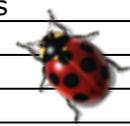


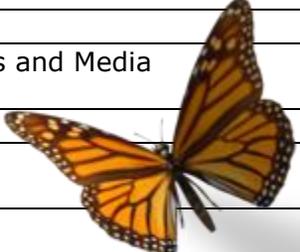


# Animals



Print Partner Title / First Line	Skill
Sam had a bug in a net. (Bugs)	Identifying the Correct Sequence of Events
Tim and Dan (Cat and Mouse)	Reading High Frequency Words
This is Ned. (Dog)	Compare & Contrast
The Missing Chick	Answering Questions about Plot
Sid was a kid. (Ladybug)	Reading High Frequency Words
The Pig and the Dog	Reading Fluently
Turtle's Party	Retelling a Story
What a sunny day! (various)	Reading High Frequency Words
A cat sat in the hat. (various)	Identifying Articles
Rabbit is at home. (various)	Following directions
At the Zoo	Retelling a Story
The little ant had a snack.	Blending Final Consonant Blends in Context
The Frog	Blending Words in Context
Meg had a gray pig.	Identifying the Main Idea and Drawing Conclusions
Gus and Bud (puppy & bear cub)	Word Families
Visit the Butterfly House	Using Text Features
Dear Mr. Riley (turtles)	Summarizing Ideas and Question-Answer Relationships
Desert Plants and Wildlife of the Southwest (various)	Titles, Table of Contents, and Chapter Headings
The Fat Sand Rat	Retelling the Main Idea



Sit, Rover, Sit (dog)		Identifying Compound Words
The Lost Scarf (giraffe)		Recognizing Dialogue and Narration & Identifying Characteristics of Mystery
Five Flying Lions		Decoding Irregular Long Vowel Combinations
Lenny Lizard Learns a Lesson		Comparing and Contrasting Themes
Hi, My name is José Gila Monster. (lizard)		Answering Literal Questions
The Puppy		Identifying Elements of Character
Beth's Plan (puppy)		Retelling Main Idea
Come see the <i>Animal Queen</i> in person! (reptiles)		Summarizing Ideas from Different Texts and Media
Fold the black paper in half. (spider)		Following Written Instructions
The birds look for worms in the dirt. (various)		Recognizing R-Controlled Words
What You Need to Know: Idiom (various)		Recognizing Idioms
Wasps and Bees		Comparing and Contrasting & Using Text Features
Staying Safe (various)		Recognizing Cause and Effect
Cindy the Seal		Identifying Genre: Mystery
Letter to Mrs. Wong (bats)		Distinguishing Fact and Opinion
The Life Cycle of a Butterfly		Making, Modifying and Confirming Predictions
Pet Problems		Following Directions
The Dolphin and the Otter		Recognizing Similes and Metaphors
Chicken Little		Recognizing Dialogue and Narration
The Strange Little Duckling		Answer Questions about Characters, Theme, and Plot
How South American Birds Got Their Colors		Recognizing Cause and Effect and Retelling a Story
Two Foolish Frogs		Identifying the Correct Sequence of Events
Notebook Entries for Professor Perfecto		Categorizing Words
Spiders That Do Not Spin Webs		Determining Meaning of Multiple-Meaning Words
The monarch Butterfly		Using Information in Tables, Maps, and Charts
Insecta		Categorizing and Identifying Meaning of Words
Tide Pool Life		Categorizing Words
Read the table of contents and the paragraphs. (Sharks)		Using Titles, Table of Contents, and Chapter Headings
Exotic Birds Are Not For Trading		Differentiating between Fact, Opinion, and Bias
The Peregrine Falcon		Use Cause-and-Effect to Gain Meaning
Roxie (Dog)		Using Clue Words to Differentiate between Facts, Opinions, Generalizations, and Overgeneralizations
Tenacious Termites		Summarizing Text: Using a Graphic Organizer to Organize 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.



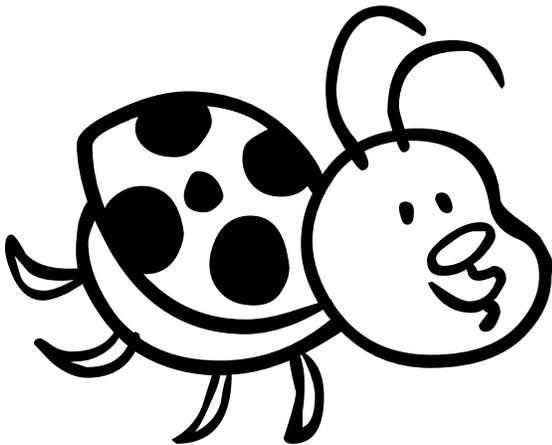
## Identifying the Correct Sequence of Events

**Directions:** Read the story. Then answer the questions.

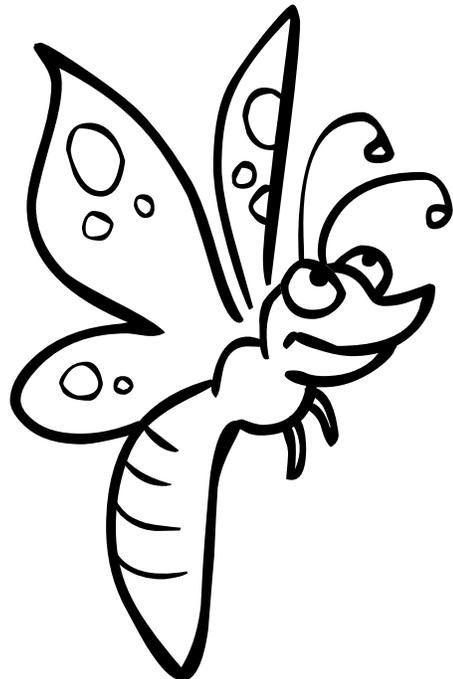
Sam had a bug in a net.  
Pam had a bug in a jar.  
Sam's bug was red.  
Pam's bug was tan.  
Pam and Sam let the bugs go.

