

Exercise 1 • Sort It: Syllable Types

- ▶ Read the words in the **Word Bank**.
- ▶ Sort syllables in the V/CV words according to their syllable type.
- ▶ Write each syllable under the correct heading.
- ▶ Say the syllables with your teacher.

Word Bank

acorn	equal	legal	tiger	music
debug	fever	moment	secret	silent

closed	r-controlled	open

Exercise 2 • Find It: Essential Words

- ▶ Find the **Essential Words** for this unit in these sentences.
- ▶ Underline them. There may be more than one in a sentence.

1. I am good at fixing equipment.
2. That was great music in the park.
3. Turn right at the next block.
4. She's only one year old though.
5. We drove through a secret tunnel.

- ▶ Write the **Essential Words** in the spaces.

_____	_____	_____
_____	_____	_____

Exercise 3 (continued) • Define It

7. **Zero** is _____ that _____

_____.

8. **Total** is _____ that _____

_____.

9. **Equal** is _____ that _____

_____.

10. A **poem** is _____ that _____

_____.

Which vocabulary words are related to mammals?

► Write the words in the blanks.

Unit 15 • Lesson 3

Exercise 4 • Identify It: *Have*—Main Verb or Helping Verb

- ▶ Use the **Forms of Be, Have, and Do** chart in the back of the *Student Text* to identify the form of the verb **have** in the following sentences.
- ▶ Underline the form of the verb **have** that you find in each sentence.
- ▶ Fill in the bubble to show if the form of **have** is used as a main verb or helping verb.

	Main Verb	Helping Verb
1. We have hope.	<input type="radio"/>	<input type="radio"/>
2. She has learned about myths.	<input type="radio"/>	<input type="radio"/>
3. He will have a vacation later.	<input type="radio"/>	<input type="radio"/>
4. You have passed the test.	<input type="radio"/>	<input type="radio"/>
5. I have been ill.	<input type="radio"/>	<input type="radio"/>

Exercise 5 • Identify It: *Have*—Verb Tense

- ▶ Use the **Forms of Be, Have, and Do** chart in the back of the *Student Text* to identify the form of **have** in these sentences.
- ▶ Circle the verb **have**.
- ▶ Fill in the bubble to show if the verb **have** is in the past, present, or future tense.

	Past	Present	Future
1. We will have lunch later.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The superhero had saved the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. He has a great bike.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. They had chosen great music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I will have finished the project tomorrow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exercise 6 • Use the Clues

- ▶ Circle the vocabulary word **exaggerated**.
- ▶ Discuss the definition of **exaggerated** with your teacher. **Exaggerated** means *to overstate something or to say something is better, worse, more important, etc., than it really is*.
- ▶ **Example:** His three-pound fish became a twenty-pound fish when he retold the story later around the campfire.

Underline two examples in the excerpt below that illustrate the word **exaggerated**.

from “Legendary Superheroes”

This isn't just the plot of an action-packed film. It's a story that's been told again and again. It's been told since people first began to entertain each other by making up stories. The stories became legends. They started as tales about real people. But as the stories were passed on for many years, they became more and more exaggerated. A fight against three people turned into a battle against ten. Eventually, there were 100 fearsome enemies! A favorite weapon became an invincible magic tool. The superheroes described in these stories can be identified by a variety of traits.

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Exercise 7 • Answer It

- ▶ Underline the signal word in each question.
- ▶ Write the answer in complete sentences.
- ▶ Check for sentence signals—capital letters, commas, and end punctuation.

1. Infer what happened when Odysseus' men jumped out from hiding in the wooden horse.

2. Explain what the author meant about *quests* in the statement, "But for a hero, that's all in a day's work!" (lines 76–77)

3. List the characteristics of superheroes.

(continued)

Exercise 7 *(continued)* • **Answer It**

4. Use ideas from this text selection to create your own superhero. Be sure to include: a name, superpowers, examples of heroic deeds, and one weakness.

5. The stories of some of these legendary superheroes come from myths. Name the mythical Greek heroes mentioned in this article. Do you think any of them were real people? Why or why not?
