

Distinguishing Fact and Opinion

Directions: Read the passage. Then complete the activity that follows.

Long Ago in Egypt

Thousands of years ago, a group of people lived in Egypt. They lived on a little strip of land along the Nile River. Every year, the Nile would flood. When the waters retreated, rich soil was left behind. This soil was perfect for farming, and the ancient Egyptians called it the “Black Land.” All the other land in the area was made up of hot, dry desert. The Egyptians felt lucky to have found this special spot near the river.

Ancient Egyptians did not have many of the things we have today. For example, the Egyptians did not have televisions. They did not have video games. They certainly did not have computers or the Internet! You might be fooled into thinking the Egyptians had nothing to do. Actually, this ancient people kept very busy with work and play.

Egyptians at Work

The Egyptians spent their time doing many of the same things modern people do. They built houses to live in. They also built big, sturdy buildings called *pyramids*. In fact, some of their pyramids are still standing today! The Great Pyramid at Giza is the largest single building ever created on Earth that we know of. No one today could build a pyramid as well as the Egyptians did!

In addition to building pyramids and homes, the ancient Egyptians also farmed land and tended sheep. They taught their children, and they raised them well. The Egyptians also ran businesses. They would sell their crops, cloth for clothes, perfumes, jewelry, furniture, and food, such as bread.

Egyptians at Play

The Egyptians found many ways to entertain themselves in the Nile River region. One of these was writing and telling stories. The Egyptians wrote in one of the most beautiful languages in the world-*hieroglyphics*. Long ago, this language was discovered. Many have studied it over the years. Ancient Egyptians would draw pictures on the walls of the pyramids. This was their way of writing down their special stories.

In these drawings, the Egyptians told about fishing in the Nile River. They also described riverboat trips. They enjoyed relaxing on the shore or swimming in the slow-moving waters of the Nile. They loved music and often played instruments to pass the time. These ancient people also loved to play board games. Sometimes, if they were feeling adventurous, they would even hunt crocodiles or hippos! It seems quite silly to hunt crocodiles or hippos!

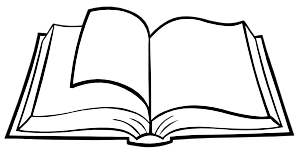
Wealthy Egyptians liked to have big parties. They would serve food and drinks to their guests. To entertain their guests, they hired musicians, dancers, and acrobats.

Even though the Egyptians lived a long time ago, they were not that different from people of today.

Directions: Read each statement and decide if it is a *fact* or an *opinion*.

- If it is a fact, place an X under “Fact.”
- If it is an opinion, place an X under “Opinion.”
- If the sentence contains a fact *and* an opinion, place an X in both boxes. Then underline the words that express an opinion.

	Fact	Opinion
The Egyptians felt lucky to have found this special spot near the river.		
For example, the Egyptians did not have televisions.		
The Great Pyramid at Giza is the largest single building ever created on Earth that we know of.		
No one today could build a pyramid as well as the Egyptians did!		
In addition to building pyramids and houses, the ancient Egyptians also farmed land and tended sheep.		
<i>Hieroglyphics</i> is one of the most beautiful languages in the world.		
This soil was perfect for farming, and the ancient Egyptians called it the “Black Land.”		
Sometimes, they would even hunt crocodiles or hippos. It seems quite silly to hunt crocodiles or hippos!		



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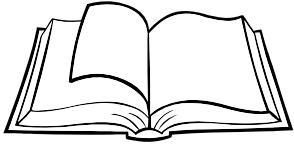
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The Egyptians felt lucky to have found this special spot near the river.		X
For example, the Egyptians did not have televisions.	X	
The Great Pyramid at Giza is the largest single building ever created on Earth that we know of.	X	
No one today could build a pyramid as well as the Egyptians did!		X
In addition to building pyramids and houses, the ancient Egyptians also farmed land and tended sheep.	X	
<i>Hieroglyphics</i> is one of the most beautiful languages in the world.		X
<u>This soil was perfect for farming</u> , and the ancient Egyptians called it the “Black Land.”	X	X
Sometimes, they would even hunt crocodiles or hippos. <u>It seems quite silly to hunt crocodiles or hippos!</u>	X	X



Using the Structure of Informational Text

Directions: Read the magazine article. Then complete the graphic organizer that follows.

The Once Great Mesopotamia

by Nicole Mead

The ancient civilization of Mesopotamia ruled thousands of years ago. The lands of Mesopotamia were located in what is now known as Iraq. For its time, Mesopotamia was a great civilization. It was one that lived in very rich and fertile lands.

Geography

The word Mesopotamia means “the land between two rivers.” As luck would have it, this civilization was located between two rivers. The rivers were the Tigris and the Euphrates. Mesopotamia took up a fairly large area of land. It was about 300 miles long and 150 miles wide.

Climate and Environment

It was often very hot in Mesopotamia. The temperature was usually over 110 degrees. In the winter, the weather was cool, and rainfall was moderate.

Ancient Mesopotamia experienced a lot of flooding. These floods were challenging for farmers. But in time, they learned how to deal with and control them. Because the land between the two rivers was wet and fertile, the farmers were able to grow a variety of crops. These included barley, sesame, and wheat. They also grew some fruits and vegetables. Sadly, over time, the land changed. Eventually the fertile lands disappeared.

Clothing

The people of Mesopotamia made their own clothes out of a special material. This material was made from the stems of a plant called *flax*. The stems were used to create both heavy and light fabrics.

Women usually wore dresses that covered them from their shoulders to their ankles. They left their right arms uncovered. Usually, they wore their hair long and braided.

Men left their chests uncovered, and they wore a skirt that tied at the waist. They sometimes grew their hair long and had beards. Others shaved off their hair.

Achievements

The people of Mesopotamia created several things that are still used today. The most important thing they invented was a form of writing. They would draw pictures on clay tablets. These pictures represented words. Some people became *scribes*, or writers. The scribes began to study writing at eight years of age. Thanks to the Mesopotamians, now every civilization has some form of writing!

You may not believe it, but the people of Mesopotamia are known for inventing the wheel. Life became much easier after the wheel was invented. For example, before the wheel, people had to travel by boat to other cities downstream in order to trade goods. When it was time to return home, they would have to take the boats apart and carry them back upstream.

Then they would have to put them back together again. It was exhausting work. Imagine what they could do with a wagon. Instead of taking the boat apart, they could simply put it on wheels and pull it!

Directions: Think about the passage you just read. Now look at the boxes below. In each box, there is a topic. Find one interesting fact about each topic from the passage and write it in the box. Explain why you think this fact is important.

Geography

Fact: _____

This is important because _____

Climate and Environment

Fact: _____

This is important because _____

Clothing

Fact: _____

This is important because _____

Achievements

Fact: _____

This is important because _____

Directions: Read the question. Then write your answer in complete sentences on the lines below.

How were the people of Mesopotamia like the people of today?



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Directions: Think about the passage you just read. Now look at the boxes below. In each box, there is a topic. Find one interesting fact about each topic from the passage and write it in the box. Explain why you think this fact is important.

Geography

Fact: **Mesopotamia was located between the Tigris and the Euphrates rivers.**

This is important because **the rivers were a major water source for the civilization.**

Climate and Environment

Fact: **Farmers learned how to deal with and control the floods so that they could grow crops.**

This is important because **the farmers had to overcome a problem in order to survive.**

Clothing

Fact: **The people made their own clothes out of a special material made from stems of the flax plant.**

This is important because **the people were creative in finding things in nature to help them survive.**

Achievements

Fact: **The people of Mesopotamia created a writing system.**

This is important because **now every civilization has some form of writing.**

Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

How were the people of Mesopotamia like the people of today?

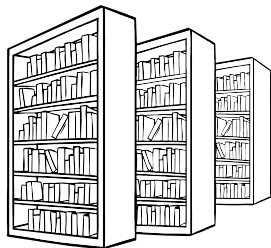
Possible responses: Like the people of today, the people of

Mesopotamia invented things they needed to make life easier. For

example, they invented the wheel to make travel easier. Today,

people are constantly inventing new things to improve the quality

of life.



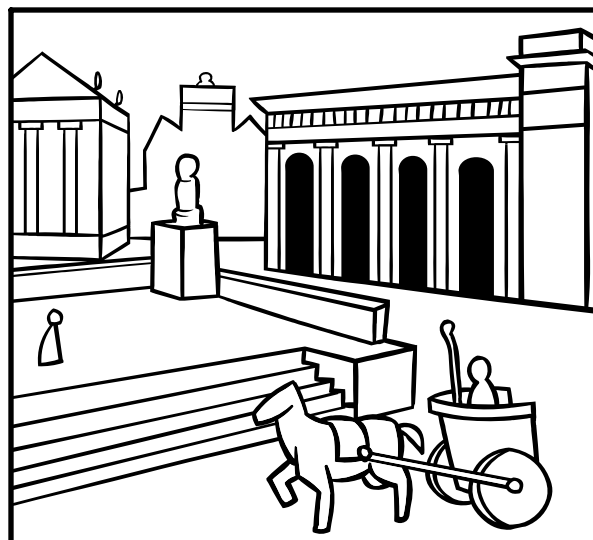
Describing Cultural and Historical Features

Directions: Read the passage. Then complete the graphic organizer that follows.

Ancient Roman Rites of Passage

In every culture, people experience rites of passage. A *rite of passage* is an event, or chapter, in a person's life. This event helps a person pass from one chapter of his or her life to the next. Though you may not know it, you have already experienced a rite of passage in your life. Starting school for the first time is a rite of passage.

The ancient Romans lived around 800-100 B.C. That is more than 3,000 years ago! When ancient Rome was at its height, it owned a lot of land. The Roman people had many rites of passage. And while they may sound different to us, these rituals were very important to them.



Birth

In ancient Rome, when a child was born, people were both excited and afraid. You see, the Romans believed that wild spirits lived in the fields. They felt they needed to keep these spirits from entering the home. They were afraid the spirits would harm their children. Farming tools were used to protect their houses. Here is how it worked. The men would strike the doorway of the house with the tools. They believed this act would keep the spirits from harming their children. The parents also gave their kids something called a *bulla*. A *bulla* was a necklace thought to protect any child who wore it.

Coming of Age

For the Romans, coming of age was the time when a boy became a man. At that time, the boy would take off his bulla. He would also trade his childhood toga for the toga of manhood.

Marriage

Ancient Romans did not do anything specific when they got married. In ancient Rome, people only had to agree to be husband and wife. At that point, they were married. This is very different from today. These days, people must go through an official process to become married. There is paperwork to fill out and a ceremony to attend.

Wealthy Roman couples would, however, throw a party to celebrate their marriage. Everyone would eat food and drink wine. There would also be music and dancing. Guests of the Roman couple would light torches. Once the party was over, the bride would walk to her husband's house. While she walked, people would shout jokes to her. The groom would be waiting at his house. The Romans thought it was important for the groom to be there to welcome his bride into her new home.

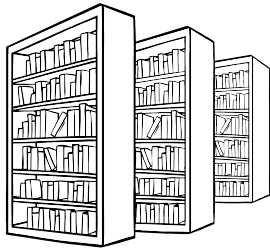
When the bride arrived, the groom would carry her through the doorway. While people still sometimes do this today, the act carried a deeper meaning with the ancient Romans. The Romans believed that if the bride tripped on her first steps in the house, she would bring bad luck to the family. That is why the groom would carry her.

Directions: Look at the boxes below. Write three historical facts about ancient Rome in the left-hand box. Then write three cultural facts about ancient Rome in the right-hand box. Use the following features to help you write the facts.

- names
- language
- maps
- photographs
- words and phrases
- dates
- events
- character actions
- clothing
- food

Historical Facts	Cultural Facts

Directions: Think of a rite of passage that you have experienced. Write about your rite of passage on the lines below.



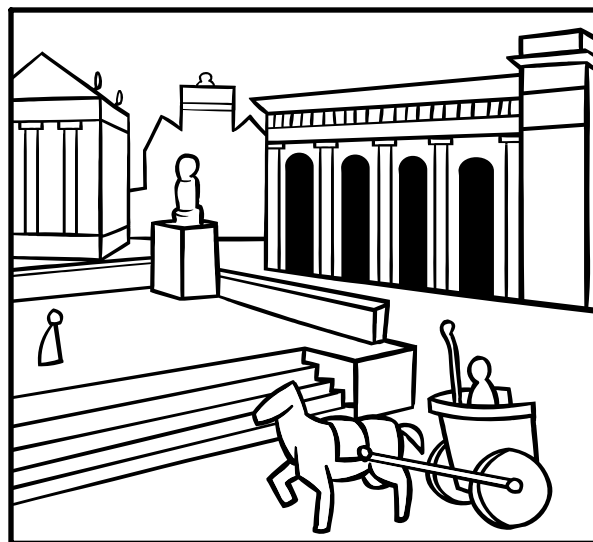
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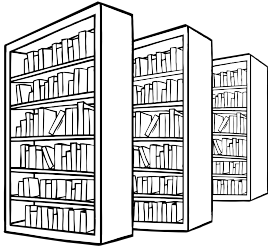
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- dates •events •character actions •clothing •food

Historical Facts	Cultural Facts
Answers will vary.	Answers will vary.
1. Map of ancient Rome	1. Children wore a bulla to keep them safe.
2. The Romans lived around 800-100 B.C.	2. People wore togas.
3. When ancient Rome was at its height, it owned a lot of land.	3. The groom would wait for his bride at their new house.

Directions: Think of a rite of passage that you have experienced. Write about your rite of passage on the lines below. **Answers will vary.**

Possible response: When I was six years old, my parents gave me my first soccer uniform. It was an important rite of passage because it meant that I was old enough to start playing soccer on a team.



Mixed Skills: Distinguishing Statements of Fact and Opinion and Describing Historical Features

Directions: Read the magazine article. Then read each question and circle the correct answer.

The People of the Corn

The ancient Maya people lived in what is now Guatemala, Belize, and the Yucatán Peninsula. Their culture began around 300 A.D., or 1,700 years ago. Highly intelligent, they mapped the stars in the sky without telescopes. They built pyramids. They created beautiful artwork. They also cleared forests. In their place, they created fields. Descendants of the Maya are still alive today.

Maya Creation Story

The ancient Maya believed that they were made from corn. According to the Maya, the Heart of Sky was their creator. The Heart of Sky tried several times to make people. On his final attempt, he made the Maya out of maize. *Maize* is another word for corn.

Maya Culture

What we know of Maya culture comes from the records they left behind. These records were found written and painted on pots and stucco.

Maya artists created paints using plants, clay, and water. With the paint, the artists created colorful images on pottery. These images told about their rituals and myths.

There were two classes of people in the Maya culture: those that ruled and the farmers and workers. In between, there were also writers, artists, and builders.

Farmers played an important part in this culture. Each family had its own farm. On it, they would grow chili peppers, beans, squash, and maize. Being able to grow their own corn helped the Maya a lot. This made them more than just hunters and gatherers. So, it's not surprising that the Maya believed they were made from maize.

Maya Accomplishments

The Maya achieved several things that helped them to be a great civilization. First, they developed their own system of writing. Out of all the other ancient peoples in this part of the world, they were the only ones to create a written language. Along with their written language, the Maya also created a number system.

The Maya developed two calendars. The first was a $365 \frac{1}{4}$ -day calendar based on the movements of the sun. The second was a 260-day calendar based on their special rituals.

The Maya did not live in just one location. They lived in several places that were called *city-states*. Each city-state had its own government. Unlike other ancient peoples such as the Aztecs, each Maya city-state ruled itself.

Maya Today

Today, there are six million Maya living in Central America. They still keep track of the 260-day calendar. Modern Maya women wear blouses that are hand-woven, colorful, and full of patterns. It is easy to tell which Maya community a person belongs to by the color he or she wears. Each community sports a different color.

The Maya remain one of the most interesting civilizations in history.

1. Which of the following statements is an opinion?
 - A. The Maya grew their own maize.
 - B. The Maya are still alive today.
 - C. The Maya made the prettiest pottery.
 - D. The Maya created a system of writing.

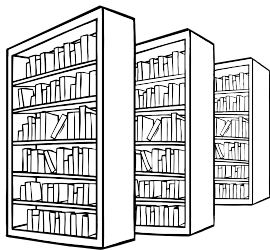
2. In which section could you learn more about what the Maya ate?
 - A. Maya Creation Story
 - B. Maya Culture
 - C. Maya Accomplishments
 - D. Maya Today

3. Which is a historical feature in the passage?
 - A. The Maya had artists and builders.
 - B. The Maya creation story was based on corn.
 - C. Today, the Maya wear hand-woven shirts.
 - D. The Maya civilization began about 300 A.D.

4. What can you conclude about the Maya today?
 - A. People still follow ancient Maya traditions.
 - B. People still grow chili peppers.
 - C. People still believe the creation story.
 - D. People still chart the stars without telescopes.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. What is the most interesting thing you read about the Maya? Explain your answer.



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5. What is the most interesting thing you read about the Maya? Explain your answer.



Using Affixes and Base Words

Directions: Read the story. Then complete the activities that follow.

The Lesson Learned

Charlie couldn't stop smiling. He was bringing home a great report from his teacher. There was a big 100% at the top of his school papers. That meant there were no incorrect answers on any of his quizzes. There were also no "incompletes" written on his homework because he had finished everything on time.

Charlie grinned as he presented his work to his mom. She gave him a hug and said, "Wait here a minute."

When she returned she said, "Charlie, I am so proud of how grown-up you are. I've been saving this for the right time. I needed to see that you are responsible enough to care for something this important. It is a watch your dad wore when he was young. Please don't wear it all the time. Save it for special days, OK?"

"Thanks, Mom," said Charlie. "I will keep the watch in my treasure box when I'm not wearing it." He slipped the watch in his pocket and started toward his room. Then the phone rang. It was his friend, Suki, who lived a few doors down from him. She wanted to play.

Charlie made a U-turn and dashed out the front door, yelling out a good-bye to his mother as he left. He ran to his friend's door and started to knock just as Suki opened it. He almost knocked her on her head, and they fell to the ground laughing. First, they played circus, and Charlie did cartwheels across the lawn. Suki acted silly like a clown, trying to put a crazy hat on her dog. Then they wrapped themselves in bedsheets and pretended to be invisible. Suki unwrapped Charlie's sheet so fast that it

made him dizzy. Finally, they climbed their favorite tree, hanging upside down while they ate frozen fruit bars. Then it was time for Charlie to go home.

As soon as he walked in the house, Charlie went to his room and plopped on his bed. He saw his treasure box and remembered his watch. He reached into his pocket, but the watch was not there.

“Where could it be?” he asked himself unhappily. He started to review his actions after putting the watch in his pocket. He ran back to Suki’s house. He looked all around the grass near her front door. Then he looked under the tree, but the watch was nowhere to be found. Suki looked out her window and saw Charlie with his face in his hands.

“What’s the matter?” she shouted out the window. Charlie told her about his problem. She thought for a moment and then said, “What about the sheets? Maybe it’s stuck in them somewhere. I hope my mom hasn’t started the laundry yet.” They raced to the laundry room where they saw a sheet on top of the basket. Charlie unfolded it carefully, and there was the watch.

“Hooray!” yelled Suki, as Charlie smiled with relief.

“Thanks, Suki. I am going home to put this in a safe place. I’ve learned a very important lesson about being responsible. It is a full-time job!”

Directions: Some of the words in the story have a prefix. Go back to the passage and circle all the words that have a prefix. Next, go back to the passage and underline all the prefixes that mean “not.”

Directions: Now you are going to create new words by adding either the prefix *un-*, *dis-*, or *non-* to a base word. Write the meaning of each new word you create. One has been done for you.

<u>un</u> certain	meaning: <u>not sure</u>
_____ view	meaning: _____
_____ sense	meaning: _____
_____ continue	meaning: _____
_____ fill	meaning: _____
_____ finished	meaning: _____
_____ connect	meaning: _____

Directions: Read each question. Then write your answers in complete sentences on the lines below.

1. List two places in the story where Charlie could have lost the watch.

2. What lesson did Charlie learn?



Using Affixes and Base Words

Directions: Read the story. Then complete the activities that follow.

The Lesson Learned

Charlie couldn't stop smiling. He was bringing home a great report from his teacher. There was a big 100% at the top of his school papers. That meant there were no **incorrect** answers on any of his quizzes. There were also no **incompletes** written on his homework because he had finished everything on time.

Charlie grinned as he **presented** his work to his mom. She gave him a hug and said, "Wait here a minute."

When she **returned** she said, "Charlie, I am so proud of how grown-up you are. I've been saving this for the right time. I needed to see that you are responsible enough to care for something this important. It is a watch your dad wore when he was young. Please don't wear it all the time. Save it for special days, OK?"

"Thanks, Mom," said Charlie. "I will keep the watch in my treasure box when I'm not wearing it." He slipped the watch in his pocket and started toward his room. Then the phone rang. It was his friend, Suki, who lived a few doors down from him. She wanted to play.

Charlie made a U-turn and dashed out the front door, yelling out a good-bye to his mother as he left. He ran to his friend's door and started to knock just as Suki opened it. He almost knocked her on her head, and they fell to the ground laughing. First, they played circus, and Charlie did cartwheels across the lawn. Suki acted silly like a clown, trying to put a crazy hat on her dog. Then they wrapped themselves in bedsheets and **pretended** to be **invisible**. Suki **unwrapped** Charlie's sheet so fast that it

made him dizzy. Finally, they climbed their favorite tree, hanging upside down while they ate frozen fruit bars. Then it was time for Charlie to go home.

As soon as he walked in the house, Charlie went to his room and plopped on his bed. He saw his treasure box and remembered his watch. He reached into his pocket, but the watch was not there.

“Where could it be?” he asked himself unhappily. He started to review his actions after putting the watch in his pocket. He ran back to Suki’s house. He looked all around the grass near her front door. Then he looked under the tree, but the watch was nowhere to be found. Suki looked out her window and saw Charlie with his face in his hands.

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“Hooray!” yelled Suki, as Charlie smiled with relief.

“Thanks, Suki. I am going home to put this in a safe place. I’ve learned a very important lesson about being responsible. It is a full-time job!”

Directions: Some of the words in the story have a prefix. Go back to the passage and circle all the words that have a prefix. Next, go back to the passage and underline all the prefixes that mean “not.”

Directions: Now you are going to create new words by adding either the prefix *un-*, *dis-*, or *non-* to a base word. Write the meaning of each new word you create. One has been done for you. **Answers will vary.**

<u>un</u>	certain	meaning: <u>not sure</u>
<u>pre</u>	view	meaning: <u>to see in advance</u>
<u>non</u>	sense	meaning: <u>not having meaning</u>
<u>dis</u>	continue	meaning: <u>to stop</u>
<u>over</u>	fill	meaning: <u>to make too full</u>
<u>un</u>	finished	meaning: <u>not completed</u>
<u>dis</u>	connect	meaning: <u>to not be together</u>

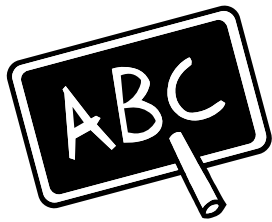
Directions: Read each question. Then write your answers in complete sentences on the lines below. **Answers will vary.**

1. List two places in the story where Charlie could have lost the watch.

Possible responses: He could have lost the watch when he hung upside down in the tree. He could have lost it while turning cartwheels. He could have lost it when he fell down with Suki. The watch could have fallen on his bed after Charlie got home from Suki's house.

2. What lesson did Charlie learn?

Possible responses: Charlie learned that being responsible means taking care of your things, not just doing well in school.



Distinguishing Main Idea and Supporting Details

Directions: Read the passage. Then complete the activities that follow.

Beware of These Plants!

An unsuspecting fly lands inside the two halves of a green leaf. Perhaps it was attracted by the soft pink color in the middle of the green. Suddenly the halves of the green leaf snap shut. The fly has become the plant's dinner. This is not a description of a monster plant created in someone's mind. This is a real plant whose diet consists mainly of insects.

There are millions of plants in the world. Some of these plants get part of their food from insects. Some such plants catch insects on sticky hairs or leaves. Others drown their insect victims in pools of water. One catches unlucky bugs when they fly too close to its leaves.

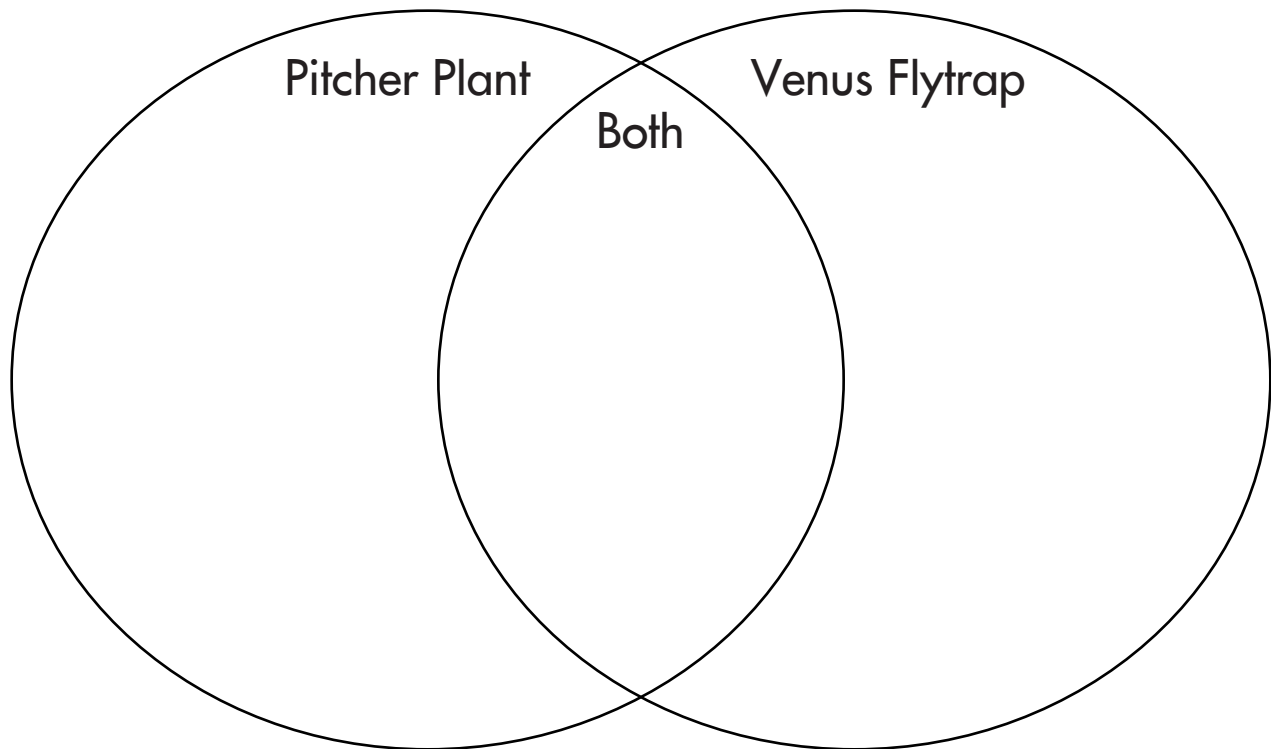
The *pitcher plant* is an insect-eating plant. Pitcher plants have leaves that form into tubes. These tubes sometimes flare out at the top. The sturdy tubes are able to gather rainwater. Stiff hairs grow downward along the inside of the tube. This keeps bugs from crawling out once they are inside the tube. The leaf is also covered in wax. The wax makes the leaf slippery. The bug slides into the rainwater at the bottom and drowns. In time, the plant will take the bug in as food.

Another kind of insect-eating plant catches bugs with its leaves. The *Venus flytrap* can sense when a bug is nearby. Its leaves open and close like the two sides of a clamshell. Around the leaves' edges are little prickly spines. Three trigger hairs grow out of the leaves' pink center. They are called *trigger hairs* because they signal to the leaves to begin snapping. If an insect touches only one of the hairs, nothing happens. But if two hairs are touched, the leaf shuts and the fly is captured. With their sharp little

teeth clamped tight, the leaves cannot be forced apart. Small creatures are trapped inside. It takes several weeks for a fly to be digested by the plant. If the leaves miss their victim, they will reopen in about 30 minutes.

In some ways, these insect-eating plants are like other plants. For example, like regular plants, they need water and sunlight to grow. However, insect-eating plants also need the insects to survive. The insects are like plant vitamins. They do for the insect-eating plant, what a multivitamin does for a human. They help keep it strong and healthy.

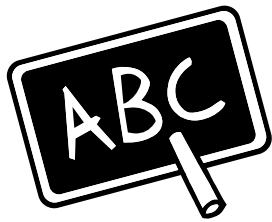
Directions: Write details about the pitcher plant in the left circle. Write details about the Venus flytrap the right circle. Write details that apply to both plants in the middle.



Directions: In the squares below, draw what you think these plants might look like.

Pitcher Plant

Venus Flytrap



Distinguishing Main Idea and Supporting Details

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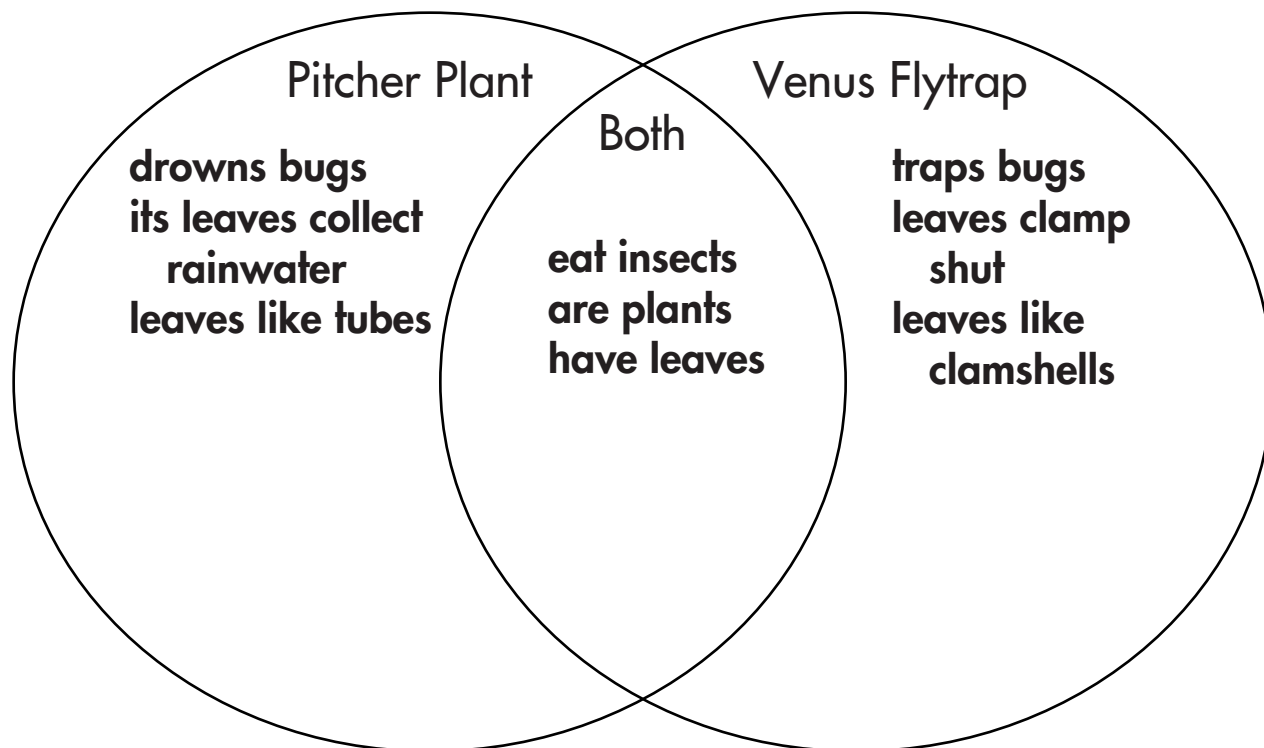
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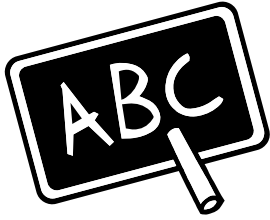
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Venus Flytrap



Answering Questions about Story Elements

Directions: Read the story. Then complete the activities that follow.

A Little Help from New Friends

Nate wasn't sure about his new neighborhood. He looked in both directions as he sat on his front lawn. There were a few houses on this side of the road. Across the road was a field lined with bushes and a fence. Earlier, Nate's mom had told him to stop complaining and to make an effort to notice all the new, good things.

Nate did like the big shade trees that lined the street. He also thought their house was nice, and he liked having his own bedroom. But he did not like the quiet. Nate was used to honking horns, screeching brakes, and the chatter of people walking by. There was always something to do, and someone to do it with in his old neighborhood. Now Nate was bored.

"The most exciting thing to do here is to watch the grass grow," he thought to himself. He could ask his little brother, Joey, to do something with him. But Joey was in the house baking chocolate chip cookies with his mom. That did not sound like fun to Nate.

Down the road a little, there was an old brick building with a basketball court in the parking lot. Two boys and a girl about his same age were shooting hoops. But Nate was afraid to just walk over and ask to join them. They certainly did not seem interested in him. Not one of them even waved or anything.

Suddenly, he heard a loud yelping sound coming from the field. He ran toward the sound but could not see anything. Then he almost fell into a hole that was hidden by bushes. He looked down and saw a brown and white puppy trying to climb the slippery sides of an old well. There was

water under a wooden platform that divided the space. Luckily, the puppy had landed on the platform and not in the water!

How could he help the puppy by himself? He was afraid to leave the puppy to get his mother. He sat back and yelled, “Help!”

Before he could yell again, the girl he had seen earlier was standing next to him. The two boys were close behind her. They all peered down into the hole.

“Don’t worry, we will help you rescue the puppy!” said the girl. They ran off but soon were back with a rope, a large plastic bucket, and the girl’s mother.

Together, they tied the rope to the bucket and lowered it into the hole. They gently pulled it toward the pup. It took a few tries, but finally the puppy seemed to know they were helping him. He plopped into the bucket, and they pulled him up to safety.

The children gathered around the wet pup. “Thank you for helping rescue the puppy,” said Nate. “Do you know where this puppy lives?” They told him the pup was one of a litter a neighbor was giving away to good homes.

The children went with Nate to ask the neighbor if he could keep the pup. She said Nate could keep the dog if his parents said it was OK. The children followed Nate and the puppy to his home. Nate’s mom agreed to let Nate keep the puppy. The other kids, Nate, and the puppy played at Nate’s house late into the afternoon. Now Nate had three new best friends to start school with and one always waiting for him at home.

Directions: Answer the questions to complete the story map below.

Who is the main character?

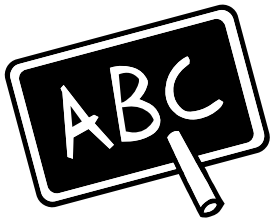
Who are the supporting characters?

Describe the setting in the story.

What is the problem in the story?

How is the main problem in the story solved?

What is the theme, or message, in this story?



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Directions: Answer the questions to complete the story map below.

Who is the main character?

Nate

Who are the supporting characters?

a puppy, Joey, Nate's mom,
a girl, two boys

Describe the setting in the story.

The story takes place during
the summer, out in the country
at Nate's new house. There are
not many people around. It is
quiet, and the street is lined
with shade trees.

What is the problem in the story?

There are two problems.

1. Nate is lonely because he
is new to town.
2. A puppy falls into an old
well.

How is the main problem in the story solved?

A girl and two boys help Nate rescue the puppy, and then Nate
becomes friends with the other children.

What is the theme, or message, in this story?

Possible response: Friends in need are good friends indeed.



Mixed Skills: Using Affixes and Base Words, and More

Directions: Read the story. Then read each question and circle the correct answer.

Knowing Your Future

- 1 Before his alarm even sounded, Rudy jumped out of bed. He reviewed his class calendar. Today was Career Day in his fourth-grade class, and his father would be sharing everything about his career. His dad was a veterinarian. A veterinarian is a doctor for animals. Rudy had found a special surprise to introduce his father, and he could hardly wait for school.
- 2 It had happened last week when he was visiting his grandma. She was going through an old trunk with papers and things from when his dad was young. At first, Rudy thought it was nonsense to keep all those old papers. But then he found a letter written by his dad, and it gave him a wonderful idea. He would use the letter to introduce his dad on Career Day.
- 3 Finding that letter had Rudy rethinking the value of saving things. He realized the importance of saving letters and pictures and other memories from the past. He saw what those early times were like through the treasures his grandma had saved. It was like recycling the past and showing that it mattered. He promised himself to keep important things from his own life.
- 4 Rudy and his father, Mario, arrived at school on time. Rudy stood in front of the class and said, “Mrs. Jones told us to think about what we want to be when we grow up. Most of us think we are too young to know. But my dad knew what he wanted to do when he was our age. This is a letter he wrote when he was only nine years old. My grandma saved it all these years.” Rudy read,

5 Dear Mom,

Thank you for helping Sammy today. His paw was full of thorns. You made him feel better without a mistake. I am going to help animals when I grow up. What is a doctor for animals called anyway? I will find out and become one. You can be my nurse if you want. Sammy can be my first patient.

Love,
Mario

6 Rudy continued, “Dad grew up and went to school for a long time. He found out that a doctor for animals is called a veterinarian. That is what he is today. Here is my dad, the veterinarian.” Rudy looked over and saw his dad smiling, with a look of surprise on his face. Rudy gave his dad a hug and sat down. Then the class clapped for his father.

1. What is the main idea of paragraph 3?
 - A. Rudy finds a letter at his grandma’s house.
 - B. Rudy realizes the importance of saving things.
 - C. Rudy thinks saving things is nonsense.
 - D. Rudy loves to go to his grandma’s house.
2. What was his dad’s reaction to Rudy’s introduction?
 - A. He was not sure who wrote the letter.
 - B. He was happy that Rudy had read the letter.
 - C. He clapped his hands for Rudy’s introduction.
 - D. He was nervous about talking to the class.

3. Which prefix would make the following sentence correct?

We saw a _____view of the movie before it came out in the theaters.

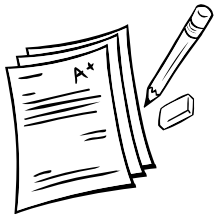
- A. re-
- B. pre-
- C. non-
- D. im-

4. Which word means “to use again”?

- A. review
- B. resend
- C. recycle
- D. repeat

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. At first, Rudy thought his grandma was silly to save things. What made him change his mind?



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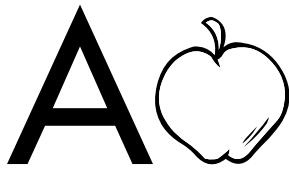
4. Which word means “to use again”?

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- D. repeat

Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

5. At first, Rudy thought his grandma was silly to save things. What made him change his mind?

Possible response: He found a letter and learned more about his
dad. He used the letter to introduce his dad at Career Day.



Comparing and Contrasting

Directions: Read the article. Then complete the activities that follow.

Happy New Year!

Thousands of people celebrate New Year's Day. America and Japan celebrate this holiday on the first of January. China celebrates the New Year on a different day each year. Some people host gatherings of friends and families. Others participate in parades. No matter how people ring in the New Year, all of the celebrations are wrapped in tradition.

Americans often celebrate New Year's Day with a gathering of friends and family. Some American families eat certain foods on New Year's Day. One traditional food in the South is black-eyed peas. Other families host fancy event where people get dressed up. They gather to enjoy food, music, dancing, and even fireworks! Some people decorate their houses with paper streamers and balloons. Many people stay up very late on December 31st. When the clock strikes midnight, everyone shouts "Happy New Year!" Then, they enjoy a special tradition. Everyone sings the Scottish ballad "Auld Lang Syne." When people hear this song, they think about the past year. They also think about the future. Americans then make resolutions. *Resolutions* are promises. They promise to do good things for themselves and others in the coming year.

