An Insider’s Guide to Fish Care

Owning tropical fish can be fun, but it’s also work. Follow these simple rules and your fish will lead happy, healthy lives.

• **Don’t touch or hit the tank.** It disturbs the fish and their watery home.
• **Feed your fish every day.** Different types of fish eat different foods. It is also very important that they are not overfed. Ask the pet shop employees what to feed your fish and how much to feed them.
• **Make sure your fish are compatible.** You might enjoy having a lot of fish and watching them all swim together. However, certain types of fish just can’t be in the same tank. Before you buy a fish, always ask whether it can live with the ones you already have.
• **Don’t overstock your tank.** Having too many fish in the same tank can be harmful. They may fight for space or food or even try to eat each other if they feel threatened.
• **Maintain and clean the tank.** This must be done so that fish aren’t harmed by algae and fungi. A clean tank also lets people see the fish better and enjoy their company.

Owning fish has many rewards and can give you a lot of happiness. Just make sure you take care of them properly!

*This special message is brought to you by Fish Fans of America.*

Complete the Column Chart to identify the purpose of text features used in the selection.

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Location</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>157_41_246420RTXEPB_U03L14.indd 11/2/09 2:50:59 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introduce Comprehension
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Text and Graphic Features

Read the selection and examine the graph below.

**Water in Nectar and Honey**

**How to read this chart**
The bar graph below compares how much water is in nectar and honey. A thick bar represents each substance. Thin vertical lines, labeled 0 to 100, show percentage of water. Follow a thick bar from left to right. The line it ends near tells the percentage of water in the substance.

**Who can use this chart**
A beekeeper who wants to know what the hive needs might find this information useful. A dietitian, or a person studying the food value of honey, might find it interesting, too.

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Analyze the selection's text and graphic features. Use a Column Chart to organize your thoughts. Then write your answers to the questions below.

1. Why is information presented in a graph?

2. What kind of information is given in the bold headings?
Suffixes -able and -ible

Each sentence below includes a word with the suffix -ible or -able. Complete each sentence.

1. A plastic apple is not edible because

2. One thing that can be described as collapsible is

3. The most agreeable people are the ones who

4. One example of changeable weather is snow on one day and

5. Something that is visible in the night sky is

6. One thing that is breakable is
Final Long e

Basic  Complete the puzzle by writing the Basic Word for each clue.

Across
2. sleepy
5. unoccupied
6. grassland
8. starving
9. music
10. constant

Down
1. hurt or wound
2. responsibility
3. full of stars
4. a lot of
7. smokestack

Challenge 11–14. Write a story about a detective working on a case. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words
1. turkey
2. lonely
3. colony
4. steady
5. hungry
6. valley
7. hockey
8. starry
9. melody
10. movie
11. duty
12. drowsy
13. chimney
14. plenty
15. daily
16. alley
17. fifty
18. empty
19. injury
20. prairie

Challenge
envy
fiery
mercy
discovery
mystery
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Final /e/ spelled y</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Words:</td>
<td></td>
</tr>
<tr>
<td>Possible Selection Words:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final /e/ spelled ey</th>
<th>Basic Words:</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other spellings for final /e/</th>
<th>Basic Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenge   Add the Challenge Words to your Word Sort.

Connect to Reading    Look through The Life and Times of the Ant. Find words that have the final /e/ spelling patterns on this page. Add them to your Word Sort.

1. turkey
2. lonely
3. colony
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7. hockey
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9. melody
10. movie
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Challenge

envy
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Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

How would you like to share your bedroom with not one but fiftie or more of your closest friends? It might be crowded, but one thing is for sure—you wouldn’t be lonelie. The underground nest of some ants can house up to 10 million ants. A colonie of ants can be found in many places—in an allie or in a valey. Ants love to feed on dead termites, caterpillars, and insects. They will eat the crumbs from your turky sandwich. These are some of the useful functions in the environment that hungery ants perform dayily. The next time you have some free time, instead of watching football or hocky on TV, try watching a movey about ants to learn more about these fascinating creatures!

1. __________________ 6. __________________
2. __________________ 7. __________________
3. __________________ 8. __________________
4. __________________ 9. __________________
5. __________________ 10. __________________

Spelling Words
1. turkey
2. lonely
3. colony
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Present Participles

The present participle of regular verbs is formed by adding -ing to the verb. If the verb ends in e, drop the e before adding -ing.

walk + ing = walking
move + ing = moving

The participle form of a verb can be used as an adjective.

The crawling ants look very busy.
Their scurrying bodies are all over the grass.

1–8. Write the correct form of the present participle in parentheses on the lines.

1. The (forage) _____________ ants ran for cover from the rain.
2. Their (shelter) _____________ nest keeps the rain out.
3. The (tower) _____________ anthill is really something to see!
4. The (shift) _____________ walls of the nest are not sturdy.
5. Last week, a (feast) _____________ armadillo ate many ants.
6. Its (project) _____________ nose dug them out.
7. Today, (harvest) _____________ ants are gathering leaves.
8. Their (slice) _____________ jaws cut leaves.

