Read the selection below.

**Soccer Camp Rocks**

Soccer camp gives kids a chance to sharpen their skills. At Soccer Camp Rocks, kids get a week of drills, conditioning, pep talks, and games. Many coaches insist that their players attend camp to get ready for the fall season.

“Soccer campers gave us the edge last season. We went all the way to the finals!”
—Coach Adams, Parkdale Tigers

**Camp Coaches**

Trained coaches lead soccer camp. Players strengthen weaknesses and learn basic strategies. Players of all skill levels benefit from the intense workouts.

**Team Building**

While players cover the basics, they also learn about team building. Leadership, sportsmanship, and trust are important parts of a successful team. Teammates must be able to rely on each other, both on and off the field.

“The stronger the team, the stronger the season,” said Hoot Banding, founder of Soccer Camp Rocks.

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**Daily Schedule**

- 8 A.M. — Check in and warm up
- 9 A.M. — Drill Mania!
- 10:15 A.M. — Strength and weight training
- 11:45 A.M. — Lunch
- 1 P.M. — Special teams and skill building
- 2 P.M. — Scrimmage

---

Use the T-Map to identify text features in the selection and how they are used.

<table>
<thead>
<tr>
<th>Text/Graphic Feature</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>----------------------</td>
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</tbody>
</table>
Read the selection below.

Cooking for Kids

Kids can take cooking classes at the Tri-Cities Community Center. Classes include how to bake, make soup, and barbecue. Teachers from different countries teach classes about their favorite dishes.

Basics for Beginners

The teachers know that kids might not be comfortable in the kitchen. Lee Collins, the director of the program, offers help. “Soup making is a good place to start,” she says. “It’s like taking a crash course. You need to mince, dice, and sauté. You need to get everything boiling. Then you need to simmer and add seasonings.”

Taste Tours

The kitchen classroom can open up new worlds. Kids can learn to make traditional meals from around the globe. “In my Turkish cooking class, I found out about new tastes and traditions,” said Ben, age 12.

All classes end with a feast.

Cooking Terms

Boil—heat cooking liquid so that it bubbles rapidly
Dice—cut food into small pieces
Mince—cut food into fine pieces
Sauté—fry food quickly
Simmer—keep the cooking liquid just below the boiling point

Use a T-Map like the one shown to identify the text features and how they are used. Then answer the questions below.

1. Explain graphic features that could be used on another page about the cooking class.______________________________

2. Explain text features that could be used on another page about the cooking class.______________________________
Prefixes non-, un-, dis-, mis-

The words in the box begin with a prefix. Choose a word to fill in the blank and complete each sentence. Use context clues and the prefix meanings that are shown to help you.

unfamiliar uncertain unlikely nondairy nonproductive disagree discomfort discontented misconduct misied misplace misunderstand

“not”

1. The new chef is ____________ with that recipe. She has not seen it before.
2. Poorly fitting shoes will cause the feet ____________
3. With regular study habits, failing the science test is ____________
4. Keep thinking about the good things in life to avoid being ____________. This will make you happy.
5. People who cannot drink milk use ____________ products.
6. We are ____________ what time the guest speaker will arrive.
7. In most cases, it is ____________ to worry about the past.
8. The two groups ____________ about the best way to solve the problem.

“wrong”

9. An audience was ____________ by the magician’s illusion.
   They got the wrong idea.
10. The students’ ____________ was punished with a scolding.
11. People often argue because they ____________ each other.
12. If you ____________ the key, you will not be able to get in the house.
Long a and Long e

Basic  Write the Basic Word that best fits each clue.

1. to swing back and forth _______________________
2. to welcome _______________________
3. the daughter of one’s brother or sister _______________________
4. to wander away from a group _______________________
5. feeling shame or guilt _______________________
6. exhibit or put on view _______________________
7. to set free _______________________
8. to do again _______________________
9. wires and bands used for straightening teeth _______________________
10. approval or admiration _______________________

Challenge 11–14. Write some sentences that tell what a coach might say to a team during a game. Use four of the Challenge Words. Write on a separate sheet of paper.