The Japanese New Year's Day celebration begins with the ringing of a bell 108 times. When the New Year arrives, everyone laughs to bring good luck. Then, in the early morning, people watch the sunrise. The first day of the New Year shows what the rest of the year will be like. Everyone hopes for a day of joy and energy with a clean house and no work. Families enjoy various kinds of traditional drinks and foods. The Japanese enjoy a special drink called *otuso*. They also have a soup for the New Year called *ozoni*. Another special tradition is the hanging of paper lobsters. Lobsters represent a happy, long life.

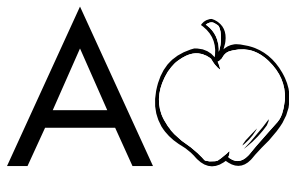
The Chinese celebrate the New Year on the first lunar moon of the year. It is quite exciting, and everyone feels full of energy! Homes are decorated with lotus flowers. There are many other bright decorations too. Each item means something. The celebration includes large feasts with the family. A special tradition is the Dragon Parade. Dragons are a very important symbol in China. They represent strength and goodness. Generally, the parade is about two weeks after the lunar year begins. Fireworks are also used to celebrate the coming of the New Year in China.

People all over the world celebrate the New Year. Celebrating the New Year is exciting wherever you are in the world!

Directions: Think about how America, Japan, and China celebrate the New Year. Then use information from the article to complete the table below. One has been done for you.

Ways Different Countries Celebrate the New Year					
Country	Date of Celebration	Decorations	Fireworks	Foods/ Drinks Served	Special Traditions
America		paper streamers and balloons			
Japan					
China					

Directions: Review the facts in the table above. Write one paragraph about how American, Japanese, and Chinese New Year's Day celebrations are similar. Then write another paragraph about how the celebrations are different. Write your answer in complete sentences on the lines below.



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Happy New Year!

Thousands of people celebrate New Year's Day. America and Japan celebrate this holiday on the first of January. China celebrates the New Year on a different day each year. Some people host gatherings of friends and families. Others participate in parades. No matter how people ring in the New Year, all of the celebrations are wrapped in tradition.

Americans often celebrate New Year's Day with a gathering of friends and family. Some American families eat certain foods on New Year's Day. One traditional food in the South is black-eyed peas. Other families host fancy event where people get dressed up. They gather to enjoy food, music, dancing, and even fireworks! Some people decorate their houses with paper streamers and balloons. Many people stay up very late on December 31st. When the clock strikes midnight, everyone shouts "Happy New Year!" Then, they enjoy a special tradition. Everyone sings the Scottish ballad "Auld Lang Syne." When people hear this song, they think about the past year. They also think about the future. Americans then make resolutions. *Resolutions* are promises. They promise to do good things for themselves and others in the coming year.

The Japanese New Year's Day celebration begins with the ringing of a bell 108 times. When the New Year arrives, everyone laughs to bring good luck. Then, in the early morning, people watch the sunrise. The first day of the New Year shows what the rest of the year will be like. Everyone hopes for a day of joy and energy with a clean house and no work. Families enjoy various kinds of traditional drinks and foods. The Japanese enjoy a special drink called *otuso*. They also have a soup for the New Year called *ozoni*. Another special tradition is the hanging of paper lobsters. Lobsters represent a happy, long life.

The Chinese celebrate the New Year on the first lunar moon of the year. It is quite exciting, and everyone feels full of energy! Homes are decorated with lotus flowers. There are many other bright decorations too. Each item means something. The celebration includes large feasts with the family. A special tradition is the Dragon Parade. Dragons are a very important symbol in China. They represent strength and goodness. Generally, the parade is about two weeks after the lunar year begins. Fireworks are also used to celebrate the coming of the New Year in China.

People all over the world celebrate the New Year. Celebrating the New Year is exciting wherever you are in the world!

Directions: Think about how America, Japan, and China celebrate the New Year. Then use information from the article to complete the table below. One has been done for you. **Answers will vary.**

Ways Different Countries Celebrate the New Year					
Country	Date of Celebration	Decorations	Fireworks	Foods/ Drinks Served	Special Traditions
America	January 1	paper streamers and balloons	yes	black-eyed peas	Everyone sings "Auld Lang Syne."
Japan	January 1	paper lobsters	don't know	<i>otuso</i> and <i>ozoni</i>	hanging paper lobsters
China	first lunar moon	bright decorations, such as lotus flowers	yes	large feasts	having Dragon Parades

Directions: Review the facts in the table above. Write one paragraph about how American, Japanese, and Chinese New Year's Day celebrations are similar. Then write another paragraph about how the celebrations are different. Write your answer in complete sentences on the lines below.

Answers will vary.



Reading Directions and Signs

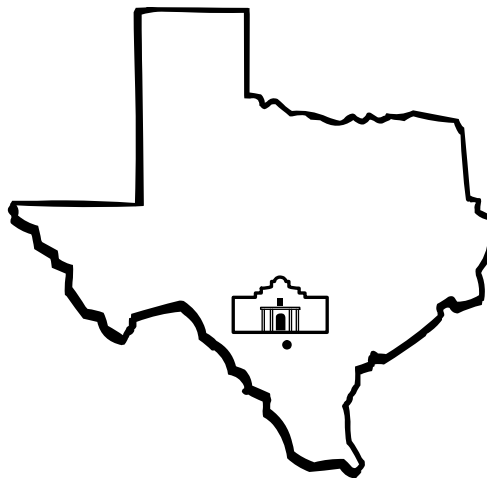
Directions: Read the information. Then complete the activities that follow.

The Alamo

Visiting historical places is a great way to have fun and learn about history. A favorite historical site in the state of Texas is “the Alamo.” *Alamo* means “mission” in Spanish. A mission is a Spanish church. On March 6, 1836, a famous battle took place at the Alamo.

A small group of soldiers from Texas fought a much larger army lead by the Mexican General Santa Ana. Santa

Ana’s army won the battle. The Alamo contains replicas of the weapons used during the battle. It also displays instruments used during the Texas Revolution. The Alamo is an interesting place to visit and learn about the history of Texas.



Visitation Hours

9:00 A.M. to 5:30 P.M. Monday through Saturday

12:00 A.M. to 5:30 P.M. on Sunday

Every day except Christmas Eve and Christmas Day

Summer Hours - Open Fridays and Saturdays until 7 P.M. during the months of June, July, and August

Admission is free.

Address and Directions

The Alamo, 300 Alamo Plaza,
San Antonio, Texas
Phone number - 512-TOALAMO

Directions from Interstate 37:

1. Travel north and exit at Commerce Street.
2. Turn left.
3. Go three blocks to Avenue E.
4. Turn right.
5. Go to Houston Street.
6. Turn right.
7. Go to the Alamo Plaza.
8. Park in the free parking lot.

Other Information

It is very hot and bright in San Antonio in the summertime. Be sure to wear a hat or sunglasses when visiting the Alamo during the summer months. In the winter, it is somewhat cold. The Alamo is an open building that tends to have the same temperature inside as outside. Dress appropriately.

1. Circle the sign that helps visitors who are driving to the Alamo.

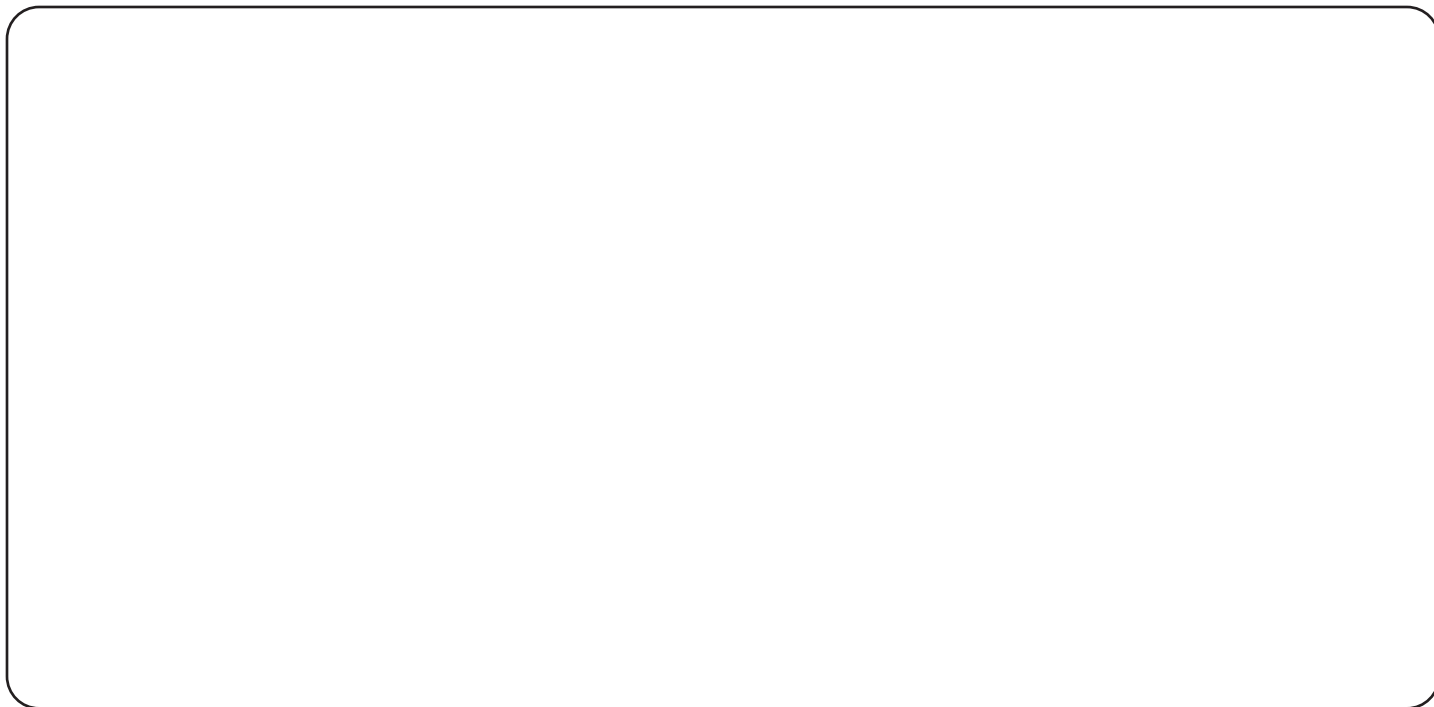


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Draw a map for visitors trying to find the Alamo. Use the directions in the box above. Label all the streets and sites.





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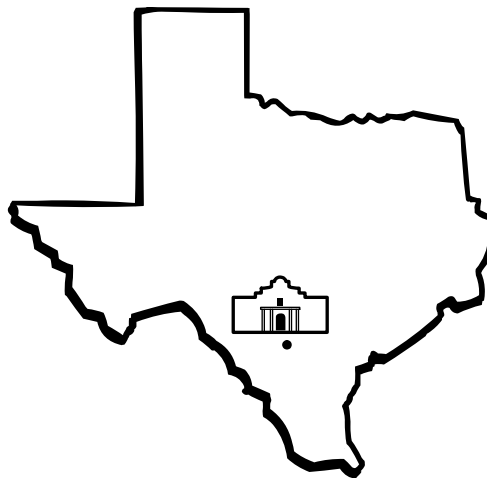
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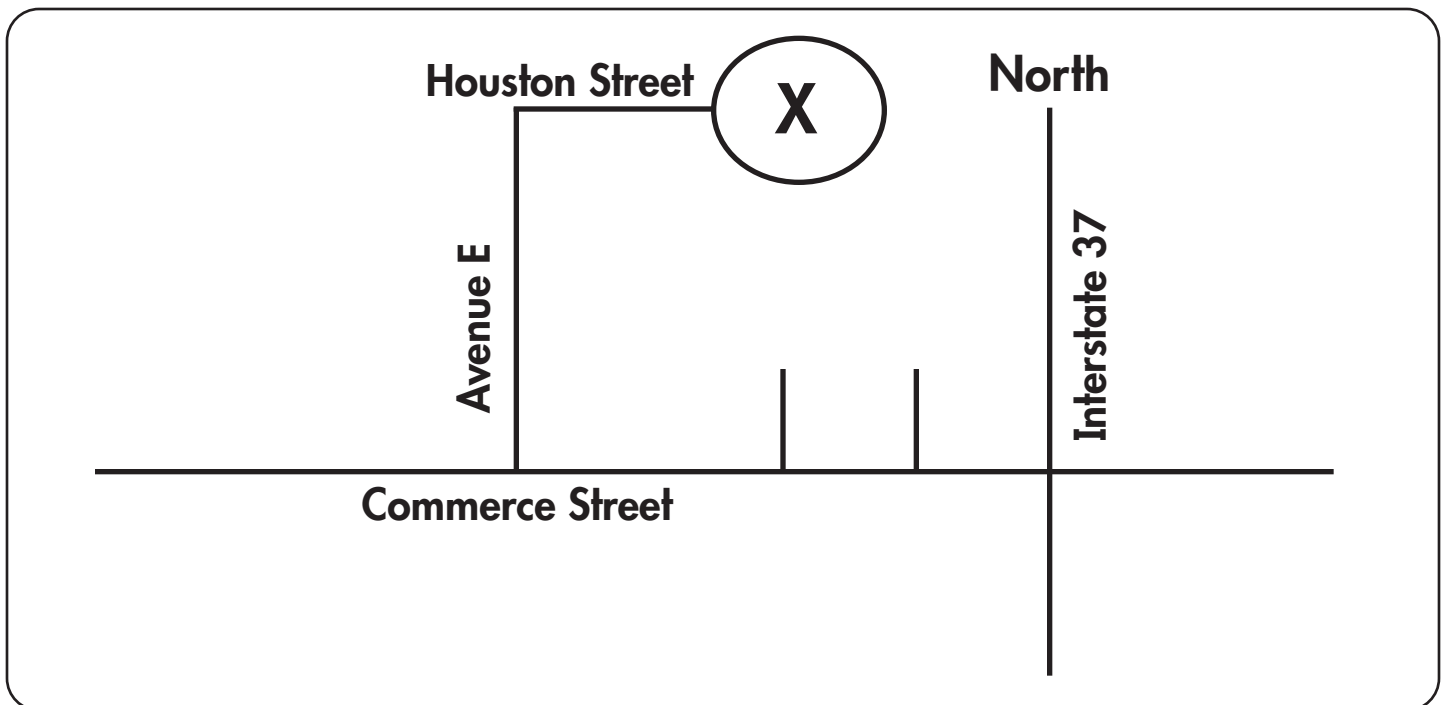


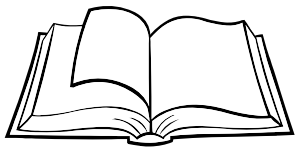
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Paraphrasing Information from Texts

Directions: Read the article. Then complete the activities that follow.

Katrina Makes History

Sometimes people make history. George Washington became the first president of the United States and made history. Sometimes battles and wars make history. The American Revolution and the Civil War are examples. Sometimes nature even becomes part of history. Erupting volcanoes and shaking earthquakes are recorded in history books.

Recently, nature caused just such a history-making event. In September 2005, Hurricane Katrina came ashore in New Orleans, Louisiana. The hurricane flooded New Orleans. Before Katrina, no other major American city had ever flooded in the history of the country. This natural disaster caused great damage. It affected thousands of lives. It also taught the world a lesson about the importance of protecting cities from floodwaters.

New Orleans is unique because it is located below sea level. This location places it at great risk. Being below sea level means the city is lower than the ocean. Levees were built to protect New Orleans from the ocean.

A levee is like a wall between the city and the ocean. When Hurricane Katrina came ashore, water spilled over the levees into the city.

Flooding and damage made it necessary for everyone to leave the city. New Orleans was and still is a unique American city. Before Katrina, Creole food filled the air

with delicious smells. The sound of jazz music floated through the streets. Now the city struggles to return to its former glory.



Before Katrina, the U.S. government had never made everyone leave a city. People in New Orleans had to find shelter quickly. Some had to stay at a sports arena called the Superdome. Some rode on buses to other towns. Thousands drove their cars to get away from the storm. The roads and shelters filled up fast. The freeways and highways jammed with cars. Not everyone who needed help received it. The lesson learned from Katrina was that cities must be better prepared for big storms. Being prepared might have kept more people safe.

The word *history* usually means something that happened in the past. When Katrina first roared into New Orleans, people probably did not know that history was being made. When the first Pilgrims landed in America, they might not have realized they were starting a country. When the ancient Egyptians built the pyramids, they did not know people would study them thousands of years later. Today, history is still being made that will shape the future. Hurricane Katrina is one of the history-making events that will be remembered forever.

1. Read this paragraph from the passage.

New Orleans is unique because it is located below sea level. This location places it at great risk. Being below sea level means the city is lower than the ocean. Levees were built to protect New Orleans from the ocean. A levee is like a wall between the city and the ocean. When Hurricane Katrina came ashore, water spilled over the levees into the city. Flooding and damage made it necessary for everyone to leave the city. New Orleans was and still is a unique American city. Before Katrina, Creole food filled the air with delicious smells. The sound of jazz music floated through the streets. Now the city struggles to return to its former glory.

Which of the following best paraphrases the paragraph? Circle the correct answer.

- A. New Orleans is a unique city.
- B. New Orleans was built below sea level.
- C. New Orleans has special foods, sounds, and levees.
- D. New Orleans is a unique city that was flooded by Hurricane Katrina.

2. Read this paragraph from the passage.

Sometimes people make history. George Washington became the first president of the United States and made history. Sometimes battles and wars make history. The American Revolution and the Civil War are examples. Sometimes nature even becomes part of history. Erupting volcanoes and shaking earthquakes are recorded in history books.

Paraphrase this paragraph on the lines below. Use your own words.



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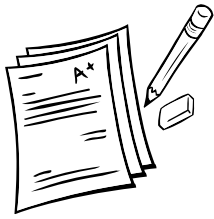
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Paraphrase this paragraph on the lines below. Use your own words.
Answers will vary.

Possible response: People, battles, and nature all make history.



Mixed Skills: Comparing and Contrasting and Paraphrasing

Directions: Read the article. Then read each question and circle the correct answer.

The Battle at the Little Bighorn River

In 1875 the Sioux and Cheyenne people lived on land called *reservations*. It was land that the U.S. government divided and set aside for them. The native people were very unhappy about living on the reservations. They began leaving them. The Cheyenne and Sioux wanted to take back the land that once was theirs.

To fight back, the Native Americans raided white settlements. Their attempts to take back their land went on for about a year. Finally, the U.S. government decided to put a stop to the Cheyenne and Sioux raids. The U.S. Army gathered its troops in Montana and Wyoming. The soldiers started moving toward a valley called Little Bighorn where the Native Americans lived in a village. General George A. Custer was in charge of one large group of soldiers who were sent to overpower the Cheyenne and Sioux. Custer and his men approached Little Bighorn. They noticed a small group of 40 people in the village.

Custer felt certain it was going to be easy to stop the Native Americans. Custer divided his men. He told one group to stay where it was and to make sure no one in the village escaped. Custer ordered another group to go across the river. He wanted them to head straight into the village. A third group joined Custer. They were to ride all the way around the village and come in from another direction. He planned to meet his first group in the center of the village. So Custer's men divided and went in opposite directions.

Custer did not know the route he chose was made up of very rough ground. The rough ground slowed his men's approach. He should have planned more carefully. As the first group of men neared the village, they realized that there were many more than 40 people in the village.

The village charged the first group of soldiers. The U.S. soldiers tried to run away, but it was too late. The Native Americans were able to fight off the soldiers quickly. Custer and his men did not arrive at the village in time to help their friends in the fight. When Custer's group finally did arrive, the Cheyenne and Sioux turned and charged them.

This time, the native people divided their own soldiers. They spread out and began to circle Custer's men. The Cheyenne outnumbered Custer's men and were better prepared for the fight. Custer's men were defeated after a fairly short battle. The speed and power of the Native Americans were too much for the unprepared soldiers.

1. Which sentence tells what the author thinks of Custer?
 - A. They began leaving the reservations.
 - B. Custer divided his men.
 - C. He should have planned more carefully.
 - D. The village charged the soldiers.

2. The Native Americans were _____.
 - A. better prepared than Custer's men.
 - B. just as surprised as Custer's men.
 - C. less prepared than Custer's men.
 - D. more surprised than Custer's men.

3. The Native Americans probably knew the land _____

- A. less well than Custer.
- B. much better than Custer.
- C. only in the Bighorn area.
- D. only in Montana.

4. Which describes Custer's actions?

- A. Custer made wise decisions.
- B. Custer was friendly to the Sioux.
- C. Custer knew the Bighorn area well.
- D. Custer made poor decisions.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Paraphrase the following sentences from the article using your own words.

Their attempts to take back their land went on for about a year. Finally, the U.S. government decided to put a stop to the Cheyenne and Sioux raids. The U.S. Army gathered its troops in Montana and Wyoming.



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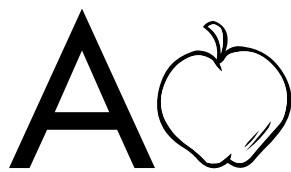
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Their attempts to take back their land went on for about a year. Finally, the U.S. government decided to put a stop to the Cheyenne and Sioux raids. The U.S. Army gathered its troops in Montana and Wyoming.

Possible response: The Native Americans wanted their land back.

The government wanted to keep them on the reservations. U.S.

soldiers started going to Montana and Wyoming.



Recognizing Author's Viewpoint or Bias

Directions: Read the newspaper article. Then complete the graphic organizer that follows.

The Rocky Ridge Times

Why Not Water?

By Clara Lucas

ROCKY RIDGE, Feb. 5 - There is a quarrel among members of our school district. The issue is about putting soda machines in community schools. Those in favor point to the extra money the schools will receive. Those opposed argue that it is unhealthy for students. This is because soda consists almost entirely of sugar.

We at the *Rocky Ridge Tribune* believe that there is a way for both sides to come to an agreement. Why not allow schools to have machines on their property that sell bottled water? This idea makes cents and sense. Schools will receive money to provide the best possible education to students.

Students will be encouraged to drink more water. Water is known to provide many health benefits.

The bodies of human beings are

made up of 60 percent water. Water is the main ingredient in blood. Blood carries oxygen to all of the cells in the body. A child who does not drink enough water may feel tired. He or she may also have headaches. This can affect a child's ability to concentrate in school. Also, water contains no sugar and no fat. It will not cause cavities. It will not cause weight gain either.

Water helps all body systems operate efficiently. It keeps the bodies and minds of students working at their best. Students need to drink enough water each day. Having water machines at schools increases the chances that they will.

It is our opinion that the Rocky Ridge School District should allow drink machines in the schools. The money that the schools make can be used to improve their libraries. It can also be used to buy new textbooks.

However, soda is not healthy for students. It should not be the drink that is sold in schools. Water is the drink the schools should sell.

Water is an excellent replacement for soda. Students need to be encouraged to drink water. Drinking water helps them to stay in the best

health possible. Water contributes to their ability to learn. Having more opportunities to drink water in school is healthy for students. It contributes to students maintaining healthier lifestyles.

Our proposal is a win-win solution for everyone involved.

1. Fill in the main idea of the newspaper article. Then provide four supporting details from the article.

Detail

Detail

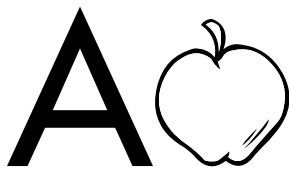
Main Idea

Detail

Detail

Directions: Read the question. Then write your answer in complete sentences on the lines below.

2. Do you agree with the author's point of view in the article? Explain your answer.



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Detail

The schools will benefit from the extra money.

Detail

Students need to drink enough water to stay healthy.

Main Idea

Schools should be allowed to have machines on their property that sell water.

Detail

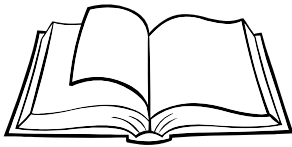
Water does not contain sugar or fat.

Detail

Water machines provide students with more chances to drink water.

Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

2. Do you agree with the author's point of view in the article? Explain your answer.



Making Inferences

Directions: Read the magazine article. Then complete the activities that follow.

What You Need to Know

What is an inference?

An *inference* is a conclusion that you make about a text.

How do I make an inference?

- First, read a text.
- Next, make connections with the text by thinking about how it relates to your life.
- Then, review the facts about the topic of the text. (Remember, a fact is literal. You can put your finger *right on* a fact in the text.)
- Finally, think about the facts and what they mean. Draw a logical conclusion from the facts.

Get in the Game and Exercise!

Everyone needs exercise every day. Children need at least one hour of exercise each day. Exercise helps people to sleep well at night. It also helps them to feel awake during the day. There are many different ways to get exercise. It can be as easy as walking to the park or playing a game of tag. Exercise assists the body in three ways. First, it builds endurance. Second, it improves strength. Third, it can make the body more limber. Daily exercise will help you keep your body fit and healthy.

Endurance means you can keep going even when an activity becomes tiring. The kinds of exercise that help endurance are activities such as jogging, playing basketball, walking, skating, and swimming. These kinds of exercise cause the heart to beat faster. They also speed your breathing up. This makes the heart stronger. A strong heart helps your blood carry oxygen and nutrients to all the cells in the body.

Exercises that help people to gain strength are things like push-ups, pull-ups, climbing, and handstands. These kinds of exercise create muscle in the body. When muscles work harder, muscle fibers become thicker. They also become more tightly woven together. It is important to build strength slowly. If muscles are pushed too far, they can tear. Uncomfortable or painful exercise is a sign to stop and give the body a break.

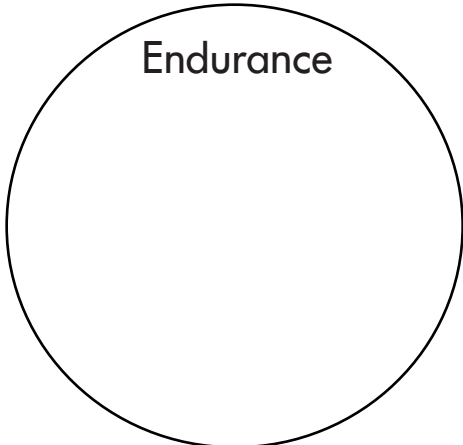
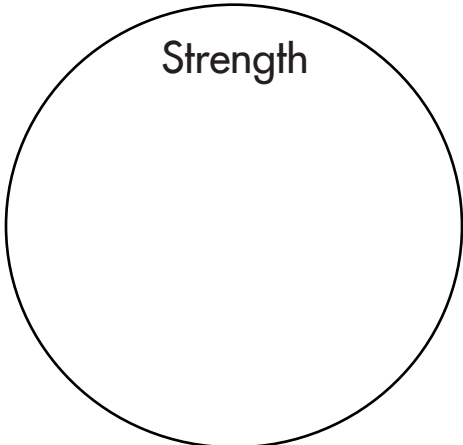
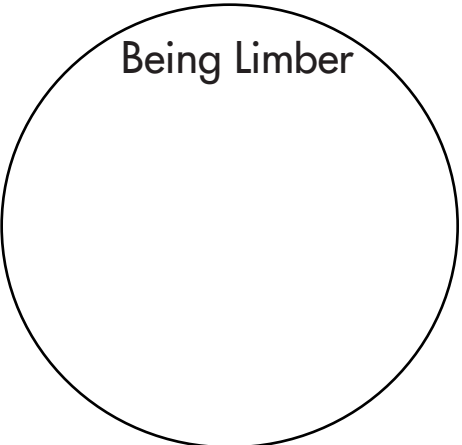
Being limber means that a person can stretch the body. A person who is limber can bend easily. Stretching is the best way to become limber. It is important to stretch before any physical activity. Muscles can be tight and tense before they are put in motion. Stretching warms up and loosens muscles. Then, when the body becomes active, it can move without difficulty. Muscles can do their job better when they start out in a relaxed state.

During exercise, bodies keep cool by sweating. It is important to replace the fluids that are lost during exercise. Drink plenty of water. Bodies also use up energy while exercising. Eating a diet of three healthy meals a day and nutritious snacks in between replaces the body's energy. Remember to exercise each day for endurance, strength, and the ability to bend.

1. What do you know about each of the three ways that exercise helps the body? List the facts.

Endurance	Strength	Being Limber

2. What other kinds of exercise do you know about? Do they develop endurance, build strength, or help the body to be limber? Write the names of the activities in the circles below.

<p>Endurance</p> 	<p>Strength</p> 	<p>Being Limber</p> 
--	--	---

3. What can you infer about the following statements?

Benny runs every day for 30 minutes. He also runs sprints for 10 minutes each day.

My inference: _____

Toki stretches every day. She even takes a yoga class that teaches her how to stretch her body. She also does a lot of push-ups and some weightlifting exercises at home with her mom.

My inference: _____

4. Read the sentence below. Then write a synonym and antonym for the word in bold.

Keeping **fit** helps bodies stay healthy.

synonym: _____

antonym: _____



Making Inferences

Directions: Read the magazine article. Then complete the activities that follow.

What You Need to Know

What is an inference?

An *inference* is a conclusion that you make about a text.

How do I make an inference?

- First, read a text.
- Next, make connections with the text by thinking about how it relates to your life.
- Then, review the facts about the topic of the text. (Remember, a fact is literal. You can put your finger *right on* a fact in the text.)
- Finally, think about the facts and what they mean. Draw a logical conclusion from the facts.

Get in the Game and Exercise!

Everyone needs exercise every day. Children need at least one hour of exercise each day. Exercise helps people to sleep well at night. It also helps them to feel awake during the day. There are many different ways to get exercise. It can be as easy as walking to the park or playing a game of tag. Exercise assists the body in three ways. First, it builds endurance. Second, it improves strength. Third, it can make the body more limber. Daily exercise will help you keep your body fit and healthy.

Endurance means you can keep going even when an activity becomes tiring. The kinds of exercise that help endurance are activities such as jogging, playing basketball, walking, skating, and swimming. These kinds of exercise cause the heart to beat faster. They also speed your breathing up. This makes the heart stronger. A strong heart helps your blood carry oxygen and nutrients to all the cells in the body.

Exercises that help people to gain strength are things like push-ups, pull-ups, climbing, and handstands. These kinds of exercise create muscle in the body. When muscles work harder, muscle fibers become thicker. They also become more tightly woven together. It is important to build strength slowly. If muscles are pushed too far, they can tear. Uncomfortable or painful exercise is a sign to stop and give the body a break.

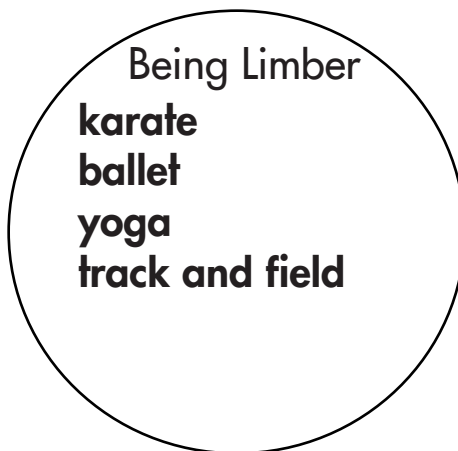
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During exercise, bodies keep cool by sweating. It is important to replace the fluids that are lost during exercise. Drink plenty of water. Bodies also use up energy while exercising. Eating a diet of three healthy meals a day and nutritious snacks in between replaces the body's energy. Remember to exercise each day for endurance, strength, and the ability to bend.

1. What do you know about each of the three ways that exercise helps the body? List the facts. **Answers will vary.**

Endurance	Strength	Being Limber
<p>You can keep going even when you're tired. The heart beats faster. Breathing speeds up. The heart gets stronger.</p>	<p>You make more muscle. Muscle fiber becomes thicker. Muscles work harder.</p>	<p>Muscles get looser. Muscles warm up. The body can stretch more easily. The body can move more easily.</p>

2. What other kinds of exercise do you know about? Do they develop endurance, build strength, or help the body to be limber? Write the names of the activities in the circles below. **Answers will vary.**



3. What can you infer about the following statements?

Benny runs every day for 30 minutes. He also runs sprints for 10 minutes each day.

My inference: **Benny has good endurance.**

Toki stretches every day. She even takes a yoga class that teaches her how to stretch her body. She also does a lot of push-ups and some weightlifting exercises at home with her mom.

My inference: **Toki is limber and strong.**

4. Read the sentence below. Then write a synonym and antonym for the word in bold.

Keeping **fit** helps bodies stay healthy.

synonym: **well, in shape**

antonym: **unfit, out of shape**



Using Affixes and Base Words

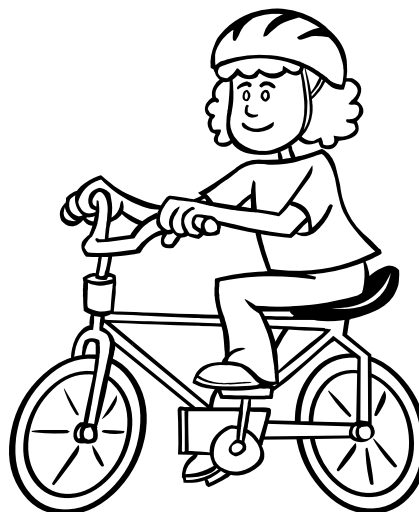
Directions: Read the magazine article. Then complete the activities that follow.

Bicycle Safety

Julie rides her bike one mile to school daily. Along the way, she must ride up three hills. The first hill is an effortless climb. The second hill is steeper. Julie is visibly tired when she reaches the top. The third hill is the steepest. It is a difficult ride. Sometimes, Julie gets off of her bike and walks to the top of that one. Julie is a responsible bike rider. Her mom told her that she had to take a bicycle safety class before she was allowed to ride her bike to school. Julie needed to learn about ways to keep from having an accident while riding her bike.

Julie's safety class took place at a hospital. Three instructors taught the class. The first was a doctor whose task it is to heal broken bones. She explained that some articles of clothing are dangerous to wear while biking. Pant legs that are loose can get pinched in the bicycle chain while riding. The same is true for backpack straps that can get caught in the wheel spokes. Both of these can cause a bicycle to halt and fall over. The doctor showed everyone how to tuck away and secure loose clothing and straps for safe riding.

The second speaker was an author. He writes books about fitness. He discussed the styles of shoes to wear when biking. The best shoes grip the pedals. Cleats and shoes with heels are not practical. They do not grasp well and can cause feet to slip. The author pointed out that bare feet are especially unsafe. Skin that is exposed is helpless against scrapes and bruises.



The third presenter at the class was a police officer. He spoke the longest. The officer explained that the head must always be protected when you ride a bike. He said that numerous bicycle injuries are avoidable if the rider is wearing a helmet. The officer cautioned everyone to put on a helmet before riding a bike. He said that an adult should check to make sure the helmet is correctly fitted to the head. Making sure your helmet fits properly is important. Helmets can absorb the blows from a fall and keep the brain stable.

Julie did a great job in her safety class. She is a happy, healthy bicycle rider now. Julie makes sure to tell other people about the safety skills that she learned. Julie even helped her little brother to pick out a helmet. She explained what kinds of clothes and shoes to wear on a bicycle to her best friend. Julie is proud that she follows the bicycle safety rules that she learned. She knows that she is keeping herself safe. She feels good about that. Her mom feels good about that too.

1. Part A: Find and circle each of the following words in the magazine article.

- effortless
- dangerous
- numerous
- avoidable

Part B: Now, match each word to its meaning.

- | | |
|---------------|---------------|
| 1. effortless | many |
| 2. dangerous | not necessary |
| 3. numerous | unsafe |
| 4. avoidable | easy |

2. Find and underline each word in the article. Then write a definition for each one.

doctor _____

officer _____

instructor _____

speaker _____

author _____

3. Match each word to its meaning.

1. steep

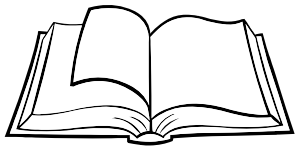
more straight up

2. steeper

straight up

3. steepest

the most straight up



Using Affixes and Base Words

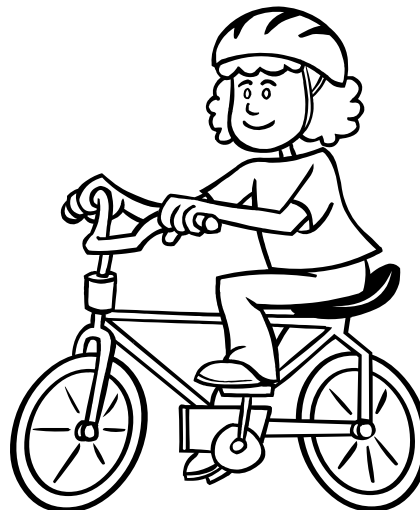
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|---------------|------------------|---------------|
| 1. effortless | _____ | many |
| 2. dangerous | _____ | not necessary |
| 3. numerous | _____ | unsafe |
| 4. avoidable | _____ | easy |

2. Find and underline each word in the article. Then write a definition for each one.

doctor a person who takes care of the health of others

officer a person who holds an office

instructor a person who teaches something

speaker a person who talks in front of a group

author a person who writes books

3. Match each word to its meaning.

1. steep ~~more straight up~~

2. steeper ~~straight up~~

3. steepest _____ the most straight up



Reading Fluently

Directions: Read the passages aloud.

A Walk in the Rain Forest

Written by Wendi Silvano

Take a look at the jungle as your canoe makes its way down the river. It looks like a solid wall of trees, branches, leaves, and vines. The plants are so thick here because there is so much sunlight.

When your boat stops, you will climb out and step into the rain forest. The first thing you might notice is how dark it is because the branches of the upper trees cover the forest like an umbrella. Only thin streaks of light can get through. Plants near the ground have very wide leaves to help them catch all the indirect sunlight.

Look down. Did you think every square inch of the ground would be covered in plants? Surprise! Not much can grow with so little light. You will see some ferns and shrubs, but most of the plants are up closer to the sunlight.

What you will find on the ground are nonstop parades of ants. There are millions of them! Can you see any that are carrying bits of leaves? These are called leaf-cutter ants. They cut the leaves and take them to their nests, where they use them to help grow a fungus which they feed to their young.

Look up. You will see huge vines overhead. Some hang between branches, while others snake up the trunks. Those trunks can be enormous—perhaps even as wide as your bedroom!

If you look closely you might see some of the animals that live in the

rain forest. Perhaps you will spy a spider monkey talking nonsense with his neighbor, or catch a glimpse of the almost invisible sloth. His slow movements are difficult to spot.

So many colorful things make the rain forest their home. There are toucans, macaws, and multicolored frogs. Flowers of many kinds come in every color of the rainbow. Keep your eyes peeled for butterflies and moths. Don't let the oversized beetles and roaches scare you. They are harmless. Close your eyes and listen to the nonstop buzz of the insects.

If you are lucky, you will hear the piercing cry of the howler monkey. Or perhaps you will hear the fierce growl of a jaguar. At some point, you are sure to hear the rushing of the rain. Showers begin suddenly and are heavy. Be prepared to get wet! The rain forest is a wonderful place. You will never forget your journey to it!

Keep It Pumping

Written by Wendi Silvano

Lie down, hold still, and close your eyes. Feel your chest rising and falling as you breathe in and out. Put your hand on the side of your neck. Can you feel your heart beating? Your heart and lungs are two of the most important organs in your body. They are the leaders of the systems that keep you healthy and strong.

The heart is one of the hardest workers in your body. It pumps blood every minute of the day and night and carries oxygen and food to tissues, while it removes waste materials. Without a strong supply of oxygen, none of your organs would work properly and you might die.

The lungs work day and night to provide the body with oxygen. Without a strong heart and lungs, you would be unable to do many of the

things that you do every day. It is up to you to strengthen these important organs.

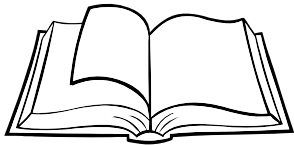
Eating right is one key to keeping your heart and lungs in good shape. Do you like to eat meat, fish, and eggs? They are the perfect providers of protein. Protein builds muscle, and your heart is the most important muscle in your body.