**Directions:** Color each bug from the story.

**Sam's bug**

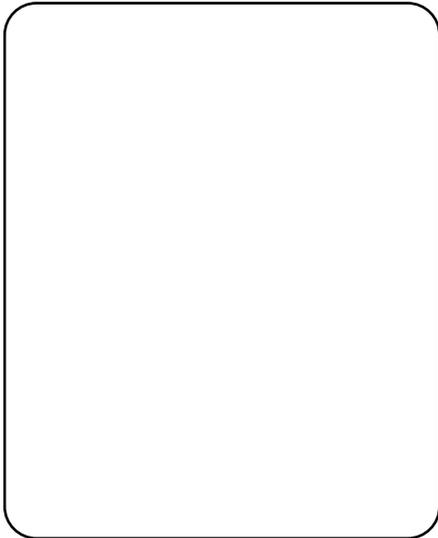


**Pam's bug**



**Directions:** Draw the events of the story in order.

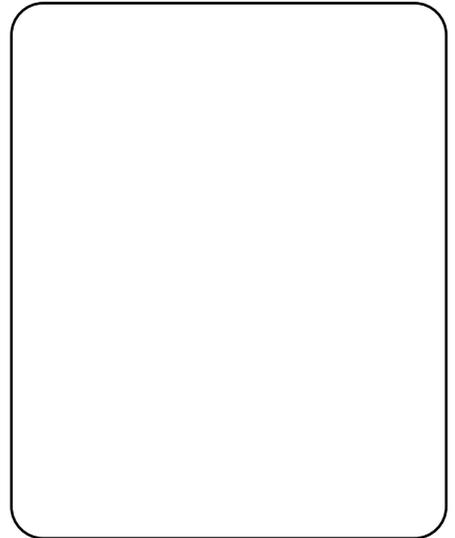
**First**



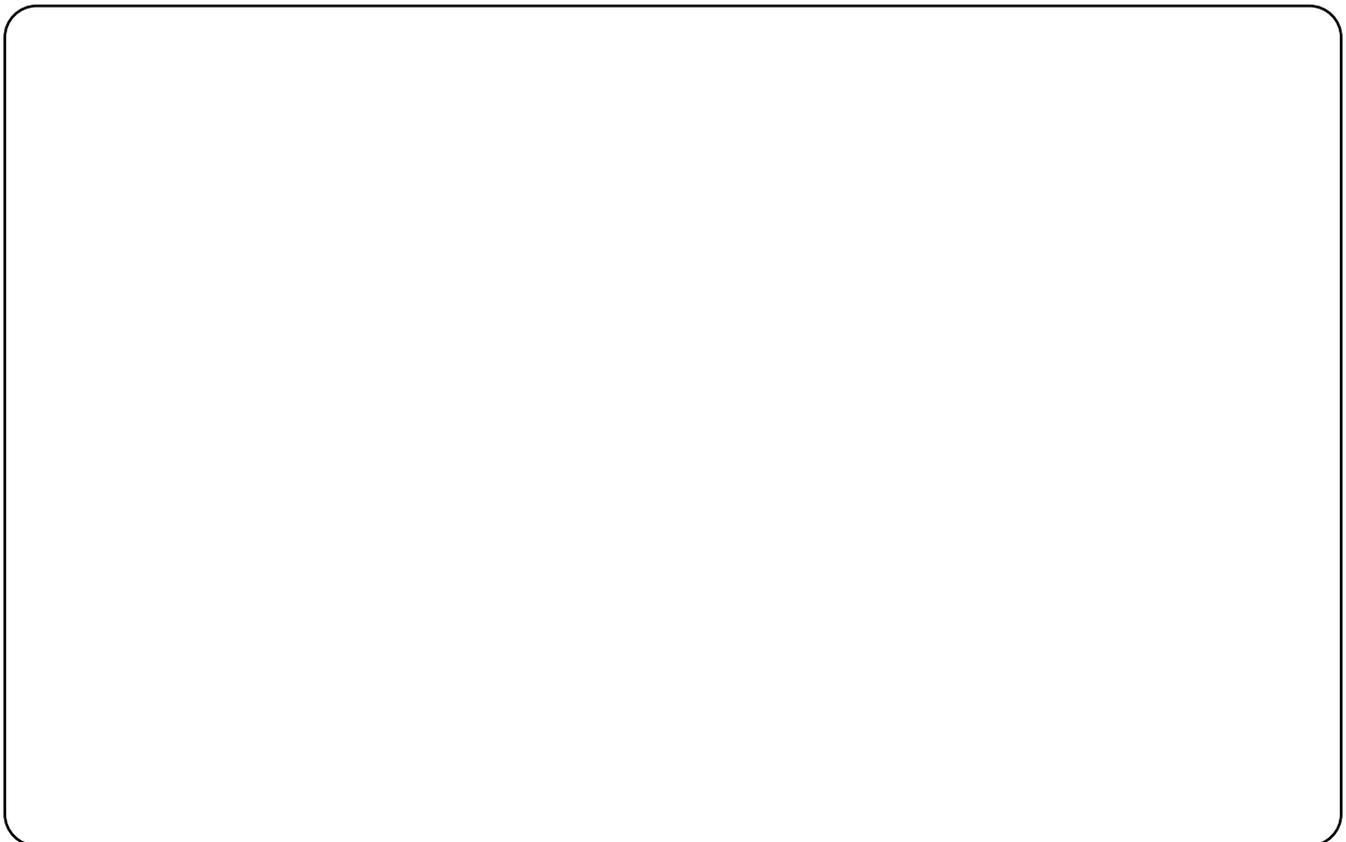
**Next**



**Last**



**Directions:** Did you ever catch a bug? Draw a picture of the bug.





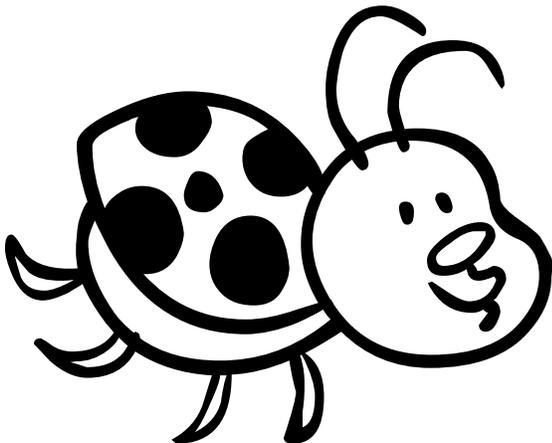
## Identifying the Correct Sequence of Events

**Directions:** Read the story. Then answer the questions.

Sam had a bug in a net.  
Pam had a bug in a jar.  
Sam's bug was red.  
Pam's bug was tan.  
Pam and Sam let the bugs go.

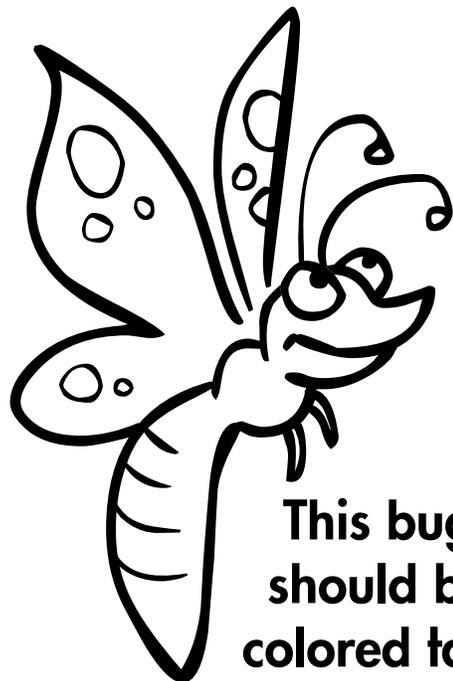
**Directions:** Color each bug from the story.

**Sam's bug**



**This bug should be colored red.**

**Pam's bug**



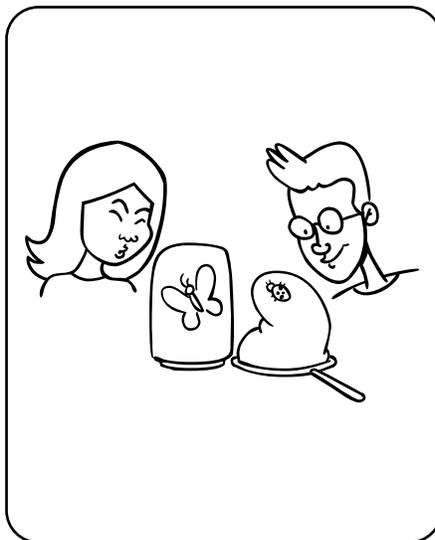
