

**Exercise 1 • Listening for Sounds in Words**

- ▶ Listen to each word your teacher says.
- ▶ Put an X in the column to indicate which long vowel sound you hear.

	/ ē /	/ ī /
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## Exercise 2 • Sort It: Syllable Types

- ▶ Read the syllables in the **Word Bank**.
- ▶ Sort the syllables according to their syllable type.
- ▶ Write each syllable under the correct heading.

### Word Bank

cop	byte	my	y	gym
ar	prop	type	ti	tem
er	rye	ny	ty	sys

closed	final silent <u>e</u>	open	<u>r</u> -controlled

## Unit 17 • Lesson 3

### Exercise 3 • 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.
- ▶ Use your **Essential Word Cards** if you need help.
  1. Type your answer quickly.
  2. Make certain that fence is on your property.
  3. Why is the oil all over the engine?
  4. I had to laugh when the mummy came to the door.
  5. The poor baby needed to be held.
- ▶ Write the **Essential Words** in the spaces.

_____	_____	_____
_____	_____	_____

**Exercise 4 • Define It**

- ▶ Fill in the blanks with a category and an attribute to define the word.
- ▶ Compare definitions that you're unsure of with a dictionary definition.
- ▶ Do the first word with your teacher.

1. A **pyramid** is \_\_\_\_\_ that \_\_\_\_\_  
**category** **attribute(s)**

\_\_\_\_\_.

2. An **army** is \_\_\_\_\_ who \_\_\_\_\_  
**category** **attribute(s)**

\_\_\_\_\_.

3. An **eye** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

4. **Happy** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

5. A **lady** is \_\_\_\_\_ who \_\_\_\_\_

\_\_\_\_\_.

6. A **party** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

7. An **engine** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

8. A **bunny** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

9. A **contract** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

10. A **pony** is \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

*(continued)*

## Unit 17 • Lesson 3

### Exercise 4 *(continued)* • Define It

Write the vocabulary words that are examples of **mammals**.

- ▶ Write the words in the blanks.

\_\_\_\_\_

\_\_\_\_\_

### Exercise 5 • Identify It: Main Verb or Helping Verb

- ▶ Read each sentence.
- ▶ Underline the verb or verb phrase in each sentence.
- ▶ Decide if the verb **do** is used as a main verb or a helping verb.
- ▶ Fill in the correct bubble to show your choice.
- ▶ Do the first sentence with your teacher.

	Main Verb	Helping Verb
1. The Egyptians <u>did</u> build the pyramids.	<input type="radio"/>	<input type="radio"/>
2. In those days, men <u>did</u> all the work by hand.	<input type="radio"/>	<input type="radio"/>
3. The pyramids <u>do</u> have four sides.	<input type="radio"/>	<input type="radio"/>
4. Some <u>do</u> their work quickly.	<input type="radio"/>	<input type="radio"/>
5. All the men <u>do</u> their jobs with commitment.	<input type="radio"/>	<input type="radio"/>
6. A raft <u>does</u> transport cargo on the Nile.	<input type="radio"/>	<input type="radio"/>
7. The workers <u>did</u> complete repairs on the sites.	<input type="radio"/>	<input type="radio"/>
8. One stonecutter <u>does</u> his trade extremely well.	<input type="radio"/>	<input type="radio"/>
9. They <u>will be doing</u> more repairs in the future.	<input type="radio"/>	<input type="radio"/>
10. The students <u>did</u> study for their test about the pyramids.	<input type="radio"/>	<input type="radio"/>

### Exercise 6 • Use the Clues

- ▶ Use context clues to define **trenches**.
- ▶ Underline the vocabulary word.
- ▶ Read text surrounding the unknown word.
- ▶ Put a box around the synonym for **trenches**.

#### from "Building a Pyramid"

Next, the ground and building materials were prepared. The ground had to be leveled before any stones were placed. To do this, the Egyptians cut a series of trenches into the land. They flooded these ditches with water. Water acted like a level. The workers cut the earth "islands" between the trenches to match the level of the water. Next, the Egyptians cut giant stone blocks.

- ▶ Write a definition based on the context clues.
- ▶ Verify your definition with the dictionary or [www.yourdictionary.com](http://www.yourdictionary.com).

**Trenches:** \_\_\_\_\_

## Unit 17 • Lesson 3

### Exercise 7 • Answer It

- ▶ Underline the signal word in the question.
- ▶ Write the answer in complete sentences.

1. Organize the items in the following list into the order they appear in the text. Pyramids were built:

- a. near a waterway
- b. in the west
- c. close to a quarry

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2. Before building a pyramid, workers used a series of steps to level the ground before any stones were placed. Use the text to arrange the following steps into the correct sequence.

- a. dug the earth between the trenches to match the level of water
- b. flooded ditches with water
- c. dug a series of trenches

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*(continued)*

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

3. Throughout the article, the author cites several intriguing facts involving the Egyptian pyramids. Select three intriguing facts about the pyramids. Explain why these facts are intriguing to you.

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4. Egyptians considered the shape of the pyramid to be a symbol. Describe the meanings of this symbol mentioned in this article.

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