How about a juicy mango or a delicious tomato? Eating different fruits and vegetables is a great way to get the vitamins and minerals your organs need. A tasty peanut butter sandwich isn't bad either. The bread provides carbohydrates, and the peanut butter gives you that important protein you need.

Be careful not to eat foods with too much fat because they can plug up your blood vessels. That is certainly *not* the way to stay healthy and strong!

Exercise is another way to strengthen your heart and lungs. When you are running, swimming, or playing basketball, your muscles need more oxygen. Your heart pumps harder and your lungs breathe deeper. Working hard makes your organs stronger, so put on your favorite tennis shoes and choose a sport you enjoy. Try taking a long walk or playing at the park.

All that playing is likely to tire you out. Get to bed early. Your body needs rest to be healthy as well. Illness can damage your organs too. Wash your hands often, and wear warm clothes in the cold. Take care of your heart and lungs and it is quite possible they will serve you well your whole life.



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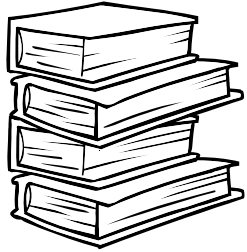
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Mixed Skills: Recognizing Author's Viewpoint and Bias

Directions: Read the magazine article. Then read each question and circle the correct answer.

Eating the Rainbow

Eating fruits and vegetables is part of maintaining a healthy diet. It is recommended that people consume five servings of fruits and vegetables per day. An effortless way to remember this is to try to eat each color of the rainbow daily. This is because different colored fruits and vegetables contain different vitamins and minerals. If you eat one of each color each day, you are sure to receive the necessary nutrition your body needs.

Red fruits and vegetables are beneficial to the heart. There are many delicious choices in this group. Have an apple with lunch. Have a red pepper for a snack. Slice some tomatoes and put them on your sandwich. Have strawberries for dessert after dinner. When you eat red, your heart keeps the beat.

Orange and yellow fruits and vegetables contain vitamin C. Vitamin C helps the body protect itself against germs. These cheery foods are also good for your vision. So have a glass of orange juice with breakfast. Put some peaches in your lunchbox. Keep colds away with a juicy tangerine. When you eat orange, your body stays in good health.

Green fruits and vegetables help keep teeth and bones strong. Have a bowl of sugar snap peas after school. Enjoy some broccoli with dinner. Have some green grapes for dessert. When you eat green, your smile will thank you! Your bones will thank you too!

Blue and purple fruits and vegetables are useful to the brain. They help with memory. Have a plum or a fig before a big test. Put raisins or

blueberries on your cereal in the morning. It may help when you need to remember where you left your shoes! When you eat purple, your brain gets a boost.

Eating the rainbow is an easy and dependable way to care for yourself. There may not be a pot of gold at the end. However, there will be a strong heart and a powerful body. There will also be a beautiful smile and a quick brain. Give your eating habits a splash of color. Make fruits and vegetables a daily routine!

1. **Delicious** means _____

- A. “able to taste.”
- B. “full of taste.”
- C. “the most taste.”
- D. “one who has taste.”

2. Which is the main idea of this article?

- A. A diet of different fruits and vegetables is healthy.
- B. Red fruits and vegetables are good for the heart.
- C. The colors of a rainbow are made by light and water.
- D. Orange fruits and vegetables contain vitamin C.

3. An antonym of **cheery** is _____

- A. happy.
- B. positive.
- C. fun.
- D. sad.

4. Eating green fruits and vegetables could prevent you from _____

- A. feeling tired at school.
- B. breaking a bone.
- C. forgetting your homework.
- D. getting cavities.

5. Circle a synonym in the article for each word below. Then write the synonym in the blank space.

consume: _____

powerful: _____

effortless: _____

useful: _____

6. How does the author feel about good nutrition? Write down specific examples from the article using complete sentences.



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consume: eat _____

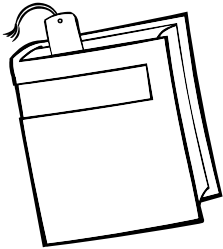
powerful: strong _____

effortless: easy _____

useful: beneficial _____

6. How does the author feel about good nutrition? Write down specific examples from the article using complete sentences. **Answers will vary.**

Possible response: The author feels that good nutrition is the result of eating a healthy diet that includes brightly colored fruits and vegetables. For example, orange and yellow fruits and vegetables contain vitamin C. Vitamin C helps people protect themselves against germs.



Determining the Meaning of Synonyms and Antonyms

Directions: Read the journal entry. Then complete the activities that follow.

April 27, 1905

Two weeks ago, my family left our farm in Iowa and moved to New York City. Ever since we stepped off the train our life has been very different. We now live in a tiny apartment on the top floor of a building in the middle of the city. We're like many other families who live here. My mother, father, sisters, and I all share one room. It feels crowded at times, but I like the excitement of the city. There is always something new and thrilling to see and do. Also, I've met people from all over the world. Like us, they moved here looking for a better life.

The city is very different than the farm. Tall buildings line almost every street. Many of them are factories with smoke streaming out of their chimneys. My parents and many of our neighbors work in the factories. The days are long and hard, but we're grateful to have good jobs and money. The city is full of small stores where we can buy anything we need. We buy all of our food and some of our clothes from a shop down the block.

The busy streets amaze me more than anything else. Hundreds of horse drawn carriages hustle down every avenue. Parts of the city also have electric streetcars that help people travel from place to place. Some people even drive automobiles. I've only seen two since we moved here. I love the way their loud engines rumble and pop. They sure are fast.

Central Park is my favorite spot in the city. Large green trees and bright flowers line the pathways. I listen to the birds sing and watch the ducks

splash in the park ponds. The park reminds me of Iowa. I miss seeing our cows graze in the pasture. I miss hearing the crickets chirp at night. Sometimes the open land of the prairie seems a million miles away.

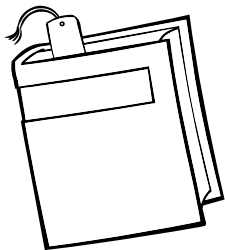
But I also remember the hard work that we had to do everyday on the farm. It wasn't easy to grow all our food and sew all our clothes. I didn't like the hours my sisters and I spent cooking stews over the hot kitchen fire. Instead, I liked taking care of our huge vegetable garden and feeding the animals.

Some people had machines to help them with their crops. We only had our horses to pull the plows across the fields. It felt terrible and hopeless when the hard work didn't pay off. I'll never forget how heavy rains destroyed our crops two years in a row. We had little to eat and even less to sell in the nearby town. I'm glad we don't need to worry about the weather anymore. I never want to spend another day wondering if a bad storm will ruin our way of life.

Even though I miss Iowa, I'm glad we moved to New York City.

Directions: First read the list of words below. Next, find and circle them in the journal entry. Then write a synonym and antonym for each word. The first one has been done for you.

Word	Synonym	Antonym
different	unusual	same
crowded		
thrilling		
tall		
hard		
small		
loud		
fast		
hot		
terrible		
glad		



Determining the Meaning of Synonyms and Antonyms

Directions: Read the journal entry. Then complete the activities that follow.

April 27, 1905

Two weeks ago, my family left our farm in Iowa and moved to New York City. Ever since we stepped off the train our life has been very **different**. We now live in a tiny apartment on the top floor of a building in the middle of the city. We're like many other families who live here. My mother, father, sisters, and I all share one room. It feels **crowded** at times, but I like the excitement of the city. There is always something new and **thrilling** to see and do. Also, I've met people from all over the world. Like us, they moved here looking for a better life.

The city is very different than the farm. **Tall** buildings line almost every street. Many of them are factories with smoke streaming out of their chimneys. My parents and many of our neighbors work in the factories. The days are long and **hard**, but we're grateful to have good jobs and money. The city is full of **small** stores where we can buy anything we need. We buy all of our food and some of our clothes from a shop down the block.

The busy streets amaze me more than anything else. Hundreds of horse drawn carriages hustle down every avenue. Parts of the city also have electric streetcars that help people travel from place to place. Some people even drive automobiles. I've only seen two since we moved here. I love the way their **loud** engines rumble and pop. They sure are **fast**.

Central Park is my favorite spot in the city. Large green trees and bright flowers line the pathways. I listen to the birds sing and watch the ducks

splash in the park ponds. The park reminds me of Iowa. I miss seeing our cows graze in the pasture. I miss hearing the crickets chirp at night. Sometimes the open land of the prairie seems a million miles away.

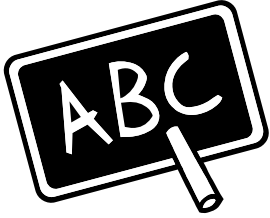
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Word	Synonym	Antonym
different	unusual	same
crowded	full, packed	empty
thrilling	exciting	boring
tall	high, large	small, short
hard	difficult	easy
small	tiny, little	big, large
loud	noisy	quiet
fast	quick	slow
hot	burning, warm	cold
terrible	awful, horrible	wonderful, great
glad	happy, joyful, relieved	sorry, sad



Identifying Characteristics of Historical Fiction

Directions: Read the passage. Then complete the activities that follow.

The Tale of an American Family

Tran held her daughter Mae in her lap, hugging her close. Mae sat quietly as her mother told the story of how she became an American. It is a tale Mae has heard at least a hundred times, but the story was never boring.

In 1975, the war in South Vietnam had ended. A few years later, at the age of nine, Tran left her home in Saigon, South Vietnam. At the time, thousands of people fled South Vietnam by cargo boats. Her father, mother, two brothers, and Tran packed only their photographs and clothing. They boarded a cargo boat bound for another country. Eventually, Tran's family hoped to settle in the United States. They only knew about the United States through movies and pictures. She felt scared and hopeful, aware that the long journey to a new life had only just begun.

After many months, Tran's family arrived in the United States. Like many other Vietnamese families, they settled in California. They moved into a small apartment, and Tran's parents immediately began looking for jobs.

It was a difficult search. No one in the family spoke English. Tran and her brothers went to school and tried to teach what they learned to their parents. But Tran's parents had a hard time learning the language. Tran became frustrated. She wondered how her parents could speak three Chinese languages fluently, but could not learn English. This made her feel even more different than her American classmates.

Finally, Tran's mother found a job at a restaurant, and her father started working as an office assistant. They began to learn more English and took classes to help them become American citizens. Even though the family was busy, they often felt lonely. Tran and her brothers missed the food from their country. They missed their friends. They missed celebrating Vietnamese holidays with their grandmother and cousins.

Then in January 1977, Tran's parents gave the children a great surprise. They got into their old car and traveled across town. "This place is called Little Saigon," Tran's mother explained.

Tran and her brothers cranked open their car windows. They gazed in wonder at the Vietnamese words sprawled across store fronts. The scents of their favorite Vietnamese dishes filled the air, and the sound of their language chimed like music in their ears. People flooded the streets. Many of them held small red envelopes stuffed with money in celebration of the lunar New Year. It was their old country inside their new country.

After that day Tran's family often visited Little Saigon. They made many friends, both inside and outside the Vietnamese community. The family continued to work hard until they owned their own business. They enjoyed their heritage and customs, and they enjoyed becoming a part of their new culture in the United States.

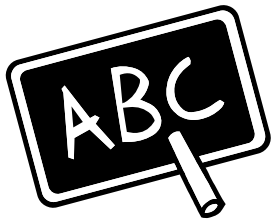
"You see, little Mae, we are Vietnamese Americans," Tran explained to her daughter. "And I would have it no other way."

Directions: Underline the historical facts and events in the passage. Then list the facts and events in the box below.

Historical Facts and Events

Directions: List elements of the passage the author created in the box below.

Elements the Author Created



Identifying Characteristics of Historical Fiction

Directions: Read the passage. Then complete the activities that follow.

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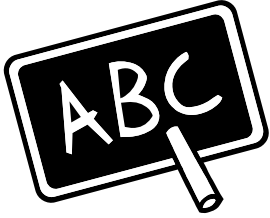
Historical Facts and Events

the war in South Vietnam
the date the war ended in Vietnam (1975)
people leaving South Vietnam by cargo boats
many Vietnamese families settled in California
Little Saigon is a place established by Vietnamese immigrants

Directions: List elements of the passage the author created in the box below.

Elements the Author Created

the names of the characters and description of the family
the description of where the family lived
the work Tran's parents did
the description of the family's troubles
Tran's viewpoint of the events



Distinguishing Fiction and Nonfiction

Directions: Read the passage. Then complete the activities that follow.

My Familia

Mi familia. My family. I didn't know many of my relatives. Almost all of them still lived in Mexico, and my parents moved to the United States before I was born. Much of what I knew about my aunts, uncles and cousins came from stories and snapshots. They looked similar to me, with the same wavy, dark hair and big, brown eyes. But I felt different. I spoke Spanish, but not as well as my parents. I didn't know as much about Mexico or Mexican culture, and now my unfamiliar family was coming to visit to help us celebrate the Mexican holiday Cinco de Mayo.

When the doorbell rang, my mother ran from the kitchen straight to the door. "Come," she urged me. I nervously followed.

As soon as my father opened the door, welcoming voices rang through the house. My mother hugged her brother and his wife tightly. They spoke quickly and laughed loudly. I thought I would go unnoticed until my uncle grabbed me up and wrapped me tightly in his arms. "Ah, Papito," he spoke to me in Spanish, "it's been a long time!"

"My name is Carlos," I whispered, thinking he mistook me for somebody else. My uncle laughed noisily and patted my head.

"Papito means 'little papa,'" my mother explained, smiling. I blushed in embarrassment.

As the day wore on, more family arrived. I didn't speak much. Instead, I watched as my family joked with each other and laughed together. They

complimented my mother's homemade Mexican dishes. They spoke of their lives in Mexico and in other American cities. I heard my uncle explain that one of my cousins lived in Los Angeles. She was having a difficult time with work and school. My father immediately offered a room in our house for the cousin to stay in until she got back on her feet. He told my uncle we were family, and that we were here to help. My father and uncle agreed they would call my cousin the very next day.

Soon, my uncle sat down next to me. "So, Papito, how do you like Cinco de Mayo?"

"I like it," I answered.

"Do you know why we have this holiday?" Before I could answer, he replied, "In 1862, the Mexican army defeated the French in the town of Puebla. We didn't have many men, but we were smart and brave and we fought hard." I nodded. "But now," he laughed, "we use this day to be with family and to celebrate our culture."

My uncle patted me on the back and smiled. When he touched me this time, I felt our family connection.

My aunt and uncle spoke to me for a long time, asking me about my school and my friends. They invited me to come to Mexico, promising to show me the country where my parents were born. They stayed in our home for several days before going back to Mexico. I felt sad to see them leave, but I was so grateful to finally understand *mi familia*.

Directions: Reread the passage. Then do each of the following steps:

1. Underline facts, or elements of nonfiction, in the passage.
2. Write the parts of the story that are facts under **Elements of Nonfiction**.
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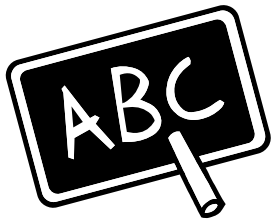
Elements of Nonfiction	Elements of Fiction

Directions: Read each question. Then write your answer in complete sentences on the lines below.

1. How does Carlos view his family at the beginning of the passage?

2. What does Carlos learn about his family?

3. How do Carlos's feelings about his family change by the end of the passage?



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Elements of Nonfiction	Elements of Fiction
<p>Cinco de Mayo is a Mexican Holiday.</p> <p>Cinco de Mayo is a celebration of Mexico's 1862 defeat over the French armies.</p>	<p>descriptions of characters and setting</p> <p>dialogue</p> <p>Carlos's feelings</p> <p>actions of Carlos and his family</p>

Directions: Read each question. Then write your answer in complete sentences on the lines below.

1. How does Carlos view his family at the beginning of the passage?

Carlos feels different from his extended family. He doesn't know them well, and doesn't know much about Mexican culture.

2. What does Carlos learn about his family?

Carlos learns about the love his family has for each other. He learns his family members take care of each other, and they are connected by their family and cultural ties.

3. How do Carlos's feelings about his family change by the end of the passage?

Carlos no longer feels like a stranger in his family. He feels connected to his aunt and uncle, and he understands the true meaning of family.



Determining Meaning of Synonyms and Antonyms, and Identifying Historical Fiction

Directions: Read the passage. Then read each question and circle the correct answer.

A Giant Leap

“Wake up! It’s happening, James,” my mother said, as she shook my sleepy eight-year-old body to life. “Hurry!”

She pulled back my covers and held my hand as I quickly jumped out of bed. Together we ran down the stairs and into our living room. My father and older sister were already sitting on the couch, cuddled together. Their wide eyes stared at the small black and white television on the table in front of them. When my father saw us coming, he moved over. He patted the empty space next to him. My father’s smile beamed as my mother and I joined the rest of our family to watch this amazing event. I looked at the clock on the wall, and it was 10:39 P.M. on July 20, 1969. The first person in the world was about to step onto the surface of the moon.

The American astronauts Neil Armstrong, Buzz Aldrin, and Michael Collins rocketed into space only four days before. Now their smaller spacecraft, the Eagle, sat upright on its four steel legs on a part of the moon called the Sea of Tranquility. We stared at the television screen, afraid to blink. “Can you believe this?” my father asked us, laughing. “There are actually people on the moon right now.”

Suddenly, the Eagle’s door slowly opened. Neil Armstrong appeared in the picture. He was wearing a white spacesuit with a large backpack and a huge space helmet. “Look!” my sister squealed. My belly tied itself in knots. I grabbed my mother’s hand. Neil Armstrong took a step off the

Eagle onto the first step of the ladder. He took another step, and then another. He looked as if he was floating downward. Only a moment later, Neil Armstrong placed the first footprint ever on the moon.

“Oh my goodness,” my mother whispered. “They did it. They really did it!”

My sister and I began to holler and giggle in excited celebration.

“Shhh,” my father waved his hands at us, telling us to be quiet. “He’s saying something.”

The sound from the television crackled as Neil Armstrong’s voice filled our living room. “That’s one small step for man,” he said, “one giant leap for mankind.”

My father put his arms around us. We sat silently together, taking in the astronaut’s words and trying to understand the wonder of this day. Then my mother turned to us with tears in her eyes. She began to laugh and hug my father tightly. We all jumped off the couch and began to cheer. My father took our hands and we danced together until my sister and I fell giggling onto the floor.

Ever since that day, I have never looked at things the same way. Now, when I look at the night sky, I imagine that I can see the American flag planted on the moon’s surface. When I make a footprint in the sand, I think of Neil Armstrong’s footprint in the moon dust. And, when life seems difficult, I think about how anything is possible.

1. What is a synonym for the word **leap**?
 - A. step
 - B. jump
 - C. crawl
 - D. dance

2. What is an antonym for the word **amazing**?
 - A. thrilling
 - B. exciting
 - C. boring
 - D. sad

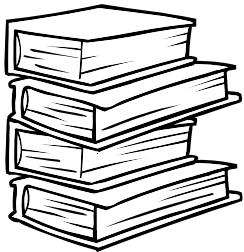
3. What part of this fictional story is a historical fact?
 - A. The day and time that Neil Armstrong stepped onto the moon.
 - B. The description of James and his family.
 - C. The words that James's family members spoke to each other.
 - D. The description of James's house.

4. How does James feel about the moon landing?
 - A. angry
 - B. upset
 - C. bored
 - D. excited

5. What is the main idea of this story?
 - A. One family felt thrilled during a major event in American history.
 - B. Astronauts work harder than anyone else.
 - C. James and his family love each other.
 - D. The moon is no longer a mysterious place.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

6. Do you think other people in the world felt the same way as James did about the moon landing? Explain your answer.



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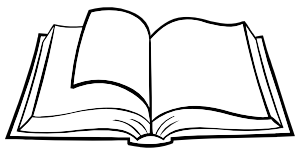
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Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

6. Do you think other people in the world felt the same way as James did about the moon landing? Explain your answer.



Following Multi-Step Instructions

Directions: Read the passage. Then complete the activity that follows.

Electromagnets

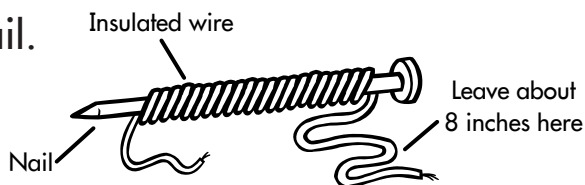
Magnets don't need anything to work. They pick up metal on their own. But electromagnets are powered by electricity. Unlike normal magnets, electromagnets can be turned on or off. Best of all, it is fun and easy to build an electromagnet.

Items needed:

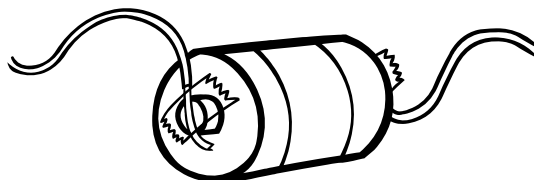
- a large iron nail, at least 3 inches long
- thin, plastic-coated copper wire, 3 feet long
- wire strippers or small nail clippers
- electrical tape or other heavy-duty tape
- a battery, size D
- paperclips or other small metal objects

Instructions:

1. Make sure you have an adult to help you. Electricity can be dangerous if not handled properly.
2. First, wrap the copper wire around the nail. Before wrapping, leave about eight inches of wire loose at one end. Then slowly wrap the wire down the length of the nail. Make sure to wrap the wire tightly and smoothly, and do not overlap the coils. When you are done, it will look like you have a stack of rings around the nail.
3. Cut the wire eight inches from the nail. There are now two eight-inch pieces of wire on each end of the nail.

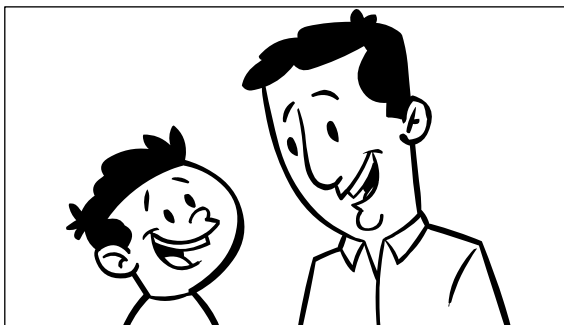


4. Next use the wire strippers to remove an inch of the plastic coating from the end of each wire.
5. Then use the electrical tape to attach the wire to the battery. Tape one end of the wire to one end of the battery and the other wire to the opposite end of the battery. Be careful not to touch the exposed wire on the battery. The wire can get very warm as the electric current moves through it.
6. Finally, place the end of the nail near some paperclips, and watch the nail pick up the paperclips.



Directions: In each box, write a one-sentence summary of the step. Then draw a picture showing the step. Step 1 and step 3 have been done for you.

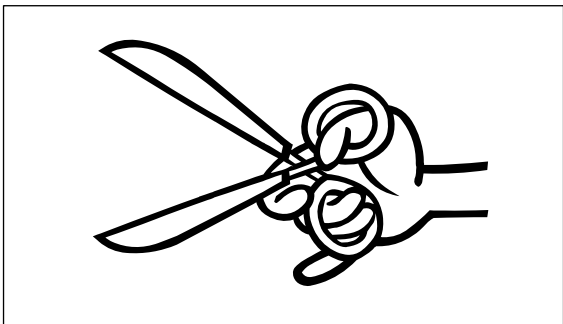
1.



Ask an adult to help you.

2.

3.



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the nail.

4.

5.

6.



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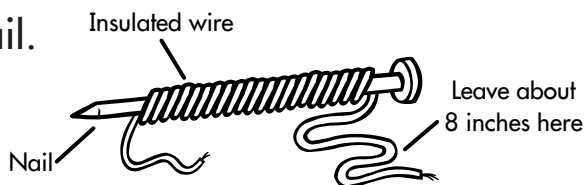
Magnets don't need anything to work. They pick up metal on their own. But electromagnets are powered by electricity. Unlike normal magnets, electromagnets can be turned on or off. Best of all, it is fun and easy to build an electromagnet.

Items needed:

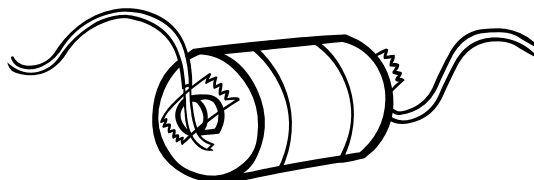
- a large iron nail, at least 3 inches long
- thin, plastic-coated copper wire, 3 feet long
- wire strippers or small nail clippers
- electrical tape or other heavy-duty tape
- a battery, size D
- paperclips or other small metal objects

Instructions:

1. Make sure you have an adult to help you. Electricity can be dangerous if not handled properly.
2. First, wrap the copper wire around the nail. Before wrapping, leave about eight inches of wire loose at one end. Then slowly wrap the wire down the length of the nail. Make sure to wrap the wire tightly and smoothly, and do not overlap the coils. When you are done, it will look like you have a stack of rings around the nail.
3. Cut the wire eight inches from the nail. There are now two eight-inch pieces of wire on each end of the nail.

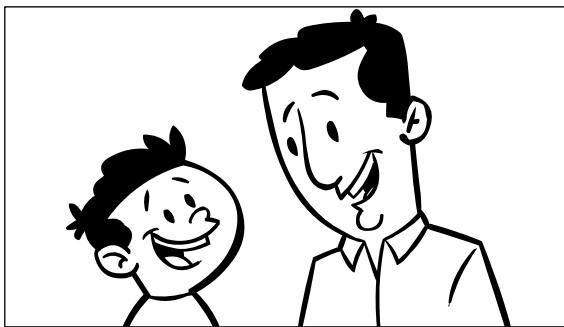


4. Next use the wire strippers to remove an inch of the plastic coating from the end of each wire.
5. Then use the electrical tape to attach the wire to the battery. Tape one end of the wire to one end of the battery and the other wire to the opposite end of the battery. Be careful not to touch the exposed wire on the battery. The wire can get very warm as the electric current moves through it.
6. Finally, place the end of the nail near some paperclips, and watch the nail pick up the paperclips.



Directions: In each box, write a one-sentence summary of the step. Then draw a picture showing the step. Step 1 and step 3 have been done for you.

1.

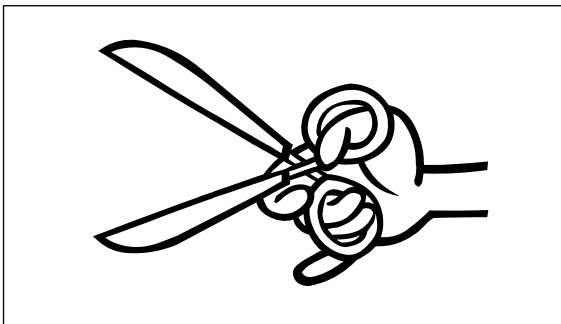


Ask an adult to help you.

2.

Wrap the wire tightly and smoothly around the nail.

3.



Cut the wire eight inches from
the nail.

4.

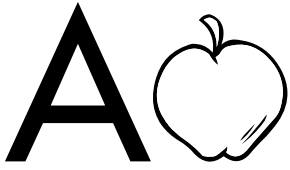
Strip one inch of plastic coating
from the end of each wire.

5.

Tape the ends of the wire to the
ends of the battery.

6.

Use the magnetic nail to pick
up the paperclips.



Identifying Steps in a Process

Directions: Read the passage. Then complete the activity that follows.

An Apple's Journey

What do you think about when you bite into an apple? Perhaps you think about how much you like the crisp, sweet taste. Maybe you think about how healthy an apple is to eat. But do you ever wonder how the apple got from the tree to your hands? It is quite a process. In most cases, apples travel a long way to get from where they were grown to the places where people buy them.

The journey of an apple begins on the farm. Apple growers have hundreds of trees. The farm workers pick the apples off the trees and put them into large sacks or boxes. Workers on another part of the farm sort the apples by size and type. All the green Granny Smith apples go in one bin. The pink Gala apples go in another. Then the apples are placed in big, wooden boxes and loaded onto trucks. The trucks carry the boxes of apples off the farm.

Sometimes the apples go to nearby stores. But most apples arrive at one of many warehouses. In some warehouses, the apples are made into applesauce or juice. In other warehouses, the apples are washed, sorted, and packaged into bags or smaller boxes. Several boxes of apples are piled in large, cold rooms until they are sold.

The warehouses sell the apples to stores all over the country. Buyers from the stores place an order with the warehouse. They tell the warehouse how much of each kind of apples they want to buy. The warehouse then packs the orders of apples on to large trucks. The trucks are cold inside, just like a refrigerator. This keeps the apples fresh and crunchy until they are delivered to the stores.

When the trucks reach the stores, workers unload the orders. They count the boxes and check to make sure that the apples are in good condition. Finally, the workers place the apples on the store shelves. Customers choose the apples they want to buy.

Apples make a yummy, healthy snack. But getting them into your hands takes a lot of effort. After all, the next apple you bite into may be from a farm thousands of miles away.

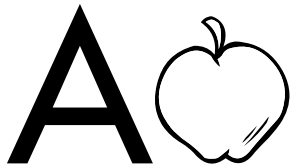
Directions: There are four steps in an apple's journey from the orchard to the store. Write the number of the step next to the paragraph it happens in. Then summarize each step in the boxes below.

1. _____

2. _____

3.

4.



Identifying Steps in a Process

Directions: Read the passage. Then complete the activity that follows.

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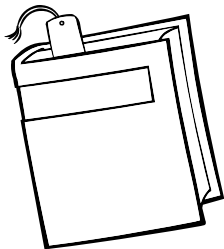
Directions: There are four steps in an apple's journey from the orchard to the store. Write the number of the step next to the paragraph it happens in. Then summarize each step in the boxes below.

1. **Farm workers pick the apples. They sort them by size and type before loading them on trucks.**

2. **The apples go to warehouses. Some are made into other foods. Most are washed, packaged, and stored.**

3. **The warehouses sell apples to stores. They put the orders on trucks to be delivered.**

4. **The stores receive the apples. They check them and put them on the shelves for people to buy.**



Making, Confirming, and Modifying Predictions

Directions: Read each section of the passage. Then answer the questions that follow.

Growing Neighborhoods, Little Cities

1. Read the title. What do you predict this passage is about?

Take a look around your neighborhood and your community. What do you see? If you are like many families, you might see houses, roads, stores, and people. Now think about what used to be in your neighborhood before these things arrived. It most likely had a lot of open land, trees, and wildlife.

More and more people are moving farther away from cities. They are building new towns in what used to be open space. Over time, many of these towns become bigger and turn into small cities themselves. This kind of growth affects both animal and human life.

2. What is this passage about so far?

3. Was your first prediction correct? (Circle one.) Yes No

What information from the text helped you prove or change your prediction?

4. What kind of information do you think will be in the next section?
List the clues.

Developing neighborhoods in large areas of open land pushes the animals out of their homes. For example, trees where birds nest may be cut down and roads may be built over areas where coyotes live. A new set of stores may go in where raccoons make their dens. As their homes fade away, so do many of the animals. But the animals do not disappear right away. They continue to look for nearby places to live, and they continue to look for food. This can create some dangerous meetings between animals and humans. People walking their dog could run into a mountain lion. And a bear looking for food might raid a set of neighborhood trashcans. In these events, it does not take long before an animal or a person gets hurt.

5. Was your second prediction correct? (Circle one.) Yes No

What information from the text helped you prove or change your prediction?

6. What kind of information do you think will come next in the passage?
List the clues.

The quick growth of neighborhoods and towns can also create another problem-pollution. People make a lot of trash. They spray chemicals to make their plants grow and to get rid of bugs. Their cars release harmful gases into the air. Each of these things can make every day life difficult. Animals often become sick or unable to have babies. People can develop breathing problems or other illnesses. Pollution affects the health of both animals and humans.

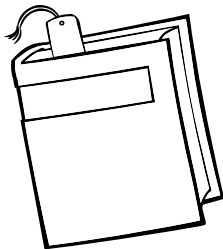
Growth and change are a part of life. Cities grow. New neighborhoods develop. People move. But we must continue to respect our environment. Carefully planning our communities and keeping some open land could make a world of difference to both the animals and people who live there.

7. Was your next prediction correct? (Circle one.) Yes No

What information from the text helped you prove or change your prediction?

8. What did you learn from this passage?

9. What do you predict American communities will look like in ten years?
Explain your answer.



Making, Confirming, and Modifying Predictions

Directions: Read each section of the passage. Then answer the questions that follow.

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1. Read the title. What do you predict this passage is about?

Answers will vary.

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More and more people are moving farther away from cities. They are building new towns in what used to be open space. Over time, many of these towns become bigger and turn into small cities themselves. This kind of growth affects both animal and human life.

2. What is this passage about so far?

People are moving into new areas of open land.

3. Was your first prediction correct? (Circle one.) Yes No

What information from the text helped you prove or change your prediction?

More people are moving farther away from cities. They are building new towns in what used to be open space.

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List the clues.

Answers will vary.

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The quick growth of neighborhoods and towns can also create another problem-pollution. People make a lot of trash. They spray chemicals to make their plants grow and to get rid of bugs. Their cars release harmful gases into the air. Each of these things can make every day life difficult. Animals often become sick or unable to have babies. People can develop breathing problems or other illnesses. Pollution affects the health of both animals and humans.

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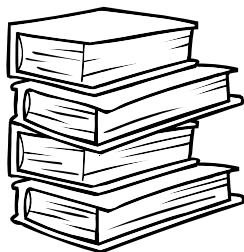
Pollution is a problem in growing neighborhoods. It can affect people and animals. Even as neighborhoods grow and develop, we need to respect the environment.

8. What did you learn from this passage?

Answers will vary.

9. What do you predict American communities will look like in ten years?
Explain your answer.

Answers will vary.



Following Multi-step Instructions, Identifying Steps in a Process, and Making Predictions

Directions: Read the magazine article. Then read each question and circle the correct answer.

Food Chains

Your own backyard may be a fun place to play. You may have trees to climb, and insects to study. Maybe you hear birds singing or see your pet cat sleeping in the sun. But did you know these things are related to each other through the food chain? Every part of nature belongs to a community where each member uses the lower members to stay alive.

One food chain may begin with plants that use sunlight to grow. Insects, like crickets and grasshoppers, eat the plants. Then birds or frogs eat the insects. A snake might eat the birds and frogs. Next, a hawk will dive down and grab the snake. Every part of the world has food chains, including the oceans and the deserts

But if one part is taken away, the whole chain could fall apart. If too many insects disappear from an area, the frogs will have little to eat. Fewer frogs mean less food for snakes. And without snakes, the hawks go hungry. The community of living things must have all its parts for each member to find food and stay alive. The food chain is most disturbed by people because we build neighborhoods on the land where animals live and we pollute the environment. Both these actions make it difficult for other living things to survive.

Still there is a lot we can do protect the parts of food chains. Here some ideas that can help:

1. **Share your space.** Make your backyard a place that other living things can enjoy. Plant more flowers and trees. Build a bird bath. And, most all, try not to bother the places where other animals live.
2. **Do not pollute the environment.** Many people spray chemicals on their plants and flowers. If your family uses these, make sure they are ones that are safe for other living things. Also, recycle any materials you can. Plastics and paper can be used again. Finally, ride your bike or walk to places that you need to go. Having fewer cars on the road means having better air for all of us to breathe.
3. **Keep learning about and respecting plants, animals, and the environment.** You can then pass this information on to your parents and friends. You may even pass it on to your own children someday. It's important that as many people as possible protect nature and keep the food chain whole.

All living things are connected. We depend on each other for food and survival like one big chain. If you ever want to see it, just look in your own backyard.

1. What is the first step in the food chain described in the passage?
 - A. Insects eat the leaves on the plants.
 - B. Frogs eat the insects.
 - C. Plants use sunlight to grow.
 - D. Hawks eat the snakes.

2. What happens if one part of the food chain is taken away?

- A. The whole chain could fall apart.
- B. More insects will live longer.
- C. Frogs will not have anything to eat.
- D. People will continue to build.

3. What does first idea suggest?

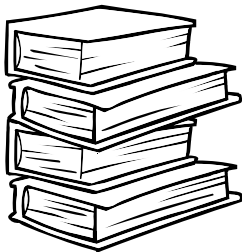
- A. Do not pollute the environment.
- B. Learn about and respect the environment.
- C. Recycle any materials you can.
- D. Share your space.

4. Where can you find food chains?

- A. only in the backyard
- B. everywhere in the world
- C. only in neighborhoods
- D. everywhere except the ocean

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Predict what the world would look like if people did not live on it.



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Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

5. Predict what the world would look like if people did not live on it.



Identifying the Main Idea and Supporting Details □

Directions: Read the biography. Then complete the activities that follow.

The All-Time Greatest Female Athlete

Some people have called Jackie Joyner-Kersey the greatest female athlete of the twentieth century. Jackie is a track star who won gold medals in both the 1988 and 1992 Olympics. Her best event was the heptathlon. A heptathlon has seven track and field events. These events take place over two days. The events on the first day are 100-meter hurdles, high jump, shot put, and 200-meter race. On the second day, the events are long jump, javelin throw, and 800-meter race. Jackie still holds the best world record in this event.

Jackie grew up in St. Louis, Illinois, with her mother, father, one brother, and two sisters. Times were hard for the family, but her mother encouraged Jackie to do better in life. Jackie was taught to value honesty, education, and family. Sometimes the only food in the house to eat was mayonnaise sandwiches. They even slept on the kitchen floor to feel the only heat in the house. But, as a child, Jackie said she always felt loved.

She did not start out in races as the best runner. In her first real race, she came in last. But with hard work and training, she soon started winning all her races. She was star of her high school basketball and volleyball teams. She was asked to go to UCLA, a college in California, because of her sports ability. She also worked hard to get good grades in school. She won many races in college, and went on to be in the Olympics several times.

In the 1984 Olympics, she hurt herself and did not do as well as everyone expected. She earned a silver medal in the heptathlon. Her

brother, Al, also was in the Olympics. He won a gold medal in the triple jump. When she was slowing down in the last part of her race, he saw her pain. He went on the inside of the track and cheered her on. Later she was crying and he tried to make her feel better. She told him she was crying because he won, not because she lost.

Jackie has received many awards. She worked hard for each one. Jackie now is married and busy helping others. She supports programs for youth, the homeless, and seniors in different ways. Jackie says she has had many chances in her life to do well, and she wants to give back to others.

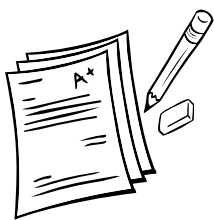
1. In the passage, underline words that tell what the main idea is. Then □ circle words that support the main idea.
2. The word **paraphrase** means “to explain in your own words.” Complete the chart below by paraphrasing information from the biography.

Jackie’s Start in Racing	Her Olympic Experiences	What She Is Doing Now

3. Tell in your own words why Jackie Joyner-Kersey is famous.

4. Describe a time when Jackie received support from someone in her family.

5. In the passage, Jackie cries after a race. Explain in your own words why she was crying.



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2. The word **paraphrase** means “to explain in your own words.” Complete the chart below by paraphrasing information from the biography.

Jackie’s Start in Racing	Her Olympic Experiences	What She Is Doing Now
<p>She lost her first race. She kept on training and worked hard to win the next time.</p>	<p>She won a silver medal in the 1984 Olympics. She won the gold in the next two Olympics.</p>	<p>She is talking to youth groups and helping seniors and the homeless.</p>

3. Tell in your own words why Jackie Joyner-Kersey is famous.

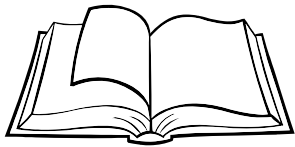
Jackie is a track star who won gold medals in the Olympics for the heptathlon.

4. Describe a time when Jackie received support from someone in her family.

She was hurt in a race and her brother ran along the inside of the track. He was trying to support and comfort her.

5. In the passage, Jackie cries after a race. Explain in your own words why she was crying.

Jackie was crying because she was happy that her brother had won a gold medal in the Olympics.



Summarizing

Directions: Read the biography. Then complete the activities that follow.

