

# Read and Discover

## Your and You're

### Lesson 21

"You're playing dominoes instead of video games. I'm shocked!" said John.

"Yes! We're playing **your** favorite game," answered Brittany.

Circle the word in bold type that means "you are."

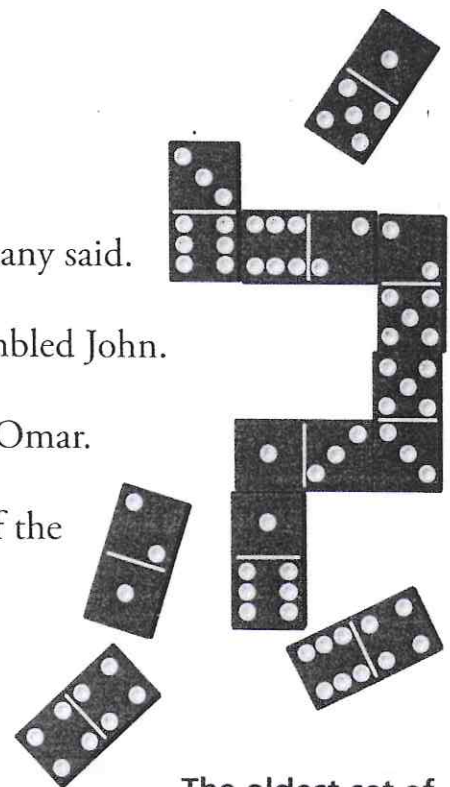
**Your** and **you're** sound the same, but they are spelled differently and have different meanings. *Your* means "belonging to you." *You're* is a contraction that means "you are."

See Handbook Section 26

## Part 1

Circle the word in ( ) that belongs in each sentence.

1. "May I join (your/you're) game?" asked John.
2. "(Your/You're) welcome to play the winner," Brittany said.
3. "Okay, but (your/you're) playing so slowly!" grumbled John.
4. "It will be (your/you're) turn soon enough," said Omar.
5. "Why don't you share (your/you're) knowledge of the game with us?" Brittany suggested.
6. "Okay. The game (your/you're) playing was probably invented in China," began John.
7. "(Your/You're) dominoes are made out of plastic, but older ones were made of animal bones," he continued.
8. "(Your/You're) making it hard for me to concentrate," complained Omar.



The oldest set of dominoes dates back to the 12th century.

## Part 2

Use *your* or *you're* to complete each sentence correctly. Remember to begin every sentence with a capital letter.

9. "The game \_\_\_\_\_ playing was introduced to Europeans by the Chinese in the 1300s," John explained.
10. "\_\_\_\_\_ dominoes have black dots, but Chinese dominoes also have red dots," he said.
11. "\_\_\_\_\_ really an expert on this game!" said Brittany's friend Alisha.
12. "Actually, \_\_\_\_\_ facts are distracting," grumbled Omar.
13. "\_\_\_\_\_ playing a game that is played in cafés around the world," John continued, ignoring Omar.
14. "\_\_\_\_\_ almost out of pieces, Brittany," remarked Alisha.
15. "I won! It's \_\_\_\_\_ turn to play me, John!" announced Brittany.

## Part 3

See Handbook Section 28

Explain how to play your favorite game in an e-mail to a friend. Use *your* and *you're* correctly.

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Name \_\_\_\_\_



# Read and Discover

## *Their, They're, There*

### Lesson 22

"Look at those hikers **there** in the wilderness! What are they doing?" asked J.T.

"**They're** orienteering. They use maps and compasses to find **their** way," replied Darryl.

Circle the word in bold type meaning "belonging to them." What does the word *they're* mean? Circle your answer.

- a. "they are"      b. "in that place"

The words **their**, **they're**, and **there** sound the same but have different meanings and spellings. *Their* means "belonging to them." *They're* is a contraction that means "they are." *There* usually means "at or in that place."

See Handbook Section 26

## Part 1

Circle the word in ( ) that belongs in each sentence. (1–9)

Would you enjoy trying to find your way in a wild place? Do you like to compete? If you said yes, then orienteering is for you!

Orienteers, as (they're/there) called, are experts with maps and compasses. (There/They're) usually dropped off in a wild area by off-road vehicles. The contest starts (there/they're), in the middle of nowhere. The orienteers have only (their/they're) maps and compasses to help them. They must find (their/they're) way to a certain location.

The teams all race to get (their/there) first. (Their/They're) all in a hurry. But they must take time to figure out the best way of getting to (their/they're) destination. Otherwise, (there/they're) likely to lose, or even get lost.



