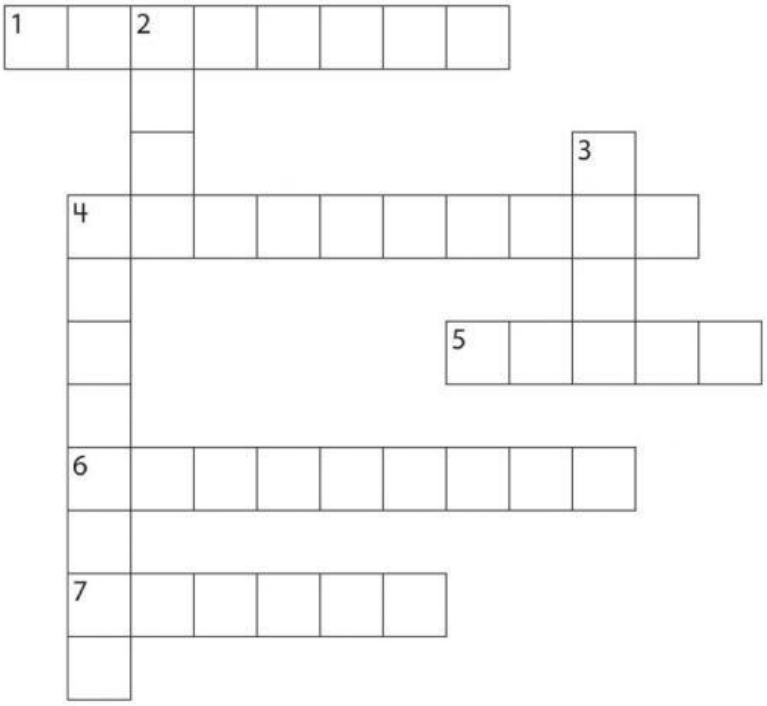
UNIT 6

Get Ready

Words

A Read the clues. Complete the crossword.

noun	letter	snowflakes	robin	sentence	adjective	syllable	verb



Down ↓

2 A word that is the name of a person, place, thing, or idea

3 A word that tells you what someone does or what happens

4 A part of a word that has one vowel sound when you say it

Across →

1 A group of words that tells you something or asks a question

4 Pieces of falling snow

5 A small bird with a red front

6 A word that tells you more about a noun

7 A sign that you use to write words

B Circle the correct words.

1



robin / angelfish

2



snowflake / syllable

Student Book page 56

LIVEWORKSHEETS

C Look and write.

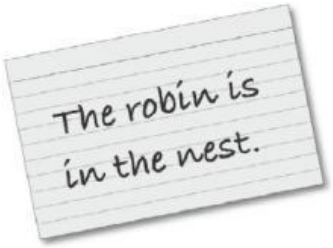
letter	rhyming words	adjective	~~verb~~	noun	sentence

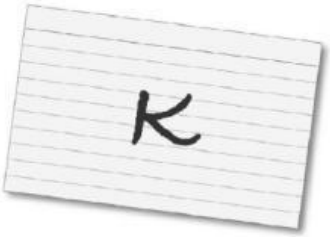
1 

verb

2 

3 

4 

5 

6 

D Circle *True* or *False*.

1 A sentence expresses a complete idea. **True** **False**

2 There are 25 letters in the alphabet. **True** **False**

3 There are two syllables in the word *bicycle*. **True** **False**

4 An angelfish is a colorful bird that lives in a tree. **True** **False**

5 A robin lays blue eggs in a nest. **True** **False**

6 No two snowflakes are the same. They are all different. **True** **False**

E Complete the sentences with words from the box in C. You may need to change the form of the words.

1 *Bed* and *red* are _____.

