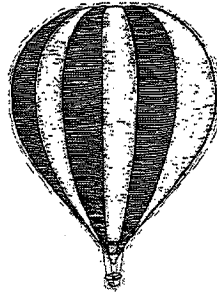


Name \_\_\_\_\_ Date \_\_\_\_\_

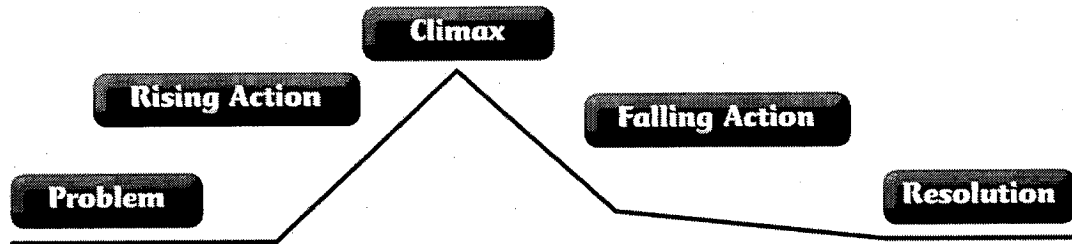
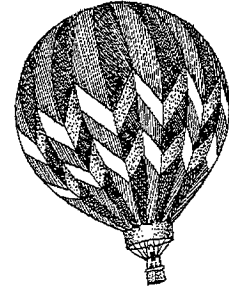


**Airborn**  
Independent Reading

# Airborn

## Captain's Log

A plot chart can help you visualize the major events in a story. By creating a plot chart for *Airborn*, you can see the structure of the story. Write a sentence describing each part of the plot.



**Page 346**  
Problem: \_\_\_\_\_  
\_\_\_\_\_

**Pages 348–349**  
Rising Action: \_\_\_\_\_  
\_\_\_\_\_

**Pages 350–351, 353**  
Climax: \_\_\_\_\_  
\_\_\_\_\_

**Pages 354–355**  
Falling Action: \_\_\_\_\_  
\_\_\_\_\_

**Pages 356, 359**  
Resolution: \_\_\_\_\_  
\_\_\_\_\_

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

The author tells the story from Matt Cruse's point of view. Suppose that, after the rescue, Captain Walken writes about the day's events in his captain's log. As the captain, explain how you feel about Matt Cruse and his actions. Hint: Carefully reread pages 347-349, 353, 356, and 359.

**Airborn**  
Independent Reading

**Captain's Log**

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

## Prefixes *en-*, *ad-*

**Airborn**  
Vocabulary Strategies:  
Prefixes *en-*, *ad-*

Some of the words in the box begin with the prefix *en-*, which means "make," "put in," or "put into." The other words in the box begin with the prefix *ad-*, which means "to" or "toward."

engulf	address	enable	adhesive	enclose
encrust	adopt	endear	adjacent	adhere

1. If you \_\_\_\_\_ a pet, you must take care of it.
2. Her bad manners did not \_\_\_\_\_ her to the host.
3. I need something \_\_\_\_\_ to stick these papers together.
4. The jeweler planned to \_\_\_\_\_ the crown with precious gems.
5. Next-door neighbors live \_\_\_\_\_ to each other.
6. Please \_\_\_\_\_ a check with your application form.
7. Money he made babysitting would \_\_\_\_\_ him to buy a new bike.
8. Could you please \_\_\_\_\_ your comments to the audience?
9. It took very little time for the waves to \_\_\_\_\_ the sand castle.
10. It's important to \_\_\_\_\_ to your beliefs.

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

## Prefixes: *in-*, *im-*, *il-*, or *ir-*

### **Airborn**

Spelling: Prefixes: *in-*, *im-*, *il-*, *ir-*

**Basic** Write the Basic Word that is the antonym of each word or group of words.

1. lawful \_\_\_\_\_
2. movable \_\_\_\_\_
3. calm \_\_\_\_\_
4. confident \_\_\_\_\_
5. well-mannered \_\_\_\_\_
6. readable \_\_\_\_\_
7. loud \_\_\_\_\_
8. logical \_\_\_\_\_
9. even \_\_\_\_\_
10. not appealing \_\_\_\_\_
11. group \_\_\_\_\_

**Challenge** Your class is putting on a mock trial. Write sentences describing the trial. Use three of the Challenge Words. Write on a separate sheet of paper.