Condoleeza Rice

There are many people who help to run the United States of America. The president chooses some of those people. In 2005, President George W. Bush chose Condoleeza Rice to be the Secretary of State. She was the first African-American woman to be named to this job. When she accepted the position, Ms Rice said, “Our first challenge ... is to inspire the American people, and the people of all free nations, to unite in common cause to solve common problems.”

As Secretary of State, Ms. Rice talks to the president almost every day. But that is only part of her job. Ms. Rice also meets with leaders of different countries. In 2005, Ms. Rice traveled 240,181 miles in 19 trips and visited 49 countries. Ms. Rice and the world leaders talk about problems. They also try to find ways solve them.

Condoleeza was born November 14, 1954, in Birmingham, Alabama. Her parents were teachers and she was their only child. Her name comes from a word used in music and means “with sweetness.” She started playing the piano when she was three, and was reading before she was five.

The school she attended did not always have the supplies for students. Sometimes they did not have enough books either. Her father would help raise the money to buy them. Condoleeza did so well in school that she skipped the first grade and seventh grade.

When she was 14 years old, her family moved to Colorado. She started ice skating and became very skilled at figure skating. She

graduated from high school at age 15. Her counselor told her she would not do well in college. Condoleeza wanted to prove her wrong.

When she started college, Condoleeza started had a goal of playing the piano as a career. But she soon realized that she was not good enough. She started to study about other countries and governments. This was really exciting to her. She was an excellent student in college and graduated at 19. She learned to speak Russian, French, German, and Spanish.

Ms. Rice has done many different things after college, and she has received many awards. Now she lives a few minutes from the White House in Washington, D.C. She still plays the piano in her spare time. She loves to play tennis, and enjoys watching her favorite football teams. She also enjoys shopping when she has spare time. But most of the time she is doing her job.

1. Circle four statements from the list below that are good reasons why President Bush chose Ms. Rice as Secretary of State.

She knows how to solve problems.

She lives in Washington D.C.

She plays tennis and watches football.

She speaks four languages.

She is willing to work hard and long.

She received excellent grades in school.

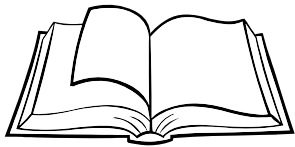
2. How do you know that Ms. Rice's elementary school was poor?

3. Read the following statement:

Condoleeza Rice had a very busy childhood.

Do you agree with this statement? Use evidence from the text to support your answer.

4. Summarize the biography of Condoleeza Rice in three or more sentences.



Summarizing

Directions: Read the biography. Then complete the activities that follow.

Condoleeza Rice

There are many people who help to run the United States of America. The president chooses some of those people. In 2005, President George W. Bush chose Condoleeza Rice to be the Secretary of State. She was the first African-American woman to be named to this job. When she accepted the position, Ms Rice said, “Our first challenge ... is to inspire the American people, and the people of all free nations, to unite in common cause to solve common problems.”

As Secretary of State, Ms. Rice talks to the president almost every day. But that is only part of her job. Ms. Rice also meets with leaders of different countries. In 2005, Ms. Rice traveled 240,181 miles in 19 trips and visited 49 countries. Ms. Rice and the world leaders talk about problems. They also try to find ways solve them.

Condoleeza was born November 14, 1954, in Birmingham, Alabama. Her parents were teachers and she was their only child. Her name comes from a word used in music and means “with sweetness.” She started playing the piano when she was three, and was reading before she was five.

The school she attended did not always have the supplies for students. Sometimes they did not have enough books either. Her father would help raise the money to buy them. Condoleeza did so well in school that she skipped the first grade and seventh grade.

When she was 14 years old, her family moved to Colorado. She started ice skating and became very skilled at figure skating. She

graduated from high school at age 15. Her counselor told her she would not do well in college. Condoleeza wanted to prove her wrong.

When she started college, Condoleeza started had a goal of playing the piano as a career. But she soon realized that she was not good enough. She started to study about other countries and governments. This was really exciting to her. She was an excellent student in college and graduated at 19. She learned to speak Russian, French, German, and Spanish.

Ms. Rice has done many different things after college, and she has received many awards. Now she lives a few minutes from the White House in Washington, D.C. She still plays the piano in her spare time. She loves to play tennis, and enjoys watching her favorite football teams. She also enjoys shopping when she has spare time. But most of the time she is doing her job.

1. Circle four statements from the list below that are good reasons why President Bush chose Ms. Rice as Secretary of State.

She knows how to solve problems.

She lives in Washington D.C.

She plays tennis and watches football.

She speaks four languages.

She is willing to work hard and long.

She received excellent grades in school.

2. How do you know that Ms. Rice's elementary school was poor?

Her father helped raise money for books they did not have.

3. Read the following statement:

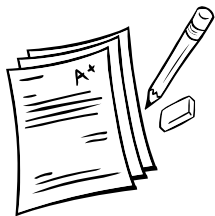
Condoleeza Rice had a very busy childhood.

Do you agree with this statement? Use evidence from the text to support your answer.

Answers will vary.

4. Summarize the biography of Condoleeza Rice in three or more sentences.

Condoleeza Rice is an important person to the president of the United States. She meets with world leaders to try to solve problems. She is the first African-American woman to be named Secretary of State.



Identifying the Correct Sequence of Events

Directions: Read the biography. Then complete the activities that follow.

Alexander Fleming, an Amazing Scientist

Alexander Fleming was a scientist who discovered one of the medicines used most often today. He made this discovery was by observing closely and asking questions.

Alexander was born on a farm in Scotland on August 6, 1881. As a boy he roamed the countryside with his seven brothers and sisters. Fleming believes they learned a lot from nature during this time. After his father died, the family moved to London.

Eventually, Alexander attended medical school to become a doctor. Later he decided he was better at studying medicine than being a doctor. He began working in a laboratory as a scientist. He wrote many papers about medicine and was respected for the work he did.

One day, in 1928, Dr. Fleming was cleaning some dishes used in an experiment with bacteria. The dishes were covered in mold. Before cleaning each dish, he would look at it carefully. Then he noticed something different about one. He saw there were no bacteria around a certain type of mold. The mold had killed the bacteria.

He conducted more experiments that led him to discover penicillin. Dr. Fleming carefully tested penicillin on animals without harming them. He had a love of animals from his days on the farm. About his discovery, Dr. Fleming said, “One sometimes finds what one is not looking for.”

But in 1932, Dr. Fleming gave up his work on penicillin and studied other things. Years later a team of scientists at Oxford University began working with Dr. Fleming's mold. Soon they made a purer form of penicillin. They used it to treat all kinds of infections in people.

In 1945 Dr. Fleming received the Nobel Prize for his work with penicillin. Two of the scientists from Oxford also received the award. When given the prize, Dr. Fleming said, "Nature makes penicillin; I just found it." Fleming spent the rest of his career at St. Mary's Hospital in London. In 1955 he had a heart attack and died. During his life, Dr. Fleming had been married twice and had one son.

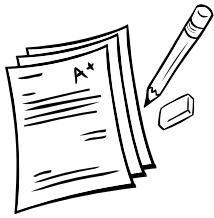
1. Number the events of how Dr. Fleming discovered penicillin in the order in which they happened.

- _____ He saw the mold had killed the bacteria.
- _____ He carefully tested the medicine on animals.
- _____ He was cleaning some dishes.
- _____ He looked at each dish carefully.

2. What did Alexander Fleming do before he became a laboratory scientist?

3. Dr. Fleming said, “One sometimes finds what one is not looking for.”
Why did he say this?

4. What did Dr. Fleming do after he won the Nobel Prize?
- A. He studied to become a doctor.
 - B. He continued to work at a hospital.
 - C. He lived on a farm in Scotland.
 - D. He tested the penicillin on people.



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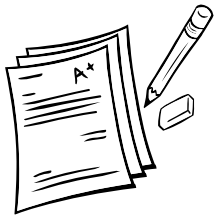
Alexander Fleming lived in Scotland. He spent time in nature. He studied to become a doctor, but he changed his mind. He became a scientist instead.

3. Dr. Fleming said, “One sometimes finds what one is not looking for.”
Why did he say this?

He found penicillin when he was cleaning some experiments. He was not looking for penicillin.

4. What did Dr. Fleming do after he won the Nobel Prize?

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Identifying Main idea, Supporting Details, and Correct Sequence

Directions: Read the biography. Then read each question and circle the correct answer.

Avi, an Author of Children's Books

Avi is a popular author of books for young people. He has received many awards and honors for his writings. Three of his books are *The Barn*, *Devil's Race*, and *Nothing but the Truth*. Avi is careful to write stories that will interest all young readers. He likes to write stories of adventure, mystery, and suspense to keep his readers interested. He is happy when children who do not usually like to read enjoy his books.

Avi and his twin sister, Emily, were born in New York City. He is five minutes older than his twin. It was Emily, around age one, who named her brother Avi, and it is the only name he uses. Avi was raised with books all around him. Every Friday he and Emily were taken to the library, and every night someone would read to them. Avi always received a book for his birthday. He learned to love reading, and that love continues to this day.

Growing up in Brooklyn, Avi went to a public school. He was in the same class with his sister until eighth grade. Emily did well in school, and their older brother did too. Their older brother went to college when he was 15 years old. Avi did not do as well in school. He had a disorder that kept him from writing like other children his age, but he didn't know that growing up.

When Avi started high school, he still was not a very good student. He got very poor grades his first year. Then he was sent to a private school where he did not do much better. He finally got some extra help and he

started to work on his writing. When he was 17 years old he decided to become a writer. But first he went to college and became a librarian. He was a librarian for 25 years.

It took Avi a long time to become an author whose books would sell. He began by writing plays, but none were successful. When Avi had children of his own, he started writing stories for children. Since then, he has only written stories for young readers. His first book was published in 1970. He has written over 30 books since then. He tells people that his life has always been with, around, and for books. His love for books has been important to his writing success.

As an award-winning author, Avi enjoys visiting schools. He especially wants to encourage children who feel different, left out, or lonely, because he once felt that way too. He shows the children the mistakes he makes as a writer, so they know he is not perfect.

1. Which of the following most helped Avi become an author?
 - A. The grades he received in school.
 - B. The amount of time he spent reading books.
 - C. The school where he learned to become a librarian.
 - D. The children he talked to when he visited schools.

2. How did the success of his sister and brother affect Avi?
 - A. He started getting good grades also.
 - B. He dropped out of high school,
 - C. He decided it was too hard to compete.
 - D. He decided to become a writer.

3. Which of the following is true based on evidence from the biography?
- A. Avi learned from an early age that he was a good writer.
 - B. Avi failed many times before he became a successful writer.
 - C. Avi did not know until he was a librarian that he could write.
 - D. Avi most wants children who love to read to read his books.
4. Who does Avi most want to enjoy his books?
- A. his own children
 - B. unexcited readers
 - C. high school students
 - D. good readers in school

Directions: Number the following events from Avi's life in the order in which they happened.

- _____ Avi had his first book published.
- _____ Avi's children were born.
- _____ Avi decided he would be a writer.
- _____ Avi became a librarian.



Identifying Main idea, Supporting Details, and Correct Sequence

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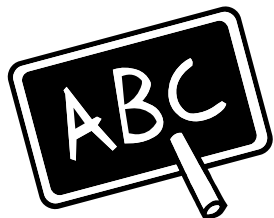
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- 4 Avi had his first book published.
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Drawing Conclusions

Directions: Read the story. Then complete the graphic organizer that follows.

Grand Adventure

“Joey, it’s time to go,” said Mom.

Joey sat with his eyes glued to a video game. “Aw, Mom, can’t we go a little later?” he whined. “I want to finish this level.”

“No, it’s time to go,” Joey’s father said.

Joey knew his mother wanted to take a trip to the Grand Canyon, but Joey did not. Why was it so great? he thought. Plus it would take more than two hours to drive there even though they lived in Arizona.

Joey slowly shuffled to the car. He had a big frown on his face, and he sighed and pouted. Before long he nodded off to sleep.

When he woke up Joey found they were there already. His father parked the car, and they started up a walkway along with a crowd of visitors.

“So where is it, Mom?” Joey looking bored. “I thought it was really big.”

His mother laughed. “You’ll see it in a second.”

Soon they crossed over a small hill, and Joey’s jaw dropped. The Grand Canyon was huge, it was amazing, and it stretched as far as he could see in both directions. Wind came rushing up the face of the canyon causing a whooshing sound. Joey ran up to the guardrail and looked at the enormous view in front of him.

“You can’t see it, Joey,” his father said, “but the Colorado River is at the bottom of the canyon. Some say it took the river over a million years to carve the Grand Canyon.”

“And guess what, Joey?” his mother said. “We are going to ride donkeys down into the Grand Canyon. Doesn’t that sound like fun?”

He looked up, nodded his head, and said, “Yes.”

Joey, his mother and father, and a few other people rented donkeys. A man led a donkey over to Joey and said, “We call these animals burros. This name of this one is Cloudy, and she’s your ride for two hours.” Cloudy butted Joey with her head looking for something to eat, and Joey rolled his eyes.

As they rode to the bottom, the guide explained that the Grand Canyon was more than 200 miles long and a mile deep. Joey looked at the huge rock walls.

When they reached the bottom, he noticed that the river was wider than he thought it would be. It was about 20 feet across. Joey looked at his father. “Did it really take the river a million years to make the canyon?”

“Yes, Joey,” his father said with a smile, “it really did,”

When they returned to the top, it was time to go home. Joey ran to his mother and hugged her.

As they started to walk to their car, Joey looked back at the canyon and saw the setting sun turning the rocks and cliffs all sorts of beautiful colors. Joey felt glad he finally got to visit the Grand Canyon.

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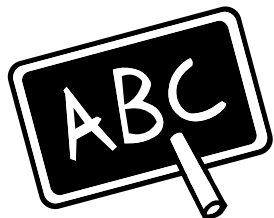
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Directions: How does Joey change in the story? For each statement on the left, show how Joey feels and what he thinks. Use examples from the story and your own words. The first one has been done for you.

Events in the Story	My Conclusions
At first Joey was not happy about the family vacation.	The reader can tell because
When they first arrived at the Grand Canyon, Joey is not impressed.	The reader can tell because

Events in the Story	My Conclusions
As Joey approached the guardrail, his opinion of the Grand Canyon changed.	The reader can tell because
By the end of the story, Joey was glad he went to the Grand Canyon.	The reader can tell because



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Events in the Story	My Conclusions
At first Joey was not happy about the family vacation.	The reader can tell because the author wrote that Joey did not want to go. Also Joey whined when his mom told him it was time to go. People whine when they don't want to do something.
When they first arrived at the Grand Canyon, Joey is not impressed.	The reader can tell because Joey looked bored and asked his mom where the canyon was. Joey thought the Grand Canyon would not be interesting.

Events in the Story	My Conclusions
<p>As Joey approached the guardrail, his opinion of the Grand Canyon changed.</p>	<p>The reader can tell because Joey's jaw dropped, and the Grand Canyon is described as huge and amazing.</p>
<p>By the end of the story, Joey was glad he went to the Grand Canyon.</p>	<p>The reader can tell because Joey hugged his mother. By hugging his mom, Joey shows he really did enjoy the trip. It also says Joey felt glad he got to visit the Grand Canyon.</p>



Retelling Explicit and Implicit Main Idea

Directions: Read each part of the passage. Then follow the directions in each column for finding the main idea of each paragraph. The first one has been done for you.

Underline the main idea.	Identify the type of main idea.	Retell the main idea in your own words.
<p>Smitty “Gold Rush” Jones</p> <p>In 1926 Smitty “Gold Rush” Jones was 97 years old. Jones had prospected for gold in the famous gold rush of California. <u>He was one of the most successful miners of his time.</u></p>	<p><input checked="" type="checkbox"/> stated</p> <p><input type="checkbox"/> implied</p>	<p>Smitty Jones was a successful miner during the gold rush.</p>
<p>Jones lived in New York when John Marshall first found gold near the Sacramento River in California. The people in the eastern United States did not hear about the discovery of gold for months. Then stories started drifting to the East Coast. Even after hearing the stories, people did not always believe that gold really existed in the California.</p>	<p><input type="checkbox"/> stated</p> <p><input type="checkbox"/> implied</p>	
<p>But President James Polk crossed the Sierra Nevada mountain range and saw the gold for himself. The president made an announcement to the people. Jones believed what the president had to say. Jones sold nearly everything he owned and headed west to the Sierra Nevadas. He had a dream of owning his own land. He saw the gold rush as a way to make his dream real. Many other people did the same thing.</p>	<p><input type="checkbox"/> stated</p> <p><input type="checkbox"/> implied</p>	

<p>The Sierra Nevada range is huge. It is over 400 miles long and between 35 to 60 miles wide. It is located on the eastern edge of California. Even with the flood of prospectors heading to the area, much of the Sierra Nevadas remained unexplored. The mountains were too rugged for most people to cross over. Instead, many miners went around them.</p>	<input type="checkbox"/> stated <input type="checkbox"/> implied	
<p>Luckily Jones found a way into the mountains. He panned the streams for gold. He knew gold was found in special layers of a rock called quartz veins. He panned for gold whenever he came across these kinds of rocks. Jones knew he had found a good place when he found gold particles in the pan.</p>	<input type="checkbox"/> stated <input type="checkbox"/> implied	
<p>When Jones found gold, he did not tell anyone where he discovered it. He quietly mined every day for two years. He worked from sun up until sundown. Finally, he saved enough gold to buy land. He bought and sold land for years, and made enough money to live well the rest of his life.</p>	<input type="checkbox"/> stated <input type="checkbox"/> implied	
<p>The gold rush did not bring riches to everyone. But Jones believed in his dream, and he was willing to work hard to achieve it.</p>	<input type="checkbox"/> stated <input type="checkbox"/> implied	

Directions: Read each question and circle the correct answer.

1. What does the word **drifting** mean as it is used in the passage?
 - A. a pile of sand or snow
 - B. to move slowly

2. What does the word **crossed** mean as it is used in the passage?
 - A. to go over
 - B. angry or annoyed



Retelling Explicit and Implicit Main Idea

Directions: Read each part of the passage. Then follow the directions in each column for finding the main idea of each paragraph. The first one has been done for you.

Underline the main idea.	Identify the type of main idea.	Retell the main idea in your own words.
<p>Smitty “Gold Rush” Jones</p> <p>In 1926 Smitty “Gold Rush” Jones was 97 years old. Jones had prospected for gold in the famous gold rush of California. <u>He was one of the most successful miners of his time.</u></p>	<p><input checked="" type="checkbox"/> stated</p> <p><input type="checkbox"/> implied</p>	<p>Smitty Jones was a successful miner during the gold rush.</p>
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<p>But President James Polk crossed the Sierra Nevada mountain range and saw the gold for himself. The president made an announcement to the people. Jones believed what the president had to say. Jones sold nearly everything he owned and headed west to the Sierra Nevadas. <u>He had a dream of owning his own land. He saw the gold rush as a way to make his dream real.</u> Many other people did the same thing.</p>	<p><input checked="" type="checkbox"/> stated</p> <p><input type="checkbox"/> implied</p>	<p>Jones wanted to own land and he thought finding gold in California would help him with his dream.</p>

<p>The Sierra Nevada range is huge. It is over 400 miles long and between 35 to 60 miles wide. It is located on the eastern edge of California. <u>Even with the flood of prospectors heading to the area, much of the Sierra Nevadas remained unexplored. The mountains were too rugged for most people to cross over.</u> Instead, many miners went around them.</p>	<p><input checked="" type="checkbox"/> stated <input type="checkbox"/> implied</p>	<p>The Sierra Nevadas were too big and rugged for people to cross, so most people went around the mountains.</p>
<p>Luckily Jones found a way into the mountains. He panned the streams for gold. <u>He knew gold was found in special layers of a rock called quartz veins. He panned for gold whenever he came across these kinds of rocks.</u> Jones knew he had found a good place when he found gold particles in the pan.</p>	<p><input checked="" type="checkbox"/> stated <input type="checkbox"/> implied</p>	<p>Jones knew gold particles were found in quartz veins.</p>
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<p>The gold rush did not bring riches to everyone. But <u>Jones believed in his dream, and he was willing to work hard to achieve it.</u></p>	<p><input type="checkbox"/> stated <input checked="" type="checkbox"/> implied</p>	<p>Jones achieved his dream of buying and selling land by panning for gold.</p>

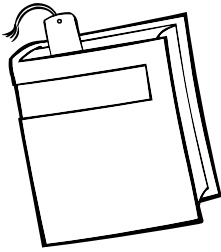
Directions: Read each question and circle the correct answer.

1. What does the word **drifting** mean as it is used in the passage?

- A. a pile of sand or snow
- B. to move slowly**

2. What does the word **crossed** mean as it is used in the passage?

- A. to go over**
- B. angry or annoyed



Understanding Metaphorical and Symbolic Words

Directions: Read the story. Then complete the activities that follow.

Uncle Coffee's Nephew

Uncle Coffee lived at the edge of a canyon all alone. He had a nice log cabin that he built himself. The wood came from trees Uncle Coffee ripped from the ground with his bare hands. He was as strong as a bear, yet he used his strength to help everyone. Uncle Coffee was a prince of a man.

While gazing over the canyon, Uncle Coffee whittled a stick into the shape of a deer. Many gentle deer grazed in the meadow at the bottom of the canyon. As he admired the view, Uncle Coffee saw someone approaching. Whoever was coming was talking a blue streak. It was Baby Clovis who was hardly a baby. He was ten years old and nearly as big as Uncle Coffee. Then Uncle Coffee remembered he promised he would watch his nephew Baby Clovis for the summer.

Suddenly Baby Clovis began to run toward his uncle. He was yelling at the top of his lungs and grinning from ear to ear. The deer in the meadow jerked up their heads and ran for the woods. Baby Clovis was a freight train traveling fast. Uncle Coffee had no time to move. Baby Clovis hit with such force he knocked Uncle Coffee off his feet and through the front door.

"Hi, Uncle Coffee. What are we going to do first?" asked Baby Clovis, sitting on his chest.

Baby Clovis was going to be strong as an ox like Uncle Coffee. Right then Uncle Coffee decided to teach his nephew how to use his strength to help others. But Uncle Coffee was worried. Baby Clovis was wild and not a good listener.

"The first thing we are going to do is fix my front door," said Uncle Coffee.

"I love to fix doors!" yelled Baby Clovis. "Do you want me to break the other doors, so we can fix them too?"

"No!" Uncle Coffee replied quickly, as he hammered the nails into the door with his fist. "Now, nephew, you can't go around...Baby Clovis? Where are you?"

Baby Clovis had already departed to find more adventure. He had decided he wanted some fresh honey. He found a beehive in a nearby tree. He picked the hive off the limb, and carried it back to Uncle Coffee's cabin. Baby Clovis did not realize a cloud of wild and angry buzzing bees was following him. Naturally, they did not want to give their honey to Baby Clovis.

Quickly Uncle Coffee racked his brain for ideas. Great strength would not help against angry bees. Or would it? A light came on in his head. He grabbed a tree about ten-feet tall and ripped it out of the ground. He told Baby Clovis to throw the beehive at him as hard as he could. Baby Clovis smiled and threw it at his uncle. When the beehive was close, Uncle Coffee swung the giant bat and knocked the beehive back into the forest. The bees followed the hive.

Looking at Baby Clovis, Uncle Coffee couldn't help but wonder what his nephew would do the next day. Uncle Coffee hoped Baby Clovis would not drive him crazy before learning some self-control.

Directions: Follow the instructions below.

1. Underline the phrase in the passage that means “a great idea.”
2. Double underline the phrase that is a metaphor for the tree Uncle Coffee uses to swing at the bees.
3. Draw a circle around a metaphor for Uncle Coffee.
4. Draw a wavy line under the simile for Uncle Coffee’s powers.

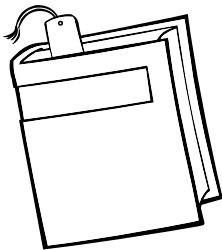
Directions: Read each question and circle the correct answer.

- | | |
|---|---|
| <p>5. Which creature in the story symbolizes something gentle?</p> <ul style="list-style-type: none">A. oxB. bearC. beeD. deer | <p>6. Which creature in the story symbolizes something that is out of control?</p> <ul style="list-style-type: none">A. oxB. bearC. beeD. deer |
|---|---|

Directions: Read each question. Then write your answer in complete sentences on the lines below.

7. Write the metaphor from the story that shows Clovis is both large and fast.

8. Write the expression that represents someone talking nonstop.



Understanding Metaphorical and Symbolic Words

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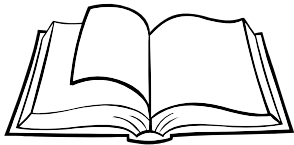
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7. Write the metaphor from the story that shows Clovis is both large and fast.

Clovis was a freight train traveling fast.

8. Write the expression that represents someone talking nonstop.

Someone who talks nonstop is talking a blue streak.



Reading Fluently

Directions: Read the passages aloud.

The Lindy Hop

Written by Rene Holden

It was the winter of 1930. Benjamin Snowden liked his new home in New York City. His favorite uncle, George, lived there. And Benjamin loved seeing him every day. His parents both had new jobs at the Savoy Ballroom in Harlem. Harlem is a special part of New York City. Many African American musicians and writers lived and worked there in 1930. Uncle George worked at the Savoy Ballroom. He was the main entertainer on Tuesday through Saturday nights.

Live music and dancing were everyone's main entertainment in the 1930s. Uncle George had the fastest feet in Harlem. He could invent dances on the spot and worked on them all the time. Benjamin loved watching Uncle George rehearse after school. Uncle George practiced with the Savoy Ballroom Band. Benjamin thought Uncle George must have the strongest arms and legs in the world. Uncle George practiced for hours and never seemed tired.

It was a snowy day toward the end of winter. Benjamin walked down the sidewalk toward the Savoy Ballroom. He went there every day after school to wait for his mom or dad to get off work. Then they would walk home together, have supper, and work on Benjamin's homework.

A large crowd had formed outside the ballroom. Big cars lined the street, and people dressed in fine clothing stood on the sidewalk. Benjamin remembered his mom saying something about the newspaper that morning. Someone was coming to write a story about Uncle George.

“Maybe it’s the newspaper making all this fuss,” thought Benjamin.

He stepped closer and hid behind a lamppost. Benjamin saw Uncle George talking and laughing with several people. Then his uncle broke into a wild dance. Everyone backed up to give him room. They all clapped as the entertainer twirled and jumped. His arms stretched wide, as his legs sent him soaring into the air. Then a reporter shouted, “Hey, man, what was that?”

Uncle George laughed and yelled, “That was the Lindy Hop!” Then he took a bow and scooted inside the Savoy Ballroom. He always left his crowd shouting for more. “Uncle George knew when to make an exit,” thought Benjamin.

Later that night, Benjamin had to write a paragraph for his homework. He decided to write about his new life in the big city and Uncle George Snowden.

Benjamin did not know that the Lindy Hop would become the most popular dance in America for years to come. Benjamin started taking dance lessons as a teenager in 1940. The Lindy Hop was one dance everyone wanted to learn, and he loved telling people about the very day it was invented.

An Arch Worth Anything

Written by Wendi Silvano

It was unusual to explore Arches National Park on horseback, but Carlos and his family decided this would be more interesting. Carlos was not much of a horseback rider. In fact, his horse, Jack, kept stopping to eat. At first, Carlos didn’t mind because it gave him time to enjoy the views. He looked up at the towering red cliffs above him.

“Look at that!” said Maria. “It’s so beautiful!”

“This is just the beginning,” said Dad. “Let’s ride over to Balanced Rock. We can walk around a bit to explore the arches. We can’t spend too much time at any one place though. There are over two thousand natural sandstone arches in the park. I’d like to see as many of them as we can before it gets dark.”

Dad headed off in the direction of Balanced Rock. Maria followed, but Carlos couldn’t get his horse, Jack, to move.

“Hey, wait for me!” he called, as he tapped his heels against Jack’s bulging belly. “Come on, you crazy horse!”

Maria turned her head and laughed. “Hurry up!” she called.

Carlos got Jack to quit eating and quickly caught up with Dad and Maria.

Carlos leaned his head back and stared at the enormous ball of rock sitting on top of a thin spire. “This isn’t possible!” he said.

Dad told them how the weather, wind, and water had carved these rock forms over millions of years.

Carlos and his family headed back to the horses. Dad’s horse was there and so was Maria’s, but Jack had wandered in another direction. “Jack! Get back here!” called Carlos.

“That horse is something else,” said Maria. “Meet you at Double Arch!”

“No fair!” called Carlos. “I can’t help it if my horse is a blockhead!” He found Jack, and they caught up with Dad and Maria. They explored Double Arch, and an area called The Windows. Then they wound their way through a region named the Devil’s Garden.

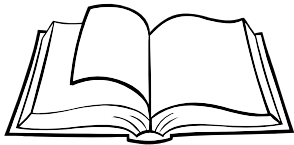
Along the way, Carlos learned much about this area of Utah. It is a high desert, about 5,000 feet above sea level, and the summers are hot and the winters are cold. Several Native American groups lived in the region.

Their last hike was to Delicate Arch. Carlos tied Jack to a post. It was a steep, three-mile hike up to the arch, but Dad insisted it would be worth every step.

Dad was right. Carlos turned the corner and saw the huge arch sitting across the giant rock bowl. His mouth dropped open, and there were no words to describe how beautiful this amazing work of nature was. “Thank you, Dad, for bringing us here,” he whispered. “You were right; this was worth all the trouble!”

“Even dealing with Jack?” asked Dad.

“Even dealing with Jack!” said Carlos.



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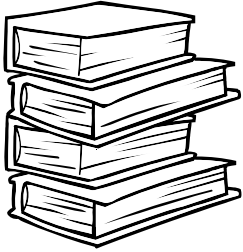
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Making Generalizations, Drawing Conclusions, and Retelling the Main Idea

Directions: Read the passage. Then read each question and circle the correct answer.

A New Room for the Boys

“Come on, boys. It’s time to get up,” yelled Charlie.

Charlie and his three sons were going to add a room to their log cabin. The three brothers, Stephen, James, and Alan, shared one room. But they were getting older and bigger, and the room was becoming too small for all of them.

The older boys were glad to build the new room. They were going to have to cut down a few trees and bring them back to the house. Then they would cut them into boards to make the walls.

After breakfast, the boys followed their father outside and hooked the pair of horses to the wagon. As they climbed into the wagon, Alan, the youngest, started complaining. He was hungry and thirsty, and he wanted to know why he had to go.

After a short ride through the forest the wagon stopped. Charlie and the boys got out and took the saws and axes with them. Charlie pointed to the biggest tree close to a cliff. The tree was a monster.

“That is the one we will chop down first,” Charlie said, “and it will be the hardest one because it is so big. All the others will seem easy after that one. Pay attention and be safe.”

Charlie and Stephen, the oldest boy, started sawing the tree on the

side away from the cliff, so when it fell it would fall towards the wagon and not off the cliff. They sawed for a while. Then James and Alan brought them the axes, and Charlie and the boys took turns chopping where the saw had cut the wood. Soon the tree started to lean and made cracking sounds.

The tree was really leaning, and Stephen yelled at little Alan to move. Alan was standing where the tree would fall. They were watching him like hawks because Alan would forget to be careful. James acted quickly and pushed his brother out of the way. Now everyone was safe, but the tree did not move. How would they get the tree down?

Stephen ran to the wagon and pulled out a long rope. He threw it over his shoulder and started climbing the tree next to the one they wanted. When he was high enough, he threw one end of the rope over a large branch of the leaning tree. On the ground James grabbed the roped and tugged it to make sure it held. Stephen threw the rest of the rope down and yelled to his brothers to tie the ends to the wagon. Charlie climbed into the wagon and snapped the reins, and the horses began moving forward.

The rope tightened and the tree started to crack. The horses pulled harder and the tree cracked more. Then with a loud clap the tree was free from the ground, and it thundered through the forest like a freight train. It hit the dirt with such force that the boys almost fell down. They all yelled and slapped each other on the back, because they were one tree closer to building their room.

1. The main idea of the story is ____
 - A. tree cutting is dangerous.
 - B. teamwork makes work easier.
 - C. young children complain most.
 - D. always plan your work ahead of time.

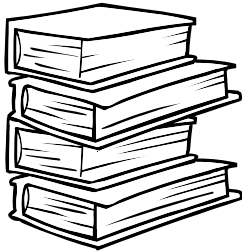
2. Which is most likely true about Alan?
 - A. He always obeys his parents.
 - B. He is very grown up for his age.
 - C. He does not enjoy hard work.
 - D. He is stronger than his brothers.

3. The word **reins** in the story means ____
 - A. a time ruled by a king or queen.
 - B. a loud thunderstorm.
 - C. leather ties used on horses.
 - D. to hold something back.

4. Which phrase is a metaphor?
 - A. the tree was a monster
 - B. like a freight train
 - C. watch him like hawks
 - D. with a loud clap

Directions: Read the question. Then write a complete answer on the lines below.

5. What generalization can you make about the family in the passage? Use information from the story and your own ideas to explain your answer.



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Directions: Read the question. Then write a complete answer on the lines below.

5. What generalization can you make about the family in the passage? Use information from the story and your own ideas to explain your answer.

The boys seem to care about each other. The older boys watched Alan closely. Stephen told Alan to move, and James pushed him out of the way. The family worked together too. Everyone helped to cut down the tree.



Using the Structure of Informational Text

Directions: Read the passage. Then follow the instructions for each activity.

Becoming a United States Citizen

Aliens

Many people in the United States do not call this country their home. Some are visiting tourists, some are from other countries working with special permission, and some are students from other countries. These people from other countries are called *aliens*.

Native-born and Naturalized Citizens

The people who were born in America are called *citizens*. Citizens can also be born to American parents outside the United States. These citizens are called *native-born*. They have *citizenship*, which is the legal state of being a citizen.

However, one does not have to be born in this country to be a citizen. A person can move to America and become a citizen. This person would be a *naturalized* citizen. Naturalized citizens have all the same rights as the native-born citizen except one—only native-born citizens can become president of the United States.

Becoming a Naturalized Citizen

America is a great country, and many people want to live. They have several choices for living in America. They might apply for a *visa* to study or to work here. The visa gives them permission to stay for a certain amount of time.

Another way to stay in the United States is to go through the *naturalization* process. People who want to be naturalized must:

- be eighteen years old;
- enter the United States legally;
- reside in the U.S. for five years;
- follow U.S. Constitution;
- have a good attitude toward the U.S.;
- speak, read, write, and understand English;
- stay away from groups that are against the U.S.;
- promise to hold the Constitution higher than the power of any other country;
- promise to serve in the armed forces when asked.

Oath of Allegiance

Taking an *oath of allegiance* is the last thing to do before becoming a citizen. Each day many students pledge allegiance to the flag of the United States. The pledge is a promise to be loyal to the country. People who meet all the rules for citizenship take an oath of allegiance to America. They make a promise to be loyal to their new country and government.

1. Draw a box around the title of the passage. Then write the title on the line below.

2. Draw a circle around each subtitle. Then write the subtitles on the lines below.

3. Draw a line under each word in italics. Then write the word and its definition on the lines below.

4. Read the following list of phrases. Then write each phrase in the correct box below.

- must take an oath of allegiance
- must be eighteen years old
- born in the United States
- can be President of the United States
- born outside the United States to parents from another country
- born outside the United States to American parents
- must enter the United States legally

Natural-born Citizens

Naturalized Citizens



Using the Structure of Informational Text

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- promise to serve in the armed forces when asked.

Oath of Allegiance

Taking an oath of allegiance is the last thing to do before becoming a citizen. Each day many students pledge allegiance to the flag of the United States. The pledge is a promise to be loyal to the country. People who meet all the rules for citizenship take an oath of allegiance to America. They make a promise to be loyal to their new country and government.

1. Draw a box around the title of the passage. Then write the title on the line below.

Becoming a United States Citizen

2. Draw a circle around each subtitle. Then write the subtitles on the lines below.

Aliens

Native-born and Naturalized Citizens

Becoming a Naturalized Citizen

Oath of Allegiance

3. Draw a line under each word in italics. Then write the word and its definition on the lines below.

aliens: people from other countries

naturalized: having become a U.S. citizen

citizens: people born in America

visa: special permission to stay in the U.S. to work or study

native-born: born to American parents outside U.S.

naturalization: the process of becoming a U.S. citizen

citizenship: the legal state of being a citizen

oath of allegiance: a promise to be loyal to the U.S.

4. Read the following list of phrases. Then write each phrase in the correct box below.

- must take an oath of allegiance
- must be eighteen years old
- born in the United States
- can be President of the United States
- born outside the United States to parents from another country
- born outside the United States to American parents
- must enter the United States legally

Natural-born Citizens

born in the United States

can be President of the United States

born outside of the United States to American parents

Naturalized Citizens

must take an oath of allegiance

must be eighteen years old

born outside the United States to parents from another country

must enter the United States legally



Using the Table of Contents

Directions: Read the title page and table of contents. Then complete the activities that follow.

The United States Government

Written by
Jennifer Draden

Illustrated by
Carson Jillston

Mason and Hedges Publications
Houston, Texas

Contents

Chapter 1 ; The Legislative Branch.....	4
History of the Legislative Branch	10
The Power of Congress	23
How Bill Becomes a Law	35
Chapter 2: The Executive Branch	42
The President	56
Vice President	60
Executive Department	69
Chapter 3: The Judicial Branch.....	80
Supreme Court	88
Federal Courts	97
Federal Judges	110
Chapter 4: Citizenship.....	123
Steps to Citizenship	127
Rights of Citizens	128
Responsibilities of Citizens	145

1. Circle the title of the book.
2. Draw a line under the name of the author.
3. Draw a box around the page number for the section on the vice president.
4. Draw a box around the name of the illustrator.
5. Draw a circle around the title of Chapter 4.

Directions: For each question, write the answer on the lines that follow.

6. Which chapter has information about courts? _____
7. Which chapter has information about becoming a citizen?

8. To learn about Congress, read pages _____ to _____ .
9. To find out how laws are made, read pages _____ to _____ .
10. Which chapter has information about the duties of the president?



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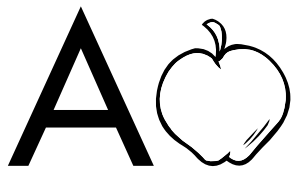
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Directions: For each question, write the answer on the lines that follow.

6. Which chapter has information about courts? Chapter 3
7. Which chapter has information about becoming a citizen?
 Chapter 4
8. To learn about Congress, read pages 23 to 34 .
9. To find out how laws are made, read pages 35 to 41 .
10. Which chapter has information about the duties of the president?
 Chapter 2



Recognizing Idioms

Directions: Read the passage. Then underline five idioms in the passage.

Jericho's Pine Seeds

Jericho lived in a strange and foreign country called Slamooof, where he collected pine seeds. He even found the perfect pine seed, and he displayed it on a special shelf in his living room. One day he heard some people in America did not have pine seeds. He decided to move to there, start a new life, and sell his pine seeds.

Jericho immigrated to America and started selling pine seeds. They were selling like hotcakes. He sold bags of pine seeds, but he kept his perfect pine seed on a shelf. One morning he wanted to clean his special pine seed, but discovered it was not there. He started jumping up and down, and shaking his arms and hands. He looked all over the house, but the pine seed had disappeared. He called the police.

Officer McNally spoke with Jericho and said, "Now, Jericho, you are making a mountain out of a molehill."

"What?" Jericho said with confusion. "I am not making mountains and I don't know what a molehill is. I don't even have a mole or enough dirt to make a hill. I just want my pine seed back."

"Oh, that's just a figure of speech. However, things are really going to the dogs around here because everyone is extremely busy. And now you want me to look for a pine seed. Give me a break," said Officer McNally.

Jericho felt quite worried now because dogs scared him, and he needed to give Officer McNally a break. He felt confused again because Jericho did not want to break anything. He decided to hang up and call

the dogcatcher. At least they could get the dogs at the police station. Hopefully, the police would have time to help him find his missing pine seed.