2 The words *write* and *read* are _____.

3 The words *big* and *small* are _____.

4 An alphabet is made up of _____.

LIVEWORKSHEETS

Read

A **Read the story. How many different types of poems does the boy know?**

B **Read the story again. How does the boy describe what he visualizes? Remember, poets choose words carefully to help readers see pictures in their minds.**

VISUALIZING NATURE

Yesterday afternoon, I was watching TV when I fell asleep. While I was sleeping, pictures floated through my mind. First, I saw a **robin** with a bright red front. It was hopping on dry, colorful leaves in our yard. In my mind, I visualized the robin joining other robins. The robins were beautiful as they flew through the sky.

Think What pictures does the writer see in his mind?

Then I saw **snowflakes** dancing in the air. They were big and white. They looked like frozen dancers performing an icy dance.

When I woke up, I decided to write a poem to tell what I saw in my dreams. "What words should I use?" I asked myself. I will use action **verbs** to describe the robin flying and hopping. I will use an **adjective** to describe how the robins looked when they flew all together. And I will use lots of other adjectives to describe the snowflakes: *big, white, frozen*.

Think What pictures does the writer see in his mind?



I think about poems I know: acrostic poems, haikus, cinquain poems, nature poems, and funny poems. Some of the poems use **rhyming words**. Others have a specific number of **syllables**. I ask myself, "What kind of poem do I want to write?" I sit down at my desk and take out a piece of paper and a pencil. And then I begin to write.

Student Book pages 58–59
LIVEWORKSHEETS

Understand

Comprehension

A **Why does the boy write a poem? What was the second thing he visualized? What did he say they looked like to him?**

_____

_____

B **Answer the questions. Check (✓) more than one answer for some questions.**

1 What happens when the boy falls asleep?

- ☐ **a** He writes a poem.
- ☐ **b** He gets hungry.
- ☐ **c** He sees pictures in his mind.

2 What will he write about?

- ☐ **a** robins
- ☐ **b** ladybugs
- ☐ **c** snowflakes

3 What kinds of words will he use?

- ☐ **a** adverbs
- ☐ **b** verbs
- ☐ **c** adjectives

4 Which words rhyme?

- ☐ **a** fly
- ☐ **b** sky
- ☐ **c** robin

C **Words in Context** **Match the words to the definitions.**

1	describe •	•	**a** to watch or see someone or something
2	observe •	•	**b** to make a picture of something in your mind
3	imagine •	•	**c** completely correct
4	exact •	•	**d** to say what someone or something is like

D **About You** **Answer the questions.**

1 What do you have dreams about?

_____

2 Write three adjectives to describe your dreams.

_____, _____, _____

LIVEWORKSHEETS

Grammar in Use



A Study the grammar.

Learn Grammar Past Continuous and Simple Past

Mike **was reading** a book when he **fell** asleep.
Were you **doing** your homework when I **called** you?
Yes, I **was**. No, I **wasn't**.
What **were** they **doing** when the bell **rang**?
They **were reading** their books.

B Circle *True* or *False*.

1



Jim was reading an article when the doorbell rang.

True **False**

2



Ellie was ice skating when she saw Mia.

True **False**

3



Were you studying when I called?
Yes, I was.

True **False**

4



What was he doing when it started to rain?
He was ice skating.

True **False**

5



Was he eating dinner when Jim called?
Yes, he was.

True **False**

6



She was studying when the bell rang.

True **False**

LIVEWORKSHEETS

C Look and write. Use the past continuous and the simple past.



1 The robin was hopping on the grass when the dog barked. (hop / bark)



2 I _____ on a bench when a butterfly _____ on me. (sit / land)



3 They _____ to school when it _____ to snow. (walk / start)



4 I _____ about Hawaii when I _____ asleep. (think / fall)

D Unscramble the sentences. Then circle the past continuous verbs. Underline the simple past verbs.

1 was watching TV / my mother called. / when / I

_____

2 she saw / to school / when / She / a kangaroo. / was walking

_____

3 he fell / when / He / and hurt his knee. / was ice skating

_____

4 in the park / They / to rain. / when / were walking / it started

_____

E Answer the questions.

1 

What was she doing when it started to snow?

_____

_____

2 

What was he doing when his mother called?

