

Exercise 1 • Syllable Awareness: Segmentation

- ▶ Listen to the word your teacher says.
- ▶ Count the syllables. Write the number in the first column.
- ▶ Write the letter for each vowel sound you hear.
- ▶ Mark each short vowel with a breve (˘).
- ▶ Mark each long vowel with a macron (ˉ).

	How many syllables do you hear?	First vowel sound	Second vowel sound	Third vowel sound
1.				
2.				
3.				
4.				
5.				

Exercise 2 • Divide It

- ▶ Follow along with your teacher's example.
- ▶ Use the steps of **Divide It Checklist** to break the words into syllables.
- ▶ Rewrite each word.
- ▶ Mark each short vowel with a breve ($\acute{\text{}}$).
- ▶ Mark each long vowel with a macron ($\bar{\text{}}$).
- ▶ Blend the syllables together to read the entire word.

1. music

2. donut

3. basin

4. hotel

5. unit

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Exercise 3 • Identify It: Function of -ing

- ▶ Read the examples with your teacher.
- ▶ Use context to decide if each underlined word is a present participle acting as an adjective or as an ongoing action (verb).
- ▶ Discuss the answers.

Example:	Adjective	Ongoing Action Verb
<u>Opening</u> night was a huge success.		
He <u>is opening</u> his gifts with care.		

- ▶ Read the rest of the sentences independently.
- ▶ Decide the function of the underlined present participle.
- ▶ Mark the correct answer.

	Adjective	Ongoing Action Verb
1. The <u>returning</u> hero was welcomed.		
2. The hero <u>was returning</u> to his family.		
3. He is a <u>beginning</u> judo student.		
4. I <u>am beginning</u> to understand.		
5. The <u>defending</u> champ will get even.		

Exercise 4 • Find It: Forms of *Have*

- ▶ Read each sentence.
- ▶ Underline the entire verb phrase and circle the form of **have**.
 1. Early humans (had) created myths to explain their world.
 2. Through the years, myths have been replaced by facts.
 3. Researchers have proved many myths to be untrue.
 4. In the future, people will have different heroes to inspire them.
 5. Many plays have been written based on the tales in the myths.
 6. The class had written their own myths about high school.
 7. Throughout time myths have served a useful purpose.
 8. Most people have seen superheroes in comic strips.
 9. The toy industry has made superhero action figures.
 10. Many children have collected different superheroes.

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Exercise 5 • Identify It: Irregular Verb Forms

- ▶ Read the present tense verbs in the **Present** column in the chart below.
- ▶ Write the irregular past tense forms of the verbs in the **Past** column.
- ▶ The first one is done as an example.

	Present	Past
1.	have	had
2.	become	
3.	ride	
4.	begin	
5.	go	
6.	shine	
7.	forget	
8.	lend	
9.	write	
10.	bring	

Exercise 6 • Find It: Irregular Verbs

- ▶ Read the following passage adapted from “Mythical Heroes”
- ▶ Underline the irregular past tense verbs.

Hint: There are ten.

based on “Mythical Heroes”

Early humans told myths to explain their world. The gods were the superheroes of the myths. They had great power.

Neptune made the seas still. He held the fate of ships in his hands.

Pluto was the ruler of the dark kingdom. He led the dead into the afterlife. He went into the underworld. Jupiter became the ruler of the gods. He gave orders to the other gods.

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Exercise 7 • Blueprint for Reading: Main Ideas, Details, Transition Words

- ▶ Read the excerpt from “**Legendary Superheroes.**”
- ▶ Circle the transition words.
- ▶ Highlight in blue the main ideas.
- ▶ Highlight in pink details about each main idea.

from “**Legendary Superheroes**”

Superstrength

First of all, most legendary heroes have some kind of superhuman power. The heroes of ancient Greek legends were usually related to the gods. This meant that they would be extra strong, extra clever, and always have luck on their side. The best known of the Greek superheroes, Hercules, was only a baby when he strangled two snakes that had been sent to kill him!

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Exercise 7 *(continued)* • **Blueprint for Reading: Main Ideas, Details, Transition Words****Magic Powers**

Also, some superheroes use magic. One example is Odin. He was the Vikings' most important god. He had an invincible spear called *Gungnir*. He also had two ravens. They would perch on his shoulders and fly off to spy on his enemies. His son, Thor, had a hammer called *Mjolnir* ("the destroyer"). The hammer returned like a boomerang whenever he threw it. Thor also had a magic belt. This belt doubled his strength.

Fatal Flaw

In addition, some superheroes have a fatal flaw. Few heroes are totally invincible. Most have one weakness that can destroy them. With Superman, it was a mineral, kryptonite. In the case of Achilles, the great Greek warrior of the Trojan War, it was his heel. When Achilles was a baby, his mother dipped him in the magic river Styx. This made his whole body invulnerable—except the heel by which he was held. He finally died when a poisoned arrow struck him on the heel. (Today, we still say a person's weak point is an Achilles' heel.)

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Exercise 7 *(continued)* • Blueprint for Reading: Main Ideas, Details, Transition Words

Taste for Adventure

Finally, some superheroes participate in quests. When they're not saving the world, many superheroes go on quests. These are long, dangerous journeys. The objective of a quest is to search for a special place or object. King Arthur's knights, for example, went on a quest to find the Holy Grail, a sacred cup. In a quest, a hero faces many perils and challenges. These test strength, courage, and honor to the very limits. But for a hero, that's all in a day's work!

Exercise 8 • Blueprint for Writing: Outline

- ▶ Use the highlighted text for Exercise 7, **Blueprint for Reading**, to complete the outline.
- ▶ Write the topic sentence on the first line.
- ▶ Write the main ideas on the lines beginning with Roman numerals.
- ▶ Write the details about each main idea on the lines beginning with letters.
- ▶ Add the transition words to the outline by drawing circles in the margins next to the main ideas. Write the transition words inside the circles.
- ▶ Write a conclusion sentence.

I. _____

A. _____

B. _____

C. _____

D. _____

II. _____

A. _____

B. _____

C. _____

D. _____

(continued)

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Exercise 8 *(continued)* • Blueprint for Writing: Outline

III. _____

A. _____

B. _____

C. _____

D. _____

IV. _____

A. _____

B. _____

C. _____

D. _____
