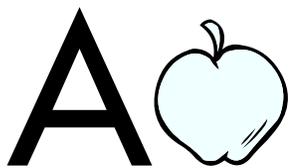




New Year's Day	
Print Partner Title / First Line	Skill
Happy New Year	Comparing and Contrasting
Nutrition	
Print Partner Title / First Line	Skill
What a sunny day!	High Frequency Words
Apples and Raisins	Comparing and Contrasting
Where Do Fruits and Vegetables Grow?	Classifying and Categorizing
Lunch with Aggie	Distinguishing Fiction from Nonfiction and Drawing Conclusions
Making Muffins	Following Instructions, Listing, and Identifying Cause and Effect
Paolo Makes Pizza	Sequencing Events
Johnny Appleseed	Identifying the Meaning of Words
Italian Feasts	Mixed Skills: Categorizing Words and Following Written Instructions
The Big Red Fruit	Recognizing Cause and Effect
Eating the Rainbow (Fruits & Vegetables)	Recognizing Author's Viewpoint and Bias
An Apple's Journey	Identifying Steps in a Process
Why Not Water?	Recognizing Author's Viewpoint or Bias
Baking Times	Using Information from Simple Charts to Learn about a Topic
How to Make Fruit Salsa	Summarizing, Using Information from Tables, and Analyzing Words
How to Make Veggie Pizza	Summarizing
Pizza Party	Reading Fluently
The Food Pyramid	Distinguishing Fact and Opinion and Comparing and Contrasting
Exercise	
Print Partner Title / First Line	Skill
Kim and Dad	Sequencing
Camping	Using Question-Answer Relationships
Bicycle Safety	Using Affixes and Base Words
Get in the Game and Exercise!	Making Inferences
The All-Time Greatest Female Athlete	Identifying the Main Idea and Supporting Details
The Missing Mascot	Determining the Meaning of Multiple-Meaning Words
Just for the Fun of It	Cause and Effect: Understanding a Character's Changing Feelings
Training for Sport Climbing	Identifying Steps in a Process
Olympic History	Determining the Meaning of Synonyms and Antonyms
The Olympic Games	Identifying Compare-and-Contrast Organizational Patterns
Roberto Clemente	Paraphrasing Information

- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.



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.

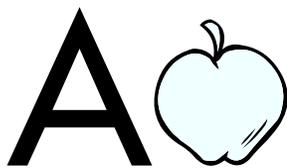
The Chinese celebrate the New Year on the first lunar moon of the year. It is quite exciting, and everyone feels full of energy! Homes are decorated with lotus flowers. There are many other bright decorations too. Each item means something. The celebration includes large feasts with the family. A special 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.



Comparing and Contrasting

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

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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.

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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	otuso and ozoni	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.

aeiou Reading High Frequency Words

Directions: Read the story. Draw a circle around the words **and**, **of**, and **the**.

What a  day!
sunny

Perfect for a picnic!

 brings  .
Cat milk

 and  bring  .
Mouse Bird cheese

 brings a  of  .
Dog basket bread

 brings a  of  .
Hen bowl corn

 brings  and  .
Rabbit carrots tomatoes

Yum! Yum!

Oh no! Here come the  !
clouds

The sky is full of  !
rain

Plop! Plop! Drop! Drop!

The  must wait for another day.
picnic

Directions: Draw a picture to answer the question.

What did one of the animals bring to the picnic?

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What a  day!
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clouds

The sky is full **of**  !
rain

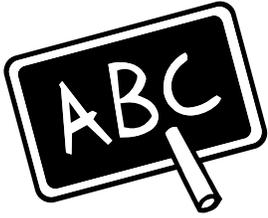
Plop! Plop! Drop! Drop!

The  must wait for another day.
picnic

Directions: Draw a picture to answer the question.

What did one of the animals bring to the picnic?

**Pictures
will vary.**



Comparing and Contrasting

Directions:

Read the passage. Complete the Venn diagram by listing how apples and raisins are alike and different.

Apples and Raisins

People love to eat apples and raisins. Apples and raisins are alike in some ways and different in other ways.

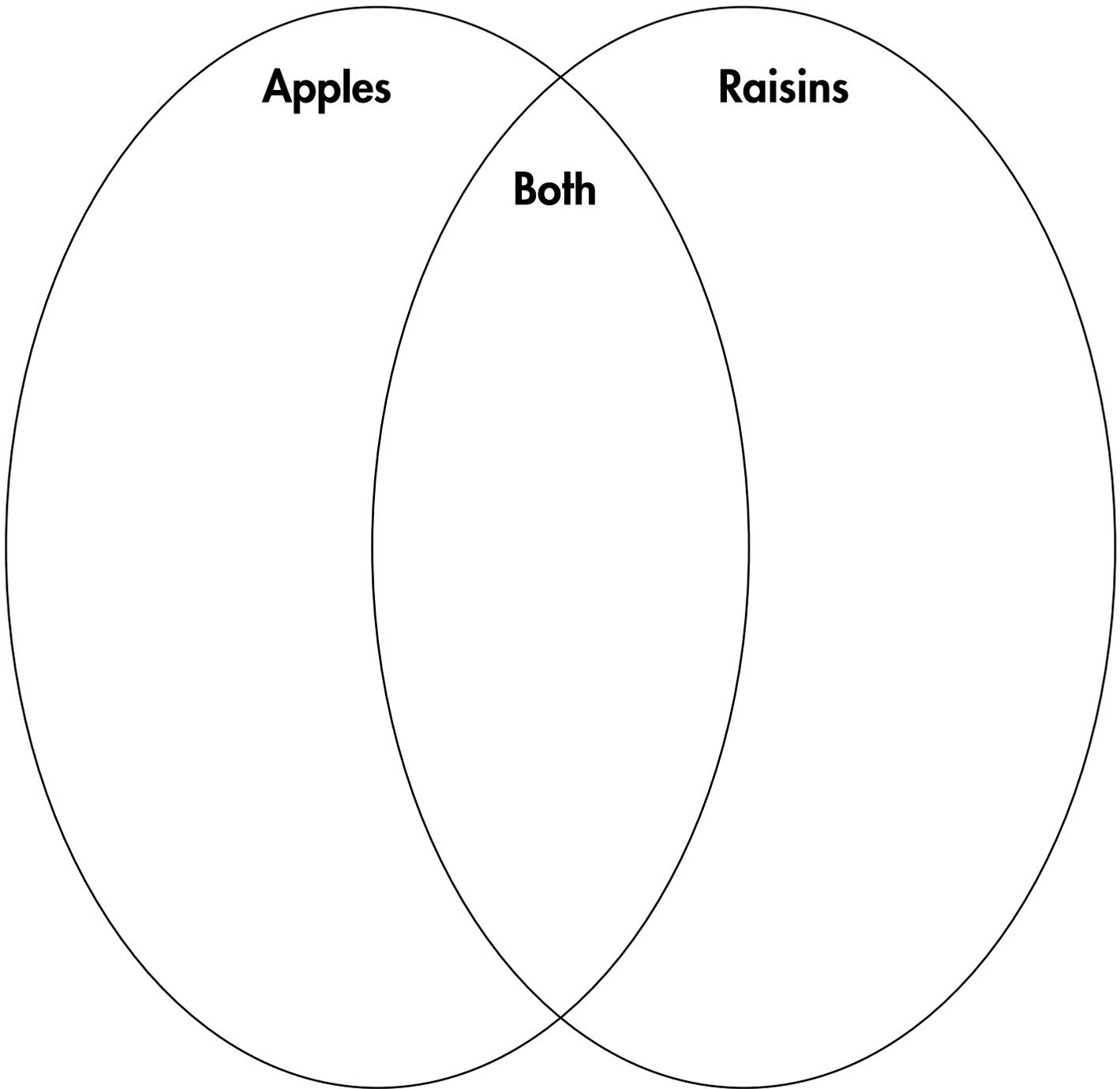
Alike

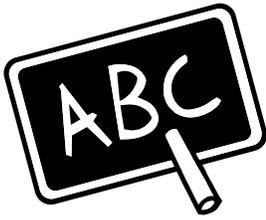
Apples and raisins are both sweet. They are both fruits. People like to eat them as snacks after dinner.

Different

Apples fall from trees. They are juicy. Apples can be red, green, or yellow. You can make apple juice from apples.

Raisins are made from grapes. Raisins are small and dry. First, grapes grow on a vine. Then they are dried in the sun. When all the juice inside the grape is gone, you have a raisin!





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Apples

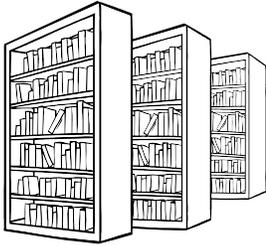
1. Apples fall from trees.
2. They are juicy.
3. People make apple juice from apples.

Both

1. They are sweet.
2. They are fruit.
3. People eat them after dinner.

Raisins

1. Raisins come from grapes.
2. They are small and dry.
3. They grow on vines.



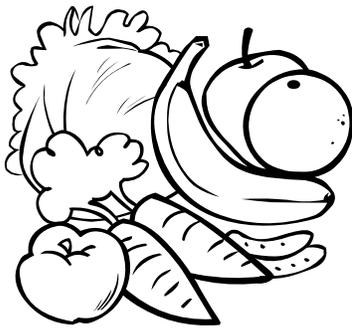
Classifying and Categorizing

Directions:

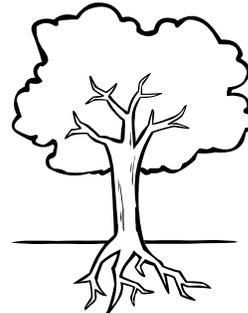
Read the passage. Then write the names of the fruits and vegetables under the group to which they belong.

Where Do Fruits and Vegetables Grow?

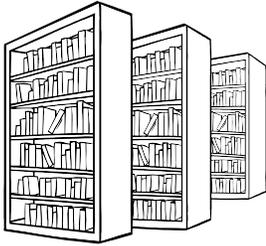
Fruits and vegetables grow in many different ways. Some grow on trees. Apples, pears, and oranges grow on trees. They are fruits. Some fruits grow on bushes. Blackberries and gooseberries grow on bushes. Some fruits grow on vines. Watermelons and grapes grow on vines.



Some vegetables also grow on vines. For example, beans and pumpkins grow on vines. Some vegetables grow below the ground. Potatoes and carrots are root vegetables. They grow below the ground. As you can see, there are many types of fruits and vegetables. And they grow in many different places!



Trees	Vines	Bushes	Roots



Classifying and Categorizing

Directions:

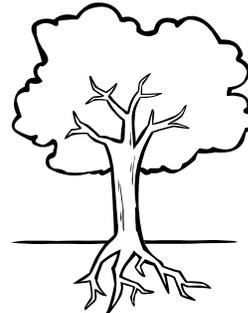
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Trees	Vines	Bushes	Roots
apples	watermelons	blackberries	potatoes
pears	grapes	gooseberries	carrots
oranges	beans		
	pumpkins		



Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

Directions:

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

Lunch with Aggie

Martin's family lives on a spaceship. One day, Mama said to Martin, "Here is Aggie's lunch. Try to get her to eat everything. If she eats it all, I will give you a treat. You can take the space cycle to the Star Frozen Yogurt store."

"Frozen yogurt sounds yummy!" said Martin.

Martin looked over the plate. He saw blue beans and yellow corn. The plate also had purple cheese and crackers. Mama put Aggie in her high chair. Martin sat in front of her, as always. Aggie reached for the crackers right away. Martin showed her how to place cheese on the crackers. Aggie ate them all. Then Martin scooped up some corn. He held it up to Aggie's mouth. She turned her head. Next, he tried giving her the blue beans. Aggie ate one bean. She did not take the next bite on the spoon.

Martin pretended to eat the vegetables. Aggie watched him. Martin kept saying, "Oh, this is so good." Aggie reached for the spoon. She took a bite and smiled.

Later, Martin had a cup of chocolate frozen yogurt.

1. How do you know this is a fiction story?
 - A. It tells about a family.
 - B. A little girl eats corn.
 - C. The family has two children.
 - D. Martin lives on a spaceship.

2. What detail about the food in the story tells us that this is fiction?
 - A. The beans are blue.
 - B. The corn is yellow.
 - C. Martin pretends to eat.
 - D. Martin likes frozen yogurt.

3. From the story, you know that Aggie ____
 - A. likes purple cheese and crackers.
 - B. wants to ride on the space cycle.
 - C. always eats all of her lunch.
 - D. would like to sit at the table with Martin.