A compass helps hikers to find their way.

## Part 2

Complete each sentence with *their*, *they're*, or *there*. Remember to begin every sentence with a capital letter.

10. Our friends are going to the forest. Why are they going \_\_\_\_\_?
11. \_\_\_\_\_ going there to learn to be orienteers.
12. Let's go over \_\_\_\_\_ to talk to them.
13. Maybe they will let us join \_\_\_\_\_ expedition.
14. \_\_\_\_\_ going to let us help read the map!
15. Here's a compass that \_\_\_\_\_ letting me borrow!
16. \_\_\_\_\_ compass looks very fancy.
17. I can't wait to get \_\_\_\_\_ this weekend!

## Part 3

Write a description of a game or sport you watched people play. Use *their*, *they're*, and *there* at least once.

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Name \_\_\_\_\_



# Read and Discover

## Its and It's

### Lesson 23

What game are those kids playing? **It's** called "hoop rolling," or "hoops." **Its** players run alongside rolling hoops. Each player must keep his or her hoop moving.

Which word in bold type means "it is"? Circle it.

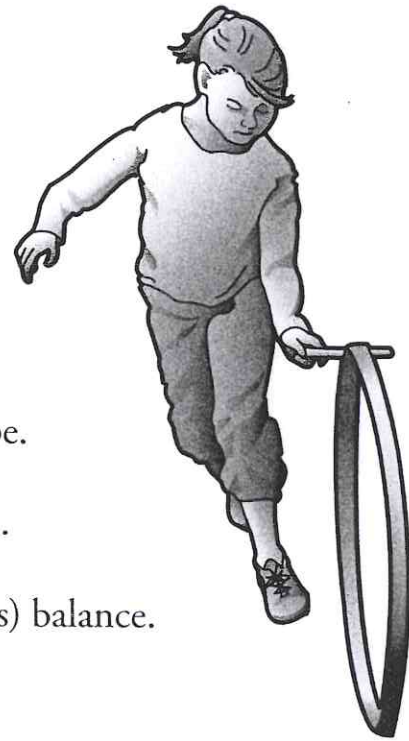
**Its** and **it's** sound the same but are spelled differently and have different meanings. *Its* means "belonging to it." *It's* is a contraction that means "it is" or "it has."

See Handbook Section 26

## Part 1

Circle the word in ( ) that fits in each sentence.

1. Hoop rolling keeps (it's/its) players on the move.
2. (It's/Its) played with a very large hoop.
3. (It's/Its) usually made out of plastic or wood.
4. The hoop rolls well because of (it's/its) round shape.
5. (It's/Its) not likely to keep rolling by itself, though.
6. The player must help the rolling hoop keep (it's/its) balance.
7. (It's/Its) kept vertical by the player's stick.
8. The player whose hoop stays upright during (it's/its) whole ride is the winner.
9. While the hoop is rolling, some players try to throw a ball through (it's/its) center.
10. (It's/Its) hard to throw a ball through a moving hoop!



## Part 2

Write *its* or *it's* to complete the sentences correctly. Remember to begin every sentence with a capital letter. (11–15)

Hoop rolling has a long history. \_\_\_\_\_ been played all around the world, from ancient Greece to modern America. \_\_\_\_\_ fun and easy to play. \_\_\_\_\_ equipment is not costly, so this game can be played where money is scarce. Because hoops is played in so many places, \_\_\_\_\_ not surprising that there are many different ways to play. In one Native American version, two players try to throw sticks through the moving hoop. Each player tries to get more sticks through \_\_\_\_\_ center than the other does.

## Part 3

Write a description of some activity you do during recess. Use *its* and *it's* at least once.

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Name \_\_\_\_\_


# Read and Discover

## A and An

### Lesson 24

Mancala is a popular game in Africa. It is **an** ancient game.

Circle the word in bold type that comes before the word beginning with a vowel sound.

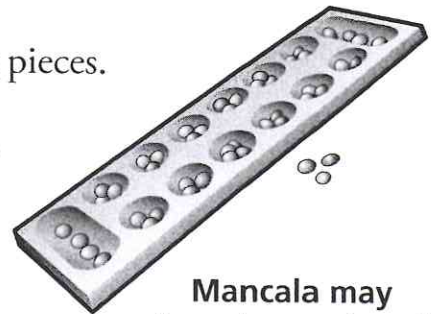
**A** and **an** are special adjectives called *articles*. Use *a* before a word that begins with a consonant sound. Use *an* before a word that begins with a vowel sound.  **Remember this information when you speak, too.**

See Handbook Section 25

## Part 1

Circle the word in ( ) that fits in each sentence.