Challenge
terrain
succeed
betray
motivate
upheaval

Spelling Words

1. awake
2. feast
3. stray
4. greet
5. praise
6. disease
7. repeat
8. display
9. braces
10. thief
11. ashamed
12. sleeve
13. waist
14. beneath
15. sheepish
16. release
17. remain
18. sway
19. training
20. niece
## Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>/a/ spelled</th>
<th>Basic Words:</th>
<th>Challenge Words:</th>
<th>Possible Selection Words:</th>
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<tbody>
<tr>
<td>a-consonant-e</td>
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<tr>
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<table>
<thead>
<tr>
<th>Other spellings for /e/</th>
<th>Basic Words:</th>
<th>Possible Selection Words:</th>
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<tbody>
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</table>

### Challenge
Add the Challenge Words to your Word Sort.

1. awake  
2. feast  
3. stray  
4. greet  
5. praise  
6. disease  
7. repeat  
8. display  
9. braces  
10. thief  
11. ashamed  
12. sleeve  
13. waist  
14. beneath  
15. sheepish  
16. release  
17. remain  
18. sway  
19. training  
20. niece

### Challenge Words
terrain  
succeed  
betray  
motivate  
upheaval

### Connect to Reading
Look through *Ultimate Field Trip 5: Blasting Off to Space Academy*. Find words that have the /a/ or /e/ spelling patterns on this page. Add them to your Word Sort.
Proofreading for Spelling

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

Cadets and Instructors: Beware! Yesterday a food thief was caught hiding beneath a table in the academy cafeteria. He appeared sheepish, ashamed, and sad, as if he had a disease of the heart. Luckily, one of our kitchen staff was especially alert and awake while making our usual lunch feast. I praise Ms. Woo for her fine skill in using the belt from her waist to catch the furry thief. Her reward from this office is a big red heart to wear on her sleeve. To repeat: please remain alert for any other stray visitors, especially four-legged ones who need further training before they can eat in the cafeteria. Please release any such visitors out-of-doors without delay.

1. ____________________________________________ 9. ____________________________________________
2. ____________________________________________ 10. ____________________________________________
3. ____________________________________________ 11. ____________________________________________
4. ____________________________________________ 12. ____________________________________________
5. ____________________________________________ 13. ____________________________________________
6. ____________________________________________ 14. ____________________________________________
7. ____________________________________________ 15. ____________________________________________
8. ____________________________________________

Spelling Words:
1. awake
2. feast
3. stray
4. greet
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12. sleeve
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14. beneath
15. sheepish
16. release
17. remain
18. sway
19. training
20. niece

Challenge:
terrain
succeed
betray
motivate
upheaval
Declarative and Interrogative Sentences

A declarative sentence tells something. It ends with a period.
Astronauts weigh less on the moon than on Earth.

An interrogative sentence asks something. It ends with a question mark.
Why do astronauts weigh one-sixth their weight on Earth in space?

Activity  Write the sentence using correct end punctuation and capitalization. Then label the sentence declarative or interrogative.

1. the Hubble telescope travels outside of Earth’s atmosphere

2. have you seen any pictures of distant space objects taken by the telescope

3. why don’t we just send astronauts into space to take pictures

4. astronauts did go up in the space shuttle to fix the Hubble telescope

Thinking Question
Does this sentence tell something or ask something?
Imperative and Exclamatory Sentences

An imperative sentence gives an order. It ends with a period.

Give me the name of the first astronaut who walked on the moon.

An exclamatory sentence expresses strong feeling. It ends with an exclamation point.

Watching the moon landing on television was amazing!

Activity  Write the sentence using correct end punctuation and capitalization. Then label the sentence imperative or exclamatory.

1. wow, I can’t believe Mars is that far away

2. gather as much information as you can about Mars

3. don’t leave the library until you find books on Mars

4. what a tremendous amount of data the Mars Lander collected

5. how far we’ve come in our understanding of space

Thinking Question  Does this sentence give an order or express strong feeling?
Kinds of Sentences

A **declarative sentence** tells something. An **imperative sentence** gives an order. They both end with a period.