4. What does the last sentence tell the reader?
 - A. Aggie finishes eating only her crackers.
 - B. Martin gets Aggie to eat all of her lunch.
 - C. Aggie thinks vegetables are the best treats.
 - D. Martin gives up trying to get Aggie to finish her lunch.

5. Which sentence in the story lets you know that Martin likes frozen yogurt? Write your answer on the lines below.



Mixed Skills: Distinguishing Fiction from Nonfiction and Drawing Conclusions

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“Frozen yogurt sounds yummy,” said Martin.

Answers will vary.



Mixed Skills: Following Instructions, Listing, and Identifying Cause and Effect

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

Making Muffins

Muffins are great snacks. They are also easy to bake. Here is a list of things you need: a box of muffin mix, one egg, cooking oil, and a muffin pan. First, pour the muffin mix into a bowl. Then, add the egg. Next, add one teaspoon of cooking oil. Mix it all together. Finally, pour the batter into the pan. Ask an adult to put the pan in the oven. Bake for 30 minutes. Enjoy!

1. Why make muffins?
 - A. They are a great snack.
 - B. They are hard to make.
 - C. They do not need to cook.
 - D. They use plenty of water.
2. What do you need to make muffins?
 - A. muffin mix, water, and eggs
 - B. muffin mix, sugar, and eggs
 - C. muffin mix, oil, and one egg
 - D. muffin mix, salt, and one egg

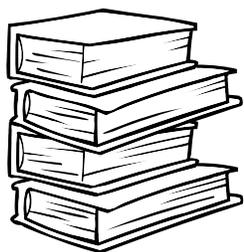
3. What is the last thing you do before baking the muffins?

- A. Pour the muffin mix into a bowl.
- B. Add one teaspoon of cooking oil.
- C. Mix one egg with the oil.
- D. Pour the batter into a pan.

4. Which steps are in the right order?

- A. Pour mix, add egg and oil, and bake.
- B. Pour mix, add oil, and frost.
- C. Pour mix, add egg, and cool.
- D. Pour mix, add sugar, and bake.

5. What happens if you skip a step?



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Answers will vary.



Sequencing Events

Directions:

Read the passage. Then identify the correct sequence of events in the story.

Paolo Makes Pizza

Paolo is making pizza. There are four steps. First, he rolls out the dough. Next, he spreads the sauce. Then, he puts cheese on top. Finally, he bakes the pizza for 20 minutes. The pizza is now ready to cut and eat.

Directions: Help Paolo make his pizza. Put the steps in the right order. Write the steps on the lines below.

1. First, _____
2. Next, _____
3. Then, _____
4. Finally, _____

Directions: Think of something you know how to make. What are all the steps? Put the steps in the right order. Write the steps on the lines below.

1. First, _____
2. Next, _____
3. Then, _____
4. Finally, _____



Sequencing Events

Directions:

Read the passage. Then identify the correct sequence of events in the story.

Paolo Makes Pizza

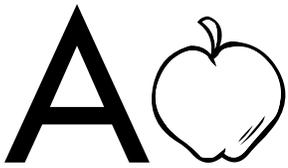
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Directions: Help Paolo make his pizza. Put the steps in the right order. Write the steps on the lines below.

1. First, roll out the dough.
2. Next, spread the sauce.
3. Then, put the cheese on top.
4. Finally, bake for 20 minutes.

Directions: Think of something you know how to make. What are all the steps? Put the steps in the right order. Write the steps on the lines below.

1. First, Answers will vary.
2. Next, _____
3. Then, _____
4. Finally, _____



Identifying the Meaning of Words

Directions: Read the tall tale. Then complete the activities below.

Johnny Appleseed

Adapted from the Traditional Tale

Johnny Appleseed is famous for planting millions of apple seeds all across America. He believed that apple trees were beneficial to the earth. His name in real life was John Chapman. He was one of the first settlers in America to explore the territory west of the Ohio River. He scattered seeds wherever he went. When a larger population of settlers came to the land, they had apples to eat. They started to call John Chapman the “Apple Tree Man.” Later, he became known primarily as “Johnny Appleseed.”

Johnny Appleseed was a man of great kindness. He wanted to serve all people and all animals. He lived a very simple life. He walked barefoot through the wilderness and used his cooking pot for a hat. Johnny wore sacks as clothes. He used his feet to melt snow for water. He wanted to produce apples everywhere so that no one would have to be hungry. As he walked, Johnny Appleseed talked to the animals he met along the path. Once, he spent the night in a den with sleeping bears to keep warm.

1. Underline the word in the passage that means “goodness.”
2. Circle the word in the passage that means “the natural outdoors.”

3. Draw a line from each word on the left to its correct meaning on the right.

produce

an area of land

territory

good for

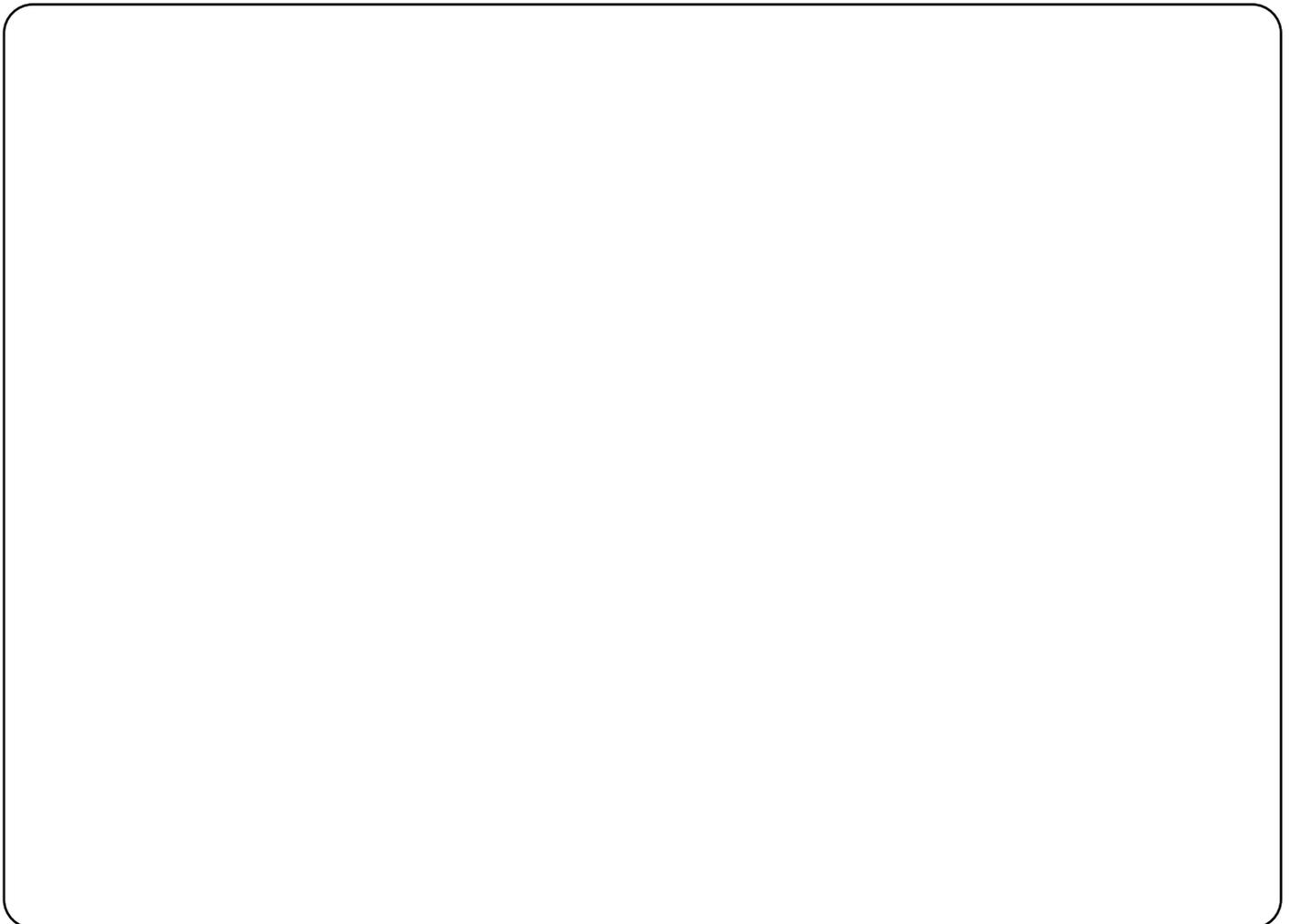
beneficial

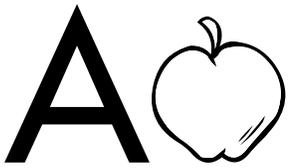
a group

population

to cause to exist

4. Draw a picture to illustrate the tall tale.





Identifying the Meaning of Words

Directions: Read the tall tale. Then complete the activities below.

Johnny Appleseed

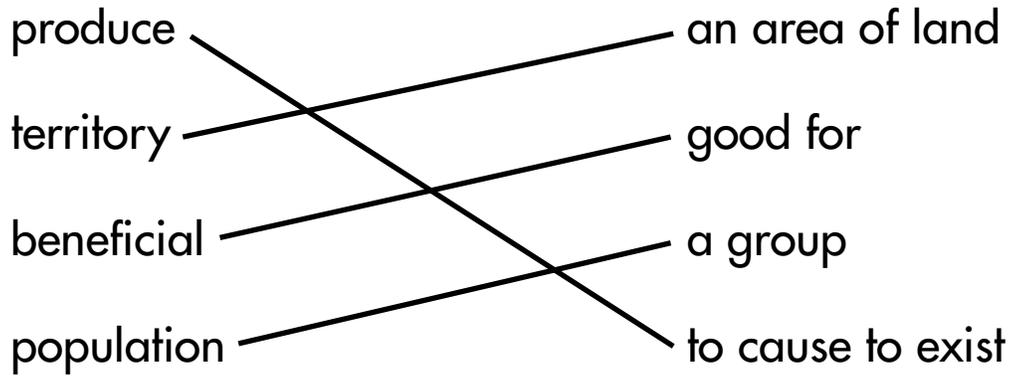
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1. Underline the word in the passage that means “goodness.”
2. Circle the word in the passage that means “the natural outdoors.”

3. Draw a line from each word on the left to its correct meaning on the right.



4. Draw a picture to illustrate the tall tale.

Answers will vary.



Mixed Skills: Categorizing Words and Following Written Instructions

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

Italian Feasts

If you like Italian food, try making pizza or spaghetti. Pizza is a little harder to make because it involves more steps. First, make and roll out the dough. Then, cover the dough in tomato sauce and shredded cheese. Add your favorite toppings next.

Pepperoni, olives, and pineapple taste great on pizza. Finally, place your pizza in a preheated oven and bake it for 15 minutes. If this sounds like too much work, go for the spaghetti! Have an adult help you place the uncooked pasta in boiling water. In 10 minutes, drain the water out of the pot. Put the cooked spaghetti in a bowl. Add the tomato sauce and some cheese on top. Now you're ready to eat! Both pizza and spaghetti make yummy Italian feasts!

1. Which word does not belong in the group?

- A. pizza
- B. spaghetti
- C. donuts
- D. tomatoes

2. What is the first step when making pizza?
 - A. bake it in the oven
 - B. make and roll out the dough
 - C. cover the dough in sauce and cheese
 - D. add your favorite toppings

3. How are pizza and spaghetti alike?
 - A. They are both Italian foods.
 - B. They are both pastas.
 - C. They are both ready in 10 minutes.
 - D. They are both baked in the oven.

4. What is a difference between pizza and spaghetti, according to the passage?
 - A. Pizza gets topped with something; spaghetti does not.
 - B. The spaghetti recipe uses tomato sauce; the pizza recipe does not.
 - C. Pizza is yummy, but spaghetti is not.
 - D. It's easier to make spaghetti than it is to make pizza.

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

5. What ingredients do you use to make your favorite dish?



Mixed Skills: Categorizing Words and Following Written Instructions

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

Italian Feasts

If you like Italian food, try making pizza or spaghetti. Pizza is a little harder to make because it involves more steps. First, make and roll out the dough. Then, cover the dough in tomato sauce and shredded cheese. Add your favorite toppings next.

Pepperoni, olives, and pineapple taste great on pizza. Finally, place your pizza in a preheated oven and bake it for 15 minutes. If this sounds like too much work, go for the spaghetti! Have an adult help you place the uncooked pasta in boiling water. In 10 minutes, drain the water out of the pot. Put the cooked spaghetti in a bowl. Add the tomato sauce and some cheese on top. Now you're ready to eat! Both pizza and spaghetti make yummy Italian feasts!

