

4. Mystified by the honeybee deaths scientists began an investigation.

5. Indeed a virus may be to blame for the honeybee crisis.

Commas in a Series

Vanishing Act
Grammar: Commas in Sentences

Commas should be used to separate three or more words or phrases in a series.

I want a book, a glass of water, and a quiet place to sit.

Commas can be used to combine sentences that tell about the same thing.

Multiple Sentences	Combined Sentence
John bought grapes. John bought apples. John bought pears.	John bought grapes, apples, and pears.

Thinking Question

How can these sentences be combined into one sentence?

Activity Write a new sentence combining each set of sentences.

1. The beekeeper bought a mask. The beekeeper bought gloves.
The beekeeper bought a feeder.

2. The bees made honey. The bees stored honey. The bees then ate honey.

3. The queen bee buzzed. The queen bee flew around the hive. The queen bee landed.

4. The worker bees' lives are frantic. The worker bees' lives are nonstop.
The worker bees' lives are short.

5. The bees cleaned the hive. The bees filled the hive. The bees lived in the hive.

Name _____ Date _____

Commas with Appositives

Vanishing Act
Grammar: Commas in Sentences

An **appositive** is a nonrestrictive word or phrase placed after a noun to identify or explain it. Use commas to separate an appositive from the rest of the sentence.

The worker bee, **a tireless worker**, lives a shorter life than the queen.

Thinking Questions

Is there a word or phrase placed after a noun to describe it? If so, how should it be punctuated?

1-4. Rewrite each sentence. Add commas where they are needed.

1. The queen bee the mother of the hive can produce more than 1,500 eggs a day.

2. The eggs all 1,500 of them will be incubated.

3. The drones the only males in the colony have one job.

4. The workers always busy keep the hive going.

5-10. Read the following paragraph. Add commas where they are needed.

The work in a hive at least most of it is done by worker bees females that cannot reproduce. Young worker bees build the honeycomb a mass of cells and clean and guard the hive. They feed the queen and larvae with honey a thickened form of nectar. They control the temperature in the hive and carry out many other tasks. These are just a few of the tasks of the worker.

Name _____ Date _____

Correct Adjectives

Vanishing Act
Grammar: Spiral Review

Adjectives	How to Use	Examples
Articles	place before noun or another adjective: <i>a/an</i> refer to any one item; <i>the</i> refers to a specific item	We played a game. We shared an apple. The afternoon passed quickly.
Demonstratives	tell which one: <i>this, these</i> describe nearby objects; <i>that, those</i> describe distant objects	This bee is larger than that one. These hives need to be moved over by those trees.
Proper adjectives	formed from a proper noun: <i>Britain/British, Italy/Italian, China/Chinese</i>	Hornets swarmed around our Italian gelato and British scones.
Combining Sentences with Adjectives	Add endings <i>-y, -ed, -ing</i> to change other parts of speech to adjectives: <i>shine/shiny, frost/frosted, excite/exciting</i>	The windows were frosted with shiny crystal designs. The storm made the morning exciting .

1–4. Underline the correct word or words in parentheses to complete each sentence.

- If honeybees don't pollinate plants, (that, those) plants won't reproduce.
- Take (a, an, the) look at the hives.
- (These, Those) clouds on the horizon look threatening.
- (A, An) colony of honeybees is (a, an) incredible center of activity.

5–6. Combine details in each set of sentences to make a single sentence. Use proper adjectives when appropriate.

- Honeybees are brown or black. They have yellow stripes on their abdomens. They are insects.

- Some honeybees are from Africa. They are smaller than honeybees from Europe.

Name _____ Date _____

Connect to Writing

Vanishing Act
Grammar: Connect to Writing

Choppy Sentences	Sentences Combined with Appositive
Colony foragers collect nectar from millions of flowers. Foragers are adult worker bees.	Colony foragers, adult worker bees, collect nectar from millions of flowers.

Activity Combine each set of sentences by using appositives.

1. A colony consists of a queen, some drones, and many thousands of worker bees. The colony is the social unit of the honeybee.

2. Drones live only about eight weeks. Drones are male bees.

3. The honeybee produces honey and beeswax. The honeybee is one of our oldest insect friends.

4. The old queen leaves with a group of bees, and a daughter queen inherits the hive. The daughter queen is the new ruler of the established colony.

Focus Trait: Elaboration

Vanishing Act
Writing: Narrative Writing

Narrative radio scripts can be written with all kinds of voices. It is important to match your voice to the content of the story.

Serious voice: Bearded dragons are omnivorous and eat both insects and plants.

Humorous voice: When ordering off the menu, bearded dragons often choose crickets with a side salad.

Read the radio script below. What makes it sound so serious? Rewrite it in your humorous voice.

Serious Voice

Narrator: Crickets can make your city apartment sound like a country night. Crickets are the favorite food of my pet bearded lizard, Frank. Because my mother tired of making continual trips to the pet store to buy them, we placed a large online order of crickets and kept them in an old, screen-covered fish tank. Of course, a few escaped. I suggested to my mother that we allow Frank to catch them, but she disagreed: After several hours, I thought we had completed our task. However, late that night, the crickets started chirping. I told my mother I thought our apartment sounded just like living in the country.

Humorous Voice

Narrator: _____

Name _____ Date _____

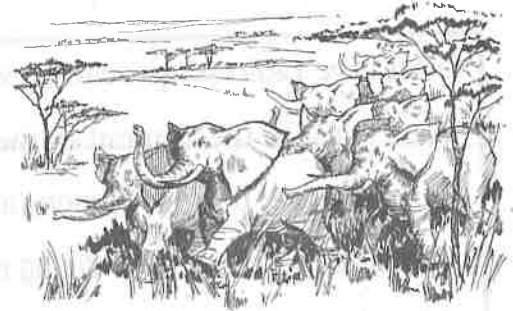


**Elephants on
the Savannah**
Independent Reading

Elephants on the Savannah

Nature Journal

Write a nature journal about the observations made by Maya, Antonio, and Jordan. Use text evidence to complete the journal.



Reread page 51. Describe the observations. Include facts about the elephants.

**Kenya, East Africa
Morning Safari**

Reread pages 52–53. Suppose one of the elephants sensed danger. Use text evidence to record what might have been observed.