### Spelling Words

1. illegal
2. indent
3. imperfect
4. irregular
5. inability
6. immobile
7. inaudible
8. impatient
9. individual
10. insecure
11. impolite
12. illegible
13. irresistible
14. impartial
15. illogical
16. inappropriate
17. improper
18. ineffective
19. immovable
20. irrational

### Challenge

inadequate  
influx  
inexcusable  
illuminate  
irrelevant

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

# Spelling Word Sort

**Airborn**

**Spelling:** Prefixes: *in-*, *im-*, *il-*, *ir-*

Write each Basic Word beside the correct heading.

<i>in-</i>	
<i>im-</i>	
<i>il-</i>	
<i>ir-</i>	

**Spelling Words**

1. illegal
2. indent
3. imperfect
4. irregular
5. inability
6. immobile
7. inaudible
8. impatient
9. individual
10. insecure
11. impolite
12. illegible
13. irresistible
14. impartial
15. illogical
16. inappropriate
17. improper
18. ineffective
19. immovable
20. irrational

**Challenge**

inadequate  
influx  
inexcusable  
illuminate  
irrelevant

**Challenge** Add the Challenge Words to your Word Sort.

# Proofreading for Spelling

**Airborn**  
Spelling: Prefixes: *in-, im-, il-, ir-*

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

“Is this ilegal?” Marco asked in an almost inaudable whisper. He did not want to do anything immproper. He also didn’t want to be irrashunal or anger the impashent Hortense.

“What a time to ask!” Hortense groaned. She dangled by one hand from the ledge of the 100th floor of the building. Marco was imobile, but Hortense was getting out a glass-cutting device. She could not be concerned with Marco’s ineffactive presence or his immperfet conscience.

“It might be illogical, but it would be inapropiate not to try and save the world if we can. Don’t you agree?” Marco knew that Hortense was right. They had a very important mission. If the bacteria inside the building were not destroyed, a seemingly innocent infection could destroy humanity.

“Ugh, this glass is immovable!” Tired of being imparshul, Marco bravely helped Hortense finish the task of cutting through the thick glass. “Nice work, Marco!” Hortense exclaimed. “Now let’s go make this world a better place!”

- Spelling Words**
1. illegal
  2. indent
  3. imperfect
  4. irregular
  5. inability
  6. immobile
  7. inaudible
  8. impatient
  9. individual
  10. insecure
  11. impolite
  12. illegible
  13. irresistible
  14. impartial
  15. illogical
  16. inappropriate
  17. improper
  18. ineffective
  19. immovable
  20. irrational

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

## Possessive Pronouns

**Airborn**  
Grammar: Using Pronouns  
Correctly

A **possessive pronoun** shows ownership. It replaces a possessive noun. Some possessive pronouns are used with nouns, and some stand alone.

**possessive pronoun**

The crewmen love their jobs.

This airship is theirs.

**Thinking Question**

*What pronoun replaces a possessive noun and shows ownership?*

**Activity Underline the possessive pronouns.**

1. I told the pilot that I saved his life.
2. Is this your balloon, sir?
3. I knew Matt's father, but Matt has never met mine.
4. The crewmen told me the uniforms were theirs.
5. The doctor told the pilot his injuries would heal.
6. If I can't find a hat, can I borrow yours?
7. Matt held the rope in his hand.
8. The balloon had food and supplies in its gondola.

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

# Pronoun-Antecedent Agreement

**Airborn**

Grammar: Using Pronouns Correctly

An **antecedent** is the word or phrase to which a pronoun refers. A **possessive pronoun** must be in agreement with its antecedent.

**antecedent**

**possessive pronoun**

Karen bought the book at the airport, so it is hers.

**Thinking Question**

*Does the pronoun agree with the antecedent?*

**Activity Underline the possessive pronoun and circle the antecedent it refers to.**

1. Billy brought his pillow to sleep on the plane.
2. I used your seat belt, thinking it was mine.
3. Franny, is this your first time on a plane?
4. The snack cart lost one of its wheels.
5. Sarah and John practiced their vocabulary on the flight.
6. Karen thought the seat was hers.
7. She and I agreed those seats were ours.
8. I put my glasses in the seat-back pocket.
9. The controls next to you are yours.
10. John wondered if the plane had lost its way.



# Pronouns: Common Errors

**Airborn**  
Grammar: Using Pronouns  
Correctly

One common error is using a pronoun that doesn't agree with its **antecedent** in number, gender, or person.

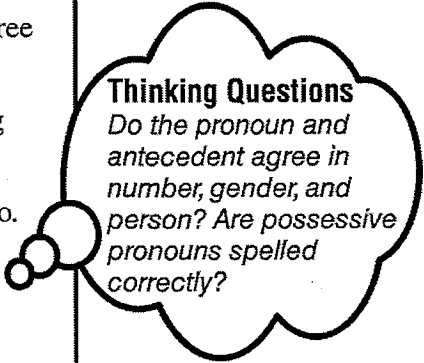
**Incorrect:** Da Vinci designed their flying machine long ago.