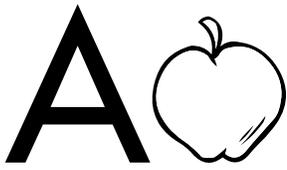
1. Which word does not belong in the group?

- A. pizza
- B. spaghetti
- C. donuts**
- D. tomatoes

2. What is the first step when making pizza?
- A. bake it in the oven
 - B. make and roll out the dough**
 - C. cover the dough in sauce and cheese
 - D. add your favorite toppings
3. How are pizza and spaghetti alike?
- A. They are both Italian foods.**
 - B. They are both pastas.
 - C. They are both ready in 10 minutes.
 - D. They are both baked in the oven.
4. What is a difference between pizza and spaghetti, according to the passage?
- A. Pizza gets topped with something; spaghetti does not.
 - B. The spaghetti recipe uses tomato sauce; the pizza recipe does not.
 - C. Pizza is yummy, but spaghetti is not.
 - D. It's easier to make spaghetti than it is to make pizza.**

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

5. What ingredients do you use to make your favorite dish?



Recognizing Cause and Effect

Directions: Read the passage. Then answer the question that follows.

The Big Red Fruit

Did you know that a tomato is really a fruit? You may have seen a piece of tomato on your salad. You may even have thought it was a vegetable. But a tomato does not taste sweet, so why is it a fruit? Well, a fruit grows from a flower. It also has seeds on the inside. A tomato grows from a flower and has seeds on the inside too.

Growing this big red fruit can be fun! They are easy to grow as well. Tomatoes need a few things to grow. These include warm weather, good soil, water, and sun.

You need to plant tomatoes when it is warm. Tomatoes do not like cold weather. If the plant freezes at night, it will stop growing and turn brown.

Once you choose the right time of year, you need to find a place that gets a lot of sun. It is important for your tomato to have a nice, sunny spot. Tomato plants love the sun. They will grow big and strong in its warm rays.

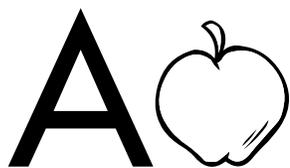
Next, you need good soil. Good soil is rich with special nutrients. The nutrients are naturally in the soil. Usually, you can tell the soil is rich when it is dark brown. Sometimes it is so dark that it almost looks black!

OK, so you have the warm weather, a sunny spot, good soil. The last thing you need is water. Have you ever noticed how juicy a tomato is? That is because much of the tomato is made up of water. Tomatoes, like other plants, love water! So be sure to water your tomato plant every day.

If you ever decide to grow tomatoes, make sure you have these four things.

Directions: Inside the tomatoes, write down the four things that cause tomatoes to grow.





Recognizing Cause and Effect

Directions: Read the passage. Then answer the question that follows.

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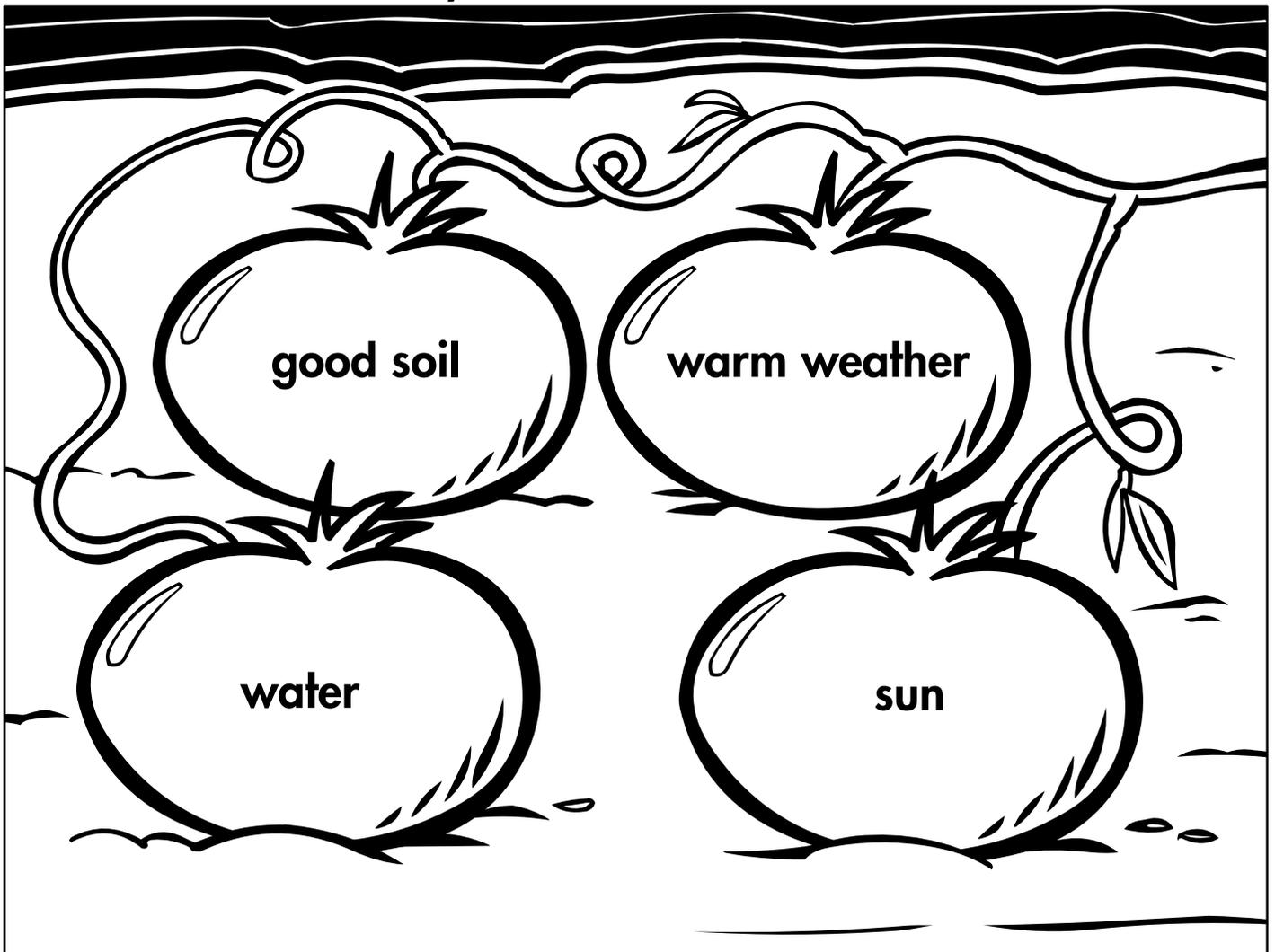
Next, you need good soil. Good soil is rich with special nutrients. The nutrients are naturally in the soil. Usually, you can tell the soil is rich when it is dark brown. Sometimes it is so dark that it almost looks black!

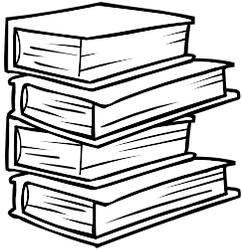
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If you ever decide to grow tomatoes, make sure you have these four things.

Directions: Inside the tomatoes, write down the four things that cause tomatoes to grow.

Answers can be in any order on the tomatoes but must include:





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.



Mixed Skills: Recognizing Author's Viewpoint and Bias

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

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- 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: eat _____

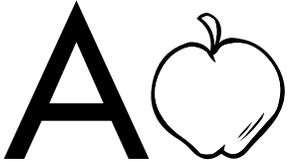
powerful: strong _____

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.



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.

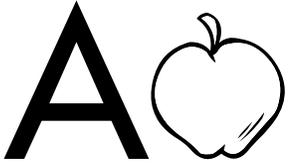
Directions: There are four steps in an apple's journey from the orchard to the store. Write the number of the step next to the paragraph it happens in. Then summarize each step in the boxes below.

1. _____

2. _____

3.

4.



Identifying Steps in a Process

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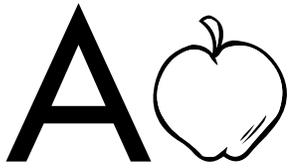
Directions: There are four steps in an apple’s journey from the orchard to the store. Write the number of the step next to the paragraph it happens in. Then summarize each step in the boxes below.

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.**



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

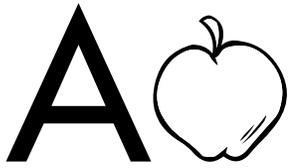
Main Idea

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.



Recognizing Author's Viewpoint or Bias

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

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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.

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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

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

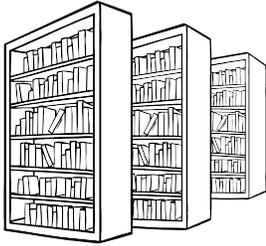
Water does not contain sugar or fat.

Detail

Water machines provide students with more chances to drink water.

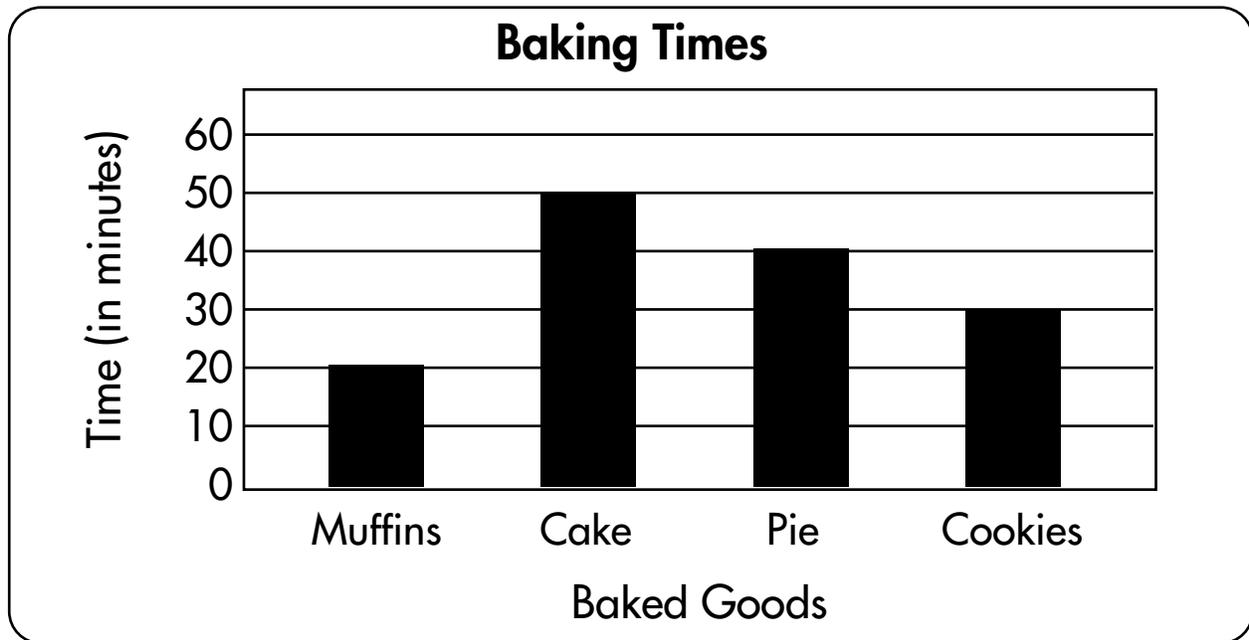
Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

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



Assessment for Grade 5, Benchmark 3: Using Information from Simple Charts to Learn about a Topic

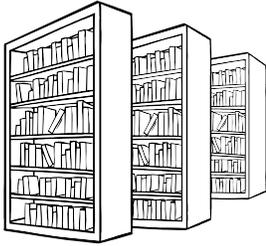
Directions: Read the chart. Then answer the questions that follow.



