

Main Ideas and Details

Ecology for Kids**Comprehension:**
Main Ideas and Details

Read the selection below.

Winter Wonderland

Each year the approaching winter brings a sense of excitement to people who like snow.

Snow is great because you can have so much fun outside. Making snow angels, sledding, and building a snowman are great ways to spend time outside with family and friends.

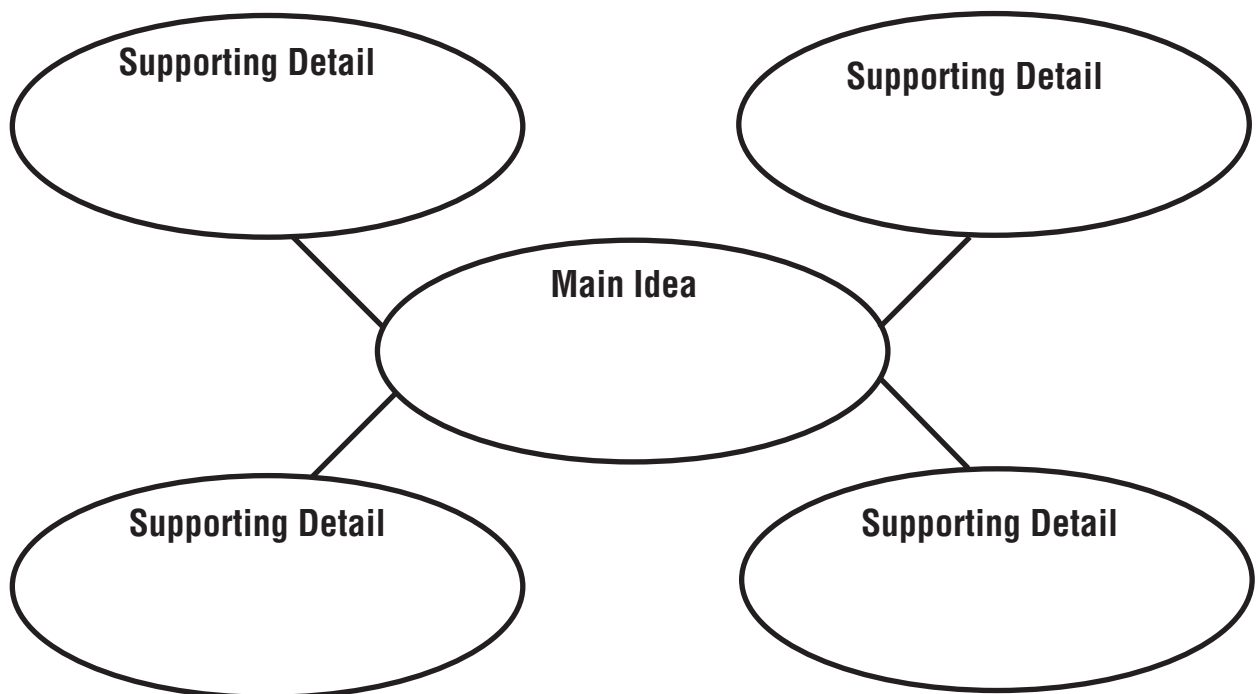
If the snow is light and fluffy and packs well, you can even build a snow fort to hide from your “enemies” during snowball fights! You can catch snowflakes on your tongue and

jump in snowdrifts three feet high.

And when the weather gets really cold, you can go inside your warm house and watch the snow outside fall quietly to the ground. Sipping cocoa under a cozy blanket, you can tell stories and talk about winter adventures to come.

Winter is a season to celebrate for its joy and beauty. It only lasts a few months each year, but it creates memories that last a lifetime!

Complete the Web below to identify the main idea and details about winter. Write your answers in complete sentences.



Main Ideas and Details

Ecology for Kids**Comprehension:**
Main Ideas and Details

Read the selection below.

It's "Just" a Thunderstorm

Everyone fears tornadoes and earthquakes. But we rarely worry about thunderstorms. They seem so common that they're just annoying, right?

Wrong. Thunderstorms can be dangerous. About 10,000 severe thunderstorms strike the United States each year, bringing high winds that break tree limbs and uproot trees. These winds can down power lines. Some turn into tornadoes.

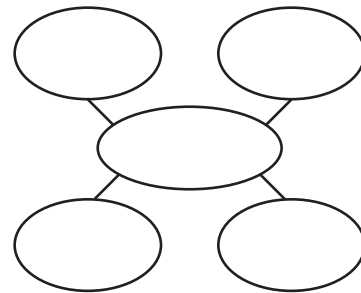
Severe thunderstorms may produce hail and flooding. Hail can

damage cars and injure animals and people. Floods damage property and trap people and animals.

Lightning can be a very dangerous part of a severe storm. It can cause fires or other damage. It also can strike people directly and kill them.

The U.S. Weather Service provides early warnings about severe storms. When you hear these, remember that even though we see them more often than tornadoes, thunderstorms are no less dangerous.