1. (A/An) mancala board has two rows of six small pits, or “buckets.”
2. Each player has (a/an) extra bucket at the end of the board.
3. In (a/an) game, dried seeds might be used as playing pieces.
4. Two players start with (a/an) equal number of seeds.
5. One player scoops up all the seeds in (a/an) bucket.
6. The player drops the seeds into the buckets around the board, one seed at (a/an) time.
7. The object of (a/an) contest is to capture as many seeds as possible.
8. (A/An) group of captured seeds goes into the extra bucket.
9. The game is over when one player has (a/an) empty row of buckets.
10. When the game comes to (a/an) end, the player with more seeds in his or her bucket wins.



Mancala may have been played first in Egypt.



## Part 2

Write *a* or *an* to complete the sentences correctly. Remember to begin every sentence with a capital letter. (11–16)

It is unusual for \_\_\_\_ ancient game to be played all over the modern world. \_\_\_\_ form of mancala is popular in the Caribbean and in parts of South America today. \_\_\_\_ Asian version of the game is called chonka. In one African version, \_\_\_\_ playing board has four rows of buckets instead of two. In some places, players do not use \_\_\_\_ board at all. They dig rows of holes in the earth! But no matter how you play it, mancala is \_\_\_\_ exciting game!

## Part 3

Circle 5 words in the puzzle below. Each word appears in Part 1 on page 65. Then, write two sentences about the words you find. Use *a* in one sentence and *an* in the other.

L	V	M	B	O	X	Z	K
B	Q	A	Y	I	L	T	K
T	U	N	B	P	H	S	J
J	Z	C	S	E	E	D	B
Y	F	A	K	K	B	C	O
Q	X	L	V	E	P	T	A
N	N	A	H	S	T	X	R
E	M	P	T	Y	R	D	D

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_




# Read and Discover

## Better and Worse

### Lesson 25

Faye is **good** at putting together puzzles, but Zoe is **better**.

Circle the word in bold type that compares two things.

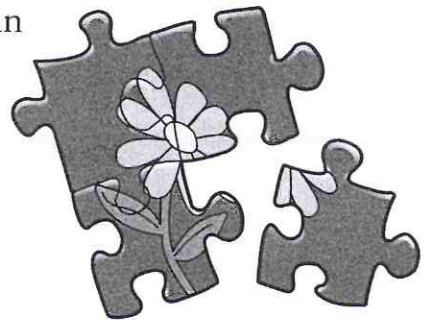
The words *good* and *bad* change forms when they're used to compare. *Good* changes to **better**, and *bad* changes to **worse**. Avoid *gooder*, *more good*, *more better*, *badder*, *worser*, and *more worse*. These are always incorrect.  **Remember this information when you speak, too.**

See Handbook Section 21

## Part 1

Circle the word in ( ) that fits in each sentence.

1. Zoe wants to become (better/more good) at solving number puzzles.
2. She is (more worse/worse) at them than her big sister is.
3. Emily wants a (gooder/better) shape puzzle than the one her brother gave her.
4. Faye wants to learn a (better/more better) way of identifying jigsaw puzzle pieces that go together.
5. Harder puzzles are (more good/better) than easier puzzles in Faye's opinion.
6. She feels (worse/worser) when she has trouble with an easy puzzle than when she's stumped by a hard one.
7. Zoe thinks that word puzzles are (worse/badder) than number puzzles.
8. Working together is a (more well/better) way of putting together a jigsaw puzzle than working alone.



A jigsaw puzzle with 43,924 pieces was assembled in France in 1992.

## Part 2

Write four sentences comparing some activities that are fun. Tell which ones you are better at and why.

9. I am \_\_\_\_\_ at \_\_\_\_\_ than \_\_\_\_\_  
because \_\_\_\_\_.

10. I am \_\_\_\_\_ at \_\_\_\_\_ than \_\_\_\_\_  
because \_\_\_\_\_.

11. I am \_\_\_\_\_ at \_\_\_\_\_ than \_\_\_\_\_  
because \_\_\_\_\_.

12. I am \_\_\_\_\_ at \_\_\_\_\_ than \_\_\_\_\_  
because \_\_\_\_\_.

## Part 3

Write a paragraph about something you'd like to become better at. Use the words *better* and *worse* correctly.

