

Name \_\_\_\_\_

## Words, Words, Words

**illegal:** against the law

**justice:** fair treatment

**campaign:** actions that lead to something important

**opponents:** people who fight against a cause or person

**convert:** to make something into something else

**enslave:** to make someone a slave

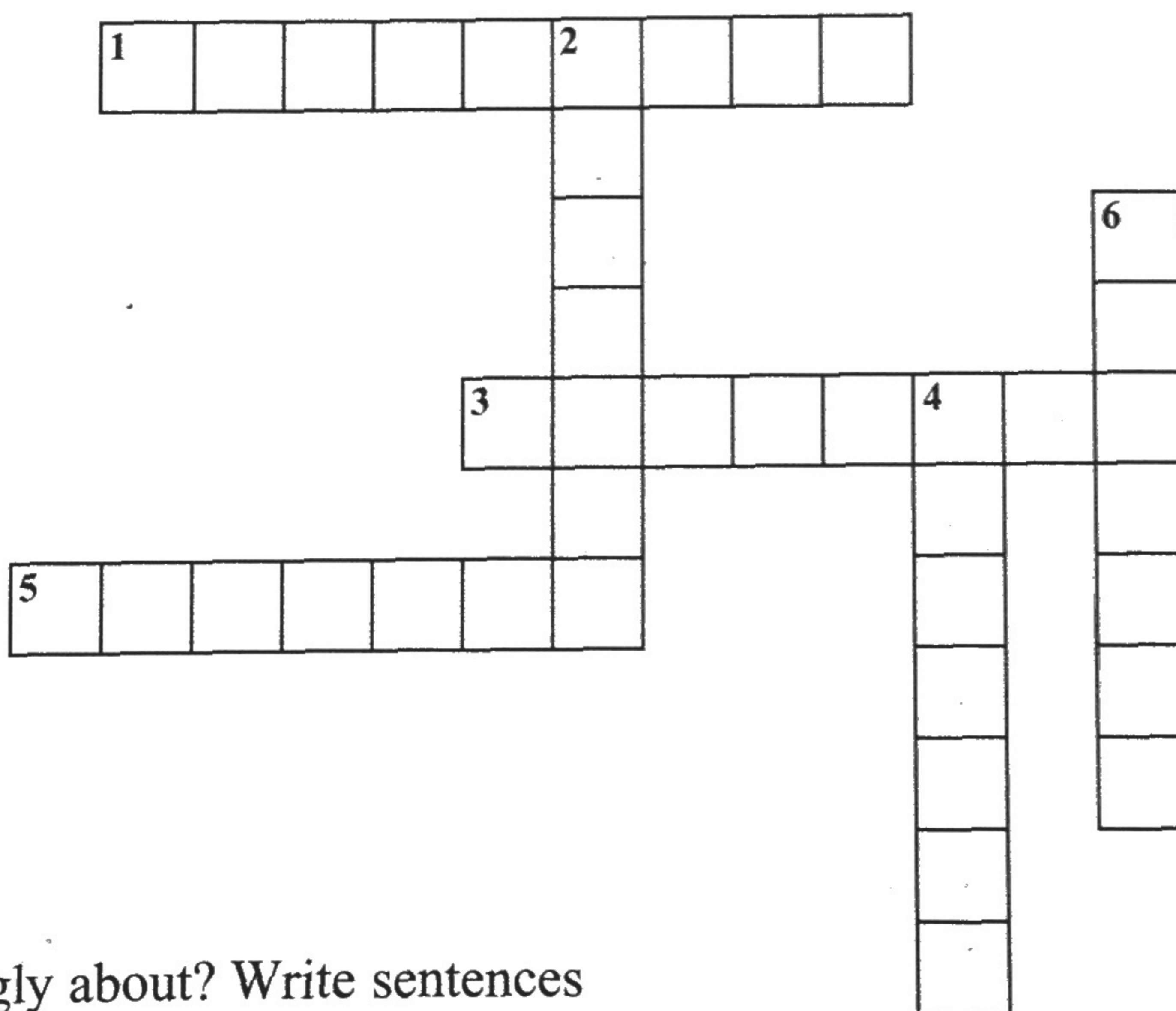
>> **A.** Solve the puzzle with words from the box.

**Across**

- 1. people fighting against something
- 3. actions taken to achieve a specific goal
- 5. fair treatment

**Down**

- 2. to force someone to be a slave
- 4. not legal
- 6. to change something into something else



>> **B.** What issues do you feel strongly about? Write sentences of your own using three vocabulary words.