**This bug should be colored tan.**

**Directions:** Draw the events of the story in order.

**First**



**Next**

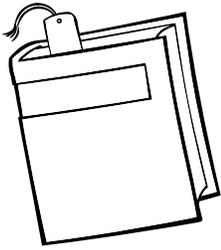


**Last**



**Directions:** Did you ever catch a bug? Draw a picture of the bug.

**Pictures will vary.**



## Reading High Frequency Words

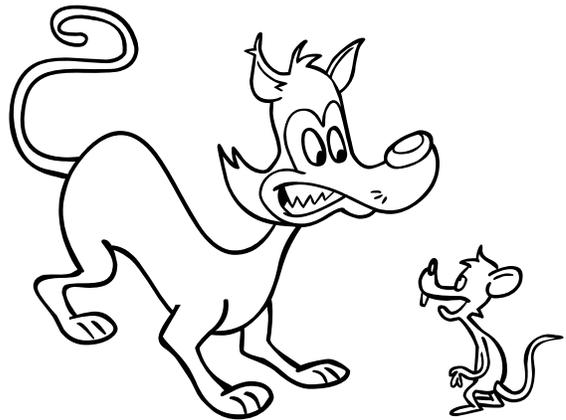
**Directions:** Cut out the pages and put them in order.  
Staple the pages together. Then read the story and circle  
the words **a**, **to**, and **in**.

### Tim and Dan



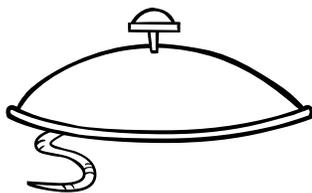
by Tricia Kauffman

Name \_\_\_\_\_



Tim and Dan hid.

1



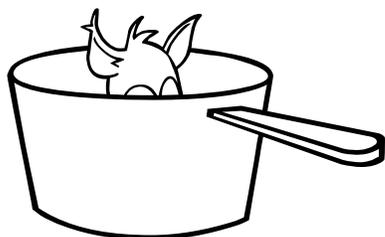
Tim hid in a lid.

2



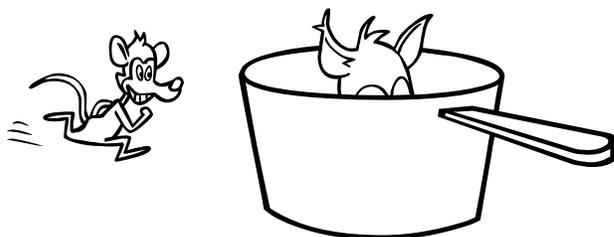
Dan ran to the lid.

