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| EMB000004e83cf8 | | **Worksheet – Unit 1** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Farmers \_\_\_\_\_\_\_\_\_\_grow\_\_\_\_\_\_\_\_\_\_ and pick oranges.

The oranges are put on a \_\_\_\_\_\_\_\_\_truck\_\_\_\_\_\_\_\_\_\_\_ and go from a

\_\_\_\_\_\_\_\_\_farm\_\_\_\_\_\_\_\_\_\_\_ to a factory.

At the factory machines \_\_\_\_\_\_\_\_\_\_wash\_\_\_\_\_\_\_\_\_\_ the oranges.

Other machines turn the \_\_\_\_\_\_\_oranges\_\_\_\_\_\_\_ into \_\_\_\_\_\_juice\_\_\_\_\_\_ and put it

into a container. These are picked up by another truck.

That truck takes the juice to a store.

A grocery store worker \_\_\_\_\_\_\_\_\_puts\_\_\_\_\_\_\_\_\_\_\_ the juice on a shelf.

People buy it and take it home.

A lot of people work to give us food.

They all \_\_\_\_\_\_\_\_\_have\_\_\_\_\_\_\_\_\_\_ important jobs.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. Oranges grow into trees.

Oranges grow *on* trees.

2. Farmers put the oranges inside a truck.

Farmers put the oranges *into* a truck.

3. Machines put the juice on to containers.

Machines put the juice *into* containers.

4. Truck drive in the road.

Trucks drive *on* the road.

5. A worker puts the juice in a shelf.

A worker puts the juice *on* a shelf.

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| EMB000004e83cf8 | | **Worksheet – Unit 2** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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We are the Carbots, and we all have jobs.

We help anyone who needs us.

We \_\_\_\_\_\_\_\_\_work\_\_\_\_\_\_\_\_\_\_ in the city together with people.

I am the police car. I work with police officers to \_\_\_\_\_\_\_\_\_\_catch\_\_\_\_\_\_\_\_\_\_\_\_

criminals.

He is the fire truck.

He works with fire fighters to \_\_\_\_\_\_\_\_\_put\_\_\_\_\_\_\_\_\_\_\_ out fires.

She is the ambulance.

She works with doctors to help \_\_\_\_\_\_\_\_\_sick\_\_\_\_\_\_\_\_\_\_\_ and injured

\_\_\_\_\_\_\_\_\_people\_\_\_\_\_\_\_\_\_\_\_.

He is the garbage truck.

He works with street cleaners to \_\_\_\_\_\_\_\_\_clean\_\_\_\_\_\_\_\_\_\_\_ up the streets.

We work for people every day.

We make the city a clean and safe \_\_\_\_\_\_\_\_\_place\_\_\_\_\_\_\_\_\_\_\_ for them.

Our jobs are \_\_\_\_\_\_\_\_important\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. We is the Carbots, and we all have jobs.

We *are* the Carbots, and we all have jobs.

2. We works in the city together with people.

We *work* in the city together with people.

3. We works with people every day.

We *work* with people every day.

4. She work with doctors to help sick and injured people.

She *works* with doctors to help sick and injured people.

5. We makes the city a clean and safe place for them.

We *make* the city a clean and safe place for them.

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| EMB000004e83cf8 | | **Worksheet – Unit 3** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Giraffes are special \_\_\_\_\_\_\_\_\_animals\_\_\_\_\_\_\_\_\_\_\_\_.

How are they special?

\_\_\_\_\_\_\_\_\_\_Giraffes\_\_\_\_\_\_\_\_\_\_\_ are herbivores.

Herbivores are plant-eating animals.

Giraffes eat leaves and branches from trees.

They need to be tall, so they \_\_\_\_\_\_\_\_\_\_\_have\_\_\_\_\_\_\_\_\_\_ long necks.

Giraffes also have a \_\_\_\_\_\_\_\_\_\_long\_\_\_\_\_\_\_\_\_\_\_ tongue.

It can grow to 50 cm.

It helps giraffes eat from trees.

Some animals attack and eat giraffes. They are carnivores, or

\_\_\_\_\_\_\_\_\_\_meat\_\_\_\_\_\_\_\_\_\_\_-eating animals. Giraffes need to be fast. Their

long legs help them run away.

Omnivores don’t \_\_\_\_\_\_\_\_\_\_usually\_\_\_\_\_\_\_\_\_\_\_ attack giraffes.

Omnivores \_\_\_\_\_\_\_\_\_\_eat\_\_\_\_\_\_\_\_\_\_\_ plants and meat.

But giraffes are difficult for them to \_\_\_\_\_\_\_\_\_\_kill\_\_\_\_\_\_\_\_\_\_\_.

Giraffes can kick and step on them with their long legs.

Now you know why giraffes look special.

It helps them live.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. They must to be tall, so they have long necks.

They *need to* be tall, so they have long necks.