An **interrogative sentence** asks a question. It ends with a question mark. An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

**Who can be an astronaut?**

**Activity** Write the sentence using correct end punctuation and capitalization. Then label the sentence **declarative, imperative, interrogatory, or exclamatory**.

1. tell me all you know about the first satellite in space

2. why didn’t we send satellites into space before the 1950s

3. we’ll tell you why there were no satellites in space before the 1950s

4. how exciting it must be to work in the space industry

**Thinking Question** Does this sentence tell something, ask something, give an order, or express strong feeling?
Irregular Verbs

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
</tr>
</tbody>
</table>

1–4. Write the correct form of the verb in parentheses to complete the sentence.

1. (say) Whoever ___________ the moon is made of cheese was joking.
2. (tell) The space academy tour guide ___________ us facts about the moon.
3. (know) Jessie ___________ most of the answers because she reads a lot of books about outer space.
4. (begin) The guide ___________ his talk with a slideshow of pictures of the moon.

5–8. Circle the four incorrect verbs in the paragraph. Then write the correct past-tense form of each verb on the lines below.

Every night, the sun lights up dark spots all over the moon. What are those dark spots? Ancient groups thinked they were seas. Now we know that those spots are pools of lava that frozed over time. No one ever swimmed in those pools! The moon is also covered with craters, holes, spots, and bumps that remind some people of cheese. The next time you look at the moon at night, see what you think it’s maked of.
I would like you to read this paragraph about Mars. Mars used to be very different from the way it is today. I wonder what you know about Mars already.

Read this paragraph about Mars. How different Mars used to be from the way it is today! What do you know about Mars already? Read on to find out more.

Activity  Change each underlined declarative sentence to another kind of sentence. Write the new sentences on the lines below.

Mars is the fourth planet from the sun. From Earth, the planet appears red. I wonder whether there was ever life on Mars. Finding solid proof that life existed on another planet would be exciting. There is evidence of water in the rich, red rocks that cover Mars’ surface.

Some people think that humans might be able to live on Mars someday. I do not want you to think that moving to Mars would be easy. Mars has seasons, just like Earth, but the seasons are different. It is much colder on Mars. The Martian atmosphere is different from Earth’s. It is safe to say that humans will have a lot more work to do before anyone sets up a home on Mars.

1. (interrogative) ___________________________________________________________________

2. (exclamatory) ___________________________________________________________________

3. (imperative)   ___________________________________________________________________

4. (exclamatory) ___________________________________________________________________
Focus Trait: Voice
Adding Sensory Details to Show Feeling

<table>
<thead>
<tr>
<th>Weak Voice</th>
<th>Strong Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The astronauts waited to blast off.</td>
<td>With butterflies in their stomachs and arms tensed, the astronauts waited to blast off.</td>
</tr>
</tbody>
</table>

A. Read each weak sentence. Add sensory details and other vivid words to give the writing more feeling and make the voice interesting.

<table>
<thead>
<tr>
<th>Weak Voice</th>
<th>Strong Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The people stood behind the fence watching.</td>
<td>The ________________ stood behind the fence</td>
</tr>
<tr>
<td>2. With an hour still to go, it got cloudy.</td>
<td>With ___________________________ still to go,</td>
</tr>
<tr>
<td>3. Rain started to fall on the people.</td>
<td>Rain started to ________________ the</td>
</tr>
</tbody>
</table>

B. Read each weak sentence. Then rewrite it to add sensory details and vivid words. Use words and details that show the speaker’s thoughts and feelings.

Pair/Share Work with a partner to brainstorm words and details for your sentences.

<table>
<thead>
<tr>
<th>Weak Voice</th>
<th>Strong Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. People went back to their cars.</td>
<td></td>
</tr>
<tr>
<td>5. They sat and waited for news of the launch.</td>
<td></td>
</tr>
</tbody>
</table>