3



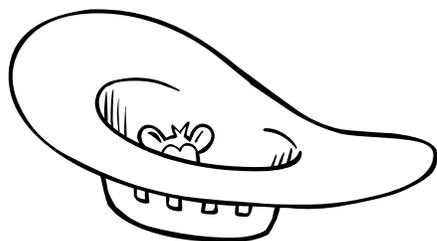
Dan hid in a pot.

4



Tim ran to the pot.

5



Tim hid in a hat.

6



Dan ran to the hat.

7



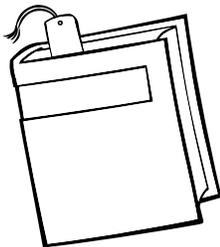
Dan is in the hat.

8



Tim and Dan had  
a nap.

9



## Reading High Frequency Words

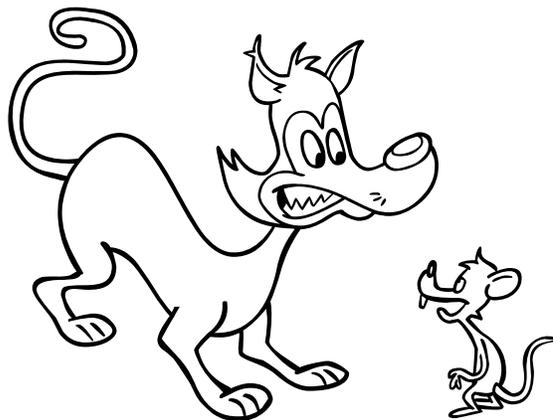
**Directions:** Cut out the pages and put them in order.  
Staple the pages together. Then read the story and circle the words **a**, **to**, and **in**.

### Tim and Dan



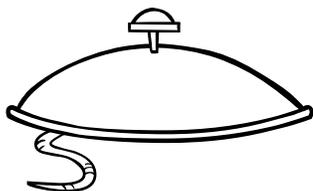
by Tricia Kauffman

Name \_\_\_\_\_



Tim and Dan hid.

1



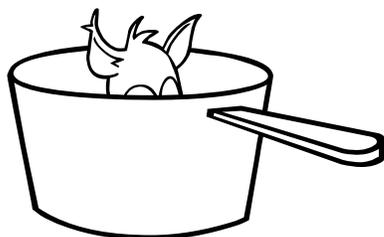
Tim hid **in** a lid.

2



Dan ran **to** the lid.

3



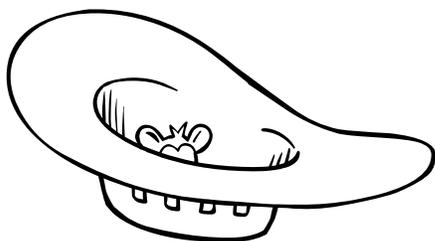
Dan hid **(in)** a pot.

4



Tim ran **(to)** the pot.

5



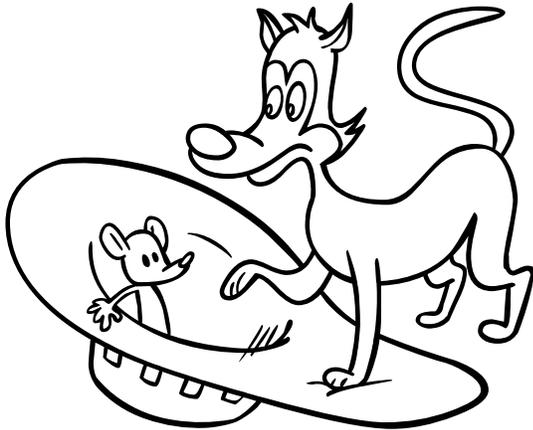
Tim hid **(in)** a hat.

6



Dan ran **(to)** the hat.

7



Dan is **in** the hat.

8



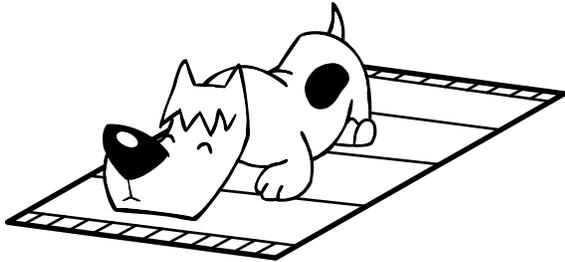
Tim and Dan had  
**a** nap.

9



## Comparing and Contrasting

**Directions:** Look at each picture. Read the words. Then tell how the dogs are alike and different.



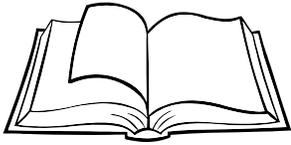
This is Ned. He is a dog. Ned likes to sleep. He sleeps on a mat.



This is Jed. He likes to run. He runs with his ball.

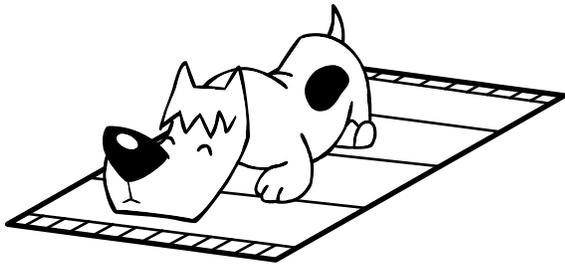
How are Ned and Jed the same? Draw a picture of how they are the same.

How are Ned and Jed different? Draw a picture of how they are different.