“This is Jericho,” he said to the woman who answered the phone. “You must go to police station and collect the dogs that are breaking everything, so the police can find my pine seed.”

“I’m sorry, sir, but I’m in the dark here,” she said. “Slow down and tell me what’s going on.”

“You are in the dark? Hang on, ma’am, I will contact the electric company and request they turn your lights on!” yelled Jericho.

Jericho was determined to go downtown, get the power back on for the dog catchers, and then help catch the dogs at the police station. He ran outside, reached in his pocket for his car keys, and discovered the missing pine seed.

“What a relief,” Jericho said when he returned home. He placed the pine seed back on its shelf and breathed a huge sigh.

Directions: Choose three idioms from the story. In each box, write one of the idioms and its definition on the lines. Then illustrate each idiom.

idiom: _____

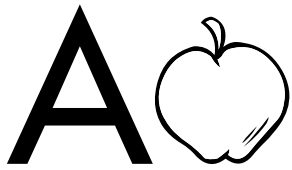
definition: _____

idiom: _____

definition: _____

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Directions: Choose three idioms from the story. In each box, write one of the idioms and its definition on the lines. Then illustrate each idiom.

idiom: mountain out of a molehill

definition: exaggerating a problem,

making it seem bigger than it

really is

idiom: going to the dogs

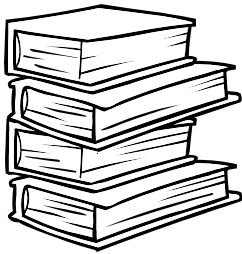
definition: the situation is getting

worse

idiom: in the dark

definition: not knowing what is

happening



Using the Structure of Informational Text and Recognizing Idioms

Directions: Read the chapter. Then read each question and circle the correct answer.

United States History

Chapter Twenty-Five Immigration

History of Immigration

America is a nation mostly made up of immigrants. But before the arrival of foreign explorers, Native Americans were the only people who lived here. Later people came to the shores of the land, called the New World, for various reasons. The reasons differed greatly. Some wanted to own land while others wanted to start new lives. Many wanted to have freedom from harsh rulers. Some early settlers wanted to practice a different religion from what they were allowed to in their native countries. The reasons for coming to America differed greatly.

Immigration Today

Over four and a half million people came to America between the years 2000 and 2004. These people emigrated from countries all over the world. Many of these people had the same reasons for coming here as the early settlers. Some wanted religious freedom. Some wanted freedom of speech. People also came to the United States to find work or start a new life.

Melting Pot or Salad

Immigrants to the United States bring diverse cultures with them. Their foods, music, and clothes all give signs of where they lived before. Some people call America a great melting pot. Some people believe when people arrive in the United States, the flavors of all the different cultures blend together to form one colorful nation.

Others call America a giant salad. They feel this country is a place of many cultures, but that each culture keeps its own flavor, like the ingredients in a salad. For example, immigrants from Mexico may still celebrate Mexican holidays. Immigrants from China may speak both English and Chinese. Immigrants from Africa may want to wear clothes from their native countries.

No matter how the country is described, there are many different and interesting cultures in the United States.

Welcome

More and more people are welcomed to America every day. Many Americans accept cultures that are different from their own. Some Americans like to meet people from other lands and learn about their countries and cultures. The United States is a great nation because of this attitude.

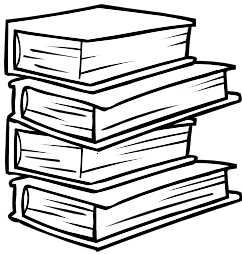
1. Under which subtitle will you find the reasons why people first came to America?
 - A. History of Immigration
 - B. Immigration Today
 - C. Melting Pot or Salad
 - D. Welcome

2. The passage is part of a textbook because ____
 - A. it has a title.
 - B. it has paragraphs.
 - C. it has a chapter number.
 - D. it has subtitles.

3. Which of the following is a figure of speech?
- A. they wanted freedom
 - B. a nation of immigrants
 - C. immigrants from Mexico
 - D. America is a melting pot
4. How are immigrants today like the early settlers?
- A. They both wanted to go to college.
 - B. They both wanted a new life.
 - C. They both wore costumes.
 - D. They both started new businesses.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Why is freedom important to people? Use information from the passage to support your answer.



Using the Structure of Informational Text and Recognizing Idioms

Directions: Read the chapter. Then read each question and circle the correct answer.

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5. Why is freedom important to people? Use information from the passage to support your answer.

Answers will vary.



Determining the Meaning of Multiple-meaning Words

Directions: Read the folktale. Then complete the activities that follow.

The Tale of the Bobcat's Tail

This is a story of a very foolish bobcat. Bobcat let his vanity get in the way of his thinking, and that is why Fox was able to play a trick on him.

A long time ago, Bobcat had a beautiful, long, furry tail. He was very proud of his tail, and he would wave it in the other animals' faces. The other animals thought Bobcat was vain, but they were frightened of his sharp teeth. He would ask if his tail was the most beautiful, and they would reluctantly agree.

One brisk winter morn, Bobcat was feeling quite hungry. He spied Fox sitting on the frozen lake. Surrounding Fox was a large amount of fish. Now Fox did not like Bobcat either, and was tired of him waving his tail around. For one thing, it made him sneeze. Bobcat and his bragging were becoming quite tiresome, so Fox decided to play a trick on Bobcat.

Fox called out, "Hey, Bobcat, look at all my fish."

Bobcat licked his lips and said, "How did you manage to catch so many?"

Fox answered, "I caught them with my tail."

"Good heavens," Bobcat cried, "my tail is much better than yours. I bet I will catch ten times what you did. Show me how."

Fox pointed to the hole in the ice. "There's no fish left in there, we can

go somewhere else.” They went to a shallow part of the lake, and used an large stick to break up the ice.

“Now sit with your back to the hole and put your beautiful tail in the water,” said Fox. “You’ll feel it when a fish bites. Then pull your tail out with the fish on the end of it.”

Bobcat put his tail in the icy water. Fox said, “Now, you must sit very still or you won’t feel the fish bite. Think about the fish you will catch and count them in your head. The more you count, the more you will catch.”

Bobcat sat very still and thought about fish jumping onto his tail. As he counted, he started getting sleepy, and his head started to droop. Soon he was fast asleep and snoring loudly. It grew very cold and started to snow.

A few hours later, Fox came back to the lake. He snuck up behind the sleeping Bobcat and shouted, “Bob, Bob, I can see a fish on your tail! Can you feel it?”

Bobcat woke up with a start and felt a sharp pain on his tail. “I can feel the fish,” he cried. He leaped up and his tail, frozen in the ice, snapped right off. All that was left was a bare stump where his beautiful furry tail had been.

“My tail, my beautiful tail,” Bobcat wailed, and he ran off to his den to mourn the loss of his tail. And that is why the bobcat has a little stump for a tail.

Directions: Circle the correct homonym to complete the sentence.

1. My book report is due / dew at the end of the week.
2. The due / dew drops on the rose glistened in the morning sun.
3. A vain / vein in our body carries blood to the heart.
4. He was so vain / vein that he looked in every mirror at himself.
5. Will you poor / pour the milk into the glasses for me?
6. She was a poor / pour woman who often went without eating dinner.
7. The break / brake on one side of his bicycle handle is not working.
8. Try not to break / brake the dishes when you wipe them.

Directions: Read each question. Then write your answer in complete sentences on the lines below.

9. What is the setting of the story?

10. Explain why this story could not have happened in the summer.

11. Why did Fox play this trick on Bobcat?



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8. Try not to break / brake the dishes when you wipe them.

Directions: Read each question. Then write your answer in complete sentences on the lines below.

9. What is the setting of the story?

The setting of the story is a frozen lake in a forest during the winter.

10. Explain why this story could not have happened in the summer.

This story could not have happened in the summer because a frozen lake or pond is needed.

11. Why did Fox play this trick on Bobcat?

Fox played a trick on Bobcat because he was tired of Bobcat bragging and Bobcat's tail made Fox sneeze.



Recognizing the Cause and Effect Pattern of Text

Directions: Read the folktale. Then complete the activities that follow.

The Race

One winter day Bear was walking up a hill. Rising up on his hind legs, he was taller than anything else around. It made him so proud that he bragged, “I am the biggest animal ever!” Nobody disagreed because he was quite big.

Then there was an itchy spot on Bear’s back, so he leaned against a little tree and wriggled around. Suddenly, the tree broke with a snap. Proud of his strength, Bear stood up and roared, “I’m the strongest animal ever!” Again, nobody disagreed, because Bear really was very strong. Nobody pointed out that it was a very small tree.

Bear began to run down the hill. Everyone knows you can run like the wind downhill. But Bear was impressed with his speed. He slid to a halt by a frozen lake and roared, “I’m the fastest animal ever!”

Then a little voice answered, “No you’re not, Bear. I’m faster than you.”

Bear couldn’t believe it. A little water turtle was staring up at him from a hole in the ice.

They began to argue and make a lot of noise. The other animals came to see what was happening. All decided the argument was best settled with a race between Bear and Turtle. They would race around the lake. But Turtle said, “I am a water animal, so I will race in the lake.”

Bear frowned. “You must think I’m stupid. You’d just dive under the ice, then come up and say you won.”

The animals thought he had a good point. They decided that Bear would race around the lake. But Turtle would swim from one ice hole to another around the lake. He would put his head up through the hole, and then swim on.

The next morning, Elk punched holes in the ice around the lake. Most of the animals were tired of Bear's bragging and hoped Turtle would win.

Fox shouted, "Go," and Turtle dived under the water. Bear walked slowly. He was sure he would win. But Bear only took a couple of steps when Turtle's head came up in the second hole. Bear was amazed and he began to jog a little faster. But three steps farther, Turtle's head popped up at the next hole.

Now Bear knew he had to run. He dropped to all fours and began running as fast as he could. But before Bear passed the third hole, Turtle came up at the fourth saying, "I'm winning!"

Bear started running with his tongue drooping out of his mouth, so tired he thought he would drop. Finally, with Bear only half way around, Turtle finished the race. A great cheer went up from the other animals, "Turtle is the fastest animal!" Bear was humiliated. He trudged to his cave and slept the rest of the winter.

When everyone was gone, Turtle crawled to the edge of the lake and tapped on the ice. Up through the holes came Turtle's brothers and sisters. They all looked just like Turtle. They smiled at each other and said, "We may be slow of foot, but we are not slow of wit."

To this day bears sleep all winter, so they do not have to remember losing a race to a turtle.

1. Bear was fooled three times into thinking he was the best. Write a cause for each of the effects below.

Cause

Effect

	Bear thought he was the tallest.
	Bear thought he was the strongest.
	Bear thought he was the fastest.

Directions: Read each question. Then write your answer in complete sentences on the lines below.

2. What was the effect on Bear when Turtle popped his head out of the fourth hole?

3. How was Turtle able to fool Bear into thinking Turtle won the race?



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To this day bears sleep all winter, so they do not have to remember losing a race to a turtle.

1. Bear was fooled three times into thinking he was the best. Write a cause for each of the effects below.

Cause

Effect

Bear was standing on his hind legs up on a hill.

Bear thought he was the tallest.

Bear broke a little tree when he was scratching his back.

Bear thought he was the strongest.

Bear was running downhill, which made it easier for him to run fast.

Bear thought he was the fastest.

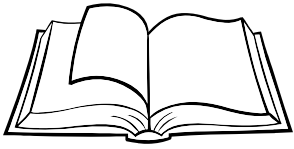
Directions: Read each question. Then write your answer in complete sentences on the lines below.

2. What was the effect on Bear when Turtle popped his head out of the fourth hole?

He started running on all fours with his tongue hanging out and he was really tired.

3. How was Turtle able to fool Bear into thinking Turtle won the race?

Turtle had all his brothers and sisters waiting at the holes. They popped their heads through the holes to make it seem as if Turtle was swimming around the lake.



Recognizing Theme

Directions: Read the folktale. Then complete the activities that follow.

The Parrot Who Talked Too Much

Once there was a very talkative parrot that lived in the forest with many other animals. The other animals were friendly animals for the most part, but they had reached the end of their rope. They were not happy with Paul the parrot because he would not stop talking. From the first rays of the sun until nightfall, Paul loved to chatter and fuss the through whole day.

But that was not the worst of it. He said things all the time that were wrong and he used sayings that did not fit the animal. He said to Brad the beaver, “Sorry you are down in the dumps today.” But Brad felt just fine before Paul came along.

Paul said to Ronald the rabbit, “Hey Ronald, don’t spill the beans today.” This was a silly thing to say to Ronald, because he was the quietest of all the animals.

Bernice the bear was talking to her friend Freda the fox when Paul flew up. He said, “Hey Bernice, cat got your tongue?” Bernice stopped talking and looked at Paul.

“Paul, I am talking to my friend. The cat does not have my tongue, and you interrupted me.”

Paul did not listen to her because he already was chatting away to Millie the moose. “Millie, you better make tracks now.” Millie had just started grazing in her favorite field of clover, so she certainly did not want to hurry away somewhere else.

Paul was really annoying the other animals. They decided to hold a meeting about the problem. They met in Bernice’s cave so Paul could not find them.

“We have to do something about Paul,” said Brad. “I like him but he has become very annoying. What shall we do? We don’t want to hurt his feelings, but he needs to face the music.”

They all thought awhile. Then Millie said, “We all like to use these sayings, but we know the right way to use them. Maybe we could make Paul a book, and he could read his mistakes.”

So the animals worked hard and made Paul a lovely book of sayings. They wrapped it up and presented it to him.

Paul loved his present, and for the rest of the day the forest was quiet. From then on, Paul used the sayings correctly when talking to the animals. He also learned that he loved to read and started to read as much as he could. He did not have time to chatter all day. The forest was now a very peaceful place for all the animals. Paul learned that change could be good. His friends helped him find something else to love and that made everyone happy.

1. Find the sayings in the folktale and underline them. Then write the number of the meaning next to the matching idiom below.

_____ cat got your tongue

_____ down in the dumps

_____ make tracks

_____ spill the beans

_____ end of your rope

_____ face the music

1. to feel very sad

2. to accept responsibility

3. having no more patience

4. to hurry along

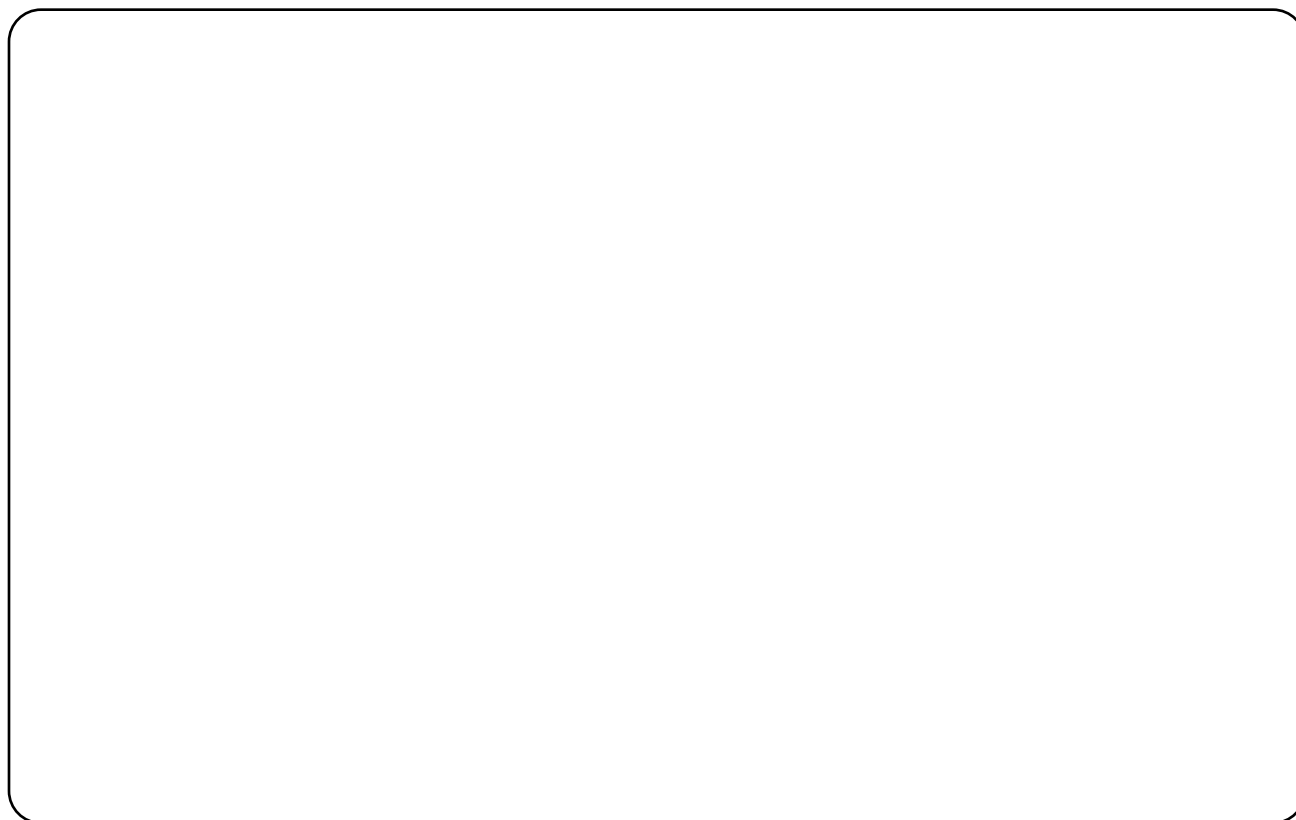
5. not able to think of anything to say

6. to tell a secret

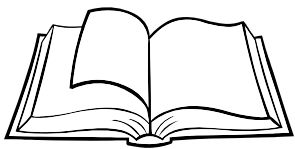
2. List two ways the book made by the animals solved the problem with Paul the parrot.

3. Read the first paragraph of the folktale again. Circle the main idea of the paragraph. Then draw a box around two supporting details to the main idea.

4. Choose one of the sayings from the folktale. Draw a picture in the box of how it might look.



5. What is the theme of the folktale?



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So the animals worked hard and made Paul a lovely book of sayings. They wrapped it up and presented it to him.

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4 make tracks

6 spill the beans

3 end of your rope

2 face the music

1. to feel very sad

2. to accept responsibility

3. having no more patience

4. to hurry along

5. not able to think of anything to say

6. to tell a secret

2. List two ways the book made by the animals solved the problem with Paul the parrot.

Paul read the book and found out the right way to use the sayings.

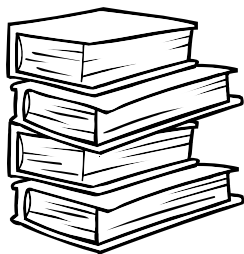
Paul started to read other books and was not talking so much.

3. Read the first paragraph of the folktale again. Circle the main idea of the paragraph. Then draw a box around two supporting details to the main idea.
4. Choose one of the sayings from the folktale. Draw a picture in the box of how it might look.

Pictures will vary.

5. What is the theme of the folktale?

It is good to help friends in a kind and caring way.



Determining Meaning of Multiple-meaning Words and Recognizing Theme

Directions: Read the folktale. Then read each question and circle the correct answer.

The Shoemaker and the Elves

Once there was a shoemaker who worked hard for his living. This shoemaker made the best shoes around, and took great care in every step of his making shoes. He would choose leather as soft as butter and the strongest thread. He would create a perfect pattern for the shoes. Then he carefully measured, cut, and sewed the shoes. It took him a very long time to finish each pair.

After he was done, he would sell the shoes. Sometimes a person might need the shoes but have little money to pay him, so the shoemaker would sell his shoes for almost nothing. One day the shoemaker only had enough leather to make one more pair of shoes. He carefully cut out the leather and placed it on the table. He planned to get up early the next morning and finish the shoes. He went to the kitchen, had a simple meal of potatoes and tea with his dear wife, and then went to bed.

The next morning he arrived at the shop to finish the shoes. To his great wonder, there sat the shoes completely finished. The shoemaker did not know what to say. There was not one false stitch in the whole job. All the work was neat and true.

Soon a customer came in who really liked the shoes. This time the customer had money and paid a higher price than usual. The shoemaker was able to buy enough leather to make two pairs. He cut the leather for the new shoes and again laid it on the table.

The next morning was as before. When the shoemaker entered the shop, two beautiful pairs of shoes sat on the table. These he also sold for a good sum, and he bought material for four pairs of shoes. This continued for some time. Every evening the leather was prepared, and by daybreak the work was done. Soon the shoemaker had money to last him well into the future.

One evening the shoemaker said to his wife, “I think I’ll stay up tonight and see who is doing my work for me.” His wife agreed and they hid behind a curtain to see what would happen.

At midnight, two little elves came along and climbed on the table. They soon were stitching and rat-a-tap-tapping at a furious pace. They finished the shoes and lined them up. Then they ran away as quick as lightning.

The next day the wife said, “Those little elves have made us rich. Let’s do something for them. I will make each of them a suit of clothes, and you could make each of them a little pair of shoes.” The shoemaker thought this was a fine idea, and they set to work with happy hearts.

They set the finished gifts out on the table in place of more shoes to be made. Giggling like children, they again hid behind the curtain and waited for the two little elves. At midnight the elves came in ready to work as usual, but when they saw the clothes laying there for them, they hugged each other with joy. They dressed themselves lickety-split, and admired each other in their fine clothes. They danced happily, and then made tracks out the door and into the night.

The shoemaker never saw them again, but he and his wife lived well the rest of their lives.

Directions: Circle the homonym that correctly completes the sentence.

1. The shoemaker will _____ the finest leather.

choose

chews

2. The shoemaker's wife knows how to _____ the bread dough until it is smooth.

need

knead

kneel

Directions: Read each question. Then circle the correct answer.

3. Which the correct meaning of the idiom "to make tracks"?

A. to draw a set of animal tracks

B. to leave footprints

C. to hurry up

D. to leave slowly

4. Which of the following describes a cause and effect relationship in the story?

A. The shoemaker worked very hard to make good shoes for people.

B. The elves did not come back again when they knew they had been seen.

C. The shoemaker and his wife were well off the rest of their days.

D. The elves danced around the little shop in their new clothes.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. The main idea of the first paragraph is the following:

This shoemaker made the best shoes around, and took great care in every step of his making shoes.

List two supporting details from the paragraph.



Determining Meaning of Multiple-meaning Words and Recognizing Theme

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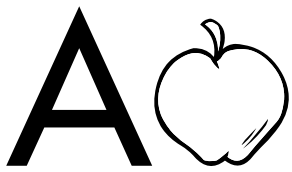
5. The main idea of the first paragraph is the following:

This shoemaker made the best shoes around, and took great care in every step of his making shoes.

List two supporting details from the paragraph.

He would choose leather as soft as butter, and the strongest thread.

He would create a perfect shoe pattern. Then he carefully measured, cut, and sewed the shoes.



Summarizing Ideas

Directions: Read the biography. Then complete the activity that follows.

An Icy World

Introduction

Thousands of years ago, parts the world were completely covered with ice. Today only a fraction of those locations are still covered with ice. One geologist, a person who studies the earth, is responsible for discovering this and sharing it. The geologist was Louis Agassiz.

Who Was Louis Agassiz?

Louis Agassiz was born on May 28, 1807, in Switzerland. He lived in a small French-speaking village called Montier. Louis went to school in Switzerland and Germany. In these schools, he studied to be a doctor. After becoming a doctor, Louis started studying fossils. With a friend, he studied fossil fish. They tried to record all the different types they found. Eventually, Louis wrote and published a book about fossil fish. Other scientists began to pay attention to Louis after reading his book.

Watching Glaciers

Louis took a job at a university in Switzerland as a teacher, where he taught for thirteen years. Louis liked working on different types of projects. After awhile, he studied glaciers, which are large masses of ice. He observed the glaciers in Switzerland. As he observed the glaciers, he noticed traces of glaciers that were not there. He noticed marks on the ground and large rocks bigger than a person. He saw rocks that were scratched and some that were smooth. He also noticed piles of small rocks and soil in areas near glaciers. These piles are called moraines.

The Ice Age

Some scientists at the time thought that icebergs or floods caused all these things. But Louis believed that glaciers made the marks in the ground. He believed that glaciers both scratched some rocks and made others smooth. He believed that glaciers dragged large boulders across the land and then left them. Louis also noticed that all these signs were in areas where no glaciers were close or existed. Louis concluded that long ago glaciers covered these areas.

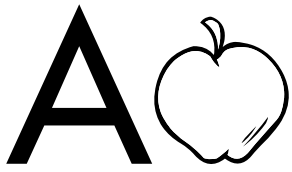
Louis wrote a book about his ideas on glaciers. In his book, he wrote his idea that the world was under a large blanket of ice at one time. He used all the facts he had observed to prove his idea. Many other scientists at the time thought his ideas were very good.

Glaciers Today

All that is left of the ice age described by Louis are the glaciers we see in mountains or the ones near the North and South Poles. Compared to the ice age, these glaciers do not cover much ground. Because the outside temperature continues to get warmer, the glaciers have been slowly melting. The melting glaciers have worried some scientists today. They fear that the world is warming up. The scientists are concerned that global warming may cause a lot of problems for our planet.

Directions: Each section is listed in the table. Write a brief summary of each section in one or two sentences.

Introduction	<hr/> <hr/> <hr/>
Who Was Louis Agassiz?	<hr/> <hr/> <hr/>
Watching Glaciers	<hr/> <hr/> <hr/>
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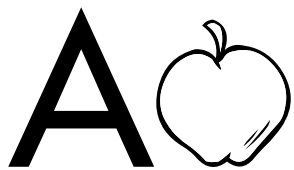
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Watching Glaciers	<p>Louis studied glaciers in Switzerland.</p>
The Ice Age	<p>Louis made observations that allowed him to conclude that glaciers did exist in areas that were not covered in ice. He wrote a book about his theories.</p>
Glaciers Today	<p>Glaciers do not cover the earth like they once did. Today scientists look for problems with our planet as it continues to get warmer.</p>



Using Information in Tables, Maps, and Charts

Directions: Read the journal. Then complete the graphic organizer that follows.

The Monarch Butterfly

July 10, 2005

Every year, thousands of monarch butterflies go on two trips. Well, they do not drive, but they fly. These orange, black, and white butterflies typically live in the northern part of the United States. In the fall, when the weather starts getting colder, they travel south to California, Mexico, and Florida. For such little creatures, the trip is a long and tiring one. I hope to follow these amazing creatures to Mexico.

August 22, 2005

The end of summer is near. The monarch butterflies are laying eggs. The eggs eventually will hatch into caterpillars. These caterpillars soon become butterflies. Over a few weeks, the new butterflies build up a lot of fat in their little bodies. This fat will be the fuel they need to fly far away in a month or so.

October 5, 2005

It is fall and the weather is turning cold. I have been watching the offspring of the summer monarchs fly south. They are heading to southern California. Then they will go to Mexico. I know monarchs from the East Coast will fly to Florida. Where they go depends on where they came from in the north. I have read that their trip can be from one thousand to three thousand miles away. That's a lot of flying for such a small creature. I am logging the distance they travel each week in my journal.

Each colony of butterflies travels to the same place every year. That means that I am watching the offspring of the monarchs I observed last

fall. The new butterflies will even fly to the same tree their parents found. I wonder how the new butterflies find the same places their parents did, even though they have never flown there before.

March 30, 2006

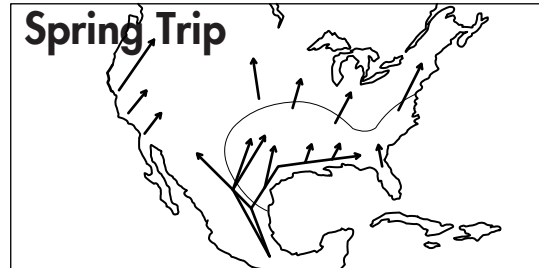
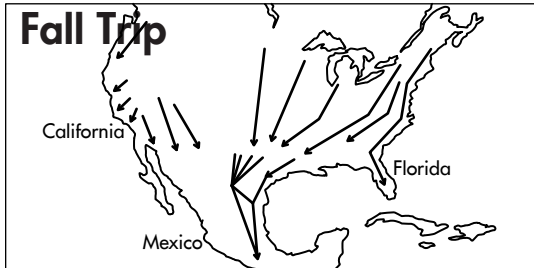
After spending time with the monarchs in their winter homes, I am going to follow the adult butterflies back home. As they fly north, I will watch the female butterflies leave their eggs on the milkweed plant. This plant becomes food for the new butterflies.

Milkweed is important because it is poisonous. When the eggs turn into caterpillars, the new caterpillars eat the milkweed. Milkweed does not harm the caterpillars though. It makes the caterpillars poisonous to other creatures. When the caterpillars turn into butterflies, the butterflies are poisonous too.

April 8, 2006

I am back home in California, watching the first batches of butterflies come out of their cocoons. These are the summer monarchs. They will not fly a long distance like their parents did last fall. But they will mate and put their eggs on milkweed plants. The caterpillars from the summer eggs will become the butterflies that fly south in the fall. These butterflies will begin to store a lot of fat for their long journey back down to Mexico. By observing the offspring of the summer monarchs, I will watch the cycle of life continue.

Directions: Read each question. Underline words in the text that will help you answer the questions. Write your answer in complete sentences in the boxes. Use the migration maps and information in the text to help you.



The Butterfly's Fall Trip

Where do they fly?

Why do they go?

How far do they fly?

One fact I thought was interesting.

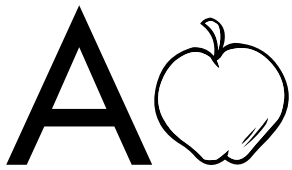
The Butterfly's Spring Trip

Where do they fly?

What do they do when they arrive?

Why is the milkweed plant important?

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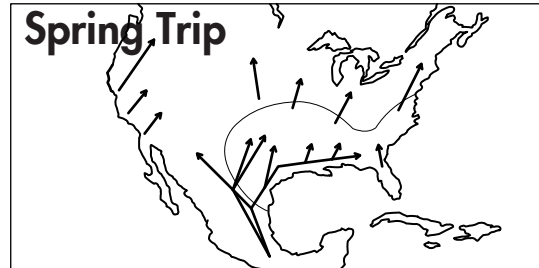
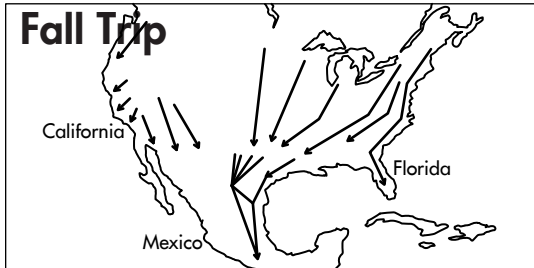
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The Butterfly's Fall Trip

Where do they fly?

The butterflies go to California, Florida, and Mexico.

Why do they go?

The butterflies go because the weather is turning cold.

How far do they fly?

They travel between one thousand and three thousand miles.

One fact I thought was interesting.

Answers will vary.

The Butterfly's Spring Trip

Where do they fly?

They fly north.

What do they do when they arrive?

The females have their eggs on the milkweed plant.

Why is the milkweed plant important?

It is important because caterpillars eat the poisonous plant. This makes the caterpillar and butterfly poisonous and protects them from other creatures.

One fact I thought was interesting.

Answers will vary.



Using Connotations to Determine Meanings of Words

Directions: Read the poems. Then complete the activity that follows.

Waking Up

It's Monday morning.
The sunlight glares in my eyes.
Here's the sleepy bus.

Spelling Bee Queen

Jane spelled the last word
P...A...T...I...E...N...T
Her face shining bright.

After the Rain

The raindrops dance bright
Like diamonds catching the light.
What a happy sight!

Champion Lost

His heart melted down,
But his smile lied loudly
Being a good sport.

Laughing Dog

Prancing in the yard,
Please come in out of the rain,
You difficult pet!

Under the Blanket

Aha! I'm not tricked.
I know right where you're hiding,
My hide-and-seek friend.

Caring for Mom

White daisies and roses
I'll bring a bunch home to Mom
And watch her smile grow.

Groundhog Day

Don't tease me, groundhog.
Do you see your big shadow?
Please, no more winter.

Weird Little Brother

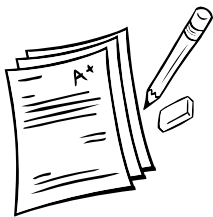
Following me here
And there; really everywhere.
Never quiet with you.

Pushy Pal

What did you get me?
I don't want to be surprised.
What did you get me?

Directions: In each poem a word is underlined. The underlined word is important to the meaning of the poem. Write what the underlined word suggests in the table below.

Title of the Poem	Underlined Word	What the Word Suggests in the Poem
“Waking Up”	glares	
“After the Rain”	dance	
“Laughing Dog”	difficult	
“Caring for Mom”	smile	
“Weird Little Brother”	weird	
“Spelling Bee Queen”	shining	
“Champion Lost”	lied	
“Under the Blanket”	tricked	
“Groundhog Day”	tease	
“Pushy Pal”	pushy	



Using Connotations to Determine Meanings of Words

Directions: Read the poems. Then complete the activity that follows.

Waking Up

It's Monday morning.
The sunlight glares in my eyes.
Here's the sleepy bus.

Spelling Bee Queen

Jane spelled the last word
P...A...T...I...E...N...T
Her face shining bright.

After the Rain

The raindrops dance bright
Like diamonds catching the light.
What a happy sight!

Champion Lost

His heart melted down,
But his smile lied loudly
Being a good sport.

Laughing Dog

Prancing in the yard,
Please come in out of the rain,
You difficult pet!

Under the Blanket

Aha! I'm not tricked.
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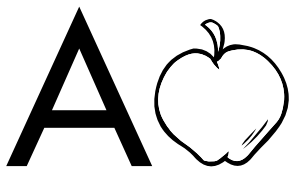
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Title of the Poem	Underlined Word	What the Word Suggests in the Poem
“Waking Up”	glares	The sun is bright.
“After the Rain”	dance	The raindrops sparkle as they fall from the sky.
“Laughing Dog”	difficult	The dog is not obeying.
“Caring for Mom”	smile	The narrator’s mom is happy.
“Weird Little Brother”	weird	The brother is bothering the older sibling.
“Spelling Bee Queen”	shining	The winner of the spelling bee is proud or happy.
“Champion Lost”	lied	The loser of the contest is sad and upset he lost.
“Under the Blanket”	tricked	The seeker in the poem has not been fooled.
“Groundhog Day”	tease	The narrator is wants winter to end.
“Pushy Pal”	pushy	The narrator is impatient.



Using Information in Tables, Maps, and Charts

Directions: Read the journal. Then complete the graphic organizer that follows.

The First Lady of Air

Before Amelia Earhart became a pilot, she was a little girl growing up in the Midwest. Like most little girls and boys, Amelia loved going to fairs. It was at her first fair that she saw her first airplane. Would you believe she was not interested in it at all? It took a long time for Amelia to decide she wanted to be a pilot, but eventually she was inspired.

Growing Up

Amelia Earhart was born on July 24, 1897, at her grandparents' house in Atchison, Kansas. Her grandparents were wealthy, and Amelia and her sisters were well cared for by their parents and grandparents.

Amelia was ten years old when her family moved to Iowa. There her father had taken a new job. He became very successful, and was able to take them to a lot of places, including the fair. Amelia was ten when they visited the fair where she saw her first airplane. To Amelia, the plane made of rusty wire and wood looked dull and boring.

Eventually her family moved to Chicago. Amelia later went to school to become a nurse's aid. Not long after that she started college to become a doctor. All that ended when she took her first ride in a plane. It was just a ten-minute tour over Los Angeles, California, but Amelia squealed. She had to learn how to fly.

The First Woman to...

After Amelia learned to fly, she became the first woman to do many things related to flying. She was the first woman to ride as a passenger in

a plane across the Atlantic Ocean. She was also the first woman to fly alone across the Atlantic Ocean. America was so excited about this trip. People compared her to Charles Lindberg, who was the first man to fly across the Atlantic Ocean. People called her Lady Lindy.



Because of these two flights, she was the first person to fly over the Atlantic twice. Later she became the first woman to fly a plane from Hawaii to the mainland of the United States. Lady Lindy had done it again. President Franklin D. Roosevelt said she had proven that women were as capable of flying as men. She was also the first woman to attempt to fly around the world.

Breaking Records

Amelia set new records in flying. She was the first woman to fly 14,000 feet above ground. She was the first woman to fly the longest distance without stopping. She also set the record for the shortest crossing time for her Atlantic flight.

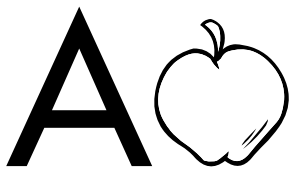
Amelia inspired other women of her time to become pilots. She also inspired them to challenge themselves in other ways. Amelia is still inspiring to this day.

1. In the fourth paragraph, the word **squealed** shows Amelia was ____
 - A. afraid.
 - B. excited.
 - C. bored.
 - D. learning.

2. The map shows ____
 - A. all the places Amelia wants to visit.
 - B. all the places Amelia has been.
 - C. the path of Amelia's first flight.
 - D. Amelia's flight around the world.

3. The story compares and contrasts ____
 - A. Amelia Earhart and Charles Lindberg.
 - B. Amelia Earhart and Lady Lindy.
 - C. flying over the Atlantic and Hawaii.
 - D. different kinds of airplanes.

4. Which sentence best tells about what Amelia accomplished as the first woman in the air?
 - A. Amelia set a lot of records in flying.
 - B. Amelia was the first woman to fly as a passenger in a plane.
 - C. Amelia was the first woman to fly across the Atlantic Ocean.
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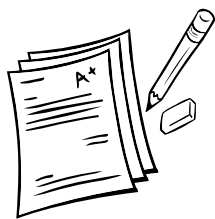
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 - B. Amelia was the first woman to fly as a passenger in a plane.
 - C. Amelia was the first woman to fly across the Atlantic Ocean.**
 - D. Amelia was the first woman to become a nurse's aid.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Write a summary of the section called “Growing Up.”

Amelia Earhart was born July 27, 1847, to a wealthy family in Atchison, Kansas. When she was ten years old Amelia and her family moved to Iowa, She saw her first plane at a fair in Iowa. She had no interest in planes at that time. Later her family moved to Chicago. It is here where Amelia became a nurse’s aid, and then went on to college to be a doctor. But after Amelia took her first ride in an airplane, she knew what she wanted to learn how to fly.



Identifying Cause and Effect Relationships

Directions: Read the letter to the editor. Then complete the items below.

Mr. Water's Class Can Teach Us All

Dear Editor,

On Friday several fifth graders picked up litter on our beaches. In just one day they filled up forty large garbage bags. They picked up cans and bottles and they also collected plastic bags, forks, and plates. They even found broken chairs, fishing hooks, and old shoes. If this litter had not been picked up, the tide would have washed it out into the ocean. Much of the litter is dangerous to the sea lions that live off of our shore. The sea lions can mistake the litter for food. When they eat it, the litter blocks their organs. Then the organs stop working correctly.

The children who cleaned our beaches are from Mr. Water's class at Ocean Front Elementary School. They are studying Woodsy Owl. His message is "Lend a hand - Care for the land." In 1970, the Forest Service introduced Woodsy Owl. Woodsy Owl teaches people about the importance of taking care of the earth. Using a garbage can is one way. Another way to care for the earth is to use things more than once. And one more way is to recycle. The children from Mr. Water's class didn't throw away all of the garbage they picked up. They took the cans and bottles to a place where they could be turned into new cans and bottles. They took the paper to a place where it could be turned into new paper. These actions help make Earth's resources last longer.

Our community can learn a lot from the children in Mr. Water's class. Their knowledge about taking care of Earth is knowledge we can all use. By taking care of Earth, we help people and animals. People need to put their trash away when at the beach. This keeps the beach a nice place to visit. It also keeps animals from eating items that might hurt them. People need to reuse things more than once. They need to recycle cans and bottles instead of throwing them out. This will keep Earth from running out of the materials people need to live. I thank Mr. Water's class for the □ valuable lesson they are teaching us. Let us all "lend a hand and care for the land."

