### Irregular Action Verbs

* Run, come, sit, hide, and tell are **irregular verbs**.

You do not add an -ed ending to these verbs to tell about the past.

<table>
<thead>
<tr>
<th>Happening Now</th>
<th>Happened in the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ducks <strong>come</strong> to the pond.</td>
<td>The ducks <strong>came</strong> to the pond.</td>
</tr>
<tr>
<td>The chipmunks <strong>run</strong> away.</td>
<td>The chipmunks <strong>ran</strong> away.</td>
</tr>
<tr>
<td>The pigs <strong>sit</strong> in the mud.</td>
<td>The pigs <strong>sat</strong> in the mud.</td>
</tr>
<tr>
<td>The children <strong>hide</strong> in the field.</td>
<td>The children <strong>hid</strong> in the field.</td>
</tr>
<tr>
<td>The parents <strong>tell</strong> a story.</td>
<td>The parents <strong>told</strong> a story.</td>
</tr>
</tbody>
</table>

### Thinking Question

Is the action happening now or did it happen in the past?

---

**Read and circle the word that tells when the action happens. Write each sentence using the correct verb.**

1. The cows (come, came) from the fields. **now**

2. The children (run, ran) down the path. **now**

3. They (sit, sat) in the field. **past**

4. They all (hide, hid) in the dark. **past**
See, Saw and Go, Went

- *See* and *go* are **irregular verbs**. Do not add an *-ed* ending to these verbs to tell about the past.
- *See* tells about an action happening now.
- *Saw* tells about an action in the past.
- *Go* tells about an action happening now.
- *Went* tells about an action in the past.

<table>
<thead>
<tr>
<th>Happening Now</th>
<th>Happened in the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>The squirrels <strong>go</strong> up a tree.</td>
<td>The squirrels <strong>went</strong> up a tree.</td>
</tr>
<tr>
<td>The squirrels <strong>see</strong> their food.</td>
<td>The squirrels <strong>saw</strong> their food.</td>
</tr>
</tbody>
</table>

**Thinking Question**

Is the action happening now or did it happen in the past?

---

Read the word that tells when the action happens.
Write each sentence using the correct verb.

1. The chicks (**see, saw**) their mother. now

2. The chicks (**go, went**) with their mother. now

3. All of the chickens (**see, saw**) the chicks. past

4. The chickens (**go, went**) quickly to their nests. past

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Grammar
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Make Bar Graphs and Picture Graphs

Study the example showing how to make a bar graph from a tally chart. Then solve Problems 1–8.

Example

Ava made the tally chart below to show the colors of heart stickers she has. Then she made the bar graph.

<table>
<thead>
<tr>
<th>Yellow</th>
<th>Pink</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>II</td>
<td>III</td>
</tr>
</tbody>
</table>

Ava wrote the title of her graph above it.

Ava wants to make a picture graph. Use the information in Ava’s tally chart for Problems 1–4.

1. Write a title on the line above the graph.

2. Write the missing color name next to Yellow and Pink.

3. Draw the correct number of hearts above the word Yellow.

4. Draw the correct number of hearts above the word Pink.
Carter made this tally chart to show the colors of flowers in his window box. Use the data in Carter’s tally chart to complete the bar graph.

<table>
<thead>
<tr>
<th>White</th>
<th>Purple</th>
<th>Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>⌊⌊⌊⌊</td>
<td>⌊⌊⌊</td>
<td>⌊⌊⌊</td>
</tr>
</tbody>
</table>

What is a good title for the graph? Write it on the line above the graph.

Fill in the missing color next to the word Purple.

Draw a bar to show how many white flowers there are.

Draw a bar to show how many purple flowers there are.

**Vocabulary**

*data* a set of collected information.
Statue of Liberty

The Statue of Liberty is a symbol of freedom. The Statue of Liberty is a giant statue that stands in the state of New York. It was given to the United State from France. The Statue of Liberty was given to the United States to celebrate their partnership during a war. In 1885, parts of the statue were shipped from France to the United States. In April 1886, the statue began to be put together. The statue was finished and dedicated to the United States in October of 1886.

1. Which event happened first?
   a) The statue was put together.
   b) The Statue of Liberty is a symbol of freedom.
   c) The statue was shipped from France to the United States.
   d) The statue was finished and dedicated to the United States.

2. France gave the Statue of Liberty to the United States because . . .
   a) they wanted to celebrate their partnership during a war.
   b) they thought the United States needed a symbol for freedom.
   c) they thought it would be fun to give gifts to other countries.
   d) they were trying to make the United States happy.