## Comparing and Contrasting

**Directions:** Look at each picture. Read the words. Then tell how the dogs are alike and different.

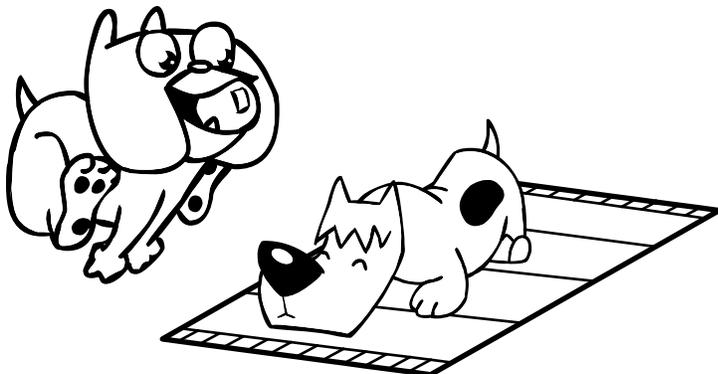
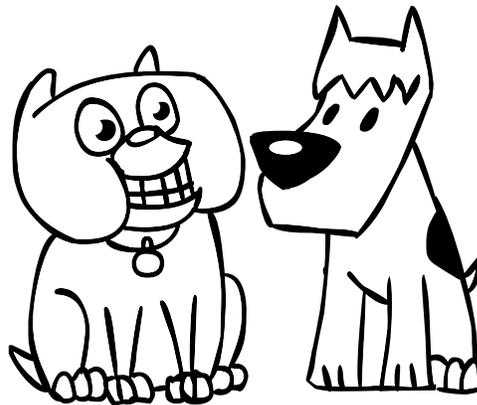


This is Ned. He is a dog. Ned likes to sleep. He sleeps on a mat.

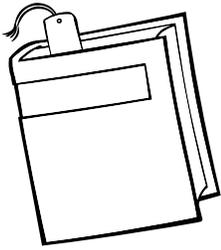


This is Jed. He likes to run. He runs with his ball.

How are Ned and Jed the same? Draw a picture of how they are the same.



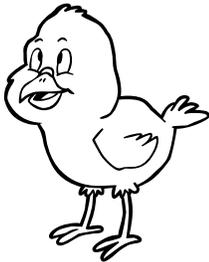
How are Ned and Jed different? Draw a picture of how they are different.



## Answering Questions about Plot

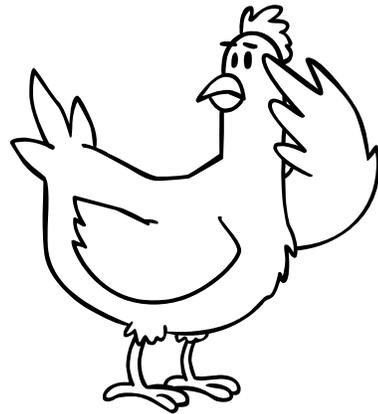
**Directions:** Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

### The Missing Chick



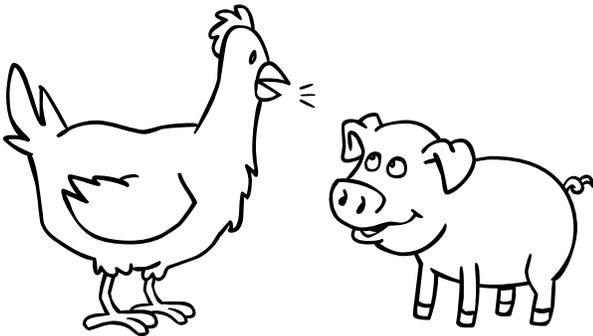
by Wendi Silvano

Name \_\_\_\_\_

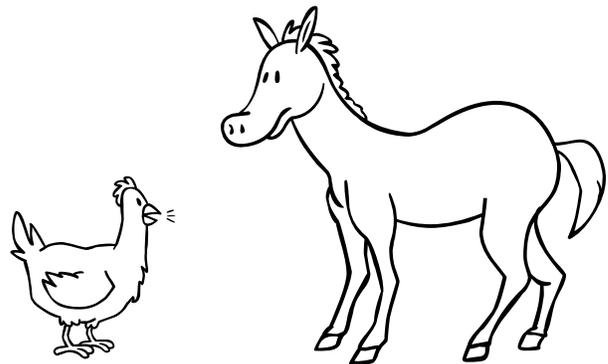


Hen could not find her littlest chick.

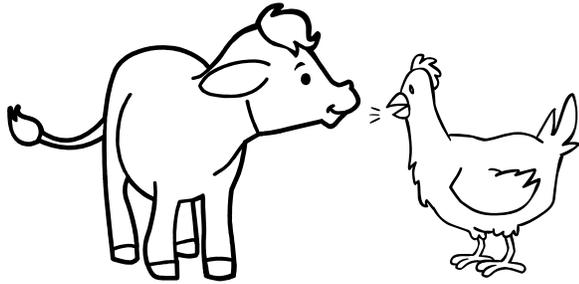
1



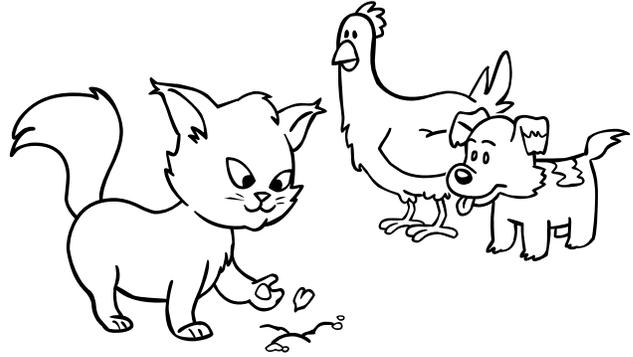
Hen asked Piglet, "Have you seen my littlest chick?"  
Piglet said, "No." 2