Analyze the selection to evaluate the main idea and details presented. Use a Web like the one here to organize your thoughts. Then answer the questions below.



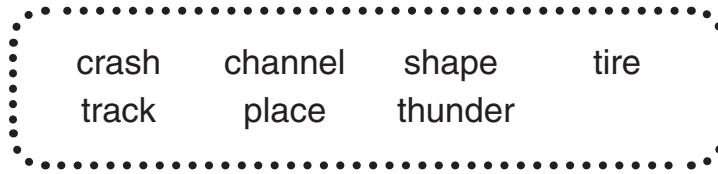
- 1.** What is the author's main idea? Use text evidence to support your answer.

- 2.** How does each paragraph support the main idea in the passage?

Name _____ Date _____

Multiple-Meaning Words

Ecology for Kids
Vocabulary Strategies:
Multiple-Meaning Words



Read each sentence. Write the number of the correct definition for the underlined word on the blank.

1. The glass fell off the table with a crash. _____
 1. a loud noise 2. a collision, a wreck
2. Everyone cheered as he ran around the track. _____
 1. a mark, as a footprint 2. a course set up for racing
3. The boat sailed down the channel. _____
 1. a waterway 2. a means of communicating
4. She didn't want anyone to take her place. _____
 1. an area or region 2. a position in line
5. The football player was in great shape. _____
 1. the outline of something 2. physical condition
6. After we saw the lightning, we heard some thunder. _____
 1. to speak loudly 2. a loud noise from the sky
7. I could not ride my bike because there was a hole in the tire. _____
 1. rubber covering a wheel 2. to run out of energy

Name _____ Date _____

Changing Final *y* to *i*

Ecology for Kids

Spelling: Changing Final *y* to *i*

Basic Write the Basic Word to complete each analogy.

1. *Trees* are to *forests* as *cities* are to _____ .
2. *Biggest* is to *largest* as *smallest* is to _____ .
3. *Weakest* is to *strongest* as *liveliest* is to _____ .
4. *Seeds* are to *plants* as *caterpillars* are to _____ .
5. *Smoother* is to *rougher* as *tougher* is to _____ .
6. *Happier* is to *merrier* as *windier* is to _____ .
7. *Better* is to *best* as _____ is to *noisiest*.
8. *Lightest* is to *darkest* as *ugliest* is to _____ .
9. *Cleaning* is to *chores* as *photography* is to _____ .
10. *Cold* is to *colder* as *busy* is to _____ .

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

Challenge 11–14. You helped out at the community garage sale. Tell how you sorted items for sale. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. tiniest
2. hobbies
3. copied
4. countries
5. pitied
6. easier
7. laziest
8. families
9. spied
10. happiest
11. ladies
12. friendlier
13. studied
14. busier
15. breezier
16. prettiest
17. noisier
18. healthier
19. butterflies
20. funniest

Challenge

heaviest
categories
communities
multiplied
qualities

Name _____ Date _____

Spelling Word Sort

Ecology for Kids
Spelling: Changing Final *y* to *i*

Write each Basic Word beside the correct heading.

Adding -es to a consonant + <i>y</i> word	Basic Words: Challenge Words: Possible Selection Words:
Adding -ed to a consonant + <i>y</i> word	Basic Words: Challenge Words:
Adding -er to a consonant + <i>y</i> word	Basic Words:
Adding -est to a consonant + <i>y</i> word	Basic Words: Challenge Words:

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17. noisier
18. healthier
19. butterflies
20. funniest

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *Ecology for Kids*. Find words that change the final *y* to *i* before adding **-es**, **-ed**, **-er**, or **-est**. Add them to your Word Sort.

Challenge

heaviest
categories
communities
multiplied
qualities

Proofreading for Spelling

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

Observing nature can be entertaining and informative. Nature has been speid upon and studyed through the ages and has taught ladys, gentlemen, and familes many lessons. We have coiped things we see happening in nature to make us healthyer and friendlyer. We have pityd people who take no notice of nature. Some of the prettyiest and funniest things can be found in nature—look at a sunset, or look at baby birds, each noiser than the other, opening their mouths wide to be fed. Many people have found that some of their happist times have been spent observing nature.

Spelling Words

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Challenge

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

Name _____ Date _____

Using Irregular Verbs

Ecology for Kids
Grammar: Irregular Verbs

Verbs that do not add *-ed* to show past action are called **irregular verbs**. You must remember the spellings of irregular verbs.

present tense verb: give

irregular past tense verb: gave

Thinking Question

What verb does not add -ed to show past action?

1–8. Write the correct form of the verb in parentheses to show past action.

- 1.** The scientist (know) how to protect the environment.

- 2.** Our science teacher (brings) photographs of various ecosystems to class. _____
- 3.** She (tells) us that one way to protect the environment is to stop pollution. _____
- 4.** It would also help the environment if we (grow) our own vegetables. _____
- 5.** We (take) very long showers. _____
- 6.** We (leave) the lights on in empty rooms.