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



**Journal** Find three other words in the selection that have to do with fighting for a cause. Write them in your journal.



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# Contractions

A **contraction** is a shortened form of two words. The apostrophe represents the missing letter or letters.

Contractions with:

<b>not</b>	<b>is</b>	<b>are</b>	<b>had</b>	<b>have</b>
didn't	she's	they're	I'd	I've
wasn't	he's	we're	they'd	they've
isn't	it's	you're	he'd	we've
couldn't				

>> **A.** Underline the contraction in each sentence. On the line, write the two words that form the contraction. The first one is done for you.

1. Weren't you inspired by the story of Iqbal Masih?            were not
2. He had a short life, but he'd done important work. \_\_\_\_\_
3. Iqbal didn't have rich parents. \_\_\_\_\_
4. He worked hard, but couldn't pay off the debt. \_\_\_\_\_
5. They've built a school in Iqbal's honor. \_\_\_\_\_

>> **B.** Write the contraction on the line. Use the words in parentheses ( ).

1. (They had) \_\_\_\_\_ sold their child for a small sum of money.
2. (It is) \_\_\_\_\_ time such practices were stopped.
3. (I have) \_\_\_\_\_ seen photographs of children working in factories.
4. I (do not) \_\_\_\_\_ know how their little bodies worked so hard.
5. (They have) \_\_\_\_\_ formed a partnership with a local group.



**Journal** Look for contractions as you read. Write them in your journal. Next to each one, write the two words that form the contraction. Use a dictionary for help if you need it.



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## Compare and Contrast

>> **A.** Compare and contrast the lives of Iqbal Masih and Wendy Diaz. Complete the sentences in each circle of the chart. Then add another difference and a similarity for each.

To **compare** things means to show how things are alike. To **contrast** means to find differences. You can compare or contrast people, places, objects, and ideas.

**DIFFERENT**

Iqbal

1. He lived in \_\_\_\_\_
2. He worked in \_\_\_\_\_
3. He risked his life to \_\_\_\_\_
4. \_\_\_\_\_

**SAME**

9. Both spoke out **against** \_\_\_\_\_
10. \_\_\_\_\_

**DIFFERENT**

Wendy

5. She lives in \_\_\_\_\_
6. She worked in \_\_\_\_\_
7. She was brought to the U.S. to \_\_\_\_\_
8. \_\_\_\_\_



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## Past-Tense Verbs

- |        |       |       |
|--------|-------|-------|
| traced | hoped | laced |
| hiked  | taped | filed |
| saved  | biked | raced |


To form the **past tense** of most verbs ending in e, drop the e and add *-ed*.

>> **A.** Read these sentences aloud. Then change the underlined past-tense verb to the present tense and write it on the line.

- I raced to my class in astronomy. \_\_\_\_\_
- They hiked in the hills every weekend. \_\_\_\_\_
- We hoped to return to the shore next year. \_\_\_\_\_
- My brothers saved a lot of money. \_\_\_\_\_
- We taped a lot of old movies. \_\_\_\_\_

>> **B.** Write your own sentences using four past-tense verbs that end in *-ed*.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

 **Activity** Tell a partner about something that happened last summer. Use three past-tense verbs that end in *-ed*.



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# Adjectives and Adverbs

An **adjective** describes a noun or pronoun. An adjective tells *which, what kind, how many, or how much*.

An **adverb** describes a verb, adjective, or other adverb. An adverb tells *how, when, where, or to what extent*. Many adverbs end in *-ly*.

>> **A.** Read each sentence. If the underlined word is an adjective, write *ADJ*. If it is an adverb, write *ADV*. Circle the word each adjective or adverb describes. The first one has been done for you.

1. He worked under painful conditions.      ADJ \_\_\_\_\_
2. Young Iqbal bravely ran away to be free.      \_\_\_\_\_
3. The factory was horribly crowded.      \_\_\_\_\_
4. Iqbal was paid only pennies a day.      \_\_\_\_\_

>> **B.** Read each sentence. Circle the question the underlined words answer.

1. Iqbal Masih was a child laborer.  
 What kind?                      How many?                      Which?
2. He often worked long hours.  
 What kind?                      When?                      Which?
3. The factory owner treated him cruelly.  
 How?                      When?                      Where?
4. Iqbal fought for decent conditions.  
 How?                      What kind?                      Where?

>> **C.** Write two sentences of your own. Use an adjective or adverb that answers the question in parentheses ( ).

1. (How many?) \_\_\_\_\_
2. (How?) \_\_\_\_\_