3. On __________________ the Statue of Liberty was finished.

4. Use information from the text to fill in the timeline below.

   October 1886

   Parts of the statue were shipped to the United States.

   The statue began to be put together.

   _______
Elephants have the longest nose out of any other mammal. An elephant’s trunk is actually its nose. Elephant trunks are about 6 feet long and weigh about 300 pounds! Trunks are strong. They are made up of over 40,000 muscles. There are no bones in elephant trunks.

The tip of an elephant’s trunk comes to a point. This point is called a finger. Asian elephants have one finger. African elephants have two.

An elephant’s trunk is used for many things. It is a very important feature to elephants. Elephants smell with their trunks. They use their trunks to suck up water and spray themselves off. These long noses are also used for drinking, trumpeting, and breathing. Elephants can lift heavy objects with their trunks, but also pick up objects as small as a peanut. Elephants can swim in deep water. They hold their trunks above water and use it like a snorkel.
The Trunk Questions

1. What part of the body is an elephant trunk?
   a) An elephant trunk is part of its ear.
   b) An elephant trunk is part of its toes.
   c) An elephant trunk is part of its forehead.
   d) An elephant trunk is part of its nose.

2. Where is a finger located on an elephant?
   a) An elephant finger is at the tip of the trunk.
   b) An elephant finger is on the bottom of the feet.
   c) An elephant finger is located near their eyes.
   d) An elephant finger is on an elephant's hand.

3. How did an image help you answer the previous question?
   a) An image showed an elephant's trunk. The trunk had a finger, and it was labeled.
   b) An image showed an elephant's trunk reaching for leaves on a tree.
   c) An image showed an elephant spraying itself with water.
   d) An image showed an elephant finger on the bottom of its foot.

4. What is the tip of an elephant's trunk called? What is the difference between Asian and African elephants' trunks?
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________

5. Which of the following is NOT something elephants use their trunks for?
   a) sucking up water
   b) reaching for food
   c) snorkeling
   d) flying
6. Can elephants bend their trunks? Explain your answer using evidence from the text and images.

7. Describe an elephant trunk using evidence from the text and images.

8. Explain how elephants are able to get leaves off from trees.


An elephant trunk is made up of many ______________. Trunks do not have any ___________.
An Amazing Rescue

by Rebekah Cohen

On August 5, 2010, a mine in the country of Chile caved in. Thirty-three men were trapped inside. They were deep below the earth’s surface. Finding a way to rescue the workers took a long time. The men were trapped for 69 days.

The men say that working together saved them. They voted on all the important decisions. They also took turns doing different tasks. On one day, a miner might be in charge of looking for a way out. On another day, he might keep the underground area clean. They also worked together to make their food last as long as they could.

Many people asked how the men stayed so cheerful during their time underground. They took turns keeping each other’s spirits up. If they hadn’t worked together, the men might have lost hope. But the 33 miners from Chile supported each other to the end. On October 13, 2010, they were saved at last!
Think

1. Read this sentence from the article.

They were deep below the earth's surface.

What is the meaning of “earth's surface” in this sentence?

A. body of water  
B. highest point  
C. deep tunnel  
D. outside part

2. In paragraph 2, what is the meaning of the word “tasks”?

A. rest  
B. jobs  
C. turns  
D. days

Talk

3. Talk with a partner about how the men “supported” each other. Use clues from the passage in your discussion.

Write

4. Short Response  In paragraph 3, the author says that “the 33 miners from Chile supported each other to the end.” Write a sentence from the article that gives a clue about the meaning of the word “supported.” Now tell what the word “supported” means. Write your answer in the space on page 167.
Write  Use the space below to write your answer to the question on page 165.

An

Amazing Rescue

Short Response  In paragraph 3, the author says that "the 33 miners from Chile supported each other to the end." Write a sentence from the article that gives a clue about the meaning of the word "supported." Now tell what the word "supported" means.

Check Your Writing

☐ Did you read the question carefully?
☐ Can you say the question in your own words?
☐ Did you use proof from the text in your answer?
☐ Are your ideas in a good, clear order?
☐ Did you answer in full sentences?
☐ Did you check your spelling, capital letters, and periods?
Irregular Past Tense Verb Sort - Is it RIGHT or WRONG?

