Name ______________________ Date ______________

Greek Word Parts

Basic: Read the paragraph. Write the Basic Words that best complete the sentences.

A few weeks ago, a (1) ____________ in a newspaper article informed us of an upcoming performance. The (2) ____________ would be playing a concert featuring both jazz and world music. The local TV station planned to (3) ____________ the event. My mother picked up the (4) ____________ and called the box office to buy tickets. Before we went to the theater, I read about the conductor’s life in a short (5) ____________. Between songs, the conductor spoke into a (6) ____________ to tell us about the music. I enjoyed watching a woman playing the metal bars of a (7) ____________ with two mallets. My favorite part of the jazz program was a solo on the (8) ____________. Cameras weren’t allowed inside, so I was unable to take even one (9) ____________. But after the show, I asked the conductor to (10) ____________ my program, and he did!


Spelling Words

Basic
1. telephone
2. autograph
3. microscope
4. photograph
5. televise
6. biology
7. microphone
8. paragraph
9. symphony
10. telegraph
11. megaphone
12. microwave
13. photocopy
14. biography
15. saxophone
16. telescope
17. calligraphy
18. xylophone
19. homophone
20. homograph

Challenge
telecommute
bibliography
phonetic
microbe
autobiography
Spelling Word Sort

Write each Basic Word next to the correct word part.

<table>
<thead>
<tr>
<th>Basic Words:</th>
<th>Challenge Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>graph</strong> (&quot;something written&quot;)</td>
<td></td>
</tr>
<tr>
<td><strong>phone</strong> (&quot;sound&quot;)</td>
<td></td>
</tr>
<tr>
<td><strong>micro</strong> (&quot;small&quot;)</td>
<td></td>
</tr>
<tr>
<td>other Greek word parts</td>
<td></td>
</tr>
</tbody>
</table>

Challenge: Add the Challenge Words to your Word Sort.

**Basic**
1. telephone
2. autograph
3. microscope
4. photograph
5. televising
6. biology
7. microphone
8. paragraph
9. symphony
10. telegram
11. megaphone
12. microwave
13. photocopy
14. biography
15. saxophone
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19. homophone
20. homograph

**Challenge**
telecommute
bibliography
phonetic
microbe
autobiography
Proofreading for Spelling

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

As a grade-school teacher, I was tired from educating students about what a homophone and a homograph were, how biologie played a part in everyday life, and how to use a microscope. When I got a telegraf from my cousin inviting me to Alaska, I was ready to use a megafone to announce my departure! Instead, I relied on the telefone. Since I look at every trip as a learning adventure, I packed my telascope, made a photocopy of a map of Alaska, and set off.

Once I got to Alaska, I discovered that my cousin lived in a remote cabin. Other than a mikrowave, a radio, and a computer, he had few modern conveniences. He even had the time to write letters using caligraphy. I couldn’t wait to get outside and explore—and, of course, to report back everything to my students!

1. ________________ 7. ________________
2. ________________ 8. ________________
3. ________________ 9. ________________
4. ________________ 10. ________________
5. ________________ 11. ________________
6. ________________

Spelling Words

1. telephone
2. autograph
3. microscope
4. photograph
5. televise
6. biology
7. microphone
8. paragraph
9. symphony
10. telegraph
11. megaphone
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Challenge

telecommute
bibliography
phonetic
microbe
autobiography

321
Fossils: A Peek into the Past
Grammar: Commas in Sentences

Commas with Introductory Words and Phrases

• An introductory word, such as meanwhile, well, yes, or no, that begins a sentence is usually followed by a comma.
• An introductory phrase, such as a short while later, is also usually followed by a comma.

Yes, I’ll go with you.
Earlier today, he was not in the room.

Write each sentence correctly, adding commas where they are needed.

1. Yes Dr. Winston will tell the story of his first fossil find.

2. Well the scientist thought he was extremely lucky to find the fossil.

3. After some time the museum hoped he would donate the fossil.

4. In the morning will you tell us about the new fossil exhibit?

5. No I have not seen the fossil of a dinosaur leg.
Commas with Names

- When a person is spoken to directly by name, the name is set apart from the rest of the sentence by commas.
- Names can appear at the beginning, in the middle, or at the end of sentences.