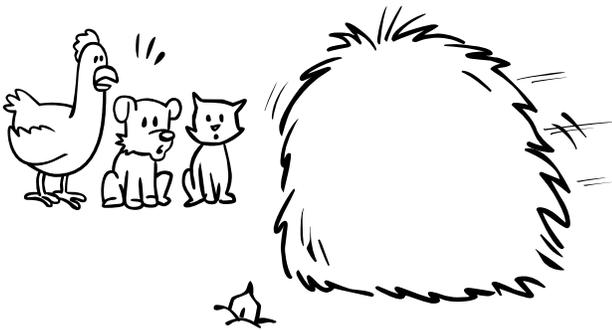
Hen asked Colt, "Have you seen my littlest chick?"  
Colt said, "No." 3



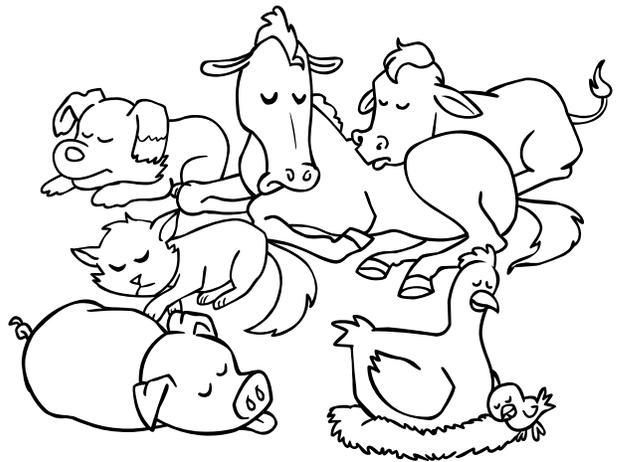
Hen asked Calf, "Have you seen my littlest chick?"  
Calf said, "No." 4



Hen asked Puppy and Kitten for help. Kitten put corn kernels on the ground. 5



Soon something moved in the haystack. Out came Hen's littlest chick! 6



And all the animals went back to bed. 7

What happens at the beginning of the story?

\_\_\_\_\_

-----

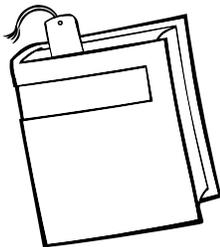
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

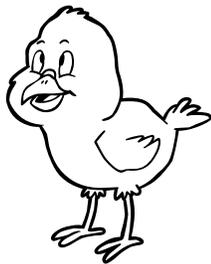
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## Answering Questions about Plot

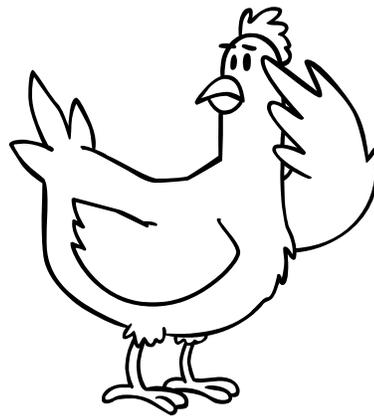
**Directions:** Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

### The Missing Chick



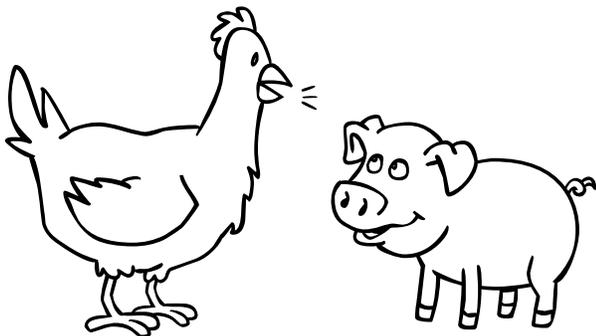
by Wendi Silvano

Name \_\_\_\_\_

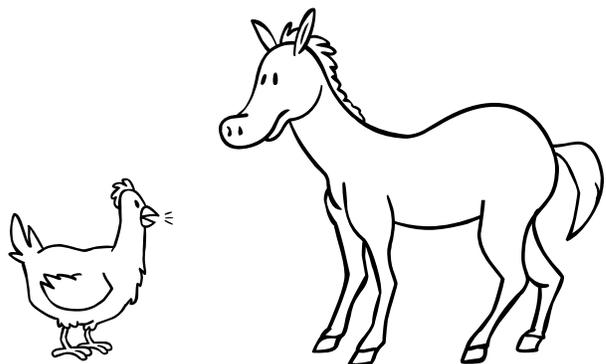


Hen could not find her littlest chick.

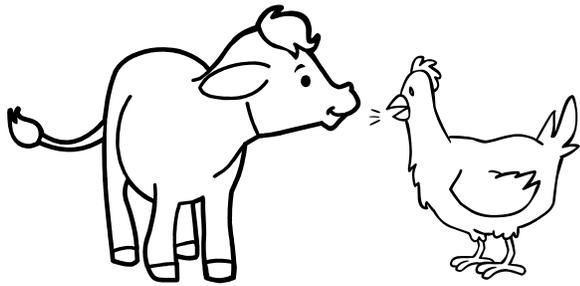
1



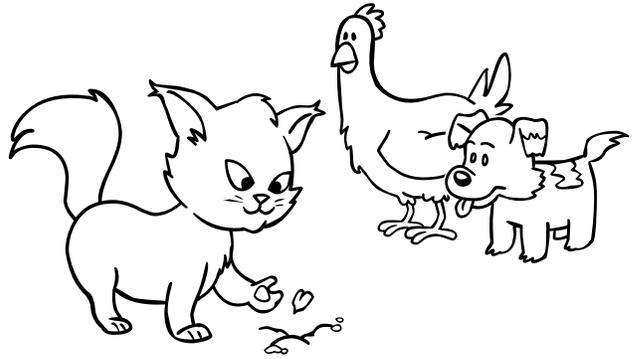
Hen asked Piglet, "Have you seen my littlest chick?"  
Piglet said, "No." 2