- Which food takes the least amount of time to bake?
 - cake
 - pie
 - muffins
- Which food takes the most amount of time to bake?
 - pie
 - cake
 - cookies
- How many minutes does it take to bake a pie?
 - 40 minutes
 - 30 minutes
 - 20 minutes

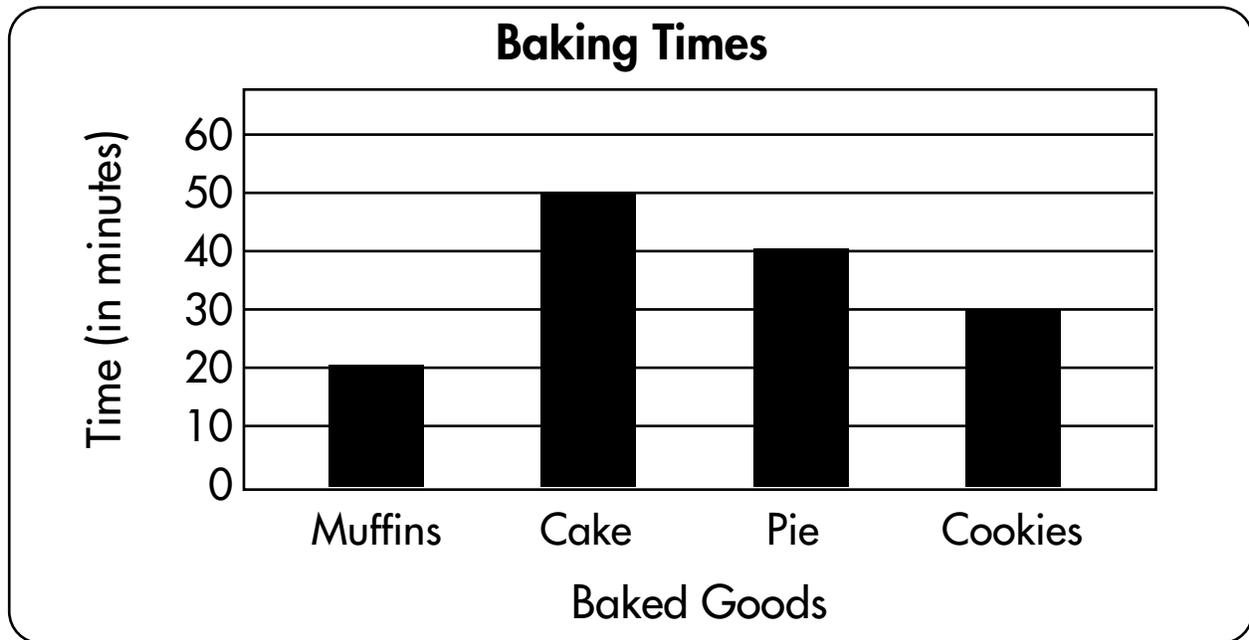
4. Display the data in a bar graph. Give the graph a title.

Favorite Lunch	Number of Students
Sandwich	5
Chicken	12
Spaghetti	9



Assessment for Grade 5, Benchmark 3: Using Information from Simple Charts to Learn about a Topic

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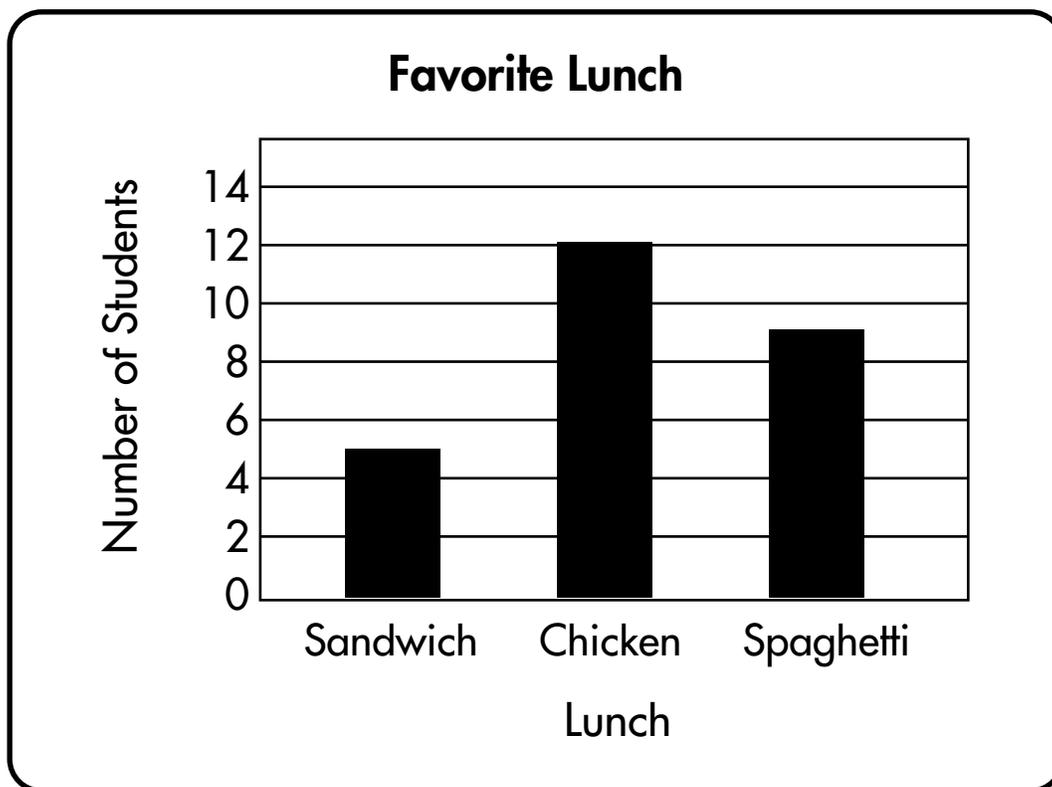


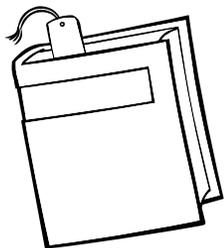
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Possible response:





Summarizing, Using Information from Tables, and Analyzing Words

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

How to Make Fruit Salsa

Sometimes desserts can be full of fat and not very healthy. Cakes, ice cream, and pies are all full of sugar and fat with very little nutritional value. But there are ways you can make a sweet and yummy dessert without all the fat and added sugar.

Dessert	Fat (grams)
cake	13
apple pie	13
ice cream	11
fruit salsa	0

If you have ever had vegetable salsa, you know it is made of chopped tomatoes, onions, herbs, and spices. Sometimes this salsa is spicy—sometimes it is too spicy to eat! What if you took your favorite chopped fruit and made it into a salsa? You would have a great dessert that is good for you too. Fruit salsa is made of fruit with no sugar added and a little cinnamon to give the fruit a fresh flavor. Also, you can make your own healthy chips to dip into the salsa.

Ingredients

1 cup of sliced strawberries and melon
 1 cup of diced peaches, canned
 1 cup of crushed pineapple, canned
 1 cup red grapes
 1 cup of diced apples
 1 lemon
 $\frac{1}{2}$ teaspoon cinnamon
 flour tortilla strips

Supplies

1 cookie sheet
 1 large bowl
 1 spoon
 1 can opener

How to Make the Fruit Salsa

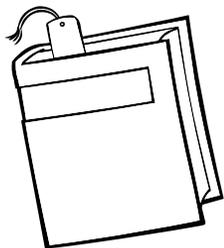
1. Place your supplies on the counter.
2. Using the can opener, open the cans of peaches and pineapple, and then drain the fruit.
3. Mix all the fruit together in the bowl.
4. Measure the cinnamon, sprinkle it on the fruit, and then stir with a spoon.
5. After an adult cuts the lemon in half, take half of the lemon and squeeze the juice over the fruit. Mix the fruit well. The lemon will help keep the fruit from turning brown. Cover the salsa and refrigerate for two hours.
6. Have an adult preheat the oven to 350 degrees.
7. Tear tortillas into one-inch wide strips. Then tear them in half.
8. Place the strips on the cookie sheet and have an adult put the sheet in the oven. Then bake the tortilla strips for about ten minutes or until golden brown.
9. Remove the salsa from the refrigerator just before serving.
10. When you are ready to eat the salsa, scoop the salsa onto the chip and eat it up!

1. In the recipe, the word **fresh** means ____
 - A. bright and vibrant.
 - B. youthful and spirited.
 - C. pure and wholesome.
 - D. new and different.
2. Fruit salsa is different from other desserts because ____
 - A. it does not have any added fat or sugar.
 - B. fruit is the main ingredient in the recipe.
 - C. it has more sugar than other desserts.
 - D. it is not as healthy as other desserts.

3. The main ingredients in fruit salsa are ____
- A. one kind of fruit.
 - B. all your favorite fruits.
 - C. tomatoes and onions.
 - D. cinnamon and lemon.
4. What does the table tell you about fruit salsa?
- A. Fruit salsa has the most amount of fat.
 - B. Cake has less fat than ice cream.
 - C. Ice cream is the healthiest dessert.
 - D. Fruit salsa has the least amount of fat.

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

5. Describe how you would make your own fruit salsa. What would you add to the recipe?



Summarizing, Using Information from Tables, and Analyzing Words

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

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 1 spoon
 1 can opener

How to Make the Fruit Salsa

1. Place your supplies on the counter.
2. Using the can opener, open the cans of peaches and pineapple, and then drain the fruit.
3. Mix all the fruit together in the bowl.
4. Measure the cinnamon, sprinkle it on the fruit, and then stir with a spoon.
5. After an adult cuts the lemon in half, take half of the lemon and squeeze the juice over the fruit. Mix the fruit well. The lemon will help keep the fruit from turning brown. Cover the salsa and refrigerate for two hours.
6. Have an adult preheat the oven to 350 degrees.
7. Tear tortillas into one-inch wide strips. Then tear them in half.
8. Place the strips on the cookie sheet and have an adult put the sheet in the oven. Then bake the tortilla strips for about ten minutes or until golden brown.
9. Remove the salsa from the refrigerator just before serving.
10. When you are ready to eat the salsa, scoop the salsa onto the chip and eat it up!

1. In the recipe, the word **fresh** means ____
 - A. bright and vibrant.
 - B. youthful and spirited.
 - C. pure and wholesome.
 - D. **new and different.**
2. Fruit salsa is different from other desserts because ____
 - A. **it does not have any added fat or sugar.**
 - B. fruit is the main ingredient in the recipe.
 - C. it has more sugar than other desserts.
 - D. it is not as healthy as other desserts.

3. The main ingredients in fruit salsa are ____
- A. one kind of fruit.
 - B. all your favorite fruits.**
 - C. tomatoes and onions.
 - D. cinnamon and lemon.
4. What does the table tell you about fruit salsa?
- A. Fruit salsa has the most amount of fat.
 - B. Cake has less fat than ice cream.
 - C. Ice cream is the healthiest dessert.
 - D. Fruit salsa has the least amount of fat.**

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

5. Describe how you would make your own fruit salsa. What would you add to the recipe?

Answers will vary.



Summarizing

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

How to Make Veggie Pizza

Pepperoni pizza is a popular food that people of all ages love. It has melted cheese and a crispy crust, but it also has tasty sauce and sometimes a flavorful pepperoni topping. But a couple pepperoni slices have about 10 grams of fat. If you add that to the amount of fat in one-fourth cup of low-fat cheese, there is about 20 grams of fat in one slice of pepperoni pizza. This is not a healthy choice. That is how much fat most people eat in half a day-and this is just one meal.

The good news is not all pizza is bad for you. Guess how many grams of fat vegetables have? Most have very few if any at all. In fact, by taking out the pepperoni and adding vegetables, pizza can be extremely healthy. Even though eating a veggie pizza may seem unusual, it can be tasty and very easy to make. Here is a recipe that is simple to make and even simpler to eat.