2. Carnivores must not to eat meats.

Carnivores *need to* eat meat.

3. Giraffes are to be fast.

Giraffes *need to* be fast.

4. Herbivores must eat meats.

Herbivores *don’t need to* eat meat.

5. Giraffes must not be tall and fast.

Giraffes *need to* be tall and fast.

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| EMB000004e83cf8 | | **Worksheet – Unit 4** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Hi, Antonio.

I’m on a safari with my family. We’re in the Serengeti National

\_\_\_\_\_\_\_\_\_\_Park\_\_\_\_\_\_\_\_\_\_\_.

A \_\_\_\_\_\_\_\_safari\_\_\_\_\_\_\_\_\_\_ ranger shows us around. We ride around in a jeep.

The ranger gave us a camera. This is what we have to do.

We take pictures of animals we see.

We put the pictures on a worksheet.

We write the animals’ names.

We describe what they \_\_\_\_\_\_\_\_\_look\_\_\_\_\_\_\_\_\_\_\_ like.

We \_\_\_\_\_\_\_\_\_need\_\_\_\_\_\_\_\_\_\_\_ to find ten different animals.

There must be carnivores, herbivores, and omnivores.

There’s a reward when we \_\_\_\_\_\_\_finish\_\_\_\_\_\_\_\_ the \_\_\_\_\_worksheet\_\_\_\_\_\_\_.

We will become \_\_\_\_\_\_\_\_junior\_\_\_\_\_\_\_\_\_\_ park rangers.

We will get a special badge.

I will \_\_\_\_\_\_\_\_show\_\_\_\_\_\_\_\_\_\_\_\_ you my badge when I get home.

See you soon,

Paul

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. I will in the Serengeti National Park. We’re on a Safari.

I *am* in the Serengeti National Park. We’re on a safari.

2. Mr. Marmo gave us a camera. He will ask us to find ten different animals.

Mr. Marmo gave us a camera. He *asked* us to find ten different animals.

3. We had become junior park rangers.

We *will* become junior park rangers.

4. We are get a special badge.

We *will* get a special badge.

5. If we finish, we were become junior park rangers.

If we finish, we *will* become junior park rangers.

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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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| EMB000004e83cf8 | | **Worksheet – Unit 5** | | | compass pub-logo(word) | |
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It was September 24th, 2010.

Aroldis Chapman \_\_\_\_\_\_\_\_\_\_\_made\_\_\_\_\_\_\_\_\_ history that day.

He threw the fastest \_\_\_\_\_\_\_\_pitch\_\_\_\_\_\_\_\_\_\_\_ ever in an MLB game.

The ball went 169.1 km/h.

That’s really fast!

How did he do it?

He did it with angles.

Before they throw, players twist their upper \_\_\_\_\_\_\_\_body\_\_\_\_\_\_\_\_\_\_\_\_.

This builds up power.

\_\_\_\_\_\_\_\_\_Think\_\_\_\_\_\_\_\_\_\_\_ of springs.

Springs build up power when pushed down

Then they bounce back.

Twisting makes an angle between the hip and shoulder.

The wider the \_\_\_\_\_\_\_\_\_\_angle\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_more\_\_\_\_\_\_\_\_\_ the power.

Power \_\_\_\_\_\_\_\_\_\_turns\_\_\_\_\_\_\_\_\_\_ into speed.

Most baseball players make angles around 40 to 60

Chapman makes a 65 angle.

This \_\_\_\_\_\_\_\_\_helped\_\_\_\_\_\_\_\_\_\_\_ him throw his 169.1 km/h pitch.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. The ball goes 169.1 km/h.

The ball *went* 169.1 km/h.

2. He throws the fastest pitch ever in an MLB game.

He *threw* the fastest pitch ever in an MLB game.

3. This built up power.

This *builds* up power.

4. Pitchers twist their upper body to build up power before they threw the ball.

Pitchers twist their upper body to build up power before they *throw* the ball.

5. This helped him threw his 169.1 km/h pitch.

This helped him *throw* his 169.1 km/h pitch.

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| EMB000004e83cf8 | | **Worksheet – Unit 6** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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Jen: Hi, Kelly. What are you doing?

Kelly: Hi, Jen. I’m at the \_\_\_\_\_\_\_\_baseball\_\_\_\_\_\_\_\_\_ game with my family.

Jen: Are you having fun?

Kelly: Yes, it’s really \_\_\_\_\_\_\_\_\_fun\_\_\_\_\_\_\_\_ here at the stadium. Guess what?

I caught a home run ball with my favorite glove! The

ball was hit by my \_\_\_\_\_\_\_\_\_favorite\_\_\_\_\_\_\_\_ player, Jon James.

Jen: Wow, \_\_\_\_\_\_\_that’s\_\_\_\_\_\_\_\_\_\_ amazing.