Susan J.
Ocean Beach, California

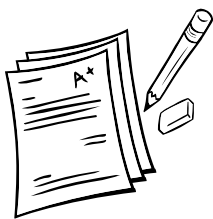
1. Complete the table. Write the cause or effect for each row.

Cause

Effect

	The organs of Sea Lions become blocked.
The Forest service introduces Woodsy Owl.	
Recycle items like cans, bottles, and paper.	
	The beaches are nice places to visit.

2. Circle the paragraph with the main idea. Then retell the main idea on the lines below.



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1. Complete the table. Write the cause or effect for each row.

Cause

Effect

Sea lions eat garbage in the ocean.

The organs of Sea Lions become blocked.

The Forest service introduces Woodsy Owl.

People learn of the importance of taking care of Earth.

Recycle items like cans, bottles, and paper.

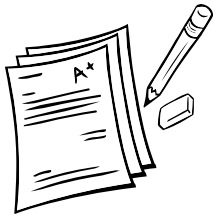
The earth's resources last longer.

People do not litter on the beach.

The beaches are nice places to visit.

2. Circle the paragraph with the main idea. Then retell the main idea on the lines below.

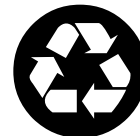
The children in Mr. Water's class know how to take care of the earth. Everyone could learn from the children about taking care of the earth. People need to throw away garbage and recycle glass, cans, and paper.



Answering Inferential and Evaluative Questions

Directions: Read the letter to the editor. Then complete the activities that follow.

Save Water While Saving Trees



Dear Editor,

I am writing in response to yesterday's letter about the children in Mr. Water's class and their hard work cleaning up our beaches. I am proud of them for choosing to recycle much of the paper that was picked up. This was a very good idea because old paper makes up most of the earth's garbage. Recycling paper keeps garbage from piling up on the land. Recycling paper also saves water. Making new paper out of old paper uses only half as much water as making paper from fresh trees. One ton of paper made from recycling saves seven thousand gallons of water.

Saving water should be one of our town's top concerns. The earth has a limited amount of water. It is the same water that existed one million years ago. Ninety-seven percent of this water is salt water in the oceans. Two percent of it is frozen as ice in cold parts of the world. Only one percent of it can really be used. Recycling paper helps to save this water that we need to live.

However, it is not enough just to recycle. It is important to buy paper that has been recycled as well. Recycled paper is almost the same as brand new paper. It is difficult to find any difference between the two kinds. The main difference is that the recycled paper saves resources. One packet of recycled paper saves about ten gallons of water. It also saves oil and energy and creates less air pollution.

Many companies make products from recycled paper. Egg cartons and envelopes made from old paper are easy to find. So are cereal and cracker boxes. Many shoeboxes are even made from old paper. Buying these products encourages more recycling. More recycling saves more water. Before you buy paper, look on the package for a recycling symbol. This symbol is made from three bent arrows in a triangle shape. Support Mr. Water's class, by using products that are recycled. The earth will thank you.

Artie W.

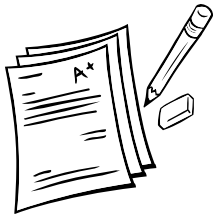
Otay Mesa, California

1. Circle the ideas below that the author would agree with. In the letter, circle the information that supports your choices.
 - a. People should throw garbage on the ground.
 - b. People should turn off the water while they brush their teeth.
 - c. People should take really long showers.
 - d. People should use water instead of a broom to clean the sidewalk.
 - e. People should fix pipes that drip to save water.
 - f. Garbage never can be used again.

2. Explain how you chose the ideas above.

3. Look at the recycling symbol. What do you think it represents?





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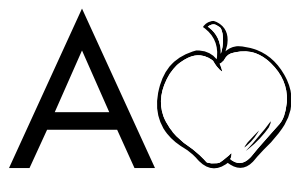
2. Explain how you chose the ideas above.

The author thinks that saving water is very important for people and the earth. So he would probably choose ideas that were about saving water.

3. Look at the recycling symbol. What do you think it represents?



Answers will vary.



Drawing Valid Conclusions and Making Generalizations

Directions: Read the newspaper article. Then complete the activities that follow.

Lonestar Tribune

Save the Whooping Cranes by Saving the Wetlands By Lucy Byrd

DALLAS Jan. 31 - The whooping cranes, the tallest birds in North America, are in danger. The places they live have been changed or destroyed. It is difficult for these birds to find lakes they can feed at and places to nest.

In the 1950s there were only twenty of these birds left. They were one of the first animals ever to be placed on a special list of animals in danger. Whooping cranes live in wetlands. Wetlands are places with many shallow lakes and rivers that wind in and out of grassy banks. As the populations of people increased in the places where the whooping cranes lived, the wetlands began to disappear.

Sometimes wetlands were drained of water to make room for farms.

Sometimes dams were built that keep river water from flowing into the wetlands, and they dried up. Whooping cranes depend on the water because that is where they find their food. The water also protects them from predators. When the water dries up, more land animals can capture the whooping cranes.

Today there are about one hundred eighty whooping cranes. That is still not very many. They are the only wild flock whooping cranes that exist. They live in two places, Canada and Texas.

During the spring and summer the whooping cranes live in Canada. But it is very cold in Canada during the winter. For the winter months, the cranes live in Texas. The wetlands in these two places are protected now. However, wetlands in many other areas are still disappearing. This is a problem because whooping cranes have to fly between Canada and Texas each year.

The trip is 2,700 miles and takes two to three weeks to make. They need wetlands along the way where they can stop, eat, and rest. If there are no wetlands left upon their path, the whooping cranes way of life will change again. This could cause them to become extinct.

People cannot continue to allow the cranes to be threatened. Too much work has already been done to keep them alive. It is not enough to just

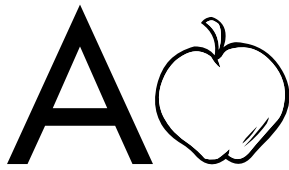
protect the wetlands in the place where the whooping cranes live. The cranes must be able to stop at wetlands all across the land. This is not just good for the cranes. It is good for other animals that depend on the wetlands too.

Unfortunately, already half of North America's wetlands have been lost. It's time to work together to save the wetlands and the whooping cranes that are left.

1. Circle the following statements that are true. Then underline parts of the article that support your choices.
 - a. Whooping cranes do not like cold weather.
 - b. Whooping cranes are the only animal in danger of becoming extinct.
 - c. The flock of wild whooping cranes has grown slowly.
 - d. Whooping cranes need to live near water.
 - e. Whooping cranes look like ducks.
 - f. Dams are good for wetlands.

2. Write four effects for the cause stated in the table.

Cause: The wetlands dry up.			
Effect 1	Effect 2	Effect 3	Effect 4



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Cause: The wetlands dry up.			
Effect 1	Effect 2	Effect 3	Effect 4
Whooping cranes no longer have places to stop when they fly back and forth from Texas to Canada.	Whooping cranes cannot find food.	More predators can catch whooping cranes.	Whooping cranes could become extinct.



Reading Fluently

Directions: Read the passages aloud.

Wild Animals in the Neighborhood

Written by Rene Holden

Sometimes people might see wild animals in weird places. A coyote might sprint down a city street, and bears may show up on porches. Raccoons often empty trash cans in human neighborhoods. They come to the human's world to find food. Usually these creatures live in the trees and forests of the world, but lately, changes in these areas have caused animals to find new ways to feed and house themselves.

The problems for animals start when the people use animal land to build human homes. As the population of the world grows, more and more houses and buildings spring up. Developing land often means clearing and covering it with concrete, which forces animals living in the area to move out. When an animal's home is destroyed, it has to find a new place to live.

Destroying the homes of animals creates several problems. One problem is the extinction of some species. For example, eagles need a place to nest and lay eggs. If eagles do not have places to live, they stop laying eggs. Eagles eat rodents like rats and mice. Fewer eagles can mean greater numbers of rats and mice. Plus, people would miss the beauty of the eagle.

The destruction of animal homes brings other negative results. One is the movement of animals into human territory. Coyotes that cannot find food in the desert will search anywhere for something to eat. Coyotes are hunters and must find food where it is available. When bears cannot find enough to eat in the forest, they may sniff out food from human homes.

Sometimes an encounter with a bear can be dangerous.

Many people know saving animal homes is important. Some state governments understand the need to stop tearing down animal homes. Oregon laws make builders replace trees they cut down by planting about 100 million seedlings every year. Trees also clean the air and help keep pollution from getting into the waterways.

Children can also make a big difference in keeping animal homes safe. One group of students in New York adopted a piece of land and asked the city to pass laws to protect it. The government agreed, so now it is illegal to build on the property. The students use the land to plant seeds and grow gardens. By working with the land, they can learn a lot about saving it.

Humans and animals share this planet. Sometimes we stumble into their homes, and sometimes they stumble into ours. We have to learn as much as we can about the creatures we share the world with and figure out how to manage the delicate balance between the desires of the human population and the laws of nature.

Water, Water Everywhere?

Written by Rene Holden

"Water, water everywhere, nor any drop to drink."

This line from a poem by Samuel Taylor Coleridge describes the salt water in the ocean. However, the words could describe any water that is not drinkable. One thing all living creatures must have daily is clean drinking water, because nothing can live without it. So keeping the earth's water supply safe and healthy is very important. Just like we all need clean

air to breathe, having clean, drinkable water is vital to life and health.

The world has oceans and rivers full of water. In fact, 70 percent of the earth's surface is covered with water. However, some people wonder whether we have enough to drink, to raise crops and livestock, and to keep things clean. Remember, humans and other mammals cannot drink salt water. Thinking about where water supplies come from might be helpful. Many cities take water from lakes, rivers, or streams, and clean it so that it is safe for people to drink.

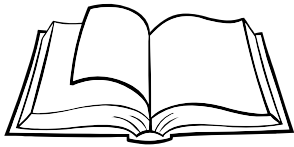
As the population of the world grows, more and more water is used. The average American uses about 132 gallons of water each day for drinking, bathing, and cleaning. That is more than two-and-a-half times as much as someone in Europe uses!

What can you do to be sure there is plenty of water for the future? Whenever any big change needs to be made, education is the first step. Many students in elementary schools are learning about conserving water.

At home, you can do simple things to save water. Take short showers instead of long baths because baths use more water than showers. Another simple way to save water is to turn the water off while you brush your teeth or wash the dishes. Turn it off if there is a leaky faucet, and always repair leaks right away.

A wrench can be handy, but knowledge is your best tool. Learn all you can about saving water. With a little research, you can learn which plants need the least amount of water before you plant your garden. You can also learn ways to control pests without using chemicals that will pollute the water.

Technology is finding new ways of providing us with clean drinking water. Researchers have developed machines to take the salt out of sea water and make it drinkable. The process of removing salt from the sea water is called desalination. Most of the desalination plants in the world are in the Middle East and West Asia, though some can be found in Florida and California. It is still a very expensive process, which means it cannot be widely used. As the technology becomes more common, the cost might go down. Until then, we have to do all we can to conserve our drinking water, so we never have to hear ourselves say, “Water, water everywhere, nor any drop to drink!”



Reading Fluently

Directions: Read the passages aloud.

Wild Animals in the Neighborhood

Written by Rene Holden

Sometimes people might see wild animals in weird places. A coyote might sprint down a city street, and bears may show up on porches. Raccoons often empty trash cans in human neighborhoods. They come to the human's world to find food. Usually these creatures live in the trees and forests of the world, but lately, changes in these areas have caused animals to find new ways to feed and house themselves.

The problems for animals start when the people use animal land to build human homes. As the population of the world grows, more and more houses and buildings spring up. Developing land often means clearing and covering it with concrete, which forces animals living in the area to move out. When an animal's home is destroyed, it has to find a new place to live.

Destroying the homes of animals creates several problems. One problem is the extinction of some species. For example, eagles need a place to nest and lay eggs. If eagles do not have places to live, they stop laying eggs. Eagles eat rodents like rats and mice. Fewer eagles can mean greater numbers of rats and mice. Plus, people would miss the beauty of the eagle.

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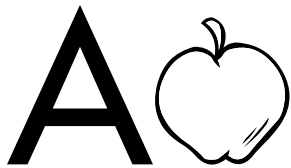
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Identifying Cause and Effect Relationships and Retelling the Main Idea

Directions: Read the article. Then read each question and circle the correct answer.

Canyon City Tribune

Remember Fire Safety By Charlie Timber

CANYON CITY, June 5 - Summer is just around the corner. It's a time of year when people go camping in the mountains or at the beaches. Part of the fun happens at night when people sit around a fire cooking food and telling stories. However, before having fun, people must remember the fire safety rules.

One fire safety rule to follow when camping is to only build a fire in a place where it is allowed. It is only safe to build a fire in particular places. Special fire pits have been built in camping areas. These pits are safe because they are away from trees and dried wood, and they are in a place that has only bare dirt around it.

Another fire safety rule to follow is

someone needs to watch the fire at all times. The fire should never be left alone. But when leaving a campsite, make sure the fire is completely out. Even when a fire looks like it is out, it can still be dangerous. There could be hot areas at the very bottom. Remove any leftover wood from the top of the pile. Then, pour water over all of the parts that burned. Make sure that there is no smoke coming from the pit.

Another important thing to know about fire safety is that wind can quickly make a fire grow. Wind can cause a fire to get out of control. Never build a fire in high winds. Wind can carry small pieces of burning wood. It can drop those burning pieces onto trees or roofs. Just stay inside a shelter and play

games when it is windy outside. Do not build a fire. Wind and fire are not safe together.

Remember these fire safety tips when camping this summer. This will keep you and the people around you safe. You will also be

protecting the places that you love to visit. You will be protecting the animals that live there all year long.

It's smart to practice safety. It is better for everyone.

1. What is the main idea of this article?
 - A. Mountains and beaches are fun places to visit.
 - B. Always stay inside when it is windy.
 - C. Follow fire safety rules when you camp.
 - D. Summer is the only time people camp.

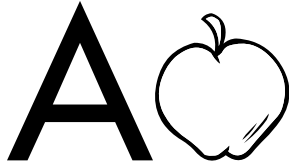
2. What is the main purpose of fire safety rules?
 - A. to make sure that camping is fun
 - B. to protect people, animals, and places
 - C. to tell people what to do over the summer
 - D. to scare people away from camping

3. What can wind cause fire to do?
 - A. get out of control
 - B. get smaller and smaller
 - C. stay in the fire pit
 - D. stop burning

4. Which sentence would the author agree with?
- A. Having fun is more important than being careful.
 - B. Food cooked on a fire does not taste good.
 - C. Summer is not a good time to go to different places.
 - D. Matches are not toys to be played with.

Directions: Read the question. Then write a complete answer on the lines below.

5. Is building a fire safer at the beach or in the mountains? Why?



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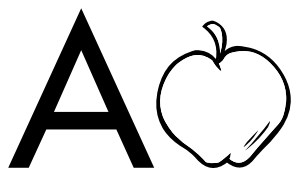
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Directions: Read the question. Then write a complete answer on the lines below.

5. Is building a fire safer at the beach or in the mountains? Why?

Some may say the beach because there are no trees around and there is lots of bare sand. Some may say the mountains because there are fewer houses around with roofs that may catch fire.



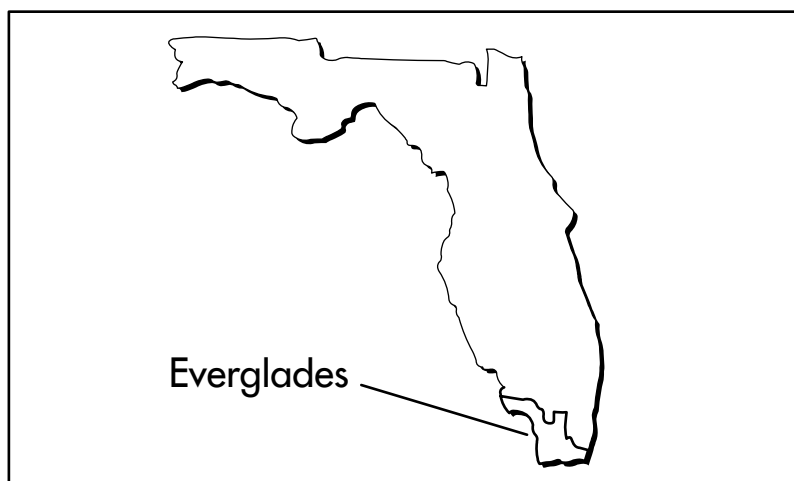
Categorizing Words

Directions: Read the Web page. Then answer the questions that follow.

Life in the Everglades

Someone flying in a jet to Miami, Florida, might pass over the Everglades. To this passenger, the Everglades look like a big, muddy puddle of water. A closer look tells a much bigger story.

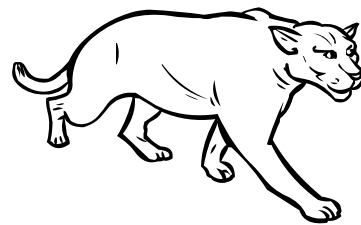
Many different plants and animals make homes in the Florida Everglades. These living things are all a part of this delicate ecosystem. The survival of so many different species depends on the survival of these plants and animals.



American Alligator This reptile grows to be five to thirteen feet in length. The alligator's size and length depend on the amount of food they can find. Food becomes scarce in drought conditions. It also becomes scarce if the water is polluted or disturbed

in other ways. Lack of food limits growth and breeding among the alligators. These large reptiles are one of the Everglades fiercest animals.

Florida Panther This special cat became Florida's state mammal in 1983. The size of the panther can range from six to eight feet from head to tail. For its diet, the panther eats deer, wild hogs, rabbits, and raccoons. Like some other big cats, the panthers are skillful swimmers and will often cross through water to reach food. Construction and changes to the Everglades have caused panthers to become endangered.



Mangroves The mangrove is a shrub that grows along tidal areas. Scientists call areas with mangroves "the vital zone." It is a place surrounded by saw grass and algae. Coastal mangroves are adapted to the brackish water they live in. Brackish water is a mixture of salt and fresh

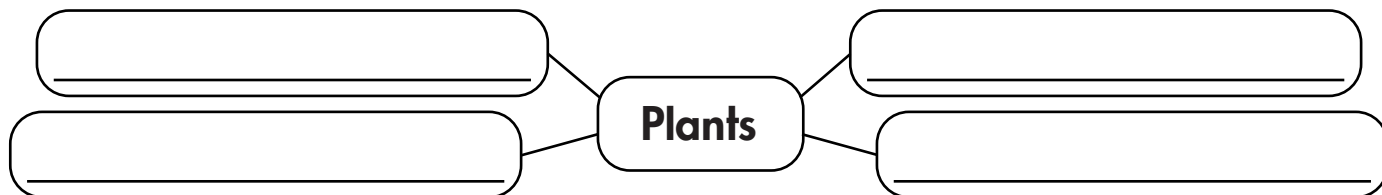
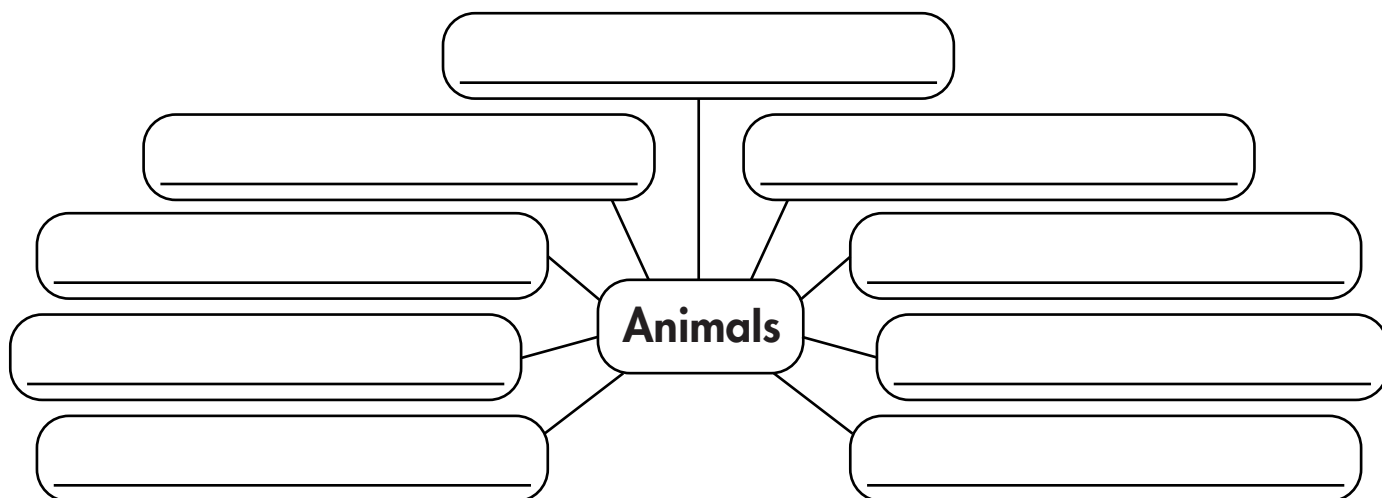
water. Large fish are unable to survive here. But the plants and grasses form a safe area for new marine life. It is a nursery for the babies to grow before heading to sea. They also act as a natural wall to the land during hurricanes. It is against the law to harm the mangroves.

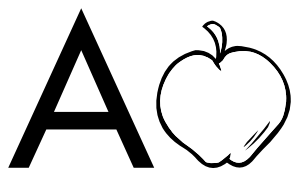
The alligator, panther, and mangroves are a few of the living things worth protecting in the Everglades. The tiny algae plants and young fish are just as important. The blue herons fly in and lay eggs there as well. Preserving the Everglades can help keep many species of plants and animals from extinction.

1. Reread the Web page. Then circle the names of all animals and plants on the Web page.

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Living Things in the Everglades





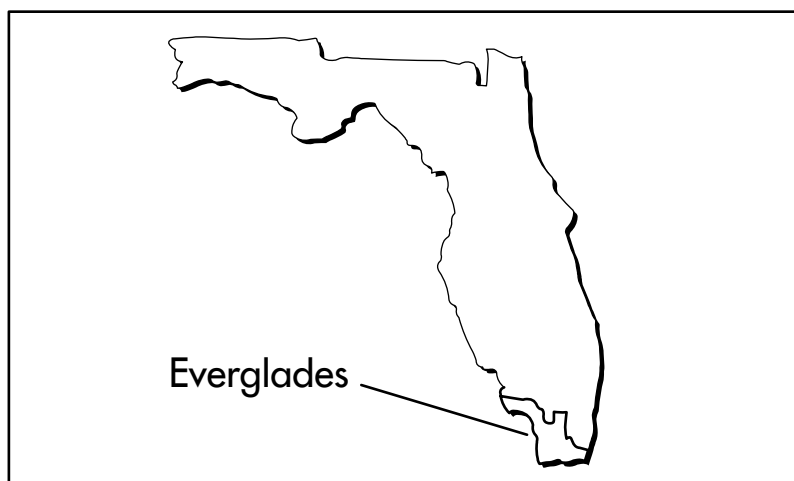
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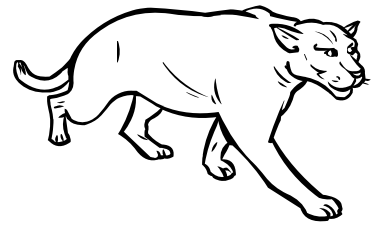
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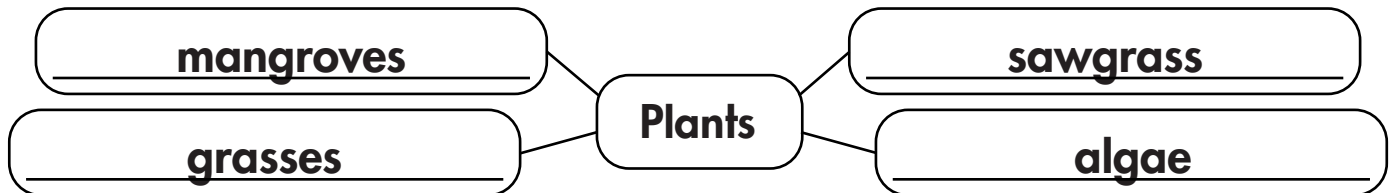
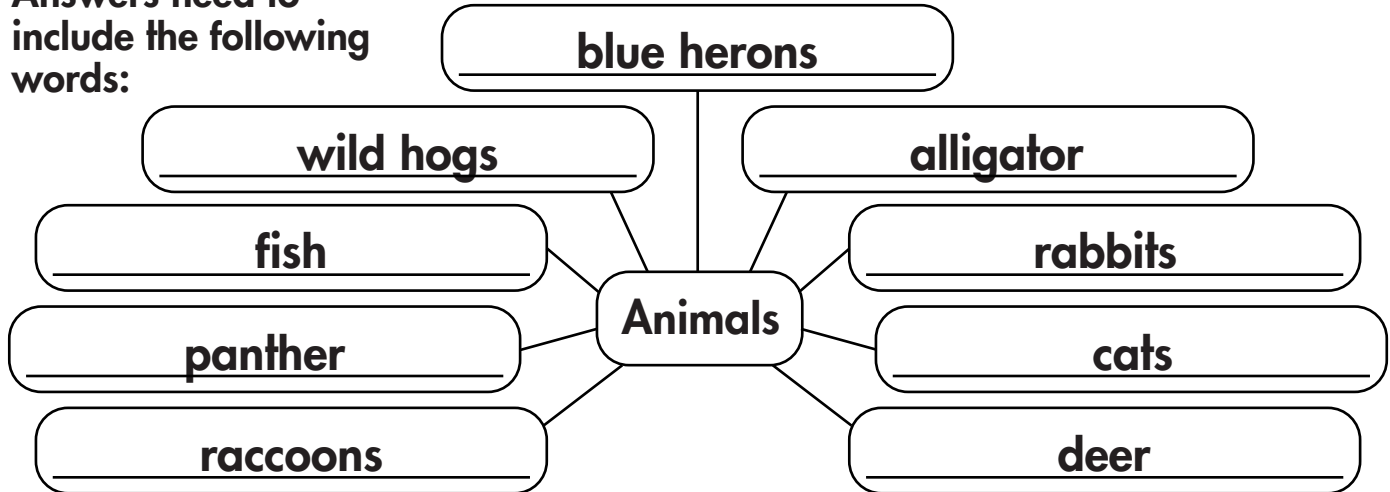
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Answers need to include the following words:





Identifying Meanings Using Root Words

Directions: Read the article. Then complete the activities that follow.

Protecting the Florida Everglades

Protecting the Florida Everglades is important for many reasons. One reason is that they are the only everglades in the entire world. Another reason to preserve the everglades is that they are home to many unique animal and plant life. Some ecologists say that many plants and animals living in the Everglades are in danger of extinction. They are in trouble because of how people are treating this delicate ecosystem.

The Everglades seem to be very large. But it is really decreasing in size. They used to cover over one thousand square miles. Now they are less than half that size. Because the wetlands are decreasing in size, many plants and animals are losing their homes. Microscopic bacteria are an important life form to the Everglades. They make their home in the water. The bacteria actually make the water cleaner. Now they no longer thrive there. Humans dump things into the water that pollute it, making the water unsafe for animals and humans to drink, and for bacteria to live in.

Human activities, such as farming and construction, are causing the Everglades to become polluted. Run-off from human activities leaves dangerous things in the water. Ecologists, or scientists who study living things and their environments, have found dangerous levels of toxins in the wetlands. Mercury, a liquid metal, has been found there. They discovered toxins in the water, plants, and animals. Scientists have found high levels of mercury in the bodies of Florida panthers. This animal is almost extinct. It is thought that there are fewer than 30 panthers in all of Florida and less than ten in the Everglades National Park.

But scientists believe that there are ways to help the Everglades. They have carefully studied this habitat using binoculars and telescopes to watch

the plants and animals. They also test the water quality and take lots of notes. Through their observations and tests they offer us ideas on how to preserve this amazing land.

One idea they have is to improve how the water supply in the wetlands is used. If the water remains at natural levels, plant and animal life will not be bothered. Another idea they have is to reduce the amount of toxic materials being dumped into the water supply. Also, the national park system and the government are working together on several projects to preserve the Everglades. One project will extend the park boundaries. With a larger park, the unique plants and animals of this area will continue to have a home.

As the population in Florida continues to grow, it will become more difficult to protect the wetlands. But there are lots of ways people can help preserve this amazing area. Visitors can follow park rules carefully. Concerned citizens can donate money to research. Everyone can help. Saving the Everglades is important so that generations to come will be able to enjoy this wonderful place.

1. Many words in English have Greek or Latin roots. Read the following list of word parts. Then reread the article and underline words that contain the Greek or Latin roots.

- A. *bi-* the Latin root meaning “twice”
- B. *bio-* the Greek root meaning “life”
- C. *eco-* the Greek root meaning “house”
- D. *-logy* the Latin root meaning “science of”
- E. *-logist* the Latin root meaning “someone who studies the science of”
- F. *micro-* the Greek root meaning “small”
- G. *-scope* the Latin root meaning “to see”
- H. *tele-* the Greek root meaning “at a distance”

2. Write the words you underlined in the article on the lines below.

3. Match the Greek or Latin roots from the box above to the words below. Write the letter or letters of the root next to the word. The first one has been done for you.

- | | |
|-------|------------|
| _____ | biology |
| _____ | microscope |
| _____ | telescope |
| _____ | ecologist |

4. Complete each sentence using words from Question 2. Each word can only be used once.

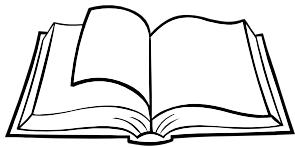
Scientists use a(n) _____ to see things that are far away.

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_____ .

The Everglades is a unique _____ of plants and animals.

A(n) _____ is an instrument used to make tiny things appear larger.



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ecologists, ecosystem, microscopic, binoculars, telescopes

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_____ F, G _____	microscope
_____ H, G _____	telescope
_____ C, E _____	ecologist

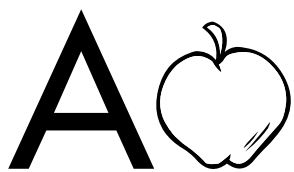
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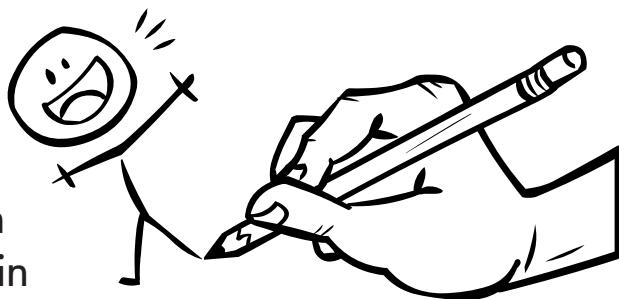


Identifying Effect of Persuasive Vocabulary

Directions: Read the advertisements. Then complete the activity that follows.

Cartoon-A-Tech

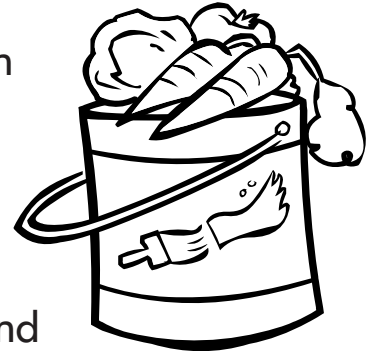
Have you ever wanted to be able to illustrate like a famous artist? Wouldn't it be fun to show others how well you can create cartoons just like the ones you see on television? Now anyone can be a cartoonist by ordering the newest in cartoon technology: The Cartoon-A-Tech.



Everyone wants The Cartoon-A-Tech, but supplies are limited. If you want to experiment with this fun and easy way to make cartoons by computer, call 555-TOON. But don't delay! You must act soon because only a few copies of this great CD are left. Purchase yours now and start impressing your friends right away. Even they will want a chance to learn the same skills. So don't wait another minute, and start being the envy of your friends today!

Veggie Paint

Most experts tell us that people need to eat more vegetables. Grown-ups concerned about their children now have the choice of a great food product called Veggie Paint.

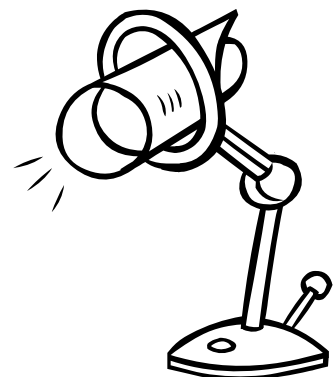


Veggie Paint works from the outside, so children do not have to eat their vegetables. Instead of chewing and swallowing the vegetables, the food is painted onto their arms. The skin takes in all the vitamins and minerals from Veggie Paint. After the meal is through, the kids just wash it off in the shower.

A handy paintbrush is enclosed in each package of Veggie Paint. Many doctors have tested Veggie Paint, and say it really works. Give it a try. After using it, see if your family is healthier and stronger than ever before. You have nothing to lose with our money-back guarantee. Go ahead and order a can of Veggie Paint today!

Point-It-Out Lamp

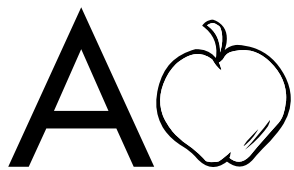
Imagine sitting on your couch watching your favorite TV show, and the lamp is causing a glare on the screen. Who wants to get up, walk all the way across the room, and turn off the light? Now you never have to move again for such a silly chore. Buy the Point-It-Out Lamp. It works like magic by turning out the light with just a point of the finger.



Millions of happy customers say Point-It-Out Lamp is the greatest invention of the twenty-first century. Of course, there is some special equipment to install and the lamp must be placed at the right height in order to work properly. Just read the directions carefully. Then never get up from your sofa again!

Directions: Read the information in the table below. Then reread the advertisements. Write words or phrases from the ads that go under each heading. An example has been done for you.

<p>The advertisement for Cartoon-A-Tech uses words to make the reader feel left out if they don't buy the product.</p>	<p>The advertisement for Veggie Paint has vague words and does not explain much about the product.</p>	<p>The advertisement for Point-It-Out Lamp uses exaggeration to make the reader want to buy the product.</p>
<p>Examples from text: only a few copies left</p>	<p>Examples from text:</p>	<p>Examples from text:</p>

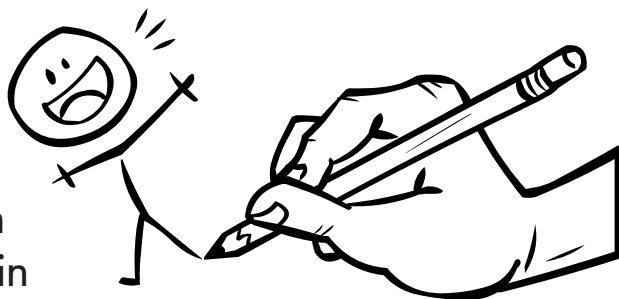


Identifying Effect of Persuasive Vocabulary

Directions: Read the advertisements. Then complete the activity that follows.

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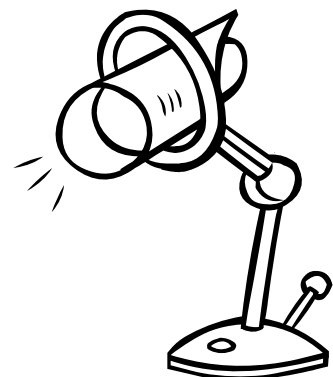


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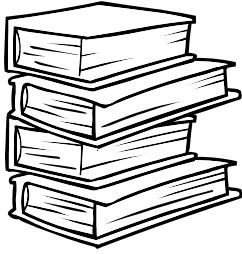
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Categorizing Words and Identifying Meanings of Words

Directions: Read the passage. Then read each question and circle the correct answer.

Saving the Wetlands

The effort of scientists to preserve and restore the American wetlands is the most inspiring subject in the world. Saving the wetlands should be the focus of everyone's attention across the country. The wildlife and plants in places like the Florida Everglades or the marshes of Chesapeake Bay have effects on all life. It is important to protect these regions. The government pays for technology used to study these important areas. It also funds programs for educating people about the problems.

Money spent on studying the wetlands is well worth it. The mammals, reptiles, birds, and plants living in the wetlands need homes and food. Losing one species affects the lives of all the others. Birds flock to the shallow, marshy waters for food. Without food, the blue heron of the Chesapeake Bay would have to go somewhere else, and the whooping cranes that flock to the Texas coast would never come back. Losing one type of animal could mean the birds never return or die out.

Plants in marshes need to be studied too. White water lilies are a beautiful example of the aquatic plants that live in wetlands. Cypress trees and mangroves are the trees most often seen in the wetlands. But construction and pollution can destroy these plants. The loss of plants and trees can destroy a wetland area.

But knowing what keeps the area alive allows humans take the right steps to save the wetlands. Studying these areas is vital for finding ways to help protect them. It takes so much work to keep wetlands healthy. Scientists carefully record the changes in the seasons. They study

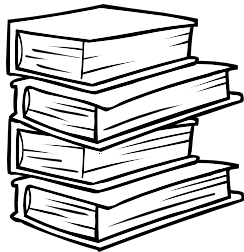
differences in the animals and plant life. They need special equipment, like barometers, to measure weather changes.

Money is necessary to educate people about these areas. Students need to study ecology and biology in school. Then they can play a role in saving the wetlands in the future. Protecting the wetlands is everyone's responsibility. Visit these areas and learn how to preserve them.

1. Which word contains the Greek root that means “the study of”?
 - A. wetlands
 - B. biology
 - C. survive
 - D. measure

2. The words vital and important are meant to ____
 - A. entertain the reader.
 - B. give directions to the reader.
 - C. persuade the reader to do something.
 - D. give information to the reader.

3. Which group of words are types of plants?
 - A. cypress, herons, fish
 - B. water lily, mangrove, cypress
 - C. whooping crane, fish, herons
 - D. mangrove, cypress, fish



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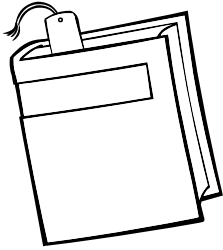
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 - D. mangrove, cypress, fish



Determining Meaning of Words, Similes, and Idioms

Directions: Read the poem. Then complete the activities that follow.

Pomegranate

I'm still standing at the spelling bee,
Up here on the stage.
I've had dreams that I could be,
The best speller of the age.

All I hear is tick-tock, tick-tock,
tick-tock.

I'm tongue-tied; it's twisted as if
it's in a knot.

When I think about not winning,
My hands turn damp with sweat.
My rival looms, all grinning
At the challenge yet unmet.

Suddenly, the word appears.
I can see it clear as day.
Letters fit like bicycle gears;
I can spell it right away!

The word dances before me,
The letters all mixed up,
Like alphabet soup you'd see
At the bottom of a cup.

I say the word out loud
And take one deep breath;
*P...O...*pause for the crowd,
*M...E...*glance at my brother Seth.

The judge calls out the time
remaining.
In the air, suspense is hung.
I feel as though my brain is
straining.
Someone shouts, "Cat got your
tongue?"

*G...R...*he's jumping up and down.
*A...N...*now he's bouncing like a
ball!
*A...T...*he's grinning like a clown,
And I'm afraid that he might fall!

The seconds disappear from the
ticking clock
I think, "Relax and give it your
best shot!"

Wait! I know I can plainly see,
He's trying to make me laugh.
He won't get the best me--
I'm like a cheetah, not a giraffe.

E! I blurt out the last letter yet,
And I look at the judge's face.
As I say the word
 “pom-e-gran-ate,”
He shouts, “You’ve just won first
 place!”

My rival’s smile swims out to sea,
And Seth’s still jumping up and
 down.
My mom comes up and hugs me,
Finally, I’m the best speller in our
 town!

Rhyme

1. Read the stanza below from the poem. First, underline the ending word that rhymes with the word **bee**. Next, circle the ending word that rhymes with the word **stage**.