Ingredients

- 2 packages of refrigerator crescent roll dough, pre-made
- 1 jar of your favorite pizza sauce or spaghetti sauce
- 1 zucchini
- 2 or 3 carrots
- 1 carton of pre-sliced mushrooms
- 1 8-ounce bag of low-fat mozzarella cheese

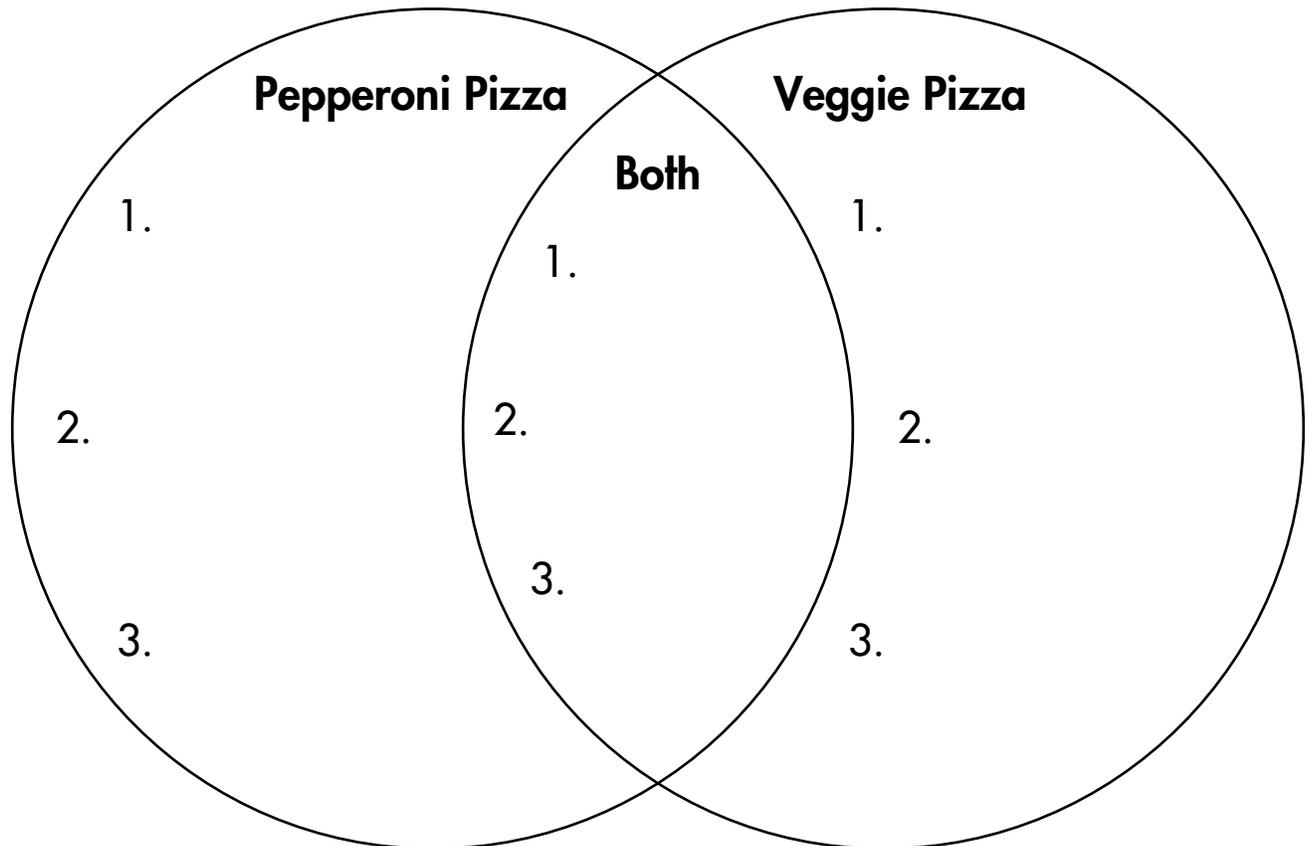
Supplies

- 1 cookie sheet
- 1 cheese grater
- 1 spoon
- 1 plate

How to Make the Veggie Pizza

1. Have an adult preheat the oven to 350 degrees. Place your materials on the counter.
2. Using the cheese grater, grate the one cup of zucchini and one cup of carrots on to the plate.
3. Follow the instructions on the crescent roll packages to remove the dough.
4. Place the dough on the cookie sheet and unroll it so it is flat. You can fit both packages of dough on one cookie sheet.
5. Using a spoon spread the sauce in the center dough. Do not put sauce all the way to the edge of the dough, but leave the edges of the dough untouched.
6. Sprinkle the zucchini, carrots, and mushrooms on top of the sauce.
7. Sprinkle the cheese on top of the vegetables.
8. When you are done building your pizza, have an adult put the cookie sheet in the oven for you.
9. Bake your pizza for about 12 to 15 minutes, or until the cheese starts to brown.
10. Have an adult remove the pizza from the oven and cut it into slices.

Directions: Use the Venn diagram to compare and contrast pepperoni pizza and veggie pizza. List three ways in which pepperoni and veggie pizza are the same. Then list three differences for each type of pizza.



Directions: Summarize how to make a veggie pizza in your own words.

Directions: List three vegetables you would put on your pizza.

1. _____

2. _____

3. _____

Explain why you chose each of the vegetables on the lines below.



Summarizing

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

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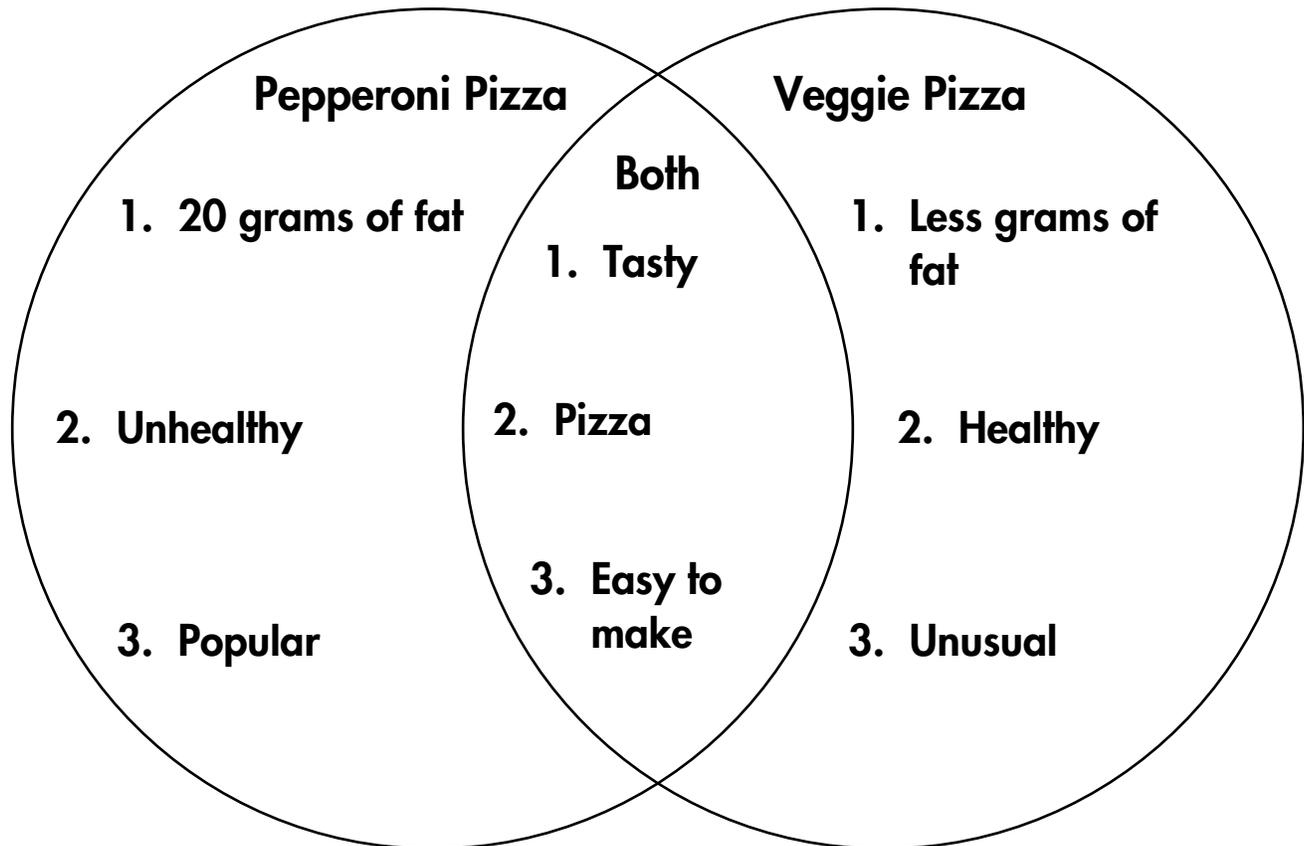
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Directions: Use the Venn diagram to compare and contrast pepperoni pizza and veggie pizza. List three ways in which pepperoni and veggie pizza are the same. Then list three differences for each type of pizza.



Directions: Summarize how to make a veggie pizza in your own words.

First, have an adult heat the oven to 350 degrees and collect all the
supplies for the pizza. Next, grate the vegetables and put the pizza
dough on the cookie sheet. Then spread the sauce on the dough and
add the vegetables. Next, sprinkle the cheese on top. Finally, bake the
pizza for about twelve minutes, or until the cheese turns brown. Have
an adult help take it out and cut the pizza into slices.

Directions: List three vegetables you would put on your pizza.

Answers will vary.

1. _____

2. _____

3. _____

Explain why you chose each of the vegetables on the lines below.

Answers will vary.

Pizza Party

Written by Sue Motter Johnson

Having friends over for a party is always fun. But sometimes it is hard to find a healthy treat that everyone will enjoy. Here is just the thing: homemade pizzas that your friends can put together themselves. Each pizza is one of a kind, made by each of your guests. All your friends can have their favorite toppings on their own individual pizzas!

This party will be the greatest ever. Start by gathering all the ingredients. The list is simple. In fact, there may be items that you have in your kitchen right now. You will need a package of English muffins, a jar of spaghetti sauce, mozzarella cheese, a can of sliced olives, and some fresh vegetables. Mushrooms, green peppers, and tomatoes are all delicious pizza toppings.

You will also need a small bowl for each topping, a larger bowl for the cheese, a spoon for the sauce, and a baking sheet. Be sure to have small plates available to use for building the pizzas and later for eating.

The secret to a great party is preparing everything before your friends arrive. And this is the perfect meal for planning ahead.

You can clean all of the vegetables ahead of time, and then depending on the vegetable, you can slice or chop them. Put each one in its own bowl and cover it until the party. Now, create a pizza center so when your friends are ready, they can create their own meals.

When your friends arrive, they will surely be in for quite a surprise. Take them to the kitchen and let them see what you have prepared. Turn on the oven to 400 degrees, and while it is heating, let your friends create their own personal pizzas. Start by having each person place half of a

muffin on the plate. Then add a spoonful of sauce and spread it around until the muffin is covered.

Next, it is time to add the veggies. All of your friends can choose their favorites. If they do not like something, they can leave it off; if they love it, they may want to add extra. Finally, sprinkle the cheese across the top of the little pizza and put the whole thing on the baking sheet.

When all the pizzas are ready to bake, pop the baking sheet into the oven and wait. It should only take about eight minutes before they are bubbling hot and ready to eat.

This is a quick and easy way to treat your friends to something great. They are fun to make and great to eat, and your friends will be busy going back to make more of these healthy treats.

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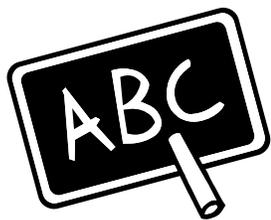
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Distinguishing Fact and Opinion and Comparing and Contrasting

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

The Food Pyramid

Adults and kids who want to be healthy have a new guide—the improved food pyramid. In 2005, the U.S. Department of Agriculture (USDA) changed the food pyramid. The new pyramid is easier to understand and can be personalized. It even has its own Web site.

The First Food Pyramid

The original food pyramid was introduced in 1992. Like the one from 2005, this pyramid was shaped like a triangle. It was divided into horizontal stripes. Each stripe was one of the food group, including grains, dairy products, fruits and vegetables, protein, and fats. A recommended amount of servings was listed next to each food group.

Changes

The new food pyramid is based on guidelines that were introduced in early 2005. Some people felt more Americans were becoming overweight. They thought an updated set of guidelines would help people become healthier. When the guidelines changed, the USDA thought the food pyramid should change too. The symbol is still shaped like a triangle, but now it has vertical stripes. Each stripe is a different color. Each color represents one of the food groups:

- Orange is for grains.
- Green is for vegetables.
- Red is for fruits.
- Yellow is for oils.
- Blue is for dairy products.
- Purple is for meats, beans, fish, and nuts.

The stripes are bigger at the bottom of the triangle and grow smaller near the top. The healthiest food choices are listed in the largest areas. For example, a whole apple is listed at the bottom of the red stripe. Food choices that should be limited, like apple pie, are listed near the top. This helps people “see” what they should eat.

Also, a picture of a person climbing the side of the pyramid has been added. This is to remind people it is important to be physically active.

Personalizing the Pyramid

Perhaps the biggest change is the new food pyramid can be personalized to an individual’s needs. The USDA has a Web site to provide information about the new structure, and it allows people to create their own food pyramid. On the Web site people can enter their gender, age, and activity level. Then the program tells them how much of each type of food they should eat in order to stay healthy. The old pyramid only gave a general idea of the amount of food people should eat.

Kid’s Web Site

Kids have their own page on the Web site with information about the food pyramid. On the site, kids can find out about serving sizes and food choices. The site includes an interactive game called *MyPyramid Blast Off*. It teaches kids about good nutrition in a fun way.

The new 2005 food pyramid is easier to understand and can be adjusted to fit any person. It is a great tool to help parents and kids make healthy choices. For more information about the 2005 food pyramid, go to www.mypyramid.gov.