**Correct:** Da Vinci designed his flying machine long ago.

Another common error is confusing some **possessive pronouns** with words that sound alike but are spelled differently.

**Incorrect:** You're muscles aren't strong enough to power wings.

**Correct:** Your muscles aren't strong enough to power wings.



**Activity** Find the incorrect word in each sentence or set of sentences. Write the correct pronoun on the line. If the sentence is correct, write *correct*.

1. In 1783, two brothers flew they're balloon 6,000 feet into the air. \_\_\_\_\_
2. Henri Giffard flew their steam-powered airship in 1852. \_\_\_\_\_
3. You are from North Carolina? The Wright brothers flew in your state. \_\_\_\_\_
4. Charles Lindbergh made their first solo flight across the Atlantic in 1923. \_\_\_\_\_
5. Amelia Earhart made her solo trans-Atlantic flight in 1932. \_\_\_\_\_
6. Earhart probably crashed when her plane exhausted it's fuel. \_\_\_\_\_
7. If a person wants to fly, you need to take hours of lessons. \_\_\_\_\_
8. Is it you're desire to learn to fly an airplane? \_\_\_\_\_

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

# Verbs and Objects

**Airborn**  
Grammar: Spiral Review

<b>Direct Object</b>	The crew loaded <b>supplies</b> onto the airship.
<b>Indirect Object</b>	The first mate brought the <b>captain</b> a cup of coffee.
<b>Transitive Verb</b>	The helmsman <b>steers</b> the ship.
<b>Intransitive Verb</b>	The airship <b>glides</b> swiftly through the skies.

**1–5. Circle the verb. Label the verb *transitive* or *intransitive*. Underline direct objects once and indirect objects twice.**

1. The airship's crew started the engines. \_\_\_\_\_
2. The captain gave the crew specific orders. \_\_\_\_\_
3. The wind tossed the ship up and down. \_\_\_\_\_
4. The captain shouted loudly. \_\_\_\_\_
5. The airship sailed southward. \_\_\_\_\_

**6–8. Combine each pair of sentences to create a single sentence with a compound direct object. Write the sentence on the line.**

6. An airship's captain needs knowledge of the weather. An airship's captain needs a trustworthy crew.

\_\_\_\_\_  
\_\_\_\_\_

7. A good crew must have discipline. A good crew must have focus.

\_\_\_\_\_  
\_\_\_\_\_

8. For many years, the crew has explored dangerous skies. For many years, the crew has explored exotic lands.

\_\_\_\_\_  
\_\_\_\_\_

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

# Connect to Writing

**Airborn**  
Grammar: Connect to Writing

<b>Inappropriate shifts in number, gender, and person</b>	Paula wants to learn to fly. To do so, you must take hundreds of hours of lessons. First, students must fly with an instructor. Then we have to put in many solo flight hours before they can apply for a pilot's license.
<b>Pronouns match antecedents</b>	Paula wants to learn to fly. To do so, she must take hundreds of hours of lessons. First, students must fly with an instructor. Then they have to put in many solo flight hours before they can apply for a pilot's license.

Replace pronouns that don't match their antecedents. Write the new sentences on the line, remembering to fix the verbs to match the new pronouns.

1. Paula wants to learn to fly. They visit a nearby airport to learn how you can take lessons.

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2. The flight instructor introduces himself. They say Paula needs permission from its parents because she is seventeen.

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3. Paula talks to his parents. We sign a permission form to let Paula take flight lessons.

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4. James decides I want to take flight lessons, too. Paula goes with him to talk to your parents.

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

**Lesson 12**  
READER'S NOTEBOOK

**Airborn**  
Writing: Informative Writing

# Focus Trait: Voice

## Maintaining a Formal Tone

Informal Text	Text with Formal, Informative Tone
Chuck Yeager was sort of a famous test pilot.	Chuck Yeager is the most famous test pilot of all time.

Read each sentence. Rewrite the sentence to create a formal, informative tone.

1. At some point after high school, Yeager probably enlisted in the Army Air Corps.

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2. He started up flying in World War II.

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3. Most people know Yeager because he totally smashed the sound barrier. That means he flew faster than the speed of sound.

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4. Yeager was in a world of hurt when his engines failed, but he made it.

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5. Yeager's one of the guys in *The Right Stuff*, a flick about the early test pilots and astronauts.

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