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Name \_\_\_\_\_

# Read and Discover

## Irregular Verbs: *Bring, Sing, Ring*

### Lesson 26

Did you hear the school bell **ring**?

It **rang** late!

It has **rung** late only once before.

Circle the word in bold type that is used with *has*.

Some verbs do not add -ed to talk about the past. Their past tense forms are irregular and have **different forms**.  **Remember this information when you speak, too.**

<u>Present</u>	<u>Past</u>	<u>With <i>have, has, or had</i></u>
bring(s)	brought	brought
sing(s)	sang	sung
ring(s)	rang	rung

See Handbook Section 16

## Part 1

Circle the word in ( ) that completes each sentence correctly. (1–11)

As soon as the school bell had (rang/rung), Jamaal ran out to the soccer field. He loved soccer so much that he (sang/sung) on his way to practice. Jamaal had (brought/brung) his own ball to school so he could start practicing without waiting for his coach.

Jamaal had a strong kick. When a ball he kicked hit the goalpost, the post (rang/ringed) like a bell. When he sent a pass skimming across the grass, the ball (singed/sang) a humming song. His pal Brian had (bringed/brought) a ball to school sometimes in the past. When he saw that Jamaal always (brang/brought) his ball, Brian no longer (brung/brought) his.

Brian and Jamaal had practiced together a lot and had (sang/sung) songs while doing drills. When Brian (sang/singed), he felt more relaxed. When the coach arrived, she (rang/rung) a bell. That was a signal for the practice to start.



## Part 2

Rewrite each sentence so it tells about the past.

12. The doorbell rings. \_\_\_\_\_

13. Jenny brings me a birthday present. \_\_\_\_\_

14. The doorbell rings. (This sentence needs *has*.) \_\_\_\_\_

15. My friends bring birthday presents. (This sentence needs *had*.) \_\_\_\_\_

16. They sing "Happy Birthday" to me. \_\_\_\_\_

## Part 3

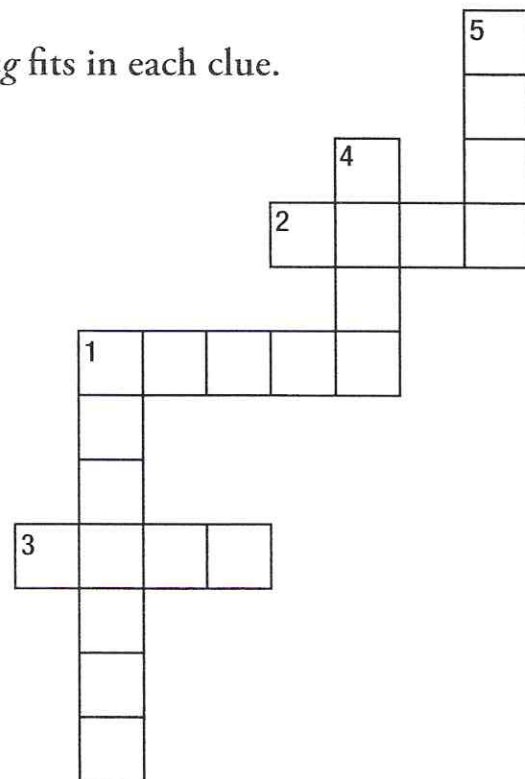
Decide which form of *bring*, *sing*, or *ring* fits in each clue.  
Complete the puzzle.

### Across

1. They always \_\_\_ me the phone.
2. The phone \_\_\_.
3. John had \_\_\_ the doorbell three times!

### Down

1. He \_\_\_ me a birthday present.
4. He \_\_\_ "Happy Birthday."
5. Dolores had \_\_\_ it over the phone.



Name \_\_\_\_\_

# Read and Discover

## More Irregular Verbs: Come and Go

### Lesson 27

My brother and I **went** to a powwow yesterday.  
We had **gone** to the same gathering last year.

Underline the word in bold type that is used with *had*.

Some verbs do not add -ed to make the past tense. They have **different forms**.  **Remember this information when you speak, too.**

Present

come(s)

go(es)

Past

came

went

With *have, has, or had*

come

gone

See Handbook Section 16

## Part 1

Circle the word in ( ) that completes each sentence correctly.