I’m still standing at the spelling bee,
Up here on the stage!
I’ve had dreams that I could be,
the best speller of the age.

2. Write three other words that rhyme with **bee** and **stage** on the lines below.

The word **bee** also rhymes with

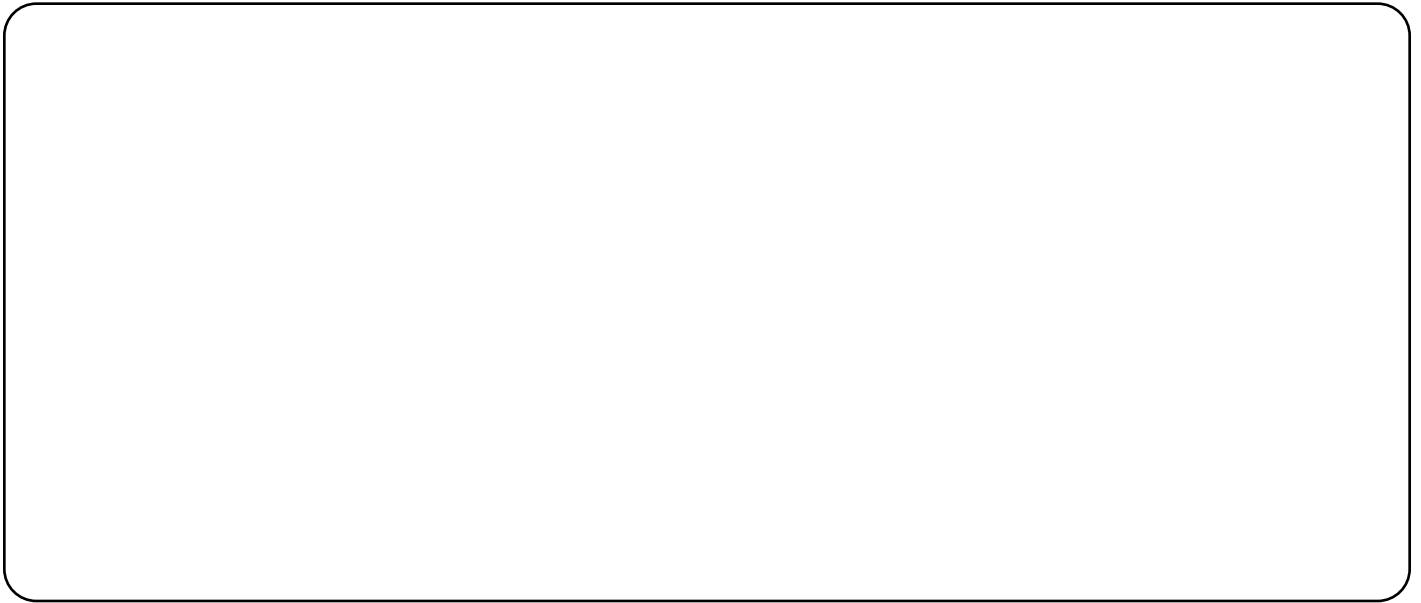
1. _____
2. _____
3. _____

The word **stage** also rhymes with

1. _____
2. _____
3. _____

Imagery

3. Think of how Wendy describes her brother, Seth, in the poem. Draw a picture of him in the box.



4. Draw a picture of what the word **pomegranate** looked like to Wendy before she spelled it.



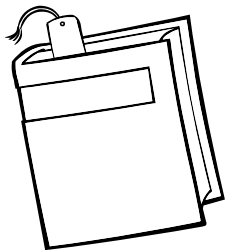
Similes and Idioms

5. Underline the simile in the third stanza. Write what it means on the lines below.

6. Find another simile and underline it. Write what it means on the lines below.

7. Circle the idiom in the fourth stanza. Write what it means on the lines below.

8. Find another idiom and circle it. Write what it means on the lines below.



Determining Meaning of Words, Similes, and Idioms

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I'm tongue-tied it's twisted as if
it's in a knot.

When I think about not winning,
My hands turn damp with sweat.
My rival looms, all grinning
At the challenge yet unmet.

Suddenly, the word appears.

I can see it clear as day.

Letters fit like bicycle gears;

I can spell it right away!

The word dances before me,
The letters all mixed up,
Like alphabet soup you'd see
At the bottom of a cup.

I say the word out loud

And take one deep breath;

P...O...pause for the crowd,

M...E...glance at my brother Seth.

The judge calls out the time
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G...R...he's jumping up and down.

A...N...now he's bouncing like a
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In the air, suspense is hung.
I feel as though my brain is
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A...T...he's grinning like a clown,

And I'm afraid that he might fall!

Someone shouts, "Cat got your
tongue?"

Wait! I know I can plainly see,

He's trying to make me laugh.

He won't get the best me--

I'm like a cheetah, not a giraffe.

The seconds disappear from the
ticking clock

I think, "Relax and give it your
best shot!"

E! I blurt out the last letter yet,
And I look at the judge's face.
As I say the word
 “pom-e-gran-ate,”
He shouts, “You’ve just won first
place!”

My rival’s smile swims out to sea,
And Seth’s still jumping up and
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My mom comes up and hugs me,
Finally, I’m the best speller in our
town!

Rhyme

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I’m still standing at the spelling bee,
Up here on the stage!
I’ve had dreams that I could be,
the best speller of the (age).

2. Write three other words that rhyme with bee and stage on the lines below.

The word **bee** also rhymes with

1. Answers will vary.
2. _____
3. _____

The word **stage** also rhymes with

1. Answers will vary.
2. _____
3. _____

Imagery

3. Think of how Wendy describes her brother, Seth, in the poem. Draw a picture of him in the box.

The picture should show Seth jumping around and acting excited.

4. Draw a picture of what the word **pomegranate** looked like to Wendy before she spelled it.

The picture should be of a bowl of soup, with the letters of the word "pomegranate" all jumbled.

Similes and Idioms

5. Underline the simile in the third stanza. Write what it means on the lines below.

Wendy can see the letters of the word, but can't put them together yet.

6. Find another simile and underline it. Write what it means on the lines below.

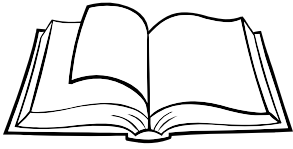
Wendy remembered how the letters of the word fit together like the gears of a bicycle.

7. Circle the idiom in the fourth stanza. Write what it means on the lines below.

Someone watching the spelling bee is asking Wendy why can't she speak.

8. Find another idiom and circle it. Write what it means on the lines below.

The phrase "tongue-tied" means Wendy is having trouble speaking.



Recognizing Figurative Language

Directions: Read the poem. Then complete the activities that follow.

Nighttime

At night I sit, I wait, I hide from sleep,
Because I know that when I close my eyes,
My mind will race with thoughts that chase me down.
I'm like a mouse; the dark, a cat, ears back,
Just waiting calmly, crouching, squinting eyes.
Oh, how I do not want to be the prize.

The dark is like a blanket-wet, ice cold;
It weighs on my shoulders, pins me in bed.
I cannot see my hand before my eyes.
But in the night I see something move near,
Or is it in my imagination?

I blink and blink a couple more times but
Nothing is there. Nothing was there, but Joe,
Our sweet little tabby cat, feather soft.
He jumps on my bed and lies in my lap;
His purrs reach my ear, his head finds my hand.
I scratch him lightly behind his ears and
I lay against my soft pillows with him.

My eyes, now, are getting much heavier,
Like window shades pulled down very slowly.
I cannot keep them open much longer.
My dreams start coming fast, like a freight train
Rumbling past in the foggy gray canyons.

I hear the birds chirp outside in the trees.
 I open my eyes to the big bright sun
 Reaching his warm arms inside my window.
 Night has gone away, it is again day.
 Suddenly I do not feel so afraid
 Of the black velvet that lulls me to sleep.

Meter

Directions: This poem is an example of blank verse. It does not rhyme, but each line has ten syllables. The syllables follow a pattern of unstressed and stressed syllables. This pattern is called iambic pentameter. In the lines of the poem below, underline the stressed syllables.

At night I sit, I wait, I hide from sleep,
 Because I know that when I close my eyes,
 My mind will race with thoughts that chase me down.
 I'm like a mouse; the dark, a cat, ears back,
 Just waiting calmly, crouching, squinting eyes.
 Oh, how I do not want to be the prize.

Sensory Words

Directions: Look for language in the poem that tells how things look, sound, feel, smell, or taste. Find three examples and underline them. Write the number of the stanza where you found the example, and tell why you chose it.

Stanza _____

Why: _____

Stanza _____

Why: _____

Stanza _____

Why: _____

Figurative Language

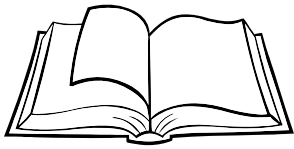
A **simile** is a comparison of two things using *like* or *as*.

Personification is giving the qualities of a person to an object.

Directions: Read the last two stanzas of the poem. Find an example of a simile and of personification. Circle the examples. Then write how they make you feel on the lines below.

Simile: _____

_____Personification: _____



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Directions: Read the poem. Then complete the activities that follow.

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Answers will vary.

Stanza 1

Why: I chose this image because it shows how scary the dark
is to the person, like a mouse would be afraid of a cat.

Stanza 2

Why: I chose this image because it shows how uncomfortable
the person feels when it is nighttime.

Stanza 3

Why: I chose this image because it shows how the cat is soft like
feathers. Joe also calms the author down, so the author can sleep.

Figurative Language

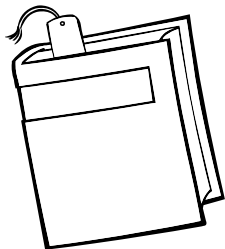
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Simile: Answers will vary.

Personification: Answers will vary.



Identifying Characteristics and Structural Elements

Directions: Read the poems. Then complete the activities that follow.

Windy Day

Let's go fly a kite
The breeze will lift it up high
Whoa! Now, don't let go.

Alaska Girl

There once was a girl from Barrow,
Who lived in the freezing snow.
She went fishing one day
And grasped a fish, shiny and gray,
But threw it back when the fish said,
"Hello."

Marching to the Beat

Drummer girl, drummer girl,
Give your little stick a twirl.
March with the rest of your group
troupe.

Left foot, right foot, left again, right.
Cheers from the crowd. Oh, what
a sight!
Red and gold uniforms, fresh and
crisp,
The hair in your eyes, a faint little
wisp.

With one hand you tuck the hair
away,
With your other on the beat you
stay.

The band's beat made by the
drumming sounds
Like a team of horses clopping
around.

Some horses are quick, some are
slow,
But all of them know where to go.
They follow their leader down the
street,
Just like you do, and our smiles you
meet.

The sunlight glitters on the drums'
gold rims,
Dancing in the light on a rhythmic
whim.

Have you seen the river on a sunny
day?
Seen the light on the water skip and
play?

Well, that's exactly how you look
today
As you and your friends march and
play.
Our little drummer, our little girl!
You've played us many songs in this
world.

Some brought smiles and some
brought tears,
Like learning to ride your bike,
having fears.

Scraping your knees to break your
fall,
You could barely balance your bike
at all.

You eventually learned so long ago
To try new things, to always grow.
Today you are in the fourth grade
Drumming and marching in a
parade.
I wonder what next year will bring
What new exciting flights will take
wing
And soar like an eagle above us all
Who are too timid to try something
big or small.

Meter

Directions: "Windy Day" is an example of a haiku. Haiku have a specific number of syllables in each line. Write the number of syllables for each line of the poem.

Line 1 _____

Line 2 _____

Line 3 _____

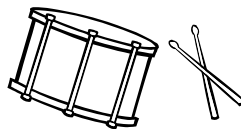
Rhyme

Directions: Look at the underlined words in the limerick “Alaska Girl.” Limericks have a distinct rhyming pattern. Each different rhyming sound gets labeled a different letter, either *a* or *b*. After each line of the poem, label the rhyming sounds as *a* or *b*.

There once was a girl from Barrow, _____
Who lived in the freezing snow. _____
She went fishing one day _____
And grasped a fish, shiny and gray, _____
But threw it back when the fish said, “Hello.” _____

Rhythm

Directions: The poem “Marching to the Beat” has a certain rhythm. Circle the picture that best describes what the rhythm of the poem sounds like. Then tell why using complete sentences on the lines below.



Synonyms

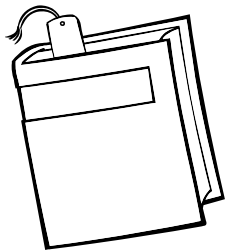
Directions: In the table below are words from the poems. Write a word to the right that means the same thing.

Word	Synonym
breeze	
freezing	
glitter	

Antonyms

Directions: In the table below are words from the poems. Write a word to the right that means the opposite thing.

Word	Antonym
lift	
grasp	
timid	



Identifying Characteristics and Structural Elements

Directions: Read the poems. Then complete the activities that follow.

Windy Day

Let's go fly a kite
The breeze will lift it up high
Whoa! Now, don't let go.

Alaska Girl

There once was a girl from Barrow,
Who lived in the freezing snow.
She went fishing one day
And grasped a fish, shiny and gray,
But threw it back when the fish said,
"Hello."

Marching to the Beat

Drummer girl, drummer girl,
Give your little stick a twirl.
March with the rest of your group
troupe.

Left foot, right foot, left again, right.
Cheers from the crowd. Oh, what
a sight!
Red and gold uniforms, fresh and
crisp,
The hair in your eyes, a faint little
wisp.

With one hand you tuck the hair
away,
With your other on the beat you
stay.

The band's beat made by the
drumming sounds
Like a team of horses clopping
around.

Some horses are quick, some are
slow,
But all of them know where to go.
They follow their leader down the
street,
Just like you do, and our smiles you
meet.

The sunlight glitters on the drums'
gold rims,
Dancing in the light on a rhythmic
whim.

Have you seen the river on a sunny
day?
Seen the light on the water skip and
play?

Well, that's exactly how you look
today
As you and your friends march and
play.
Our little drummer, our little girl!
You've played us many songs in this
world.

Some brought smiles and some
brought tears,
Like learning to ride your bike,
having fears.

Scraping your knees to break your
fall,
You could barely balance your bike
at all.

You eventually learned so long ago
To try new things, to always grow.
Today you are in the fourth grade
Drumming and marching in a
parade.

I wonder what next year will bring
What new exciting flights will take
wing
And soar like an eagle above us all
Who are too timid to try something
big or small.

Meter

Directions: “Windy Day” is an example of a haiku. Haiku have a specific number of syllables in each line. Write the number of syllables for each line of the poem.

Line 1	<u> 5 </u>
Line 2	<u> 7 </u>
Line 3	<u> 5 </u>

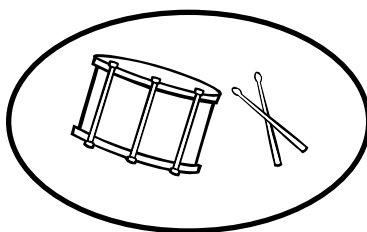
Rhyme

Directions: Look at the underlined words in the limerick “Alaska Girl.” Limericks have a distinct rhyming pattern. Each different rhyming sound gets labeled a different letter, either *a* or *b*. After each line of the poem, label the rhyming sounds as *a* or *b*.

There once was a girl from <u>Barrow</u> ,	_____ a
Who lived in the freezing <u>snow</u> .	_____ a
She went fishing one <u>day</u>	_____ b
And grasped a fish, shiny and <u>gray</u> ,	_____ b
But threw it back when the fish said, “ <u>Hello</u> .”	_____ a

Rhythm

Directions: The poem “Marching to the Beat” has a certain rhythm. Circle the picture that best describes what the rhythm of the poem sounds like. Then tell why using complete sentences on the lines below.



The rhythm of the poem has the beat of a drum. Since the poem is about a girl who plays the drum, the rhythm matches the character.

Synonyms

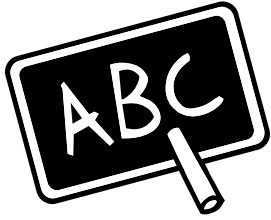
Directions: In the table below are words from the poems. Write a word to the right that means the same thing. **Answers will vary.**

Word	Synonym
breeze	wind
freezing	cold
glitter	sparkle

Antonyms

Directions: In the table below are words from the poems. Write a word to the right that means the opposite thing. **Answers will vary.**

Word	Antonym
lift	lower
grasp	release
timid	bold



Determining Meaning of Figurative Language

Directions: Read the passage. Then answer the questions that follow.

Spilled the Beans

I can't believe what I just heard today!
It was an accident I'm sure, but now
The secret is ringing in my ears.
Standing in my mind is an elephant,
A towering beast I cannot ignore,
So large it blocks my other thoughts from light
Like an eclipse, when the moon hides the sun.
This pachyderm, a scientific name
For an elephant, is the massive moon.
My eyes are glued on it and I cannot see the rest.

I went to school, like I did yesterday,
And the day before that, and before that.
As the sun shone brightly, the birds chirped melodies.
Mr. Davis smiled as we boarded the bus.
Ms. Green greeted us at the classroom door.
I put my things away, and sat in my desk.
Everything seemed normal, and then I heard
Ms. Green on her telephone talking low.
I heard my name, and I heard "special party."
My face turned bright red and my hands tingled.

My birthday is tomorrow. Could it be
My parents are trying to surprise me?
Do I act surprised-do I say I know?
Which really is the right route to follow?

My mom hasn't said anything tonight
Though she was cutting up apples and grapes
And strawberries and watermelon sweet.
Making a fruit salad for me to bring?
I've decided to button my lips tight
And see what happens in class tomorrow.

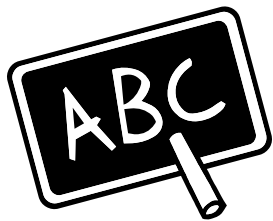
Aha, I'm right! The salad is for school!
The bowl is on the floor behind her seat,
Covered with foil; a wave of guilt washes
Over me. Is it wrong to pretend glee,
Surprise, shock, happiness, and a lil' smile?
As we drove to school in the car today,
I confessed to my mom the jig was up.
I poured the secret from my mouth
Like water from a backyard garden hose.
Mom did not laugh, but grinned wide and winked.
"Don't you remember that this month," she said,
"Is your month to bring in the birthday treats?"
Then I knew it. The golden sun rose twice.
There were going to be surprises for me
And there'd be fun for everyone today.
The boulders on my shoulders rolled off me
Because I knew that no one had spilled the beans.

1. The idiom **spilled the beans** means to ____
- A. talk too much.
 - B. give away a secret.
 - C. catch someone in a mess.
 - D. make a mess on the floor.

2. The structure of this poem is ____
- A. blank verse.
 - B. a limerick.
 - C. a haiku.
 - D. an *abab* rhyme.
3. The word **route** means the same as ____
- A. run.
 - B. swift.
 - C. trip.
 - D. path.
4. The boy refers to the secret he heard as an elephant because ____
- A. the secret is actually as big as an elephant.
 - B. the secret smells like an elephant.
 - C. the secret fills all his thoughts.
 - D. the secret has big ears and a trunk like an elephant.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Find and circle the simile in the last stanza. Then explain what it means.



Determining Meaning of Figurative Language

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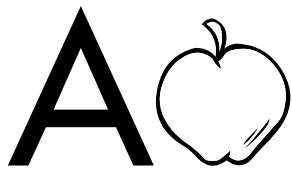
- A. talk too much.
- B. give away a secret.**
- C. catch someone in a mess.
- D. make a mess on the floor.

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- A. the secret is actually as big as an elephant.
 - B. the secret smells like an elephant.
 - C. **the secret fills all his thoughts.**
 - D. the secret has big ears and a trunk like an elephant.

Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. Find and circle the simile in the last stanza. Then explain what it means.

The boy said the secret poured out him “like water from a backyard
garden hose.” When he started telling his mom about what he
heard his teacher say, the words gushed out of him.



Recognizing Elements of Plot

Directions: Read the passage. Then complete the activity that follows.

A Viking's Adventure

As I was lying in bed, I flipped through the pages of my new book, *Vikings: Masters of the Sea*. My eyes felt heavy with the hope of sleep, but I had to read more. The stories of these ancient explorers gripped me. I tried to imagine sailing the oceans a thousand years ago. I pictured myself sitting on the deck of a long wooden boat, listening to the wind in the sails and the slap of the oars on the water. I could almost feel the waves, rocking my body back and forth, back and forth, back and forth...

Splash! A spray of icy saltwater soaked my pajamas. I slowly opened my tired eyes to find a huge bearded man standing over me. He wore a metal helmet and a fur vest. "Get up!" he hollered at me.

I jumped to my feet and looked out at the large waves of the sea. Dozens of men sat on benches, grunting as they pulled the heavy oars through the choppy water. Another group of men scrambled to take down the large square sails that hovered over the middle of the ship. Ocean waves crashed across the dragon head sculpture at the front tip of the boat, and water poured on to the wooden planks as the sky grew dark with thunder clouds.

"Get moving!" the bearded man yelled, pushing me forward.

The man nudged me toward a circle of three Vikings, who stood close together, arguing and pointing to the sky. "We will be lost!" one of them shouted.

"The storm is too strong. We cannot see the stars!" another loudly agreed.

The third man only scratched his dirty beard, trying to think of a way to find their direction. I immediately knew that we were lost at sea. The thick, black clouds covered the night sky, and the Vikings could not find their way. No one could see the North Star, or the bright lights of Venus and Jupiter, the map in the sky that would tell the explorers which way to go. Then the third Viking looked at me.

“What say you?” he grumbled fiercely. “If you have nothing to help, then get with the others!” His voice rose as he pointed to the struggling rowers.

My brain worked quickly to find a way out of this mess, or it would be the end for all of us. Then I remembered a trick my dad taught me on a camping trip. “Do you have a needle?” I asked the Viking.

The scared men began laughing loudly, but the third Viking only stared at me. “I also need a small leaf and a cup of water,” I said.

The Viking turned to his sea mates and nodded. “Get it!” he yelled at them.

Moments later, I held the items needed to make a compass. I rubbed the needle smoothly from end to end on the silk edges of my pajamas. I carefully placed the needle on the leaf, and put the leaf in the cup of water.

The Vikings peered into the cup, and they watched the leaf turn to the right and then left. Soon the leaf stopped moving, and the needle pointed in one direction. “This is north,” I explained, pointing to the tip of the needle.

I could have told them how Earth's iron core makes it act like a big magnet. I could have told them that I made the needle magnetic too, and that the needle was now lined up with our planet's North and South Poles. But seeing the needle point one way was all the Vikings needed.

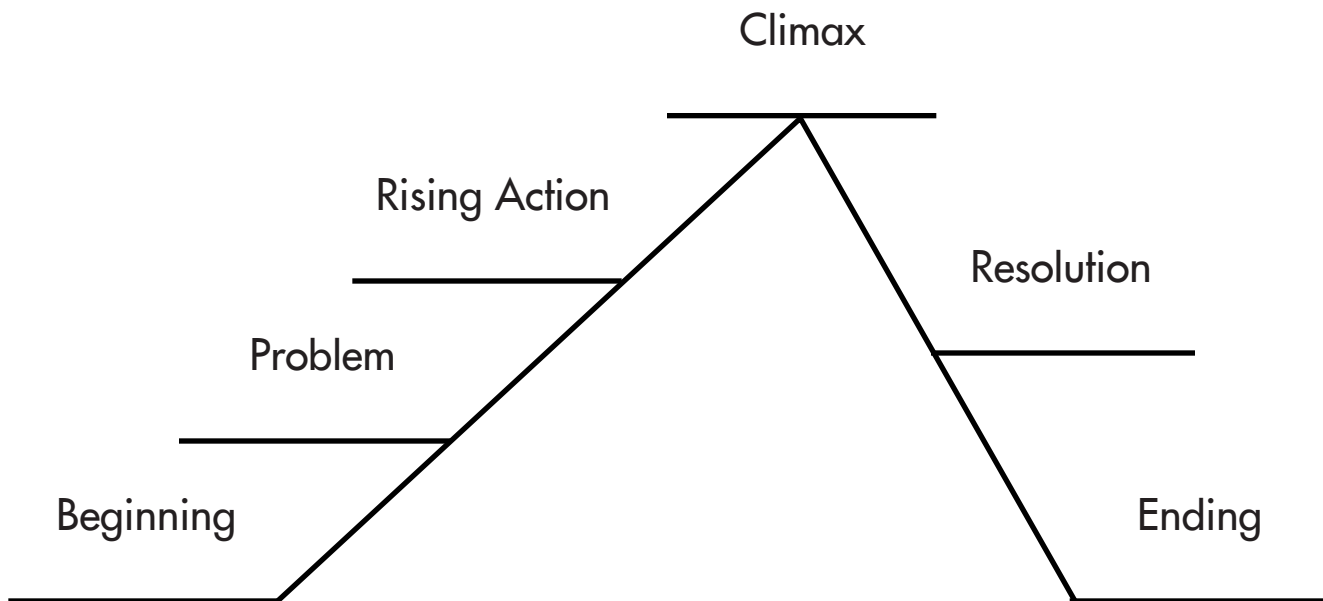
The Viking captain patted me heavily on the back while the others ran to spread the news. "We are saved," the captain said, smiling.

As I rolled over, the sharp edges of my book jabbed my side. My eyes fluttered open, and I expected to see the rolling ocean. Instead, the morning sun peeked through my bedroom window. So I wasn't a Viking after all. Or was I? I touched the cover of my book, wondering what new adventure tonight's dream would bring.

Directions: Each part of the story listed represents an element of the plot. Write the letter of each part under the correct label.

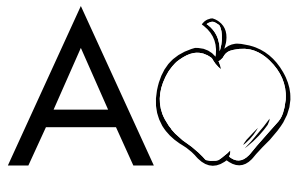
Parts of the Story

- A. The narrator awakens from his dream.
- B. The narrator uses his knowledge of Earth's iron core to build a compass for the Vikings.
- C. The narrator falls asleep. Then he finds himself on a Viking ship in the middle of a storm.
- D. The Vikings are lost at sea. They cannot find their way because they cannot see the stars.
- E. The narrator's compass trick helps the Viking's find their way in a storm.
- F. The narrator remembers a trick his dad taught him while on a camping trip.



Directions: Read the question. Then write your answer using complete sentences.

What was your favorite part of the story? Why?



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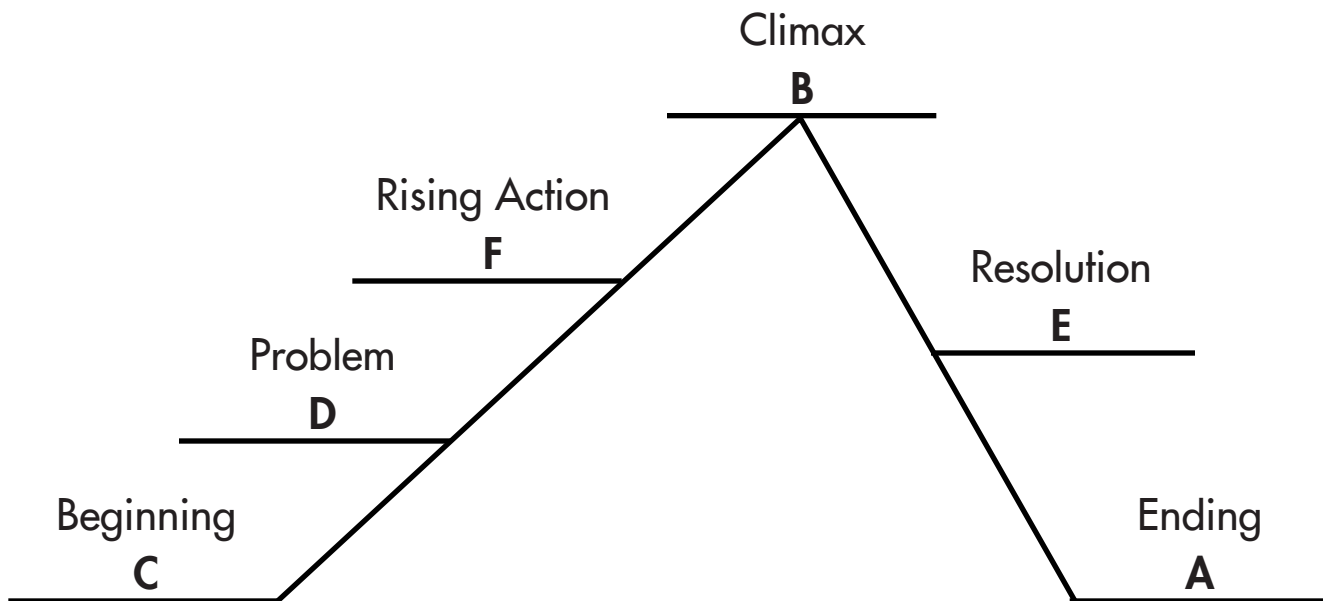
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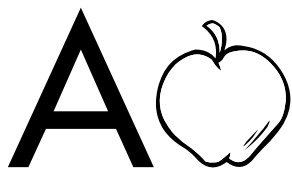
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Directions: Read the question. Then write your answer using complete sentences.

What was your favorite part of the story? Why?

Answers will vary.



Recognizing Elements of Plot: Setting

Directions: Read the passage and underline any clues about the setting. Then complete the activities that follow.

Lost in Africa

My younger brother and I huddled under a tree, trying to avoid the raindrops that pelted our bodies. We could barely see the grassy plains that surrounded us as the rain came down in sheets, making small rivers in the muddy ground. The cold, wet air stung our skin and we shivered in fear. Suddenly, we heard movement in the tall grass just beyond our tree.

“Did you hear that?” my brother asked me. We quietly listened for more, but heard nothing. “Oh, Kelly, what if it’s a lion?” My brother clung tighter to me.

“It’s not a lion,” I answered. I tried to sound relaxed, but I knew that Robert sensed the panic in my voice.

It was hard to believe that we began our adventure under the hot, afternoon sun. Our running feet stirred the dust into a cloud as we went looking for the wildebeests. Every year we loved to watch thousands of these large animals run across the grassy plains. We had lived in eastern Africa all our lives and never felt afraid before. Our parents worked to protect the many animals that lived here, and we made the open plains our playground. Of course, my brother and I knew that the rainy season started a month ago, but we had not seen any water in days. It never crossed our minds that we would get lost, and that the rain would come so quickly.

The sound of heavy footsteps interrupted my thoughts. “What’s that?” Robert asked.

I looked out from behind the tree, but could see little through the wall of rain. Then out of the corner of my eye, I spotted something plowing through the tall reeds in front of us. Two large grey ears came out of the thick grass followed by an enormous body. The elephant lifted his long nose into the air and trumpeted loudly.

“I don’t think he can see us,” I whispered to Robert. “Just stay still.”

The elephant sniffed the air before turning slowly and trudging back into the green grassland.

“What are we going to do?” Robert asked me.

“We’re going to stay here,” I replied. “It will be easier for someone to find us if we stay in one place. Besides, we can’t go far in this rain.”

“But what if it’s not an elephant next time? What if it’s a cheetah or a pack of hyenas?” Robert sounded terrified through his chattering teeth.

I stood up and reached behind the tree. I fumbled through the mud and grass before finding a large stick.

“Then we’ll use this,” I answered.

Robert smiled at me as rain drops slid down his face and into his mouth. We began to laugh nervously, knowing that a big stick looked like a twig to a wild animal. I crouched down next to Robert and hugged him tightly. Our backs stayed glued to the tree for the next two hours.

After our parents found us, Robert and I did not leave home for a week. Over time, we took walks on the African plains again, but we learned to be much more careful. We never wandered far, and we always told

people where we were going. Most of all we learned that the African plains, where we grew up, were not a playground for anyone. We were merely visitors in a thrilling and dangerous place.

Directions: Fill in information about the setting in the graphic organizer below.

Describe the setting.

How does the setting affect the characters and their behaviors?

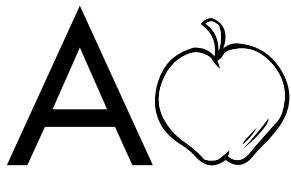
What is the setting?

How does the setting affect the mood of the story?

How does the setting affect the events?

Directions: Read the question. Then write your answer using complete sentences.

Could this story take place somewhere else? Why or why not?



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people where we were going. Most of all we learned that the African plains, where we grew up, were not a playground for anyone. We were merely visitors in a thrilling and dangerous place.

Directions: Fill in information about the setting in the graphic organizer below.

Describe the setting.

Rain is falling hard on grasslands in the plains of eastern Africa. The storm is so strong the rain appears to come down in sheets. Small rivers begin on the hard ground. Two children are hiding behind a tree.

How does the setting affect the characters and their behaviors?

The brother and sister are scared, cold, and wet. They know they should stay hidden and wait for help.

What is the setting?

It is a rainy afternoon on the plains of eastern Africa.

How does the setting affect the mood of the story?

It makes it exciting and scary.

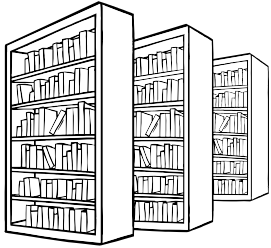
How does the setting affect the events?

The plains are large and vast. It is easy to get lost. The setting also allows Kelly and Robert to encounter the African animals.

Directions: Read the question. Then write your answer using complete sentences.

Could this story take place somewhere else? Why or why not?

Answers will vary.



Distinguishing between Figurative and Literal Language

Directions: Read the passage. As you read, underline figurative phrases. Then complete the activities that follow.

Camping With Bigfoot

My mom, my older brother and I were lying in our orange sleeping bags inside our tent. We spent a long day hiking, and could barely keep our eyes open. “Would you like to hear a story?” my mom asked us. Hearing make-believe stories at night were part of our camping tradition. “Once upon a time,” my mother began, “there lived a....”

All of a sudden, we heard a loud noise outside our tent. Crack! My brother and I popped out of our sleeping bags.

“What was that?” I asked my mom who was holding her finger to her mouth, telling us to be quiet so she could listen. My brother shook like a leaf, but I stayed quiet as a mouse. Smash! Roar! More loud noises came from outside, and then a horrible, thick scent filled the air.

“Maybe it’s Bigfoot,” I suggested. “Bigfoot lives in the woods, and I bet he smells really bad.” I plugged my nose to avoid the horrible odor.

But my brother began screaming at the top of his lungs.

“Now, now,” my mother said calmly, staying cool as a cucumber, “don’t go jumping to conclusions. Let’s take a peek outside and get to the bottom of this mystery.”

We crawled out of the tent with our flashlights and looked at our campsite, and we couldn’t believe what we saw. Everything was a mess. All the cans of food and clothes were scattered across the ground and one of my hiking boots was under a nearby bush. The stink in the air made it

almost impossible to breath. Each of us moved at a snail's pace, carefully looking for whatever it was that invaded our campsite.

I walked slowly to the edge of our site, leaving no stone unturned. I looked on the ground, in the bushes and behind the trees, until I found my first clues. "Hey, Mom," I hollered. "Look! All the branches on this tree are broken and there are scratch marks on the wood. Maybe I should climb this tree and see if there's anything else."

"Just hold your horses," my mom scolded, as she walked over to me and shined her light at the tree.

Looking at the shredded tree started to make me a little scared, and my imagination ran wild. Maybe Bigfoot wanted to carry one of us to his cave in the woods, or even worse, maybe that beast wanted to eat us!

Just then, my brother started yelling. "Mom!" he screamed. "Mom, help! It's going to get me!"

My mother quickly flashed her light at my brother as he hopped around as if he had ants in his pants. A small, black and white creature ran between his feet before disappearing into the woods. My bones rattled as I looked at my mother. "What was that?" I whispered.

My mother covered her nose and mouth with one hand and began to laugh. "I think I solved the mystery."

My mother walked over to my panic-stricken brother and hugged him tightly. "It's okay," she soothed, "it's just a little skunk."

"I don't think a skunk could destroy our stuff or tear apart a tree," I replied.

“Of course not,” my mom said, as she continued to hold her nose. “But a bear could. Don’t you see? We had two visitors tonight. A bear ripped through our camp looking for food when he surprised that skunk.” Her explanation was music to my ears.

“Then the skunk sprayed the bear,” my brother giggled, as he put together all of the pieces of the puzzle.

“And the bear ran back into the woods,” I finished. The three of us sighed in relief until my mom’s eyes grew wide with fear.

“Wait a second,” she said. “We have one more mystery to solve. How in the world are we going to get this stink out of our clothes?”

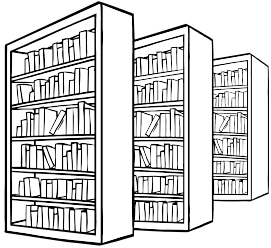
The three of us burst into laughter. Certainly, that was a much smaller problem than coming face-to-face with Bigfoot.

Directions: Write the figurative phrases and their literal meanings in the chart below. The first one has been done for you.

Figurative Phrase	Literal Meaning
popped out	left, got out

Directions: Read the question. Then write your answer using complete sentences.

What do you think is the climax of this story? Explain your answer.



Distinguishing between Figurative and Literal Language

Directions: Read the passage. As you read, underline figurative phrases. Then complete the activities that follow.

Camping With Bigfoot

My mom, my older brother and I were lying in our orange sleeping bags inside our tent. We spent a long day hiking, and could barely keep our eyes open. “Would you like to hear a story?” my mom asked us. Hearing make-believe stories at night were part of our camping tradition. “Once upon a time,” my mother began, “there lived a...”

All of a sudden, we heard a loud noise outside our tent. Crack! My brother and I popped out of our sleeping bags.

“What was that?” I asked my mom who was holding her finger to her mouth, telling us to be quiet so she could listen. My brother shook like a leaf, but I stayed quiet as a mouse. Smash! Roar! More loud noises came from outside, and then a horrible, thick scent filled the air.

“Maybe it’s Bigfoot,” I suggested. “Bigfoot lives in the woods, and I bet he smells really bad.” I plugged my nose to avoid the horrible odor.

But my brother began screaming at the top of his lungs.

“Now, now,” my mother said calmly, staying cool as a cucumber, “don’t go jumping to conclusions. Let’s take a peek outside and get to the bottom of this mystery.”

We crawled out of the tent with our flashlights and looked at our campsite, and we couldn’t believe what we saw. Everything was a mess. All the cans of food and clothes were scattered across the ground and one of my hiking boots was under a nearby bush. The stink in the air made it

almost impossible to breath. Each of us moved at a snail's pace, carefully looking for whatever it was that invaded our campsite.

I walked slowly to the edge of our site, leaving no stone unturned. I looked on the ground, in the bushes and behind the trees, until I found my first clues. "Hey, Mom," I hollered. "Look! All the branches on this tree are broken and there are scratch marks on the wood. Maybe I should climb this tree and see if there's anything else."

"Just hold your horses," my mom scolded, as she walked over to me and shined her light at the tree.

Looking at the shredded tree started to make me a little scared, and my imagination ran wild. Maybe Bigfoot wanted to carry one of us to his cave in the woods, or even worse, maybe that beast wanted to eat us!

Just then, my brother started yelling. "Mom!" he screamed. "Mom, help! It's going to get me!"

My mother quickly flashed her light at my brother as he hopped around as if he had ants in his pants. A small, black and white creature ran between his feet before disappearing into the woods. My bones rattled as I looked at my mother. "What was that?" I whispered.

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"I don't think a skunk could destroy our stuff or tear apart a tree," I replied.

“Of course not,” my mom said, as she continued to hold her nose. “But a bear could. Don’t you see? We had two visitors tonight. A bear ripped through our camp looking for food when he surprised that skunk.” Her explanation was music to my ears.

“Then the skunk sprayed the bear,” my brother giggled, as he put together all of the pieces of the puzzle.

“And the bear ran back into the woods,” I finished. The three of us sighed in relief until my mom’s eyes grew wide with fear.

“Wait a second,” she said. “We have one more mystery to solve. How in the world are we going to get this stink out of our clothes?”

The three of us burst into laughter. Certainly, that was a much smaller problem than coming face-to-face with Bigfoot.