Finding fossils is important work, Jake, because fossils teach us about life long ago.

Rewrite each sentence. Add commas where they are needed.

1. Jared how did it feel to find such an unusual fossil?

2. Well Luis I thought I was just digging up an interesting rock.

3. So many people Jared are going to want to see what you found.

4. Do you think Jared that you’ll find more fossils?

5. I sure hope so Luis.

6. What most people don’t understand Philip is how hard it is to discover anything worthwhile.

Thinking Question
Is the person who is being spoken to addressed by name in the sentence? Where in the sentence do I naturally pause?
**Commas in Sentences**

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

1. About 10,000 years ago woolly mammoths became extinct.

2. After finding a fossil the scientist recorded his discovery in a notebook.

3. Finally Dr. Winston found the remains of a giant sea creature.

4. Hoping to improve their collection museum officials asked Dr. Winston to donate the fossil.

5. If you could give us the fossil Dr. Winston our collection would be complete.
Correct Adjectives

- *A, an, and the* are special adjectives called *articles*.
  - *A and an* refer to any noun. *The* refers to a specific noun.
- *A demonstrative adjective* tells which one. *This* and *these* refer to nouns close by. *That* and *those* refer to nouns farther away. *This* and *that* are used with singular nouns. *These* and *those* are used with plural nouns.
- *A proper adjective* is formed from a proper noun. It is capitalized.

1–5. Write the correct article or demonstrative adjective in parentheses to complete each sentence.

1. (Those, That) fossils are the oldest in the museum.

2. Jorge visited (the, a) National History Museum.

3. (These, That) fossils need to be cleaned.

4. I wrote a book about (a, an) great fossil discovery.

5. Scientists believe that climate change was one reason (these, this) mammoths disappeared.

6–8. Rewrite the sentences, using adjectives to combine them.

6. After discovering the dinosaur fossil, the boy appeared on the evening news. The boy was from Canada.

7. The boy said the fossil looked like a rock. It was rough and jagged.

8. They found the fossil buried in the ground. The ground was frozen.
Sentence Fluency

Use introductory phrases to combine sentences when you want to vary sentence length. A comma sets off all introductory phrases.

<table>
<thead>
<tr>
<th>Short, Choppy Sentences</th>
<th>Combined Sentence with an Introductory Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jared was walking home from school. He found a fossil of a mammoth tooth.</td>
<td>Walking home from school, Jared found a fossil of a mammoth tooth.</td>
</tr>
</tbody>
</table>

Combine each pair of sentences by changing one sentence to an introductory phrase.

1. We were visiting the museum. We saw the fossil collection.

2. The fossilized tooth weighed seven pounds. It was almost as big as my whole head!

3. Scientists discovered the bones of an 18,000-year-old man. The discovery was made during a trip to Indonesia.

4. Over 100 dinosaur eggs were discovered in India. Three explorers discovered them while hunting.

5. The hunter investigated what he thought was a reindeer. The Russian hunter discovered it was the remains of a 40,000-year-old baby mammoth.
### Focus Trait: Ideas

Main idea statements need strong examples to make writing clear. Read the statement and the weak example. Then notice how this example was made stronger by adding details.

**Statement:** Fossils give scientists important information.

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>They show where they came from.</td>
<td>Scientists can learn the age and size of an animal from fossil remains.</td>
</tr>
</tbody>
</table>

Read each statement and the weak example that follows it. Then rewrite the weak example by adding more details.

1. **Statement:** Below-average temperatures preserve animal remains.

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Arctic the weather is freezing.</td>
<td></td>
</tr>
</tbody>
</table>

2. **Statement:** Some animal species have been found in different geographical zones.

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mammoth has been found in a few places.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Statement:** Mammoths were huge animals.

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some were bigger than an adult person.</td>
<td></td>
</tr>
</tbody>
</table>

4. **Statement:** You can hunt for fossils at any age.

<table>
<thead>
<tr>
<th>Weak Example</th>
<th>Strong Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even little children find them.</td>
<td></td>
</tr>
</tbody>
</table>