_____

_____

LIVEWORKSHEETS

Communicate

Word Study

thermometer secretary calendar automobile television understand

A Z

A Look and write.

1



2



3



4



5



6



B Complete the chart with the words from the box above. Then write three more words in each column.

Three-syllable Words	Four-syllable Words
understand	television

Student Book page 63

LIVEWORKSHEETS

Writing Study

A **Read the sentences. Circle the action verbs. Underline the noun that does each action.**

1 The snowflakes are dancing in the frozen air.
2 The butterfly is flying through the air.
3 The stars are winking at the moon.
4 The water is whistling in the teapot.
5 Bubbles are floating over our heads.
6 The sun is smiling through the clouds.

B **Write a description about things you can picture in your mind.**

Read the example. Use nouns and verbs in the past continuous in your writing.
For example:

The sun **was shining**.
The birds **were flying**.

Use both the simple past and past continuous together in some sentences. For example:

I **was reading** when I **fell** asleep.

> I **was watching** TV when I **fell** asleep. I saw pictures in my mind. I saw a cold, clear night. The stars **were winking** at the moon. A few snowflakes **were dancing** in the air, and the moon **was smiling** down at me.

LIVEWORKSHEETS

Wrap Up

Writing

A **Read the acrostic poem written by Jamal. He explains why he wrote the poem and chose the words. Label the parts of the poem.**



Topic written up and down

B eautiful beaches
A mazing water sports
L eafy plants
I sland music

Words about topic

Why I Wrote My Poem

I chose the topic word BALI because it is my favorite place in the whole world. It is so beautiful that I wanted to write a poem to describe it. It has beautiful, white sandy beaches. The sand shines in the bright sunlight. We went swimming and body surfing. You can also go scuba diving. When you are not at the beach, you can visit lush jungles and green rice fields. And at dinner, you can eat delicious food and listen to amazing island music.

B **Prepare to write an acrostic poem about something that is interesting to you. Write the word vertically (up and down). Then brainstorm some words beginning with each letter that describe your topic.**

____ _____

____ _____

____ _____

____ _____

____ _____

____ _____

C **Now go to your notebook to write your own poem. Then write a short paragraph telling why you wanted to write about the topic. When you are finished, read and revise your writing.**

My writing checklist:

- ☐ I wrote the topic word up and down.
- ☐ I chose words that begin with each letter to describe the topic.
- ☐ I wrote a short paragraph telling why I wrote the poem.
- ☐ I read and revised my writing.

LIVEWORKSHEETS

BIG QUESTION 3

Why do people write poems?

Look back through Units 5 and 6:

Which reading text gave you the most ideas for writing poems? Why?

_____

_____

Write three different types of poems.

_____, _____, _____

Why do you think people enjoy writing poems?

_____

_____

Review

A Two of the three words are correct. Cross out (X) the wrong answer.

1	This flies in the air.	**a** bee	**b** staple	**c** robin
2	This gives you important information.	**a** calendar	**b** thermometer	**c** thicket
3	This hops.	**a** grasshopper	**b** bubble	**c** kangaroo
4	This is a verb.	**a** observe	**b** escape	**c** beautiful
5	You should look up to see this.	**a** snowflake	**b** raisin	**c** shooting star

B Look and write.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____

LIVEWORKSHEETS

C Look at the picture. Answer the question.

What were they doing when it started to rain?



1 He was riding a bike when it started to rain.

2 They _____ when it started to rain.

3 _____ when it started to rain.

4 _____

_____

D Complete the sentences with a size and a color word. Put the adjectives in the correct order.

1 The _____ _____ ladybug landed on a leaf. — red small

2 Some crickets have _____ _____ legs. — long green

3 I saw a _____ _____ bear in the forest. — brown big

4 Bali has _____ _____ sandy beaches. — white long

E Write sentences using the words. Be creative!

1 Balloons were floating over our heads. (balloons / float)

2 _____ (wind / whistle)

3 _____ (sun / shine)

4 _____ (stars / wink)

LIVEWORKSHEETS