<table>
<thead>
<tr>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran</td>
<td>drank</td>
</tr>
<tr>
<td>swam</td>
<td>sang</td>
</tr>
<tr>
<td>knew</td>
<td>swammed</td>
</tr>
<tr>
<td>sang</td>
<td>drew</td>
</tr>
<tr>
<td>drank</td>
<td>drank</td>
</tr>
<tr>
<td>sanged</td>
<td>runned</td>
</tr>
<tr>
<td>knewed</td>
<td>knowed</td>
</tr>
<tr>
<td>sanged</td>
<td>swammed</td>
</tr>
<tr>
<td>drew</td>
<td>drew</td>
</tr>
</tbody>
</table>
Irregular Action Verbs

Read the word that tells when the action happens. Then write each sentence using the correct verb.

1. The horses (hide, hid) with their babies. now

2. The colts (come, came) to the water. now

3. The animals (run, ran) for a drink. past

4. The boys (see, saw) the horses. past

5. The girls (go, went) to the barn. past

6. The dogs (sit, sat) with the girls. now

7. The girls (tell, told) the boys where to go. past.
Solve the problems.

1. Tia makes this picture graph to show the bead shapes in her collection. Then her mom gives her 3 more flower beads. Fill in the graph to show how many flower beads Tia has now.

   **Bead Shapes**

<table>
<thead>
<tr>
<th>Hearts</th>
<th>🌹🌹🌹🌹🌹🌹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>🌸</td>
</tr>
<tr>
<td>Moons</td>
<td>🌕🌕</td>
</tr>
<tr>
<td>Stars</td>
<td>★</td>
</tr>
</tbody>
</table>

   What is the total number of flower beads Tia has now?

2. Use your picture graph from Problem 1 to answer the questions below.

   How many more hearts does Tia have than moons and stars combined? Circle the correct answer.

   A. 5    C. 3
   B. 4    D. 2

   Fiona chose A. This is wrong. How did Fiona get her answer?
Solve.

3. Milo recorded the number of journal pages he wrote each day in the tally chart below.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Use the tally chart to complete the bar graph.
- Draw the two missing bars.
- Write the missing day.
- Give the graph a title.

4. Look at the data in Problem 3.
How many fewer pages did Milo write on Tuesday than on Sunday?
A hospital is a busy place! It may even seem confusing at first. Many patients, the people who need to see a doctor, come in every day. Visitors come to see their sick family member or friend. Doctors, nurses, and other hospital workers move calmly from job to job. They know just what to do. They want to give sick or hurt patients the care they need.
The hospital medical staff is made up of teams of doctors and nurses. Doctors must examine patients to find the best way to make them better. They check each patient’s temperature and heartbeat. They also ask lots of questions. Then doctors think up plans to make each patient better. Some patients will need special medicine. Other patients may need to have an operation. A person who is sick or hurt must stay in the hospital for a few days.

Nurses take care of patients who are in the hospital. Some nurses help doctors with operations or special tests. They make sure patients improve each day. They check that the patients are getting better with the right medicine.

There are other workers who help the hospital run smoothly. Some workers give X-rays to find out if someone has a broken bone. Others carry out tests to find out why a patient is sick. Some workers make healthy meals or keep hospital rooms clean.

Hospital workers do many different jobs, but they all work together. And they work hard! Their goal is to give all patients the care they need to get better.
**Think** Using what you learned by reading “Who Works in a Hospital?,” respond to the following questions.

1. What is the meaning of the word “patients”? Write what “patients” means based on the clues in the sentence.

   Many patients, the people who need to see a doctor, come in every day.

2. What is the meaning of the phrase “medical staff” in paragraph 2?

   A. people who keep files of plans  
   B. people who treat the sick  
   C. people who keep things clean  
   D. people who prepare meals

3. Read these sentences from paragraph 2 of the passage.

   Doctors must examine patients to find the best way to make them better. They check each patient’s temperature and heartbeat. They also ask lots of questions.

   What does the word “examine” mean?

   A. make plans for  
   B. do surgery on  
   C. give medicine to  
   D. check over carefully
The following question has two parts. First, answer Part A. Then answer Part B.

**Part A**
Use the chart to write the clues for the phrase “hospital workers.” Write the phrase in the first box. After you write the clues, write what you think the phrase means.

<table>
<thead>
<tr>
<th>Phrase:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clue</td>
</tr>
<tr>
<td>Meaning</td>
</tr>
</tbody>
</table>

**Part B**
What is the goal of all the hospital workers?

A. to check that the patients are getting better  
B. to give the patients the care they need to get better  
C. to check each patient’s temperature and heartbeat  
D. to keep files about the doctors’ plans
Commas in Dates and Places

Read each sentence. Rewrite each date or place. Put the comma in the correct place.