1. Which statement from the article is a fact?
 - A. The new pyramid is easier to understand.
 - B. It teaches kids about nutrition in a fun way.
 - C. The best change is the pyramid can be personalized.
 - D. In 2005, the USDA changed the food pyramid.

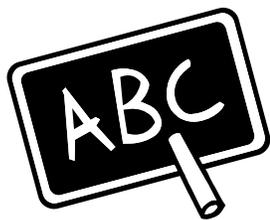
2. What is one way the 2005 food pyramid is different from the 1992 food pyramid?
 - A. It is shaped like a triangle.
 - B. It has its own Web site.
 - C. It has stripes.
 - D. It shows food groups.

3. In which section would you most likely find information about healthy snacks for kids?
 - A. The First Food Pyramid
 - B. Changes
 - C. Personalizing the Pyramid
 - D. Kid's Web Site

4. What is one way the 1992 and 2005 pyramids are alike?
 - A. Both are triangles.
 - B. Both have a Web site.
 - C. Both have vertical stripes.
 - D. Both use color for food groups.

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

5. List three ways the new food pyramid can help you stay healthy.



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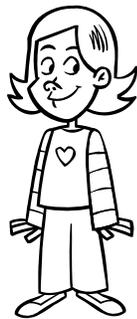
Directions: Read the question. Then write your answer using complete sentences on the lines below.

5. List three ways the new food pyramid can help you stay healthy.

The picture of the person climbing the pyramid reminds me to exercise.
I can also personalize it to my needs. It also shows me which foods I
should eat the most of each day.

Directions: Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

Kim and Dad



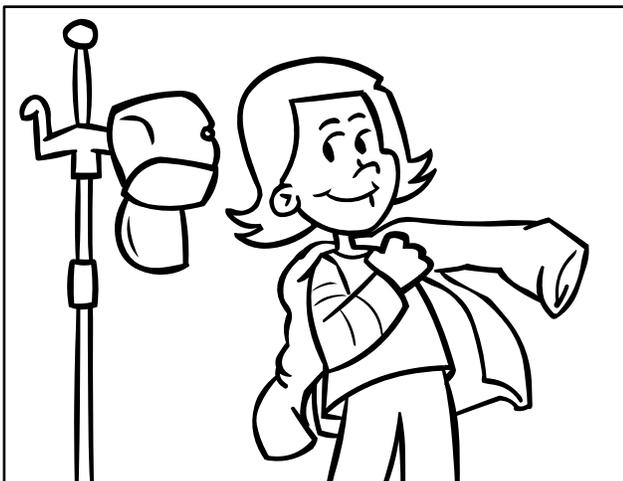
by Rene Holden

Name _____



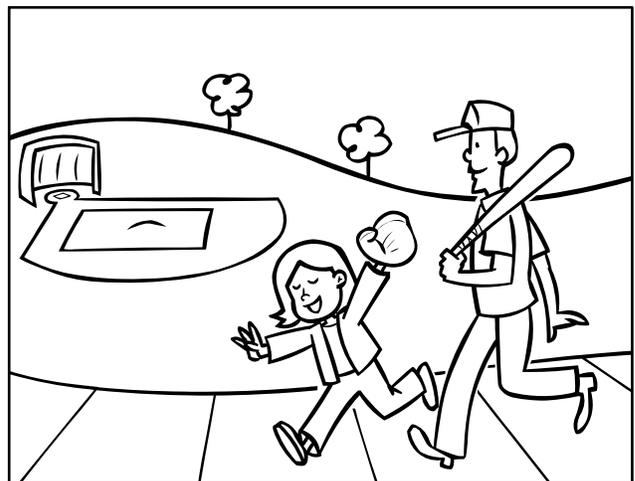
Kim will play ball
with Dad.

1



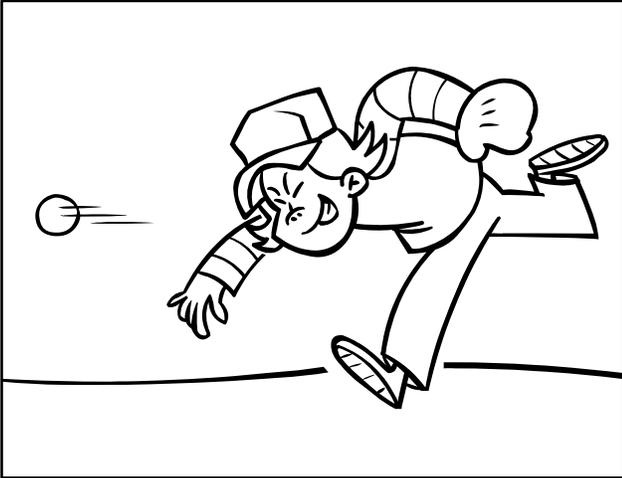
She gets her hat.
She gets her coat.

2



Kim and Dad go to the
park. They play ball.

3



Kim likes playing
ball at the park.

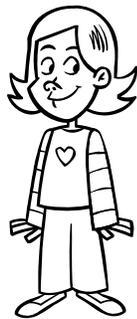
4

Who is this story about?

5

Directions: Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

Kim and Dad



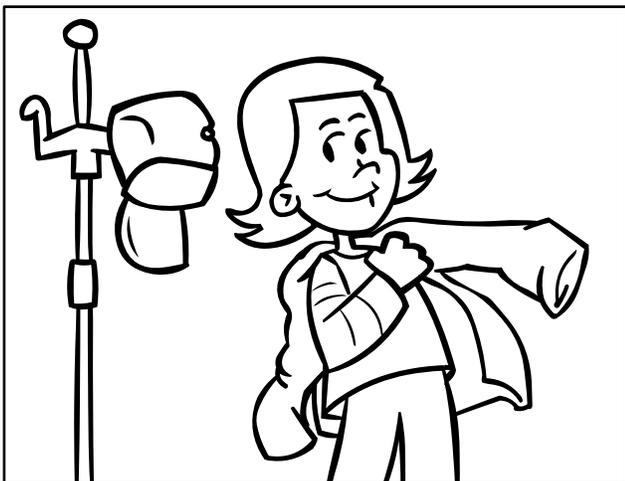
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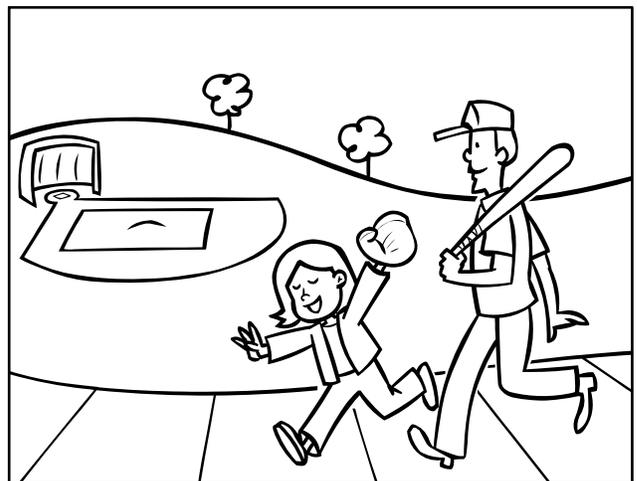
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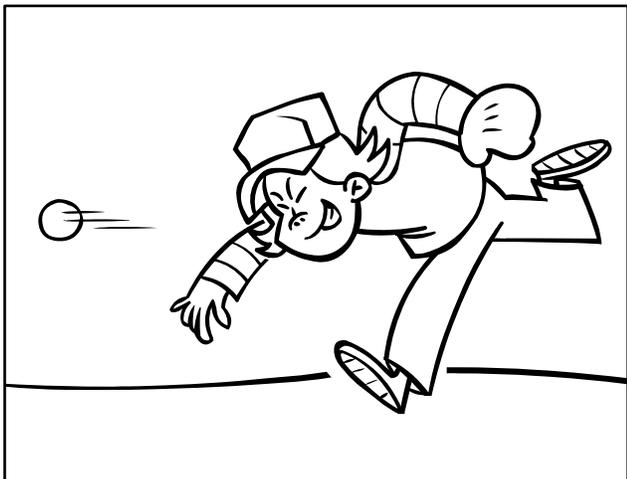
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3



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4

Who is this story about?

**Pictures
will vary.**

--- **Kim and Dad** ---

5



Using Question-Answer Relationships (Author and You and On My Own)

Directions: Read the passage. Then answer the questions.

Camping

Have you ever been camping? When you camp, you spend a lot of time outside. For a little while, you get to live under the stars. The trees stand above you and keep you company. The rocks become places to sit. The campfire is the place to keep warm. Camping is a great way to spend time with your family.

Things to Do

When you camp, there are a lot of things you can do. You can hike in the mountains. You can swim in a nearby lake. You can catch butterflies, or you can read a book too.

Around the Campfire

The campfire is an important part of camping. Many people like to make S'mores. S'mores are yummy treats. To make them, you need graham crackers, marshmallows, and chocolate. They are fun to make and eat around a campfire.

People also like to tell stories around the campfire. Sometimes the stories are scary. When it is dark outside, the stories seem scarier. Sometimes the stories are funny. They make people laugh. People take turns telling stories.

Bedtime

Bedtime is the best part of camping. You get to sleep in a sleeping bag, and you may even sleep inside a tent. At night, you can look up. Above you are lots of stars that travel across the sky. If you live in the city, you may see a few stars. But when you camp, you may see more stars than you can count.

1. Why are some stories scary when it is nighttime?

2. What would you like to do if you went camping?

3. Do you think you would like sleeping in a tent? Why or why not?



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1. Why are some stories scary when it is nighttime?

Answers will vary.

2. What would you like to do if you went camping?

Answers will vary.

3. Do you think you would like sleeping in a tent? Why or why not?

Answers will vary.



Using Affixes and Base Words

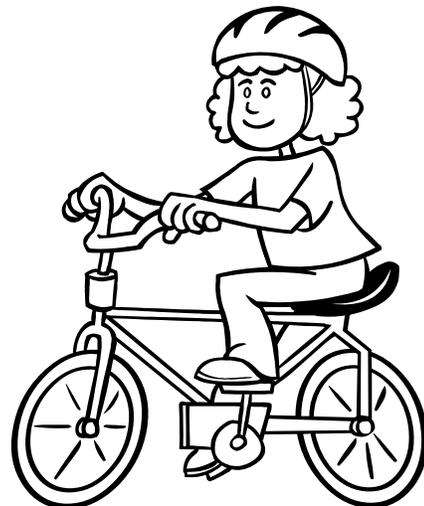
Directions: Read the magazine article. Then complete the activities that follow.

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

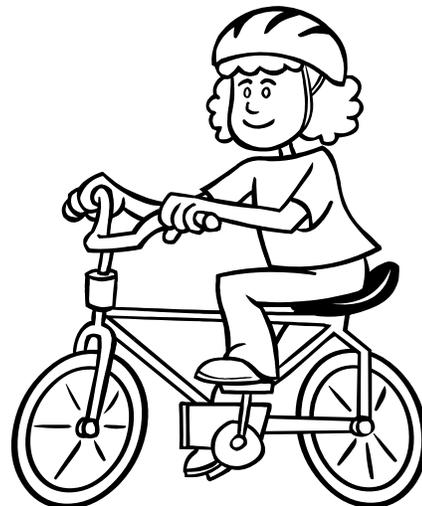
Directions: Read the magazine article. Then complete the activities that follow.

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 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



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.

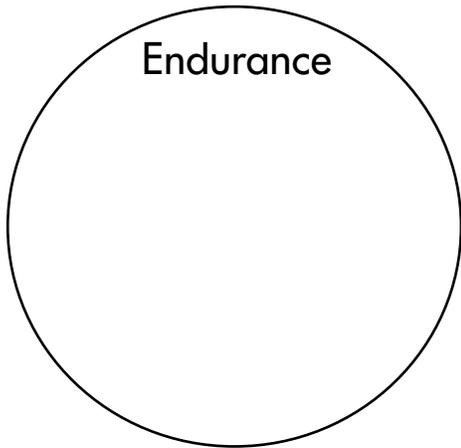
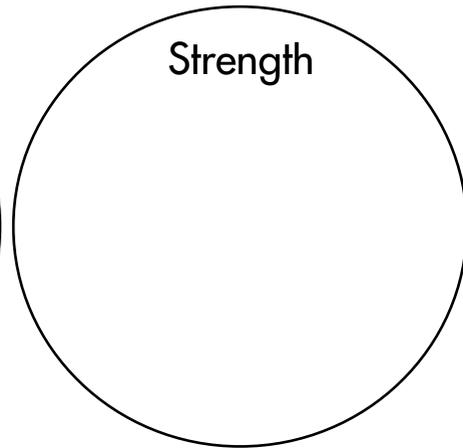
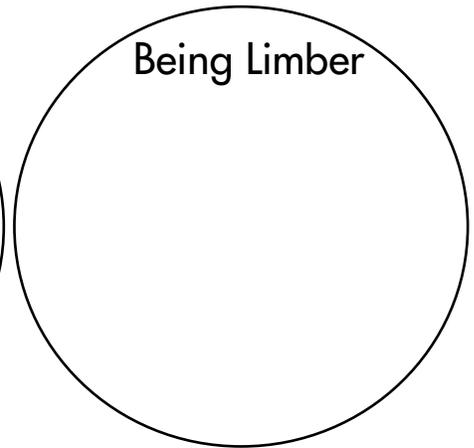
Being limber means that a person can stretch the body. A person who is limber can bend easily. Stretching is the best way to become limber. It is important to stretch before any physical activity. Muscles can be tight and tense before they are put in motion. Stretching warms up and loosens muscles. Then, 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>
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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.

