Instructions: Before reading the book, fill in the first row with your predictions. As you read, fill in the middle row with any changes you make to your predictions. When finished, write what actually happened in the final row.

Make Predictions: What I predict will happen

Revise: Changes to my predictions

Confirm: What actually happened





Instructions: Read the sentences below. Use a red pencil to underline the spoken words and a blue pencil to circle the speaker's name in each sentence. Add the appropriate punctuation marks to the dialogue and the rest of the sentence. Don't forget the punctuation at the end of the sentence.

- 1 "I think it's time for a visit to the principal's office" Ms. Fremont said
- 2 "All right, you two—I understand why you're unhappy" Ms. King said finally
- (3) "All right, everybody" he called "let's try this again"
- 4 "I think we need more information" she told them
- **5** "First music class got canceled, then art class, and now there's this recess stuff" another fifth grader told Ada disgustedly
- 6 "Well . . . you can take a break today" Ms. Fremont decided "but obviously you can't do it here"
- 7 "I've got an idea about how we might get our free time back" he said
- (8) "I think it's worth a try" Elias said "It worked for the civil rights protestors, so why not us"
- (9) "All right, class" said Mr. Sterling briskly "We're starting with the civil rights movement of the 1960s"
- (I) "Sit-ins started in restaurants, which were often open only to white customers" answered Mr. Sterling.



Instructions: Match the words from the left column with the words from the right column to create compound words. Then, write the compound words under the correct heading: *Closed Compound Words* or *Hyphenated Compound Words*. Then, use all the hyphenated compound words in sentences on the back of your paper.

sighted time short tied well saving eyed green known tonque rain tail ball un coat sun popular pig glasses base



Hyphenated Compound Words	Closed Compound Words