1. We visited Mexico on June 17 2011.

2. I came from Atlanta Georgia.

3. We saw horses on June 20 2011.


5. The baby elephant was born on April, 2 2012.

6. I heard the story in Miami Florida.

7. I took a plane to Los Angeles California.

8. I saw ten chicks on May 1 2012.
Word Choice: Using Exact Verbs

<table>
<thead>
<tr>
<th>Without Exact Verb</th>
<th>With Exact Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lions move quickly</td>
<td>The lions dash quickly.</td>
</tr>
</tbody>
</table>

Replace each underlined word with an exact word from the box. Write the new sentences. Underline the exact words.

- race
- hurt
- watched
- hid
- squawks

1. Yesterday, I saw a fox.

   _______________________________________________________

2. I saw the fox move past our barn.

   _______________________________________________________

3. The chickens made many noises.

   _______________________________________________________

4. Finally, they sat in their nests.

   _______________________________________________________

5. They thought the fox would bother them.

   _______________________________________________________
Read the story. Then answer the questions that follow.

Kate Skates

by Rhonda Leverett, Highlights

1 Last year, when Carlene moved next door, we started the Carlene and Kate Club. We paint noodle necklaces and make paper masks and eat peanut-butter sandwiches with lots of grape jelly. Sometimes we wear purple and jump around yelling “Purple Power!”

2 Purple makes us ready for anything.

3 But when I saw Carlene’s party invitation, I said, “No way!”

Please come to my birthday skate party!
Saturday, 3 p.m.
Monroe Ice Rink
Carlene loves skating. She takes lessons every Thursday while I’m at ballet. I tried it once, and I spent more time sitting on the ice than skating on it.

This morning I hid behind my bed. “I don’t want to go to that party.”

I almost forgot our club’s number one rule: we always stick together.

“This is really rotten,” I said in the car.

“You’ll be fine,” Mom said.

I stared out the window.

When we got to the rink, I walked toward the party very slowly. I was thinking of reasons to turn around and ask Mom to drive me home. But there were lots of balloons, and the cake was a giant flower, and Carlene gave me a hug. We ate snacks and made funny faces.

I’d just started having a great time when someone yelled, “Let’s skate!” My heart went PA-BOOM-BOOM-BOOM. My knees started shaking.

I put on ice skates as slooowly as I could. Then I placed one foot on that slippery ice, then the other.

“Come on, Kate!” Carlene took my hands and started skating backward. I held on tight. Fast kids whizzed by. Some fell down, too. I held on tighter.
“Think about your favorite thing,” Carlene said.

I remembered my dance recital. The cheering crowd, the butterfly costume, and the spinning, spinning . . . Carlene and I went down—splat!

My face felt hot, the way it does when people see me mess up.

Then Carlene said, “Hey, we’re both wearing purple.”

It was true—she had a purple hair ribbon, and I had a purple bracelet.

I pushed myself up. Slowly.

“OK. Let’s try again,” I said.

Even though my knees were shaking, we made it once around the rink. I kind of liked it! Maybe I just needed a little practice.

When Carlene opened her present from me, she smiled. It was a bracelet just like the one I was wearing. After she put it on, we held up our matching bracelets. “Purple Power!” we yelled together.
Write an Extended Response Tell how Carlene helps to change Kate's point of view about skating. Use details from the story in your answer.
Washing Your Hands

You might not think about it, but there are many steps you take while washing your hands. First, you turn the water on in the sink. After that, you need to squirt soap into your hands. Then, rub the soap between your two hands. Scrub your fingers, hands, and wrists. After that, you rinse the soap off using water from the sink. Turn the water off. Finally, use paper towel or a towel to dry your hands. Now your hands are clean!

1. What step do you do first?
   a) Wash your hands.
   b) Turn on the water.
   c) Squirt soap in your hands.
   d) Scrub your hands.

2. What step do you take after you rinse your hands off? Use a complete sentence.

3. What would happen if you didn't squirt soap into your hands? Use complete sentences when answering.

4. Number the steps in the correct order. Place number 1 by the first step and so on.
   __ Squirt soap into your hands and scrub.
   __ Turn on the water.
   __ Rinse your hands under the water.
   __ Dry your hands on a towel.