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What is an inference?

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

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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.**

<p>Endurance playing soccer running swimming biking</p>	<p>Strength gymnastics weightlifting</p>	<p>Being Limber karate ballet yoga track and field</p>
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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**



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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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
<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.

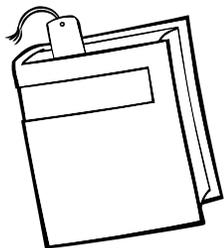
Jackie is a track star who won gold medals in the Olympics for the heptathlon.

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.



Determining the Meaning of Multiple-Meaning Words

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

The Missing Mascot

“Don’t loaf around, kids,” Coach yelled to us. “Start warming up.”

Our league championship was about to begin, but none of us were in the mood to play. Our spirits were down because it seemed our team mascot had deserted us just when we needed her most. Lucy was a lark who watched every one of our practices and home games, and she was not chirping away in the tree behind the dugout as she usually did.

We reluctantly started throwing and catching some balls as Coach demanded us to do, but the whole time we were wondering what had happened to our mascot. How could she choose this day to fly away?

Just as our first batter started walking towards home plate, we heard the most beautiful sounds coming from Lucy’s tree. Immediately, we turned to listen, and there was Lucy rooting us on with her melodious chirps. The strange thing was that Lucy was not alone. Tucked in her nest were three baby birds singing in time with their mother.

“Congratulations!” we all cheered in unison.

Lucy responded to our happy cries with a chirp we had never heard before. It sounded as if she said, “Play ball!” So with great excitement and relieved hearts, we set our minds on winning the game.

Directions: Circle the meaning of the word as it is used in the story.

1. loaf

- A. to be idle
- B. block of bread

4. lark

- A. an amusing prank
- B. small brownish songbird

2. league

- A. measure of distance
- B. group of sports clubs

5. heard

- A. listened to
- B. large group of animals

3. desert

- A. to leave alone
- B. hot, dry area of land

Directions: In the story, underline each of the words listed below. Then write the context clues that help determine the meaning of each word. The first one has been done for you.

1. loaf

“Start warming up” and “none of us were in the mood to play”

2. league

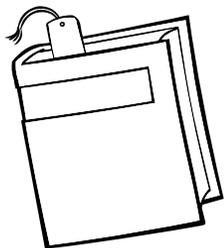
3. deserted

4. lark

5. heard

Directions: Reread the story. Then complete each question in the graphic organizer.

Element of Plot	How the Element Appears in the Story
Conflict What problem does the team have in the story?	<hr/> <hr/> <hr/> <hr/>
Rising Action What does the team do to try to solve their problem?	<hr/> <hr/> <hr/> <hr/>
Climax When is the team's problem solved?	<hr/> <hr/> <hr/> <hr/>
Outcome How does the story end?	<hr/> <hr/> <hr/> <hr/>



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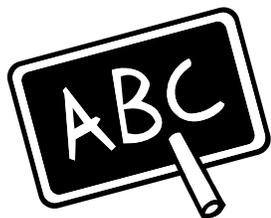
- | | |
|---------------------------------|-----------------------------------|
| 1. loaf | 4. lark |
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| 2. league | 5. heard |
| A. measure of distance | A. listened to |
| B. group of sports clubs | B. large group of animals |
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Directions: In the story, underline each of the words listed below. Then write the context clues that help determine the meaning of each word. The first one has been done for you.

- | | |
|-------------|---|
| 1. loaf | <u>“Start warming up” and “none of us were in the mood to play”</u> |
| 2. league | <u>“championship” and “our practices and home games”</u> |
| 3. deserted | <u>“How could she choose this day to fly away?”</u> |
| 4. lark | <u>“chirping away in the tree” and “flying away”</u> |
| 5. heard | <u>“the most beautiful sounds” and “turned to listen”</u> |

Directions: Reread the story. Then complete each question in the graphic organizer.

Element of Plot	How the Element Appears in the Story
<p>Conflict What problem does the team have in the story?</p>	<p>The team's mascot was not singing in the tree. She would usually sing during practices and home games.</p>
<p>Rising Action What does the team do to try to solve their problem?</p>	<p>They tried to begin their game without their mascot.</p>
<p>Climax When is the team's problem solved?</p>	<p>When the first batter goes up to home plate, they hear Lucy and her baby birds singing in the tree.</p>
<p>Outcome How does the story end?</p>	<p>Lucy seemed to chirp "play ball," so the team became excited and ready to win the game.</p>



Cause and Effect: Understanding a Character's Changing Feelings

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

Just for the Fun of It

Mike began playing golf when he was four years old, but by the time he was eleven, he had grown annoyed with the game and was playing poorly. Mike played so terribly in a junior championship game that he came in last place. He felt ashamed and was angry with the sport of golf.

“I’m never playing this game again,” Mike yelled as he stomped off the course. His father was unhappy with Mike’s poor sportsmanship and conduct. When they reached the car, his dad had Mike sit down so they could talk about what had happened.

“I understand how upset you are, Mike, but you can’t give up just because you didn’t play well.” His father was not disappointed with how poorly Mike played, but he was unhappy about how Mike reacted to losing. “You love playing golf and you can still enjoy it whether you win or lose.”

“You don’t understand, Dad,” Mike replied. “I used to be so good at this game, and now I’m not good at all.”

But Mike’s father knew differently, and he thought all Mike needed was a change in his attitude. “Well, maybe you’ll feel better after some lessons. If you’re still unhappy after the lessons, then you don’t ever have to play again.” His father simply wanted to see Mike try his best.

Mike acknowledged he had a poor attitude and agreed to take some golf lessons. He thought taking a break from competitive play might help

him learn to love the game again. So one morning, he woke up early—even before the birds began chirping—to go to his first golf lesson. He was a little unsure how it would proceed, but as soon as he met his instructor, all Mike’s fears disappeared.

“Good morning, Mike. I’m Peter.” Peter reached out to shake Mike’s hand.

There was something special about Peter. His enthusiasm about the game was infectious and it made Mike smile. For the rest of the morning, Mike listened carefully as Peter spoke passionately about the game. Mike began to remember why he had started playing golf in the first place. Mike remembered how fun it was to play golf, and how much he enjoyed the exercise and fresh air the sport afforded him.

The two golfers met once each week until Mike felt satisfied about his progress. As the summer came to an end, Mike felt ready to play in tournaments again. He played well at his first tournament, but he noticed that he was losing interest again. After the second tournament, Mike spoke to his father about his feelings.

“Dad?” he questioned in a quiet voice.

“Yes, Son, what’s wrong?”

“Well, it’s just ... I’m not having any fun. I mean I like playing golf, but these tournaments are too much pressure. They take all the fun out of the game.” Mike explained that competing made him feel nervous and angry.

His father was pleased with Mike’s honesty and proud of his son for giving golf another chance. From that day forward, Mike stepped away from competitive golf, but he continued to play the sport—just for the fun of it.

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

What is Mike's problem at the beginning of the story?

What causes Mike to dislike golf?

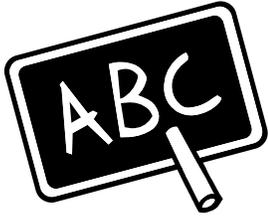
How does his father feel about Mike's decision to stop playing golf?

What advice does Mike's father give him?

At the end of the story, how does Mike feel about golf?

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

What are two cause and effect relationships in this story?



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

What is Mike's problem at the beginning of the story?

Mike no longer likes to play
golf.

What causes Mike to dislike golf?

Mike isn't playing well in his
tournaments. He feels ashamed
that he isn't playing well. Mike
feels angry about the sport.

How does his father feel about Mike's decision to stop playing golf?

His father is disappointed. He
feels like Mike is giving up
because Mike has enjoyed
playing golf in the past.

What advice does Mike's father give him?

His dad encourages him to
change his attitude and take
some lessons.

At the end of the story, how does Mike feel about golf?

Mike enjoys golf again. He has a positive attitude about the sport.
Now he plays for fun, and not for the contest.

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

What are two cause and effect relationships in this story?

Mike was playing golf badly, and then he started to dislike the game.

Mike changed to a positive attitude about golf, and then he played
better.



Identifying Steps in a Process

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

Training for Sport Climbing

Many athletes love a type of rock climbing called *sport climbing*. These climbers use anchors already set into the face of a mountain. They clip their safety rope to the anchors as they make their way up the steep, rocky cliffs. But the anchors and ropes only keep the climbers from falling. To get to the top, sport climbers must use every part of their body. They use their arms and legs. They even use their fingers and feet to grip the cracks in the rocks. Sport climbing is a lot of fun, but it takes hard work to prepare the body for such an extreme sport.

First, sport climbers need to eat foods rich in vitamins and proteins. Vegetables and fruits provide many vitamins. Meats, nuts, and beans are a great source of protein. These foods give the body the energy it needs to climb.

Second, sport climbers have to build their stamina or endurance. This sport requires a lot of effort. It could be dangerous if a climber quits in the middle of a climb. Regular, intense exercise helps sport climbers prepare for the many hours it takes to climb a steep mountain. Many sport climbers run, swim, and bike too. These activities help the climbers develop strong hearts and lungs. By doing these sports, the climbers increase their staying power so they do not get tired very easily.

Next, sport climbers need to increase their strength and flexibility. They must be strong enough to grip the cracks and pull themselves up the mountain. Lifting weights helps sport climbers build their strength. Often sport climbers will lift weights using only their fingers. They also have to be flexible enough to move around steep, rocky ledges. Stretching several times a day keeps sport climbers limber.

Finally, sport climbers have to practice. Many visit indoor climbing centers several times a week and scale the fake rock walls. These walls have different levels of skill. Most start climbing at the easiest level. Then they work their way up to the most difficult level. Some put small weights on a belt around their waists. This makes the practice climbs harder, but it makes the athletes stronger for climbing real mountains.

Sport climbing is a thrilling and fun outdoor adventure. But climbers must do many things before they even start going up the mountain. Preparing the body for this extreme sport is quite a process.

Directions: Read each word. Divide each word into its affix and base. Then write what each word means.

	Base	+	Affix	=	Meaning
1. climber	_____		_____		_____
2. endurance	_____		_____		_____
3. dangerous	_____		_____		_____
4. flexible	_____		_____		_____

Directions: Reread the passage. Underline the words that indicate a step in the process. Then identify each part of the process of training for sport climbing and describe it in the table below. The first one has been done for you.

Preparing the Body for Sport Climbing			
Step One	Step Two	Step Three	Step Four
Eat the right foods.			
What do the athletes need to do? Eat foods rich in vitamins and protein.	What do the athletes need to do?	What do the athletes need to do?	What do the athletes need to do?

Directions: Think about another process. Then identify and describe each part of the process in the table below.

Process: _____			
Step One	Step Two	Step Three	Step Four
What do _____ need to do?			



Identifying Steps in a Process

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

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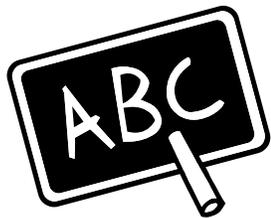
	Base	+	Affix	=	Meaning
1. climber	<u>climb</u>		<u>-er</u>		<u>one who climbs mountains</u>
2. endurance	<u>endure</u>		<u>-ance</u>		<u>ability to bear hardship</u>
3. dangerous	<u>danger</u>		<u>-ous</u>		<u>full of danger</u>
4. flexible	<u>flex</u>		<u>-ible</u>		<u>capable of bending</u>

Directions: Reread the passage. Underline the words that indicate a step in the process. Then identify each part of the process of training for sport climbing and describe it in the table below. The first one has been done for you.