Directions: Write the figurative phrases and their literal meanings in the chart below. The first one has been done for you.

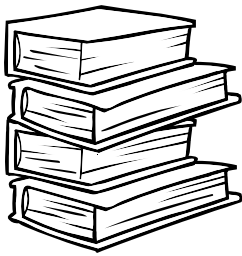
Figurative Phrase	Literal Meaning
popped out	left, got out
shook (shake) like a leaf	scared, trembled
quiet as a mouse	very quietly
top of his lungs	loudly
cool as a cucumber	calm
jump(ing) to conclusions	making a decision too quickly
get to the bottom of	to figure out
a snail's pace	slowly
leaving no stone unturned	being thorough, looking carefully
hold your horses	to slow down
my imagination ran wild	thinking of all the possibilities
ants in his pants	jumping, moving quickly
bones rattled	scared
music to my ears	relief
pieces of the puzzle	parts of a problem
eyes grew wide	opened, became bigger

Directions: Read the question. Then write your answer using complete sentences. **Answers will vary.**

What do you think is the climax of this story? Explain your answer.

The climax to this story is when the narrator finds the shredded tree and the brother calls for help. It is the part of the story where the problem still exists, the mystery has not been solved, and there is the most action.

Then the next part of the story focuses on the resolution, or the time when the problem is solved.



Recognizing Elements of Plot and Distinguishing Figurative and Literal Language

Directions: Read the story. Then read each question and circle the correct answer.

Time Travel

I trudged along the muddy road, refusing to speak to my uncle who walked beside me. I never thought in a million years that he could actually build a time machine that worked. To me, it just looked like another one of his wild inventions: an oversized wrist watch with wires coming out of the sides.

But when my uncle put on the watch, the wires glowed and zapped. He grabbed onto my arm as the room began to spin until-thud-we were thrown to the ground. When I opened my eyes, my uncle and I were sitting in the middle of a grassy meadow at the end of a long dirt road. Even worse, my uncle had no idea where we were.

Suddenly, a woman dressed in a long skirt, a white blouse, and a bonnet came running down the road toward us. “Sire, stop. Please, I beg of you to stop!” Tears streamed down the woman’s face as she clasped my uncle’s shirt with both her hands. “My baby needs help. He’s caught the fever and I fear that he may perish with the others.”

“Miss,” I began, “We don’t know...”

She cut me off. “Please hurry,” the woman said, as she held my uncle’s hand and pulled him forward.

We followed the woman to her village where a dozen mud and straw houses stood next to several small vegetable gardens. Dogs and goats lay in the dirt in front of the huts while a group of children played in the dirt.

The woman led us into a cottage where a baby slept in a little, wooden crate. My uncle felt the baby's sweaty head and turned to me. "He is sick, but," he said confidently, "we can take care of this."

My uncle reached inside his backpack and pulled out a white bottle with words written in bold, red print. "Baby Fever-Be-Gone," my uncle explained, "works every time."

He shook a pill from the bottle into his hand and used two fingers to crush the pill into a white powder. Then he put the medicine in the baby's mouth while the woman stood in the corner of the hut, wringing her hands.

"This will help," my uncle informed her.

She gave me a worried smile, and stroked her son's head. "My name is Sara, and this is Jacob," she whispered. "I don't know how to stop this sickness," she said, and she began to cry again. "Almost all in the village have been cursed by it and I hear even the king has been confined to his chambers."

"The king?" I asked. "What king? What year is this?"

"Why, it's 1532, of course," Sara answered in astonishment.

My uncle shot a proud look at me and grinned from ear to ear. Then he jumped to his feet and began dancing around the tiny cottage. "I did it! I did it! It actually worked!" he sang.

Sara looked closely at me for the first time, and noticed my jeans and my T-shirt. Then she looked at my uncle. "I thought you were the doctor from London. What land do you come from?"

"Never mind," he answered, "but I think we can help all of you."

Over the next few hours, my uncle and I taught all of the men and women in the village about germs and how they are spread. I gave them soap and told them to wash their hands before eating. I told them to boil their drinking water for ten minutes to get rid of the bacteria. At first they did not believe us because they could not see the germs or bacteria with their own eyes. But after the baby's fever broke, the villagers did what we asked.

“Thank you,” Sara said gratefully, as she took my face in her hands and placed one small kiss on each of my cheeks.

My uncle lightly touched the watch on his wrist. “I think it's time we headed home,” he smiled softly.

This time, I smiled back, tickled pink that we helped Jacob, Sara and their neighbors from such a simple illness. Maybe time travel was not such a bad idea after all.

1. What is the main problem of this story?
 - A. The villagers are sick and do not know how to get better.
 - B. The narrator does not know how to get home.
 - C. Sara is worried about her baby.
 - D. Time travel worked for the first time.

2. What is the climax of this story?
 - A. when the narrator meets the baby and realizes that they can help
 - B. when Sara drags the narrator to her village
 - C. when the uncle jumps for joy
 - D. when the narrator travels through time

3. Which answer best describes the setting of the story?

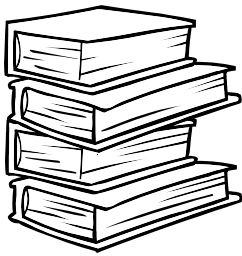
- A. inside the time machine
- B. in the meadow
- C. in the old village in 1532
- D. in Sara's hut

4. What does the phrase **tickled pink** mean?

- A. angry
- B. happy
- C. silly
- D. embarrassed

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. If you could travel in time, where would you go? Why would you go there?



Recognizing Elements of Plot and Distinguishing Figurative and Literal Language

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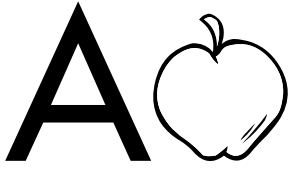
4. What does the phrase **tickled pink** mean?

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- C. silly
- D. embarrassed

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. If you could travel in time, where would you go? Why would you go there?

Answers will vary.



Describing Character's Feelings

Directions: Read the journal entries. Then complete the activities that follow.

Dear Diary,

Today did not start well because I did not want to go to school. I hid under the blanket and hoped Mum would forget about me, but she didn't. She stormed into my room and said, "It is your first day of school in America. You should be dressed and ready to go."

I said, "I don't want to go to school. The other kids will laugh at my accent and they may be smarter than me. I saw some girls yesterday and their clothes are different. I need new clothes, Mum, and maybe a new brain."

My mum smiled and hugged me, and then gave me a gentle shove toward the closet. "You are very special in your own way, and you can make people laugh," she said. "The other children will discover what a good friend you can be, and your clothes are fine."

So I went to school, and it was as bad as I thought it would be. I did not make any friends today because most of the students ignored me. Some girls pointed and laughed at me when I took my shoes off to protect the carpet. In New Zealand, we leave our shoes outside and walk around in our stocking feet. I left them in the hall, but the teacher brought them inside. Everyone turned and stared at me, and I blushed. At lunch, I ate by myself and listened to the kids talking all around me.

I miss my friends back home in New Zealand.

Diana

Dear Diary,

It has been three days since I started school. Today the teacher talked to me at lunch about how I was doing. I told her the work is familiar because the subjects we are studying are the same as those in New Zealand. Then she asked if I had made any friends. Trying not to cry, I replied, “I feel like I am invisible. None of the other kids even notice me, even when I try to start a conversation.”

Ms. Henry thought a moment and said, “I’ve an idea for how we can change this.”

Nothing unusual happened the rest of the day. But before we left, Ms. Henry told us that we would start a special project tomorrow. I can’t wait to hear what we are going to do.

Diana

Dear Diary,

I can’t believe it has been a whole two weeks since I started school in America. I don’t have time to write because I’m going to Lynn’s house to play. We are celebrating the A+ we received on our project.

For our special project, Ms. Henry divided us into groups and had us choose a country to study. Then we had to write a report and create a poster, and present both of them to the class.

My group chose New Zealand, and the kids in my group were glad I

was with them. They liked listening to my stories of New Zealand. I told them that New Zealand has more sheep than people, so we dressed up like sheep to give our report. We are having hamburgers tomorrow night and I'm going to introduce my friends to the kiwi burger, a hamburger with a fried egg on top!

Diana

1. Circle the words below that describe how Diana felt in the story.

homesick

sad

angry

proud

worried

happy

lonely

excited

mean

embarrassed

bored

guilty

interested

terrified

discouraged

Directions: Fill in the first blank of each sentence with a word from the list above. Then complete each sentence with an event from Diana's diary. The first one has been done for you.

2. Diana felt _____ when _____

3. Diana felt _____ when _____

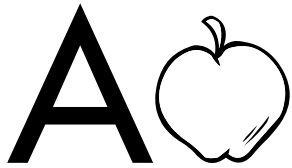
4. Diana felt _____ when _____

5. Diana felt _____ when _____

Directions: Read the questions. Then write your answers in complete sentences on the lines below.

6. Give an example from the story of where Diana is funny.

7. How was Ms. Henry's plan successful?



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was with them. They liked listening to my stories of New Zealand. I told them that New Zealand has more sheep than people, so we dressed up like sheep to give our report. We are having hamburgers tomorrow night and I'm going to introduce my friends to the kiwi burger, a hamburger with a fried egg on top!

Diana

1. Circle the words below that describe how Diana felt in the story.

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> homesick | <input checked="" type="checkbox"/> sad | <input type="checkbox"/> angry | <input checked="" type="checkbox"/> proud | <input checked="" type="checkbox"/> worried |
| <input checked="" type="checkbox"/> happy | <input checked="" type="checkbox"/> lonely | <input checked="" type="checkbox"/> excited | <input type="checkbox"/> mean | <input checked="" type="checkbox"/> embarrassed |
| <input type="checkbox"/> bored | <input type="checkbox"/> guilty | <input type="checkbox"/> interested | <input type="checkbox"/> terrified | <input checked="" type="checkbox"/> discouraged |

Directions: Fill in the first blank of each sentence with a word from the list above. Then complete each sentence with an event from Diana's diary. The first one has been done for you. **Answers will vary.**

2. Diana felt embarrassed when the teacher gave back her shoes.

3. Diana felt lonely when she ate lunch by herself.

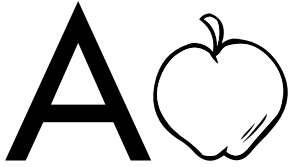
4. Diana felt proud when she earned an A+ on her
project.

5. Diana felt excited when she was going to have new
friends over for kiwi burgers.

Directions: Read the questions. Then write your answers in complete sentences on the lines below.

6. Give an example from the story of where Diana is funny.
She says she needs a new brain. She has them dress up in sheep
costumes.

7. How was Ms. Henry's plan successful?
Diana could share all she knew about New Zealand with her classmates.
This helped the other children get to know Diana.



Describing Character's Feelings

Directions: Read the journal entries. Then complete the activities that follow.

These journal entries are from children from three different countries. Learn how their celebrations are alike and different.

Dear Diary,

Today is the first day of the New Year. Last night my family and I rode the train from my aunt's house in New Jersey to New York City. We spent New Year's Eve in Times Square with thousands of people.

There is a special tradition in Times Square. On top of a building is a pole with a giant ball at the top. Ten seconds before midnight, the ball begins moving down the pole. When it reaches the bottom it is officially the New Year, and everybody jumps up and down and yells, "Happy New Year!"

Last night was so crowded I could hardly move, but no one seemed to mind. While we were waiting, my mom turned to me and said, "Can you believe that we are not even cold? I thought it would be freezing, but our layers of clothes are keeping us warm."

Afterwards we rode the train back to my aunt's house, and I could barely stay awake. We slept late the next morning, and had a big meal called a brunch. Brunch combines breakfast and lunch. My dad said, "New Year's Day is a great day for visiting with family, eating lots of good food, and watching football." He watched three games in a row while the rest of us played games.

To sum it up, New Year's Day was a lot of fun. But now I am ready for a nap.

Sarah

Dear Diary,

Today I dressed in my best clothes that are only worn on lunar New Year. New Year's is a holiday that kids especially enjoy. Our family wished each other good luck for the year. My grandfather said, "Jin Ki, may you have the grades you deserve in school." I hope that means straight As.

Because it was a special day, my parents and grandparents gave presents to my brother and me. We even had rice-cake soup for breakfast. My mother let me pour tea from her best tea pot. As we ate, my grandmother told us about the New Year's celebrations she had as a girl. She said, "The New Year is called *Sol*, and it is a celebration of family and good friends. It is a time for showing how much we care about our family and community." After our meal we went out in the road and banged drums.

Before I go to bed I am going to eat some of the candy and fruit I received. It's been a good day.

Good night,

Jin Ki

Dear Diary,

New Year's Day is a wonderful holiday! It is also called St. Basil's Day. St. Basil was a great man who lived long ago and helped the poor. There is a story about him leaving presents for children in their shoes. I received gifts today in my shoes.

Mother fixed us the St. Basil's cake and it was delicious. I was disappointed when my little brother found the gold coin in his piece of

cake. Now he will have good luck this year. But I think he may be in trouble because I saw him sneak the piece of cake meant for the cattle. We don't have any cows, but setting out a piece of cake for St. Basil, the house, and the cattle is part of a long tradition.

Later we sang carols and ate some more food. My older sister ate salty crackers. I asked her why, and she said, "If a girl eats something salty before bed, she will dream of her future husband."

Pleasant dreams,

Stefan

1. Under each heading, list at least four facts about the country's celebration.

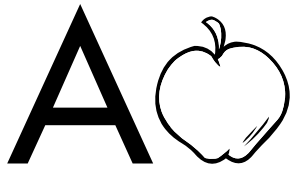
United States (Sarah)	Korea (Jin Ki)	Greece (Stefan)

Directions: Circle the correct homonym to complete each sentence.

2. It will take a small some / sum of money to buy flowers for her.
3. Will you poor / pour some of that syrup on my pancakes?
4. I think we road / rode our bicycles almost ten miles today.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. How does each child feel about their New Year's celebration?



Describing Character's Feelings

Directions: Read the journal entries. Then complete the activities that follow.

These journal entries are from children from three different countries. Learn how their celebrations are alike and different.

Dear Diary,

Today is the first day of the New Year. Last night my family and I rode the train from my aunt's house in New Jersey to New York City. We spent New Year's Eve in Times Square with thousands of people.

There is a special tradition in Times Square. On top of a building is a pole with a giant ball at the top. Ten seconds before midnight, the ball begins moving down the pole. When it reaches the bottom it is officially the New Year, and everybody jumps up and down and yells, "Happy New Year!"

Last night was so crowded I could hardly move, but no one seemed to mind. While we were waiting, my mom turned to me and said, "Can you believe that we are not even cold? I thought it would be freezing, but our layers of clothes are keeping us warm."

Afterwards we rode the train back to my aunt's house, and I could barely stay awake. We slept late the next morning, and had a big meal called a brunch. Brunch combines breakfast and lunch. My dad said, "New Year's Day is a great day for visiting with family, eating lots of good food, and watching football." He watched three games in a row while the rest of us played games.

To sum it up, New Year's Day was a lot of fun. But now I am ready for a nap.

Sarah

Dear Diary,

Today I dressed in my best clothes that are only worn on lunar New Year. New Year's is a holiday that kids especially enjoy. Our family wished each other good luck for the year. My grandfather said, "Jin Ki, may you have the grades you deserve in school." I hope that means straight As.

Because it was a special day, my parents and grandparents gave presents to my brother and me. We even had rice-cake soup for breakfast. My mother let me pour tea from her best tea pot. As we ate, my grandmother told us about the New Year's celebrations she had as a girl. She said, "The New Year is called *Sol*, and it is a celebration of family and good friends. It is a time for showing how much we care about our family and community." After our meal we went out in the road and banged drums.

Before I go to bed I am going to eat some of the candy and fruit I received. It's been a good day.

Good night,

Jin Ki

Dear Diary,

New Year's Day is a wonderful holiday! It is also called St. Basil's Day. St. Basil was a great man who lived long ago and helped the poor. There is a story about him leaving presents for children in their shoes. I received gifts today in my shoes.

Mother fixed us the St. Basil's cake and it was delicious. I was disappointed when my little brother found the gold coin in his piece of

cake. Now he will have good luck this year. But I think he may be in trouble because I saw him sneak the piece of cake meant for the cattle. We don't have any cows, but setting out a piece of cake for St. Basil, the house, and the cattle is part of a long tradition.

Later we sang carols and ate some more food. My older sister ate salty crackers. I asked her why, and she said, "If a girl eats something salty before bed, she will dream of her future husband."

Pleasant dreams,

Stefan

1. Under each heading, list at least four facts about the country's celebration.

United States (Sarah)	Korea (Jin Ki)	Greece (Stefan)
<p>On New Year's Eve, people celebrate at Times Square. In Times Square, the ball on top of the building drops. People yell, "Happy New Year!" People watch football. People visit family. People eat good food.</p>	<p>Children dress in special clothes. People wish each other good luck. Children receive presents. People eat good food. New Year is called Sol. New Year's Day is a celebration of family and friends. People bang drums.</p>	<p>New Year's Day is called St. Basil's Day. Children receive presents left in their shoes. They eat St. Basil's cake. The cake has a coin baked inside. Pieces of cake are set out for St. Basil, the house, and the cattle. Girls eating salty food to dream of their future husband.</p>

Directions: Circle the correct homonym to complete each sentence.

2. It will take a small some / **(sum)** of money to buy flowers for her.
3. Will you pour / **(pour)** some of that syrup on my pancakes?
4. I think we road / **(rode)** our bicycles almost ten miles today.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. How does each child feel about their New Year's celebration?

Sarah enjoys the New Year. She says it was a lot of fun. Jin Ki likes the Korean New Year. He said it was a good day. Stefan thinks New Year's Day is a wonderful holiday.



Reading Fluently

Directions: Read the passages aloud.

The Greatest Reward

Written by Wendi Silvano

The fire chief's voice is gruff, but Kyla has worked for him long enough to be used to it. She smiles as he begins his lengthy speech. He loves to talk about anything in general, but especially about his crew.

She can hardly believe she is here, waiting to receive her first medal for working above and beyond the call of duty. It is such an honor, but the attention seems so unnecessary.

She lets her mind wander back to that dark, stormy night. The wind howled through the trees and played tag with the autumn leaves. It was the kind of night that made firefighters nervous.

Kyla remembers being awakened by the bell. She jumped into her gear and slid down the pole like a fish down a waterfall. In less than a minute, Engine 901 was roaring down Center Street toward the raging fire.

The building blazed like an enormous campfire. Screaming people rushed out doors and climbed out windows with only their nightclothes on and bare feet. The firefighters immediately began spraying the flames with a high-powered stream of water.

Kyla strapped on her gear, and then she headed in with her partners, Joe and Miguel. They had the job of searching the building for trapped or injured people and pets. The smoke was thick and black, which made it almost impossible to see anything.

They searched upstairs and down but found nothing. The three of them retreated from the blazing building, stripped off their masks, and shed their coats.

“Did everyone get out?” cried the captain.

“I believe so,” said Joe.

Then Kyla heard the old woman shriek, “My puppy is still in there! Help! Please! He’s all I have!”

At that very instant, the fire broke through the roof. Everyone ran back and out of the way. Everyone, that is, except Kyla. She grabbed her gear and headed back in. Kyla heard cries from the second floor and followed them upstairs.

Through the blackness and smoke, Kyla moved in the general direction of the sounds. She had to crawl along the hallway until she reached the frightened animal.

Immediately she wrapped the dog inside her jacket and began to retreat as pieces of the building fell around her. Finally she crawled out of the flaming building, safe and sound. Just then the windows exploded, and a tremendous ball of fire came roaring out.

As the chief finishes his speech, Kyla walks up to accept her medal. This is an honor, but her greatest reward was seeing the smile on the old woman’s face when she placed the trembling puppy into her arms.

Moving to France

Written by Selina Schuh Dopp

Sarah was feeling a little anxious on her way to school today. She was on her way to a new school. She had just moved to France because her mother had accepted a new job there. She had been excited to move but now that everything appeared so different from home and everyone spoke a language she did not understand, all Sarah wanted to do was to turn around and go back home.

When Sarah and her mother arrived at the school, she hesitated a minute before she gathered her courage and opened the large, wooden door. Laughter filled the hallway. Children were running and chatting, and then Sarah noticed that they were wearing slippers!

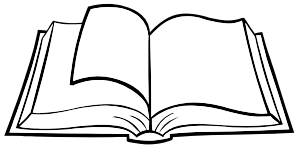
All along the hallway, she saw bags hanging from hooks. Sarah saw how some children were pulling pairs of slippers out of the bags and were changing out of their wet street shoes into dry slippers. What a great idea! Sarah thought of her cozy slippers at home and was hoping she would be allowed to bring them along tomorrow.

In class, she got to sit next to a girl named Emilie. Sarah had a knot in her stomach because she did not know what to expect. She could not really understand what the teacher was saying, but then the instructor came to her desk and said in English, "Welcome, Sarah." All the students said "Welcome!" as well. They had just learned the word in an English lesson last week. Sarah began to relax a bit.

At lunchtime, only a few students stayed at school. Lunchtime in France lasts much longer than in the United States. The teacher explained that it is the custom for most children to go home because this is when many families eat their main meal. Some children like Sarah, however, stayed at school for lunch.

Sarah went to the cafeteria with Emilie where they ordered soup and cheese sandwiches. The lady at the register indicated with her hands that the meal cost three euros. Sarah was still unfamiliar with French money, and Emilie assisted her with sorting through the coins.

Emilie sat down with Sarah and pulled out a sandwich cookie that had jelly in the middle. She broke it in half and gave one half to Sarah. Sarah remembered to say merci, which means “thank you” in French. Sarah felt much more cheerful now. Adapting to life in France might not be so difficult after all.



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Describing Characters' Feelings and Comparing Themes

Directions: Read the journal entries. Then read each question and circle the correct answer.

A diary or journal is a book with blank pages for writing. George has started writing a journal about things that are happening in his life. He pretends he is writing to Rusty, a dog he once loved. Here are three entries in George's journal.

Dear Rusty,

My best friend is moving to another world! Well, not really, but he might as well be. Douglas is moving to Italy, and that is very far away from Phoenix, Arizona. Douglas is already talking about his new home, even though he hasn't been there. He says that there are mountains, big cities, and beaches close by. He also told me that there is a city that has canals with boats instead of roads with cars. I can't really remember all that he told me because I wasn't listening closely. I was upset, and I was trying not to show my feelings.

I didn't eat much dinner tonight because I couldn't stop thinking about Doug's family leaving next week. We have been close friends since kindergarten. Together we lost teeth, learned to read, played baseball, and had our first sleepover. Sometimes we are together so much my mom says, "Hey Doug, why don't you just move in with us?"

It's really going to be different around here without Douglas. Baseball season is coming, and no one can catch my fastball like Doug.

George

Dear Rusty,

The sooner Doug leaves the better because all he does anymore is talk about his new home in Italy. He says that they are getting a boat there, and they will eat pizza every day. He says he will have lots of friends because Italians like to play baseball too. He is even learning Italian. He didn't even notice how much his bragging was bothering me. So I told him to go home because all his talk about Italy was boring. He looked at me funny and then left. Then I went to my room, stared at the walls, and tried to calm down a little.

I don't care if I ever see him again.

George

Dear Rusty,

Can you believe that I am going to Italy next summer to visit Doug? Until then we are going to e-mail each other as much as we can. That will be really fun to have an e-mail pen pal to write to all the time. Doug's mom and dad came over and asked my parents if I could go there next summer. They're thinking about it, but I am sure they will say yes because my mom might even go with me!

Now I need to learn as much as I can about Italy, so I am reading books. Doug said people in Italy eat many of the same foods as we do, but in different ways. Of course their favorite meals include pasta, which I love too.

I also found out that Doug's family is only going to be in Italy for two

years. Then they're moving back to Arizona. I can't write anymore because I have to help Doug pack his clothes and stuff. He also needs my help with carrying his boxes.

George

1. In which order do George's feelings appear in the story?
 - A. excited, angry, sad, worried
 - B. sad, angry, excited, happy
 - C. happy, excited, worried, angry
 - D. angry, happy, excited, sad
2. How do you know George was angry at Douglas?
 - A. He told Doug to go home.
 - B. He didn't eat very much dinner.
 - C. He remembered the good times.
 - D. He tries to hide his feelings.
3. Which of the following uses the word **they're** correctly?
 - A. Put the books over they're on the table.
 - B. I heard they're coming home tomorrow.
 - C. We will be waiting for they're arrival.
 - D. They're house will be rented when they move.
4. Which of the following uses the word **pedal** correctly?
 - A. A ladybug landed on the rose pedal.
 - B. The girls will pedal their crafts at the market.
 - C. Dean will try to pedal his bike up the hill.
 - D. Two dew drops slid down the soft yellow pedal.

Directions: Read the question. Then fill in the blanks to complete the sentence below.

5. How did George feel in the last journal entry? Give two examples from his diary.

I know George was _____ at the end because

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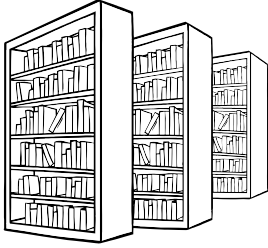
Directions: Read the question. Then fill in the blanks to complete the sentence below.

5. How did George feel in the last journal entry? Give two examples from his diary.

I know George was _____ **happy** _____ at the end because

Doug invited George to visit him in Italy _____ and

Doug and his family will be in Italy for only two years. _____



Assessment for Grade 4, Benchmark 1: Paraphrasing Information from Text

Directions: Read the passage. Then answer the questions that follow.

The Niagara Falls

- 1 Niagara Falls is a large waterfall. It is about 160 feet high. It is on the border of Canada and the United States. On one side of the falls is the town of Niagara Falls, New York. On the other side is Niagara Falls, Ontario.
- 2 Most people believe Niagara Falls formed at the end of the last Ice Age. For many years, much of the land was covered by giant sheets of ice. The ice sheets are called glaciers. The glaciers moved slowly across the land. As they moved, the glaciers dug huge holes in the earth.
- 3 When the giant glaciers moved away some of the ice melted. The melting ice filled the holes and formed most of the Great Lakes. Water from the lakes poured into many small rivers. Where the small rivers came together a large and powerful river was formed. It is called the Niagara River. For thousands of years, the Niagara River pushed and carved the land, forming the falls.
- 4 In the beginning, the river flowed straight over the falls. As time passed, an island formed at the edge of the falls. The island broke the river into two parts. One part of the Niagara River flows into the United States. The other part flows over the Canadian Falls.
- 5 Many people have tried daring stunts at Niagara Falls. In 1859, a man called the Great Blondin stretched a three-inch thick rope across the falls. Then he walked all the way across the rope. Blondin received so much attention that he did it a few more times. Once he even carried another man on his back.

6 In 1901, a 63-year-old teacher named Annie Taylor decided to do a stunt at the falls. She wanted to try something really dangerous. She crawled into a wooden barrel and floated down the river and over the falls. Taylor was the first person to try this daring stunt. Since she lived to tell about it, many others have tried to do the same thing.

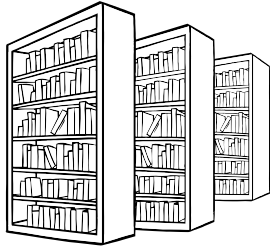
7 Millions of people visit the Niagara Falls every year, but they do not go in barrels or on ropes. There are bridges over the river and boat rides by the falls. Every day of the year people can safely enjoy the beauty of Niagara Falls.

1. What is the passage about?
 - A. the Ice Age
 - B. a waterfall
 - C. daring stunts

2. Which answer shows the best way to reword the information about Annie Taylor?
 - A. Annie Taylor tried a dangerous stunt.
 - B. Annie Taylor was a school teacher.
 - C. Annie Taylor was 63 years old in 1901.

3. What is the most important point in paragraph 3?
 - A. The glaciers changed the face of the land.
 - B. An island formed at the edge of the falls.
 - C. The Great Lakes helped make Niagara Falls.

4. Reread the first two paragraphs of the passage. Rewrite the paragraphs in your own words.



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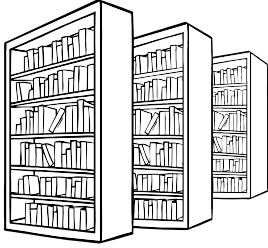
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4. Reread the first two paragraphs of the passage. Rewrite the paragraphs in your own words.

Possible response: Niagara Falls sits on the border between

Canada and the United States. Long ago, glaciers covered the

land. The glaciers made huge holes.



Assessment for Grade 4, Benchmark 2: Identifying the Correct Sequence of Events

Directions: Read the passage. Then answer the questions that follow.

Sand Paintings

The Navajo people of the Southwest are well known for sandpainting. This is a special form of art where pictures are made using colored sand. Each sandpainting is made for an important reason. The sandpaintings are often made by the medicine man of the tribe. Many sandpaintings are made to heal sick people. Sometimes sandpaintings are pictures made to go along with a story.

The sandpainter's work begins with making colored sands. These are made from rocks that are crushed into fine powders. Rocks in the Southwest are red and brown, so most sandpaintings use these colors. Not all of the colors used in the paintings are made from rocks. Yellow corn, red salt, and bits of flowers are also used to make the colors.

Most sandpaintings are made the same way. The sandpainter begins by covering the ground with an even layer of plain sand. Now he is ready to start the sandpainting. While making the painting, the sandpainter invites the healing spirits into his picture. The sandpainter holds one color of sand and lets it flow slowly through his fingers onto the painting. The details of the picture become smaller and smaller at the center of the piece. The top of the completed sandpainting faces east.

Sandpaintings are most often made at night, and the sandpainter completes the painting before the next sunrise. The sick person sits or lies near the finished picture. Then the sandpainter begins to take apart the painting in the opposite order it was made. The sand is gathered into a pile, and then it is returned to the land.

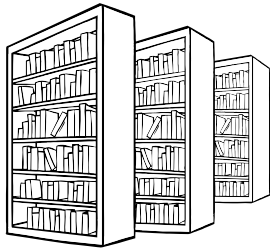
Sandpainters do not draw pictures or write about their sandpaintings. They fear that this would take away its healing power. They remember how each sandpainting looks so they can create it another time.

1. Which of the following does the sandpainter do last?
 - A. He writes about the painting.
 - B. He takes apart the painting.
 - C. He crushes rocks for the painting.

2. What happens right before the sandpainting is removed?
 - A. The plain sand is spread on the ground.
 - B. The sick person sits next to the painting.
 - C. Flowers are used to make the colors.

3. What does the sandpainter need to do before starting a painting?
 - A. collect objects of different colors from nature
 - B. tell a story about how the person became ill
 - C. gather the sand into a pile facing the east

4. Write the steps of how to make one of your favorite foods. Be sure to number each step.



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The Navajo people of the Southwest are well known for sandpainting. This is a special form of art where pictures are made using colored sand. Each sandpainting is made for an important reason. The sandpaintings are often made by the medicine man of the tribe. Many sandpaintings are made to heal sick people. Sometimes sandpaintings are pictures made to go along with a story.

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Most sandpaintings are made the same way. The sandpainter begins by covering the ground with an even layer of plain sand. Now he is ready to start the sandpainting. While making the painting, the sandpainter invites the healing spirits into his picture. The sandpainter holds one color of sand and lets it flow slowly through his fingers onto the painting. The details of the picture become smaller and smaller at the center of the piece. The top of the completed sandpainting faces east.

Sandpaintings are most often made at night, and the sandpainter completes the painting before the next sunrise. The sick person sits or lies near the finished picture. Then the sandpainter begins to take apart the painting in the opposite order it was made. The sand is gathered into a pile, and then it is returned to the land.

Sandpainters do not draw pictures or write about their sandpaintings. They fear that this would take away its healing power. They remember how each sandpainting looks so they can create it another time.

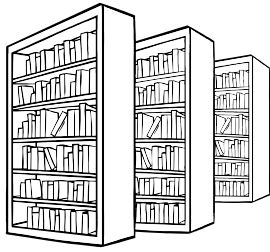
1. Which of the following does the sandpainter do last?
 - A. He writes about the painting.
 - B. He takes apart the painting.**
 - C. He crushes rocks for the painting.
2. What happens right before the sandpainting is removed?
 - A. The plain sand is spread on the ground.
 - B. The sick person sits next to the painting.**
 - C. Flowers are used to make the colors.
3. What does the sandpainter need to do before starting a painting?
 - A. collect objects of different colors from nature**
 - B. tell a story about how the person became ill
 - C. gather the sand into a pile facing the east
4. Write the steps of how to make one of your favorite foods. Be sure to number each step.

Possible response: 1. Place two pieces of bread on a flat surface.

2. Spread peanut butter on one slice of bread. 3. Spread jelly on

the other slice of bread. 4. Place the slices of bread together. Make

sure the sides with the peanut butter and jelly are in the middle.



Assessment for Grade 4, Benchmark 3: Answering Inferential and Evaluative Questions

Directions: Read the passage. Then answer the questions that follow.

Grand Problems

One of the great natural wonders of the world is the Grand Canyon. It is located in the northern part of Arizona. In 1919, it became a national park, and people have traveled from all over the world to see it. However, this beautiful park is in danger. The people who visit the park today see something much different than those who visited long ago. Park rangers know that there are many reasons for the changes. Now they are trying to find answers for some of the park's problems.

The number of visitors to the park grows every year because many people want to see the pretty cliffs and bright sunsets of the canyon. As the number of visitors increases, the number of cars in the park also grows. The parking lots are full. One answer is to have a train or a bus to bring guests to the canyon. The visitors can park farther from the canyon, and they can enjoy their visit without worry. They can look at the beauty of the canyon rather than look for a parking space.

The quality of the air is another problem. Lowering the number of cars in the park may help, but that may not be enough. The cities in the surrounding areas are growing larger. Although they are far away from the park, the polluted air from the cities still blows over the canyon. Sometimes guests cannot see the bottom of the canyon because of the dirty air. Reducing air pollution in the cities may help, but that will be a slow change.

The Colorado River flows through the bottom of the Grand Canyon. In the spring, the river flows faster and higher because of the melting snow

from the mountains. Dirt washes into the river, and the dirt from the muddy water settles to the bottom and is left in a new place. For ages, the river flowed freely through the canyon. The river brought in new soil that helped build up sand bars in the canyon. The fast water also washed away dead weeds and trees. This kept the canyon clean and made it a good home for many animals.

Now, a dam controls the speed of the river. The dam sits fifteen miles from the canyon. It was built to produce electricity. The water that goes through the dam is clean. But the dam does affect the speed of the river and temperature of the water. Some people are concerned that the dam does not allow the river to flow naturally. And scientists report that the fish in the river have a hard time surviving in the colder water.

Most people agree that the Grand Canyon is beautiful. However, people do not agree about how to care for it.

1. Why has the number of cars in the park increased?
 - A. The number of people who come to the park grows.
 - B. The cities around the canyon are growing larger.
 - C. The dam is fifteen miles from the canyon.

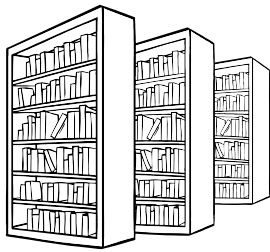
2. Why can't some visitors see the bottom of the canyon?
 - A. The water is too muddy.
 - B. The view is too pretty.
 - C. The air is too dirty.

3. What is one problem that would result if the dam was removed?
 - A. The people who built the dam would not be paid.
 - B. The electricity made by the dam would be lost.
 - C. Clean water would flood the canyon once again.

4. Read the sentences below.

Most people agree that the Grand Canyon is beautiful. However, people do not agree about how to care for it.

Why do you think people cannot agree about how to care for the park? Write your answer using complete sentences. Use information from the passage to support your answer.



Assessment for Grade 4, Benchmark 3: Answering Inferential and Evaluative Questions

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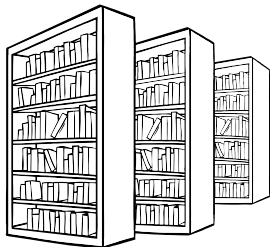
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Most people agree that the Grand Canyon is beautiful. However, people do not agree about how to care for it.

Why do you think people cannot agree about how to care for the park? Write your answer using complete sentences. Use information from the passage to support your answer.

Possible response: No answer is easy. Each answer means someone has to give up something. People would have to ride a bus instead of riding in their own cars. Getting rid of the dam would mean giving up the electricity that it provides.



Assessment for Grade 4, Benchmark 4: Distinguishing between Figurative and Literal Language

Directions: Read the passage. Then answer the questions that follow.

Chandra's Confusing Homework

Chandra was feeling much better, but she could hardly believe she missed a week of school. She still did not have much energy, but she was starting to get bored. Her mother said that was a sure sign she was back on the road to good health.

When their apartment doorbell rang, Chandra felt well enough to go to the door. There stood Milo, a student from her class who lived on the second floor of her building. Chandra was surprised to see him because they did not know each other very well.

“Hello,” he said. “Mr. Lavin said you have been under the weather all week.”

Chandra's little sister, Sara, ran to the door. “Who is he?” she demanded. Not waiting for Chandra's answer, Sara looked at Milo, started jumping up and down in her costume, and asked, “Want to see my monkey outfit?”

After laughing at Sara's question, Milo turned to Chandra and said, “I'm glad you're feeling better, Chandra. I brought you your homework.”

He placed several books and a pile of paper into Chandra's hands, and headed down the hall. As he walked away, Milo called back to Chandra, “I'll see you back at school.”

Chandra looked at all the work Milo left her. The top paper listed all of her school subjects. Under each subject heading was a bright yellow sticky note, and each note had directions for the work she missed that week. “Milo sure is organized,” Chandra thought as she looked at all the notes.

“Look at me. I am a monkey!” Sara shouted. She made some monkey noises and knocked Chandra’s homework to the floor.

Her sister and the monkey costume were driving Chandra mad, and she was determined to get her mother to do something about it. She found her mother in the hallway, told her about her homework, and asked her to speak with Sara immediately.

When Chandra returned to the living room a few minutes later, her homework was no longer on the floor; Sara must have picked it up. Apparently her mother’s chat with Sara had worked.

Chandra tried to start her homework. No matter how long she stared at Milo’s neat handwriting, nothing made sense. The sticky note said to work on page 42 in math, but they had finished that page months ago. Another note said to read Chapter 13 in their language arts book, but the book had only nine chapters. The history homework did not make sense either.

Finally, after looking at the yellow notes for ten minutes, she looked up Milo’s number in the phone book and called. At first, Milo was confused as well, but eventually they discovered that the sticky notes were not under the right subjects. “I know who switched them,” Chandra growled, “and it must have happened when I was talking to my mom. It was my little sister!”

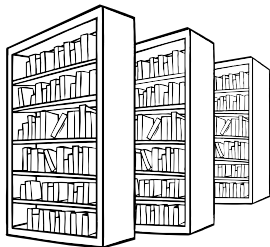
“Don’t get mad at her,” Milo said, laughing. “It was just a little monkey business. Besides, I’ll come over and help you straighten things out.”

1. What is the definition of **figurative language**?
 - A. words that tell about things using facts
 - B. words used by people with a certain job
 - C. words that create a picture in your mind

2. Which of the following statements from the passage uses literal language?
 - A. Milo lived on the second floor of her building.
 - B. “Look at me. I’m a monkey!” Sara shouted.
 - C. You have been feeling under the weather all week.

3. Chandra’s mother said Chandra is back on the road to good health. What did her mother mean?
 - A. Chandra is going to the doctor.
 - B. Chandra will go on a trip soon.
 - C. Chandra is feeling much better.

4. Write down an example of figurative language from the passage. Then explain its meaning using literal language.



Assessment for Grade 4, Benchmark 4: Distinguishing between Figurative and Literal Language

Directions: Read the passage. Then answer the questions that follow.

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 - C. Chandra is feeling much better.**

4. Write down an example of figurative language from the passage. Then explain its meaning using literal language.

Possible response: “It was just a little monkey business.” Sara was pretending to be a monkey, and she got into mischief just as a monkey might.