Thinking Question: Which verb form ending in -ing describes a noun?
Past Participles

Form the past participle of regular verbs by adding -ed to the verb. If the verb ends in e, drop the e before adding -ed. If the verb ends in y, drop the y and add -ied.

present past participle
mix mixed
store stored
study studied

Remember that the participle form of a verb can be used as an adjective.

Workers move stored eggs each day.
The ants must move to an expanded nest.

1–8. On the line, write the correct form of the past participle for the regular verb shown in parentheses.

1. (chew) __________ dirt and saliva form little bricks for ant tunnels.
2. (pack) __________ dirt outside the tunnels forms an anthill.
3. Its (curve) __________ roof traps heat from the sun.
4. (exchange) __________ food bonds the ants of the colony.
5. A (damage) __________ nest calls for extra work.
6. The (tire) __________ ants keep working.
7. A totally (ruin) __________ nest means starting over.
8. Workers can put any (rescue) __________ larvae in the new nest.

Thinking Question
Which verb form that tells about a past action modifies a noun?
Participial Phrases

A participial phrase begins with a participle and describes a noun.

Participial phrases are formed using past and present participles.

The children playing with the puppy leaped for joy. Mariella returned to find her picnic lunch covered with ants.

1–5. Underline the participial phrase in each sentence.

1. Ants scurrying through the grass are in search of food.
2. Ants chewing on dirt are expanding their nest.
3. Ants working on their nest are ignored by the people above them.
4. Leafcutter ants have jaws adapted for cutting leaves.
5. Leaf parts carried in their jaws arrive back at the nest.

6–8. Write a participle based on the word in the parentheses to complete each participial phrase.

6. Ants (nest) ___________ beneath the rocks were left alone.
7. Ants often do not escape alive from a nest (disturb) ___________ by an anteater.
8. A picnic (invade) ___________ by ants is an unhappy scene.

Thinking Question
Which phrase contains a participle that tells about a subject?
Writing Correct Sentences

The table shows different ways you can write sentences correctly.

<table>
<thead>
<tr>
<th>Correct</th>
<th>I need a project partner. Will you be my partner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>I need a project partner.</td>
</tr>
<tr>
<td>Question</td>
<td>Have you found a project partner yet?</td>
</tr>
<tr>
<td>Command</td>
<td>Find a partner to complete your science project.</td>
</tr>
<tr>
<td>Exclamation</td>
<td>How very interesting their project is!</td>
</tr>
<tr>
<td>Using a participle</td>
<td>Working together, we can easily complete a science project.</td>
</tr>
</tbody>
</table>

1–3. Write these sentences correctly. Add capital letters and end marks. Write each run-on sentence as two sentences.

1. our science project will be about ants let’s get to work

2. first we should make a poster will you draw some pictures

3. how many kinds of ants should we show on our poster

4–6. Combine the sentences correctly using a participle.

4. We will finish our report on time. We are working an hour a day.

5. We can take turns reading. It will be fun to share our work.

6. The poster is already finished. It is ready to hang up in the classroom.
Sentence Fluency

You can combine sentences with participles to make them more varied and interesting.

People were watching the ants. They were curious. People watching the ants were curious.

Rosa stood up. Her arm was covered with ants. Her arm covered with ants, Rosa stood up.

1–5. Combine the sentences using participles. Use correct punctuation and capitalization. Write the sentence on the line.

1. We are learning about ants. We find them interesting.

2. The ant is one of the strongest creatures on Earth. It can lift five times its weight.

3. We created a proposal. We hope to buy an ant farm for our class.

4. We will become keen observers. We will improve our science skills.

5. We will properly care for our ant farm. It will be a great addition to our class.
Focus Trait: Organization
Ordering Important Details

<table>
<thead>
<tr>
<th>Unordered Details</th>
<th>Ordered Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A honeybee’s legs carry pollen to the plants that the bee visits. The legs of a honeybee allow it to do much more than walk. Like all insects, a honeybee has six legs.</td>
<td>Like all insects, a honeybee has six legs. The legs of a honeybee, however, allow it to do much more than walk. Its legs also carry pollen to the plants that the bee visits.</td>
</tr>
</tbody>
</table>

Read each main idea. Number the details below to show the order that best supports the main idea. Write the number on the line.

Main idea: It is easy to identify a honeybee.

1. A honeybee’s body is about half an inch long.
2. A honeybee’s body has three parts.
3. Its body is hairy, and it is yellow and black in color.
4. Like many insects, honeybees have four wings.

Main idea: Honeybees are important insects.

5. Pollen must move from plant to plant so new plants can grow.
6. Honeybees help farmers produce billions of dollars worth of crops.
7. Honeybees help plants grow by carrying pollen from one plant to another.
8. Honeybees pollinate many food crops, such as apples, nuts, cucumbers, and cherries.