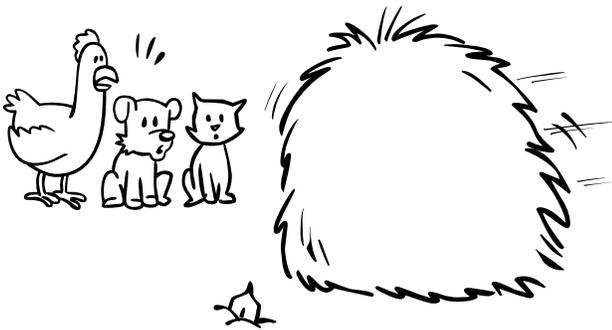
Hen asked Colt, "Have you seen my littlest chick?"  
Colt said, "No." 3



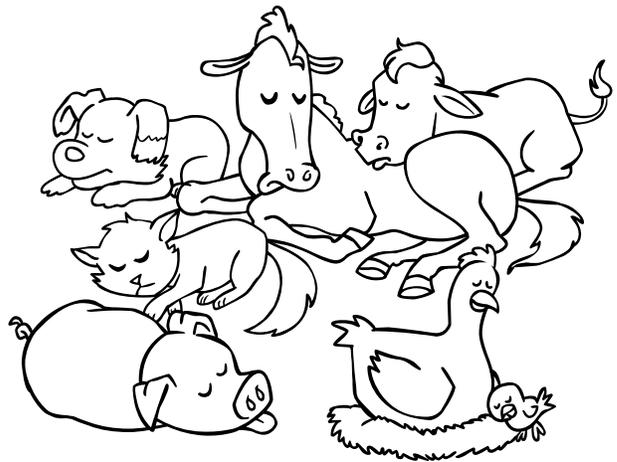
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Hen asked Puppy and Kitten for help. Kitten put corn kernels on the ground. 5



Soon something moved in the haystack. Out came Hen's littlest chick! 6



And all the animals went back to bed. 7

What happens at the beginning of the story?

**Pictures  
will vary.**

\_\_\_\_\_

**Hen could not find**

\_\_\_\_\_

**her chick.** 8



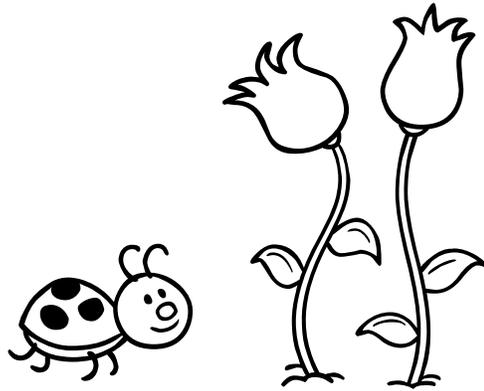
## Reading High Frequency Words

**Directions:** Read the story. Then answer the questions.



Sid was a kid.  
He had a jar with a lid.

1



Sid sat by the flowers.  
He saw a bug. He  
said, "I want to look  
at the bug."

2



He put the bug in the  
jar. He put on the lid.

3



Sid sat on a rug to  
look at the bug. But  
the bug was sad.

4

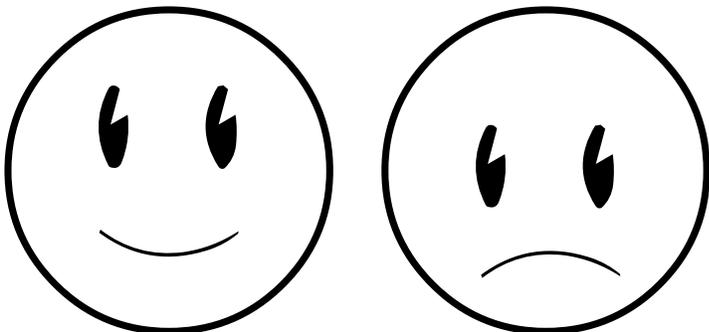


Sid had a plan. Sid said, "I will let the bug go!" The bug ran by the rug. 5

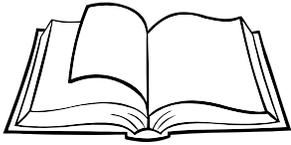


Sid was happy, but he missed the bug. 6

Draw a picture that shows where Sid sat.



Color the face that shows how the bug felt being in the jar.



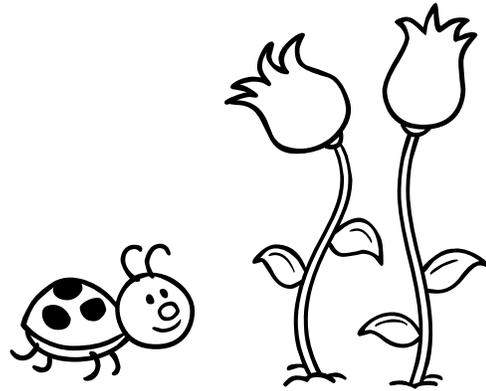
## Reading High Frequency Words

**Directions:** Read the story. Then answer the questions.



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He had a jar with a lid.

1



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He saw a bug. He  
said, "I want to look  
at the bug."

2



He put the bug in the  
jar. He put on the lid.

3



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look at the bug. But  
the bug was sad.