Kelly: Yes. The pitcher threw the ball 150km/h. Then the

\_\_\_\_\_\_\_\_batter\_\_\_\_\_\_\_\_\_ hit the ball. I heard a \_\_\_\_\_\_\_\_loud\_\_\_\_\_\_\_\_\_

crack and the ball flew 139 meters.

Jen: Oh that’s \_\_\_\_\_\_\_\_really\_\_\_\_\_\_\_\_\_ far.

Kelly: It flew right into my glove. Look at the picture I sent you.

Alright, I have to go now. I’ll see you at school tomorrow. I’ll

\_\_\_\_\_\_\_\_show\_\_\_\_\_\_\_\_\_ you the ball I caught.

Jen: Ok.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. I catch a home run ball with my baseball glove!

I *caught* a home run ball with my baseball glove!

2. The ball were hit by my favorite player, Jon James.

The ball *was* hit by my favorite player, Jon James.

3. The pitcher throw the ball 150 km/h. Then the batter hit the ball.

The pitcher *threw* the ball 150 km/h. Then the batter hit the ball.

4. I hear a loud crack and the ball flew 139 meters.

I *heard* a loud crack, and the ball flew 139 meters.

5. It fly right into my glove.

It *flew* right into my glove.

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| EMB000004e83cf8 | | **Worksheet – Unit 7** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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People around the world like music.

They dance to music. People dance in different ways.

We can learn about people by how they dance.

Dancers show feelings in their dance.

They can \_\_\_\_\_\_\_\_look\_\_\_\_\_\_\_\_\_\_ happy, sad, or excited.

All \_\_\_\_\_\_\_\_countries\_\_\_\_\_\_\_\_\_\_ have traditional dances and music.

These are special to each country.

But there’s a dance that is popular \_\_\_\_\_\_\_\_\_around\_\_\_\_\_\_\_\_\_ the world.

The dance is \_\_\_\_\_\_\_\_\_exciting\_\_\_\_\_\_\_\_\_ and creative. It’s break dancing.

There are international battles where dancers \_\_\_\_\_\_\_\_meet\_\_\_\_\_\_\_\_\_\_.

A battle is a \_\_\_\_\_\_\_\_break\_\_\_\_\_\_\_\_\_\_-dancing competition.

Dancers come from different countries.

Some can’t speak the same language.

They communicate through dance and expression.

They dance and express \_\_\_\_\_\_\_\_\_themselves\_\_\_\_\_\_\_\_\_ in the same way.

It’s a \_\_\_\_\_\_\_\_great\_\_\_\_\_\_\_\_\_\_ way to communicate.

They can become friends.

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. We must learn about people by how they dance.

We *can* learn about people by how they dance.

2. How people dance should tell us things.

How people dance *can* tell us things.

3. They won’t look happy, sad, or excited.

They *can* look happy, sad, or excited.

4. Some must speak the same language.

Some *can’t* speak the same language.

5. But they wouldn’t express themselves through dance.

But they *can* express themselves through dance.

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| EMB000004e83cf8 | | **Worksheet – Unit 8** | | | compass pub-logo(word) | |
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| **Read the passage. Use the highlighted vocabulary words to fill in the blanks to complete the passage.** |
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There is a talent \_\_\_\_\_\_\_\_\_\_competition\_\_\_\_\_\_\_\_ at school next week.

All fourth grade students at our \_\_\_\_\_\_\_\_\_school\_\_\_\_\_\_\_\_\_ will compete.

We will dance in teams.

Our teacher, Mr.Crabtree, put together the teams.

One of our \_\_\_\_\_\_\_\_team\_\_\_\_\_\_\_\_\_\_ members, Travis, can’t walk.

He uses a wheelchair.

Travis felt sad.

He can’t use his legs.

So, he can’t dance.

But our team had a good idea.

Travis can spin \_\_\_\_\_\_\_\_\_around\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_his\_\_\_\_\_\_\_ wheelchair!

Now he can dance with us.

We have been practicing a \_\_\_\_\_\_\_\_\_lot\_\_\_\_\_\_\_\_\_\_\_.

Our dance looks great.

Travis is the only \_\_\_\_\_\_\_\_\_student\_\_\_\_\_\_\_\_\_ at school with a wheelchair.

Other teams can’t copy our \_\_\_\_\_\_\_\_dance\_\_\_\_\_\_\_\_\_\_.

We are special.

We’re happy and excited

about the dance competition!

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| **Read each sentence. Correct the mistake and re-write the sentence.** |
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1. All fourth grade students at our school may compete.

All fourth-grade students at our school *will* compete.

2. We had to dance in teams.

We *will* dance in teams.

3. Travis did spin around in his wheelchair!

Travis *will* spin around in his wheelchair!

4. Now, he could dance with us.

Now, he *will* dance with us.

5. He is sick. He should dance with us.

He is sick. He *will* *not* dance with us.