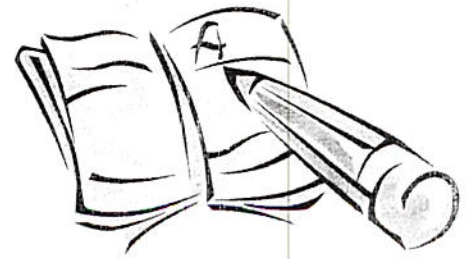


# Language Arts Homework



## Unit 2 Lesson 3 (Who Eats What? pg. 170)

Name: \_\_\_\_\_

**Directions:** Complete each assignment on separate sheets of loose leaf paper with the correct headings for each assignment (Name, Date, Student #, Room #, and subject). Please staple these assignments to the back of this packet (one staple in the left top corner). Please staple the assignments in the order that is listed on this page. Remember to write on the correct side of the notebook paper. Have your parents sign the bottom of this page.

**All homework is due on: Thursday, December 5, 2013**

**NO LATE HOMEWORK WILL BE ACCEPTED**

**Reading:     \_\_\_/11 pts**

Complete the attached comprehension activity. Please use complete sentences.  
(Please print)

**English/Grammar:     \_\_\_/14 pts**

Complete the attached activity sheet. Please be NEAT.

**Spelling:     \_\_\_/25 pts**

Go to [www.spellingcity.com](http://www.spellingcity.com) and complete the five (5) spelling and vocabulary assignments assigned this week. Each assignment completed is five (5) points for a total of 25 points.

**Reading Log:     \_\_\_/10 pts**

X \_\_\_\_\_ Parent Signature/Date

## Comprehension: Who Eats What?

1. What is the setting for this selection? \_\_\_\_\_

2. What is the main idea? \_\_\_\_\_

3. What do the arrows on the page of the selection represent? \_\_\_\_\_

4. How many food chains are there? \_\_\_\_\_

5. Only one living thing makes its own food. What is it? \_\_\_\_\_

6. Are most animals part of only one food chain? \_\_\_\_\_  
Explain. \_\_\_\_\_

7. How can a hawk be linked to green grass? \_\_\_\_\_

8. Many food chains produce a \_\_\_\_\_.

9. What would happen if fishermen took huge catches of krill each year? \_\_\_\_\_

10. How did the sea otter hunters affect the food chain off the west coast of North America? \_\_\_\_\_

11. What happens when there is a change in one part of the food chain? \_\_\_\_\_

# Combining Sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Combine each pair of sentences into one.

(1) My car can go really fast. My car is not very reliable. My car can go really fast but is not very reliable.

(2) Cats make wonderful pets. Dogs make wonderful pets. \_\_\_\_\_  
\_\_\_\_\_

(3) The television is unplugged. The television has not been used for some time. \_\_\_\_\_  
\_\_\_\_\_

(4) David took out the garbage. Shelly took out the garbage. \_\_\_\_\_  
\_\_\_\_\_

(5) Angela brought her calculator. Jim brought his calculator. \_\_\_\_\_  
\_\_\_\_\_

(6) The grass is very tall. The grass needs to be mowed. \_\_\_\_\_  
\_\_\_\_\_

(7) A dictionary is an important reference book. A thesaurus is an important reference book. \_\_\_\_\_  
\_\_\_\_\_

(8) David found his way back to camp with his compass. Angela found her way back to camp with her compass. \_\_\_\_\_  
\_\_\_\_\_

(9) The parade snaked through the town. The parade had many fancy floats. \_\_\_\_\_  
\_\_\_\_\_



# Using Commas

Help the Word Wizard add commas where the sentences need them!

1. I like to collect potions wands and magic books!
2. Frogs snakes and spiders are my favorite animals.
3. Would you rather be able to fly see through walls or make yourself invisible?
4. My hat robe wand and shoes belong in the closet.
5. The way to the secret cave is through the woods over the pond and under the bridge.
6. Don't forget to clean up sweep and wash the dishes.



# Home Reading Log

Name \_\_\_\_\_

Week of \_\_\_\_\_

Weekend	Title _____ Pages _____	Reading Minutes
	_____ _____ _____	Parent Signature
Monday	Title _____ Pages _____	Reading Minutes
	_____ _____ _____	Parent Signature
Tuesday	Title _____ Pages _____	Reading Minutes
	_____ _____ _____	Parent Signature
Wednesday	Title _____ Pages _____	Reading Minutes
	_____ _____ _____	Parent Signature
Thursday	Title _____ Pages _____	Reading Minutes
	_____ _____ _____	Parent Signature

Goal: 100 minutes/week

Total Minutes: \_\_\_\_\_



## Who Eats What?

Your child will now be reading “Who Eats What? Food Chains and Food Webs,” a nonfiction selection that explains what food chains are and illustrates several of their components. A combination of food chains makes a food web. All living beings, on land and in water, are part of some food chain or food web. All food chains begin with green plants, which prepare their own food with the help of sunlight. These plants are then eaten by animals, including human beings.

After your child has finished reading “Who Eats What?,” ask him or her to choose any five animals and brainstorm how each of these animals form part of some food chain or web. Use the Internet or the library to find out what each of these animals eats, and what—if anything—eats them in turn.

1. Carrots	→	Rabbit	→	Fox, Owl
2.	→		→	
3.	→		→	
4.	→		→	
5.	→		→	

### Selection Vocabulary

Your child will study the following vocabulary words in the upcoming week. Please review the meanings of these words with your child: **linked**—connected; **slightly**—by a little bit; **depend**—need, rely; **microscope**—a tool for looking at very small things; **bitterly**—harshly, extremely; **seaweed**—a plant that grows near the surface of the sea; **branch**—divide and subdivide.

### Spelling

Your child will study the following spelling words in the upcoming week. Please review the spellings of these words with your child: spotted, spied, viewed, slightly, somewhat, branch, divide, split, alike, similar, home, dwelling, residence, partner, teammate, crash, collide, cheerful, happy, merry. **Challenge Words:** enormous, gigantic, massive..