Preparing the Body for Sport Climbing			
Step One	Step Two	Step Three	Step Four
Eat the right foods.	Build stamina.	Build strength and flexibility.	Practice.
What do the athletes need to do? Eat foods rich in vitamins and protein.	What do the athletes need to do? Athletes increase their staying power by running, swimming, and biking.	What do the athletes need to do? Lift weights and stretch the muscles daily.	What do the athletes need to do? Visit indoor climbing centers. Try different levels and put weights around the waist.

Directions: Think about another process. Then identify and describe each part of the process in the table below. **Answers will vary.**

Process: _____			
Step One	Step Two	Step Three	Step Four
What do _____ need to do?			



Determining the Meaning of Synonyms and Antonyms

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

Olympic History

Many people love watching the Olympic Games. The world's top athletes train for many years to compete in this international sporting event. It has become an important part of our world's culture.

The Olympics started in ancient Greece almost 3,000 years ago. People gathered in the Greek town of Olympia to participate in and observe the summer games. The Olympics were held as a religious and athletic festival. The games honored the gods, especially the Greek god Zeus. The athletes competed for personal glory. They also tried to impress the gods with their strength. People in ancient Greece truly admired the Olympic winners. The winners received a crown of olive leaves and were known as heroes.

Many different legends explain how the Olympic Games started. One legend states that a Greek king organized the games to honor the gods. He named the games after Mount Olympus, the place where the gods lived. Another legend states that Zeus himself started the games. He used the contests to celebrate his victory over the god Cronus. A third legend explains that Zeus's son Heracles started the games to honor his father after Heracles defeated King Augeus.

Written history, however, tells us the rest of the story. In the fourth century, a Roman emperor banned the games. No one participated in the Olympics again until a Frenchman named Pierre Fredy, the Baron de Coubertin, revived the summer games in 1896. Years later, in 1924, the winter games were established.

People still love to watch the great displays of athleticism. Today, top athletes compete in the winter and summer Olympics every four years. The games are held on an alternating schedule, so the summer Olympics and winter Olympics are never held in the same year. This allows fans to watch one of the games every two years.

Heracles and the Augean Stables

Adapted from Classic Greek Mythology

Heracles completed several tasks for the gods in order to prove his strength. During one of these tasks, the gods sent Heracles to clean King Augeus's stables. In return, the king agreed to give Heracles a herd of cattle.

Heracles immediately set out to complete his task. But he soon discovered that the job was an impossible hill to climb. The filthy stables had not been cleaned in years. Heracles became blue as he examined the sky-high mounds of dirt. Then he saw a nearby river and thought of a brilliant idea.

Heracles immediately built a dam across the mouth of the river. Then he dug deep channels in the soggy earth to change the river's flow. Finally, Heracles broke the dam, sending the raging waters down the channels and through the king's stables. The rivers swept away all the dirt and trash. Within minutes, the stables sparkled—they had never been so clean.

King Augeus, however, became angry when he saw the stables. He did not want to give Heracles the cattle and refused to keep his promise. Heracles mustered the might of a lion to wage a long war against the king. With a great burst of glory, Heracles eventually defeated King Augeus. But, more importantly, Heracles proved his strength and completed all of his tasks for the gods.

1. What is a synonym for **strength**?
 - A. weakness
 - B. exhaustion
 - C. power
 - D. joy

2. Which detail shows that the passage “Olympic History” is nonfiction?
 - A. Pierre Freddy revived the Olympics after the games were banned in the fourth century.
 - B. Zeus used the games to celebrate his victory over Cronus.
 - C. Heracles started the games after defeating King Augeus.
 - D. The gods lived on Mount Olympus.

3. How do you know the passage, “Heracles and the Augean” is a work of fiction?
 - A. The story includes statements of fact about the character.
 - B. The story includes information about how to clean a stable.
 - C. The story includes characters, a problem, and a solution.
 - D. The story includes the steps for building a stable.

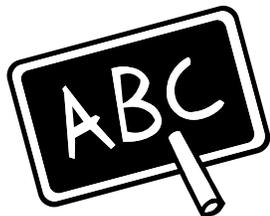
4. Which of the following is a metaphor?
 - A. filthy stables
 - B. sky-high mounds of dirt
 - C. the job was an impossible hill to climb
 - D. Heracles mustered the might of a lion

5. What does the color blue symbolize in the passage “Heracles and the Augean”?
 - A. happiness and joy
 - B. sadness and defeat
 - C. strength and power
 - D. weakness and anger

6. Which is the main idea of the passage “Olympic History”?
- A. Many people love watching the Olympic games.
 - B. The Olympic games honored the Greek gods.
 - C. Top athletes compete in the Olympics every four years.
 - D. No one knows exactly how the Olympics started.

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

7. How does Heracles solve the problem of cleaning the dirty stables? Use examples from the text to support your answer.



Determining the Meaning of Synonyms and Antonyms

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

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 - C. Top athletes compete in the Olympics every four years.
 - D. No one knows exactly how the Olympics started.**

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

7. How does Heracles solve the problem of cleaning the dirty stables? Use examples from the text to support your answer.

Heracles uses the river to clean out the stables. First, he built a dam across the river. Then he dug channels to change the flow of the river. Finally, he broke the dam and sent the water through the stables. The water took the garbage away.

Identifying Compare-and-Contrast Organizational Patterns

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



The Olympic Games

One of the enduring contributions of ancient Greece is the Olympic Games. The Games began around 776 B.C. and continued for the next thousand years. After the Romans conquered the Greeks, they discontinued the Games. The era of the modern Olympics began in 1896, and it continues to this day.

The Games were held every four years in Olympia to honor Zeus, with each city-state sending a team of athletes. During the Games, the Greeks took a month-long holiday and everything shut down. Thousands traveled to Olympia to watch or compete in the events.

The pentathlon was the most important contest in the ancient Olympics. It included a footrace, the broad jump, the discus throw, the javelin throw, and wrestling. Other favorite competitions were boxing, horseback racing, and chariot racing.

The winner of a competition was crowned with a wreath of olive leaves. As in our own time, an Olympic champion became famous and was honored throughout the country.

The modern Olympic Games are both similar to and different from the ancient Games. Perhaps the biggest difference is that, today, people from around the world compete, and both men and women take part.

Many sports that were important then are still important now. Track and field events—the backbone of the ancient Games—are still central to the modern Games. Sprinting and long-distance running, as well as javelin and discus throwing, are still Olympic events. The pentathlon is still an Olympic event, although wrestling and boxing are separate events today.

Many modern competitions, such as swimming and gymnastics, did not exist in ancient times. Likewise, some ancient competitions, such as chariot racing, are no longer Olympic sports.

There's another major difference. Today, the Olympics are divided into Summer Games and Winter Games. In ancient times, there were only summer games.

One tradition that began in ancient times and continues to this day is the lighting of the Olympic torch. The torch is still lit at the ancient site of Olympia. Then it is carried by air and sea and land until it reaches the site of the Olympic Games. Ordinary people pass the torch from hand to hand until it is used to light the giant Olympic flame, which burns throughout the Games.

In ancient times, athletes paraded through the streets on their way to the stadium while crowds cheered. This tradition continues. Today, the Olympic Flag is carried into the stadium followed by the parade of athletes. When Greece hosted the 2004 Olympics, athletes from 201 countries were represented.

Directions: Circle the best answer for each question. Then write a response to the last question.

1. What is the theme of this passage?
 - A. People do not care about the Olympic Games anymore.
 - B. The Winter Olympics are more popular than the Summer Olympics.
 - C. The Olympic Games cause a number of troubling international incidents.
 - D. The modern Olympic Games are based on the ancient Olympic Games.

2. Why were the ancient Olympic Games discontinued?
 - A. The Greeks lost interest in Olympic sports.
 - B. The Greeks were conquered by the Romans.
 - C. The Romans did not want to honor Zeus anymore.
 - D. The Romans did not want to compete in the Winter Games.

3. What is one of the main differences between the modern and ancient Olympic Games?
 - A. Boxing is only offered during the modern Olympic Games.
 - B. The pentathlon was only offered during the ancient Olympic Games.
 - C. Both men and women can compete in modern Olympic Games.
 - D. Swimming and gymnastics are part of ancient and modern Olympic Games.

4. Which of the following is a tradition that began in the ancient games and continues to this day?
 - A. traveling to Olympia
 - B. throwing the javelin
 - C. worldwide competitors
 - D. lighting the Olympic torch

5. What are the similarities between the ancient Olympic Games and the modern Olympic Games?

Directions: Circle the best answer for each question. Then write a response to the last question.

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5. What are the similarities between the ancient Olympic Games and the modern Olympic Games?

Answers will vary. People travel to participate in and watch the games. Many sports that were important then are important now. Modern games still include discus and javelin throwing, the pentathlon, wrestling, and boxing. The lighting of the torch is a tradition that was ancient and is also modern. The torch is still lit in Olympia. The athletes still parade and are cheered as they go by.

Paraphrasing Information

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

**Roberto Clemente**

¹ Those who played with him and against him, as well as those who came to watch him, knew Roberto Clemente was a gifted athlete. His fans and many other people also came to know him as a great man—one who would put it all on the line for those in need.

By the Numbers

² Roberto Clemente was a great baseball player. The record book proves it. In his 18 seasons with the Pittsburgh Pirates, he led the team to two World Series. While he played with the Pirates, he came to bat 9,454 times, drove in 1,305 runs, and played in 2,433 games. In his final at bat in 1972, Clemente made his 3,000th career hit—an accomplishment that at that time had been reached by only ten major league players.

A Big Heart

³ But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

⁴ After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

⁵ Two weeks after Clemente returned to his home in San Juan, an earthquake hit Managua. Thousands of people lost their lives. Clemente worried about his newfound friends. He went on television in Puerto Rico and urged people to donate whatever they could. The victims needed medicines, clothes, food, and blankets. The people of San Juan responded. Supplies of all kinds poured in.

Tragedy

⁶ Within two days, planes loaded with supplies left San Juan. But soon, there were troubling reports from Managua. The supplies were not reaching the victims. Instead, some supplies were being held up by dishonest people. Clemente knew then he needed to go to make sure the supplies reached those who so desperately needed them.

⁷ On December 31, 1972, Clemente and four other people boarded an old DC-7 for the flight. The plane was in need of repairs, but Clemente was determined to go. “Who else will go?” he asked. “Someone has to do it—now.”

⁸ The plane taxied onto the runway, received clearance to take off, and flew into the air. Ninety seconds later, the pilot radioed that they were coming back. But the plane did not return. Instead, it crashed into the ocean. Everyone on the plane was killed. The next day, New Year's Day, 1973, people streamed to the beach in San Juan to watch and wait for news of Clemente. A cold rain mixed with their tears. After several days, the search was finally called off. In the towering waves, researchers found only the pilot's body and a few pieces of the cockpit.

⁹ People still remember Roberto Clemente as a terrific baseball player. But they also remember him as a great human being.

Directions: Identify the best paraphrase or write a paraphrase for the paragraph.

1. Which of the following is the best paraphrase of Paragraph 2?

- A. Roberto Clemente came to bat almost 10,000 times.
- B. Roberto Clemente's success led his team to the World Series.
- C. Roberto Clemente played for the Pittsburgh Pirates for 18 years.
- D. Roberto Clemente's record proves that he was a great baseball player.

2. Paraphrase the following paragraph.

But numbers in a record book alone do not describe the kind of man Roberto Clemente was. As one of the first professional Latino baseball players in the United States, he cared about how all players were treated. He also coached many young baseball players here and in his home country of Puerto Rico. During the last few weeks of his life, he showed how truly great he really was.

3. Paraphrase the following paragraph.

After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

4. Which of the following is the best paraphrase of Paragraph 5?

- A. Thousands of people died in the earthquake in Managua.
- B. An earthquake hit Managua shortly after Clemente's visit.
- C. Clemente cared deeply about people and wanted to help the earthquake victims.
- D. The people of San Juan gave supplies because they wanted to impress Clemente.

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Answers will vary. In addition to being a great baseball player, Roberto Clemente cared deeply about others, especially young players.

3. Paraphrase the following paragraph.

After the 1972 baseball season was over, Clemente went to Managua, Nicaragua, with a team of kids from his country. They were playing for the junior world championship. When Clemente was not working with the team, he would go out to meet the people of Managua, often carrying a bag of coins, which he distributed to the needy.

Answers will vary. Clemente wanted to meet the people of Nicaragua as much as he wanted to help the young baseball players.

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