1. We (went/gone) to a Maidu race at the powwow.
2. Someone had (came/come) early to set out rows of rocks.
3. The runners each (came/come) to the starting line, at the beginning of their row of rocks.
4. Suddenly the runners all (went/gone) full speed toward their farthest rock.
5. Before we could blink, they had (went/gone) past us!
6. They each grabbed their farthest rock and (came/come) back to the starting line.
7. The runners had (came/come) back to drop their rock at the line.
8. In a flash they (went/gone) back for the next farthest rock.
9. Our favorite runner (came/come) back first with her last rock.
10. She (went/gone) home with an award!

## Part 2

Write a word from the word bank to complete each sentence correctly. (11–18)

come

came

go

went

gone

Marvin made a kite. He had \_\_\_\_\_ to the store to get strips of wood and some string. Then he had \_\_\_\_\_ home to build his kite. He used the string to make a kite shape around the wooden pieces. Next he needed a large piece of strong paper. His mom \_\_\_\_\_ to the closet and found some heavy paper.

“Perfect!” exclaimed Marvin. He glued the paper to the string. Then he \_\_\_\_\_ outside to let it dry.

“Mom, \_\_\_\_\_ here! Look what I’ve made!” Marvin shouted. His mom \_\_\_\_\_ outside and admired the kite. Then they \_\_\_\_\_ to the park to try it out. “Look how high it can \_\_\_\_\_!” Marvin yelled happily.

## Part 3

Write a short paragraph about a time you went somewhere to play a game or fly a kite. Tell who else came along. Use the past tense forms of *come* and *go*.

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Name \_\_\_\_\_



# Read and Discover

## Very and Real

### Lesson 28

Making shapes with tangrams can be a **real** challenge.  
I have a **real** good time making animal shapes.

Draw a line through the sentence that uses *real* incorrectly.

When you write, do not use *real* to mean "very." Use **real** to mean "actual or true." Use **very** to mean "to a high degree."



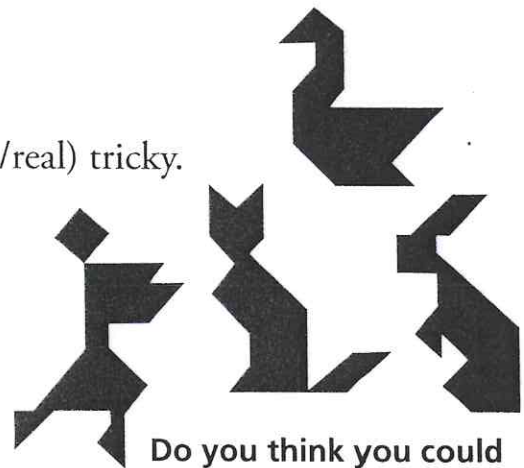
**Remember this information when you speak, too.**

See Handbook Section 17

## Part 1

Circle the word in ( ) that fits in each sentence.

1. Tangrams look simple, but they can be (very/real) tricky.
2. This geometry game is (very/real) old.
3. The first (very/real) tangram puzzles were made long ago in China.
4. A (very/real) tangram set contains seven pieces.
5. Each tangram piece is a (very/real) simple geometric shape.
6. A player must work (very/real) quickly to put all the pieces together.
7. In a (very/real) tangram game, the pieces must make a particular shape.
8. You must be (very/real) careful to make the right shape.
9. It is a (very/real) challenge to form some shapes.
10. I find it (very/real) difficult just fitting the tangram pieces into their box!

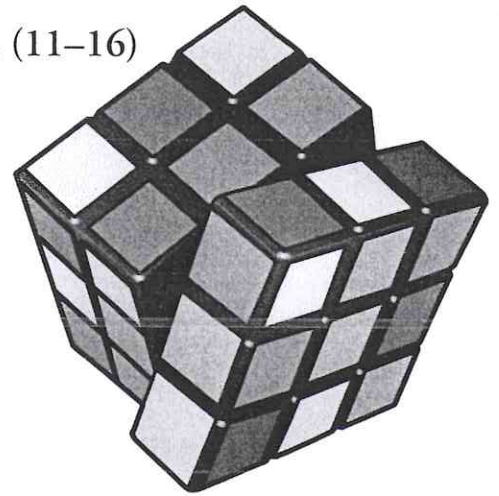


Do you think you could make these shapes with tangram pieces?

## Part 2

Write *real* or *very* to complete each sentence correctly. (11–16)

Rubik's Cube is a game that is a \_\_\_\_\_  
brain teaser. It's a cube with colored squares that  
twist and turn. Your job is to get all the red squares  
on one side, the blue squares on another side, and  
so on. It sounds easy, but it is \_\_\_\_\_ difficult!