- 7.** We (drive) everywhere instead of walking or riding bikes.

- 8.** My family and I (make) a plan for how to save water, electricity, and gasoline. _____

Name _____ Date _____

The Special Verb *be*

Ecology for Kids
Grammar: Irregular Verbs

The verb *be* tells what someone or something is or is like. It does not show action. It can be used as a main verb or a helping verb. The verb *be* has special forms for different tenses and different subjects.

forms of the verb *be*

subject	present tense	past tense
I	am	was
he, she, it	is	was
we, you, they	are	were

past participle with form of helping verb *have*

I, we, you, they	have been
he, she, it	has been

Thinking Question

What is the subject?
What is the tense? What
form of *be* is correct?

1–6. Write the form of the verb *be* in parentheses that correctly completes each sentence.

1. Last week, the students (are, were) learning about ecosystems. _____
2. An ecosystem (is, are) a place where groups of living and nonliving things interact with their environment.

3. Forests, lakes, and deserts (is, are) examples of ecosystems. _____
4. Yesterday, I (am, was) working on a project about the ocean. _____
5. Today, I (am, was) presenting my project about the ocean to my classmates. _____
6. I (been, have been) enjoying learning about the ocean.

Name _____ Date _____

Helping Verbs

Ecology for Kids
Grammar: Irregular Verbs

Many **irregular verbs** change spelling when they are used with **helping verbs**. Often the new spelling uses *n* or *en* to show past tense.

Irregular verb: grow

Past tense: grew

Past tense form with helping verb: had grown

1–5. On the line, write the correct form of the verb in parentheses.

- 1.** My class had (drive) _____ all morning to get to the seashore.
- 2.** Then we had (ride) _____ in a boat to get to a mangrove swamp.
- 3.** It was the first time I had (see) _____ such a unique ecosystem.
- 4.** When it heard us coming, a heron had (hide) _____ among the trees.
- 5.** Afterwards, a scientist had (speak) _____ to us about preserving mangrove swamps.

Kinds of Pronouns

Ecology for Kids
Grammar: Spiral Review

Subject Pronouns	He and she read books about lightning.
Object Pronouns	Rachel introduced him to us .

1–4. Write a subject pronoun or an object pronoun to replace the underlined word or words in each sentence.

1. Dr. Frank Josephs gathered data from an experiment. _____
2. The experiments were performed by him and his assistant Lydia.

3. Dr. Josephs showed Lydia the data. _____
4. These scientists are studying the relationship between ice in clouds and lightning storms. _____

5–7. Combine the sentences by using the connecting word in parentheses. Change one of the subjects to a pronoun.

5. The light is hard to see. The light flashes in a fraction of a second.
(because)

6. The scientists collect all the data. The scientists write a detailed report. (after)

7. Ms. Blaine was busy. Ms. Blaine answered all our questions about thunder and lightning. (although)

Name _____ Date _____

Conventions

Ecology for Kids
Grammar: Connect to Writing

Incorrect Form of Verb
They dove into the bay and <u>taked</u> a look at its ecosystem.
Correct Form of Verb
They dove into the bay and <u>took</u> a look at its ecosystem.

1–5. Choose the correct form for the verb in the parentheses. Rewrite the sentences to make the author’s meaning clear.

- 1.** Yesterday, the scientists (find, found) an unfamiliar creature in the bay.

- 2.** When they returned to shore, they (brung, brought) it to the laboratory.

- 3.** They now (know, knew) some of the changes that happened as a result of pollution in the bay.

- 4.** The scientists (writed, wrote) a report about their findings.

- 5.** They (gived, gave) a talk about their discoveries.

Focus Trait: Ideas

Focusing on the Main Idea

Ecology for Kids
Writing: Write to Persuade

Good writers keep readers interested by keeping the details in each paragraph focused on its main idea. This writer deleted a sentence that did not support the main idea.

Lightning is caused by electric charges. Ice and raindrops move quickly in a storm cloud and create a charge at the bottom of the cloud. At the same time, an opposite charge is created on the ground. When sparks from the cloud meet sparks from the ground, they create a bolt of lightning. ~~A tree hit by a bolt of lightning can sometimes survive.~~

Main idea: *Lightning is caused by electric charges.*

Read the paragraph and write the main idea. Then cross out the sentence that does not support the main idea.

1. A fulgarite is a long tube in the ground created by lightning. First, lightning hits the ground and goes deep into the soil. A bolt of lightning has as much power as all the power plants in the United States can make in the same amount of time! The heat from the lightning melts sand in the ground, forming a fulgarite. This crusty tube shows the shape of the lightning bolt.

Main idea: _____

2. Benjamin Franklin performed an experiment that is now famous. He flew a kite in a big storm. A key was tied to the bottom of the kite string. Lightning struck, and sparks flew from the key! You can estimate how far lightning is by listening to thunder. A silk ribbon on the string kept Franklin's hand from getting hurt.

Main idea: _____