This game was invented accidentally by Ernő Rubik in 1974. He was  
\_\_\_\_\_ surprised to see how popular his toy became. Why has it been so  
popular? It's a \_\_\_\_\_ challenge! Some people start playing with it and cannot  
stop. They become \_\_\_\_\_ determined to solve the puzzle. If you give a cube  
to one of these people, it can be \_\_\_\_\_ hard to get your cube back!

## Part 3

Find more tangram puzzles. Or, find out about another game that involves  
squares, rectangles, or triangles. This could be a computer game, a game on paper,  
or a game with wood or plastic pieces. Write two or more sentences about what  
you learn. Use *real* and *very* in your sentences.

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Name \_\_\_\_\_



# Read and Discover


## More Irregular Verbs: *Give and Take*

### Lesson 29

I **taken** my first lawn bowling lesson. \_\_\_\_\_

My grandfather **gave** me a gift. \_\_\_\_\_

Put an X by the sentence that uses a form of *give* or *take* incorrectly.

Some verbs do not add *-ed* to make the past tense. They have **different forms**.  **Remember this information when you speak, too.**

Present

give(s)

take(s)

Past

gave

took

With *have, has, or had*

given

taken

See Handbook Section 16

## Part 1

Circle the word in ( ) that belongs in each sentence. (1–13)

The gift was wrapped in green paper. I thanked my grandfather, and I (took/taken) the paper off. What was in the box? I (took/taken) a look inside. Wow! My grandfather had (gave/given) me four lawn bowling balls. I (gave/given) my grandfather a high five.

I have (took/taken) the balls to every lesson since then. These balls have (gave/given) me an advantage. I know how each one feels and rolls, so I play better.

How did I learn to play this game? My grandfather (took/taken) me to a match. He (gave/given) me a good sense of what the players were doing. The game began when a small white ball called the jack was rolled down the lawn. Then the players (took/taken) turns trying to roll their ball closest to the jack. Sometimes, though, a player (took/taken) a shot at the other player's ball. One player (gave/given) the other player's ball a knock that sent it to the edge of the lawn! When each player had (took/taken) four shots, the session was over. Players earned points for each ball closer to the jack than the opponent's closest ball. Several sessions were played. The first player with twenty-one points (took/taken) the prize.



## Part 2

Write a word from the word bank to complete each sentence correctly.

give      gave      given      take      took      taken

14. People have \_\_\_\_\_ lawn bowling seriously for a long time.
15. Historians say the ancient Egyptians \_\_\_\_\_ this game to the world.
16. Lawn bowling has \_\_\_\_\_ many different forms. France, Denmark, Italy, and Polynesia have their own ways to play.
17. Long ago, people from England and Scotland \_\_\_\_\_ this game with them when they left home for America.
18. Lawn bowling was so popular then that settlers \_\_\_\_\_ many new towns the name *Bowling Green*.
19. Lawn bowling has \_\_\_\_\_ a different form in Canada. It has become the sport of curling, which is played on ice.

## Part 3

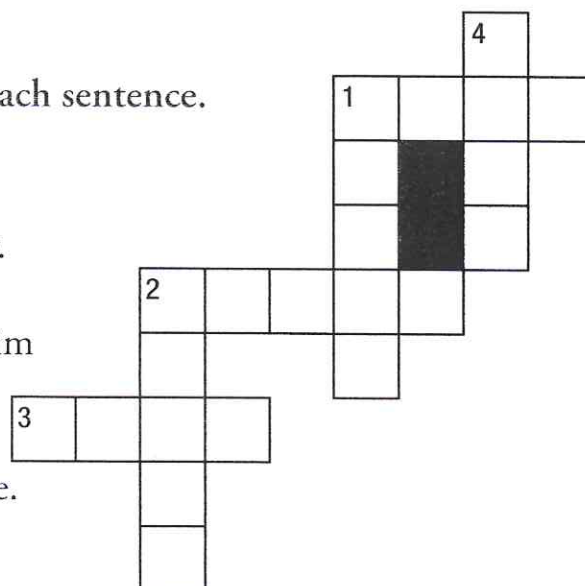
Decide which form of *give* or *take* belongs in each sentence. Write the words in the crossword puzzle.

Across

1. I \_\_\_ a picture of my grandfather yesterday.
2. He had \_\_\_ me a camera.
3. I posted the photo on a photo site. I \_\_\_ him the Web address.

Down

1. My sister has \_\_\_ pictures since she was five.
2. Grandpa had \_\_\_ her a camera.
4. She \_\_\_ a picture of her shoes.



Name \_\_\_\_\_