4

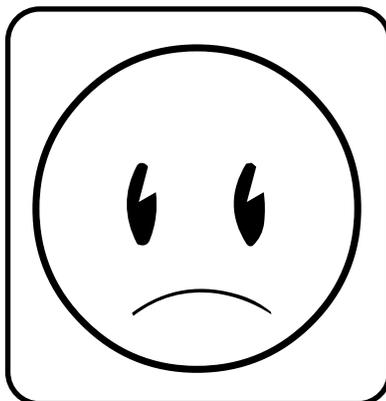
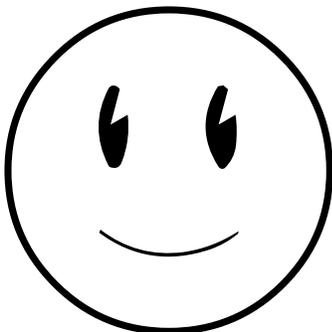
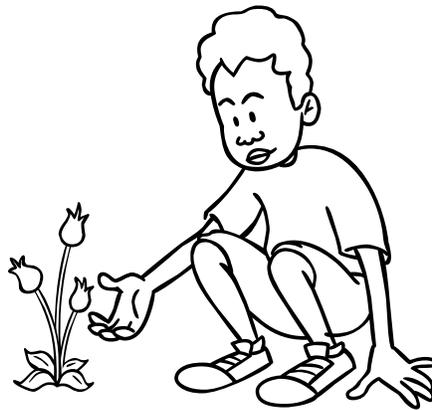


Sid had a plan. Sid said, "I will let the bug go!" The bug ran by the rug. 5

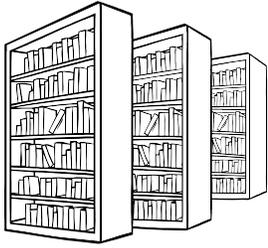


Sid was happy, but he missed the bug. 6

Draw a picture that shows where Sid sat.



Color the face that shows how the bug felt being in the jar.



## Reading Fluently

**Directions:** Cut out the pages and put them in order. Staple the pages together. Read the story. Then draw pictures to match the words on each page.

### The Pig and the Dog

by Erin Lassiter

Name \_\_\_\_\_

A pig sat in the sun.

1

He met a dog.

2

He ran with the dog.

3

They had fun in the mud.

4

They got wet in a bog.

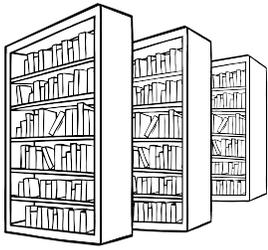
5

The pig had a nap  
in his pen.

6

The dog had a nap  
on his bed.

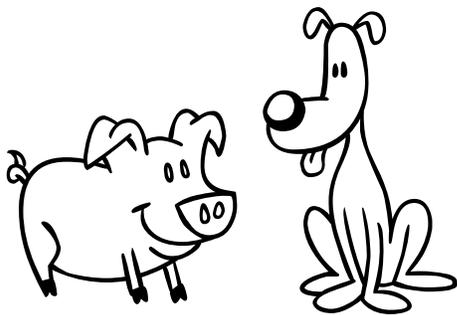
7



## Reading Fluently

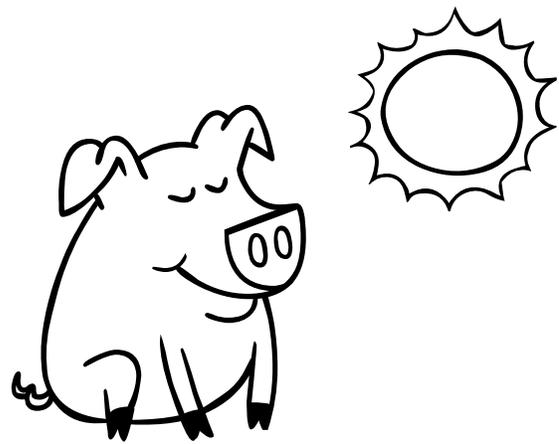
**Directions:** Cut out the pages and put them in order. Staple the pages together. Read the story. Then draw pictures to match the words on each page.

### The Pig and the Dog



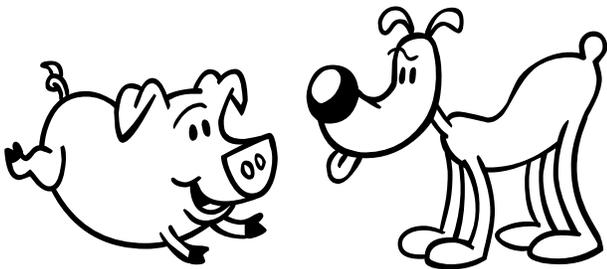
by Erin Lassiter

Name \_\_\_\_\_



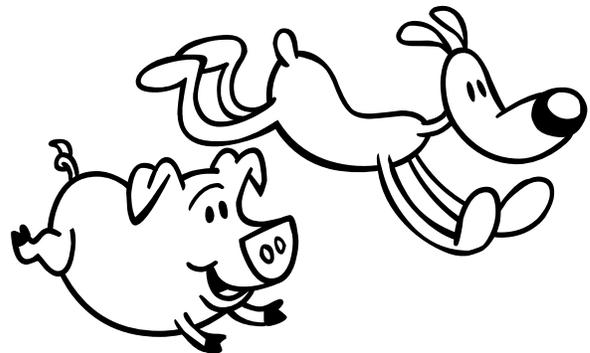
A pig sat in the sun.

1



He met a dog.

2



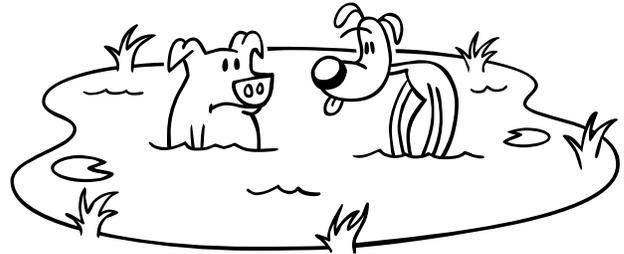
He ran with the dog.

3



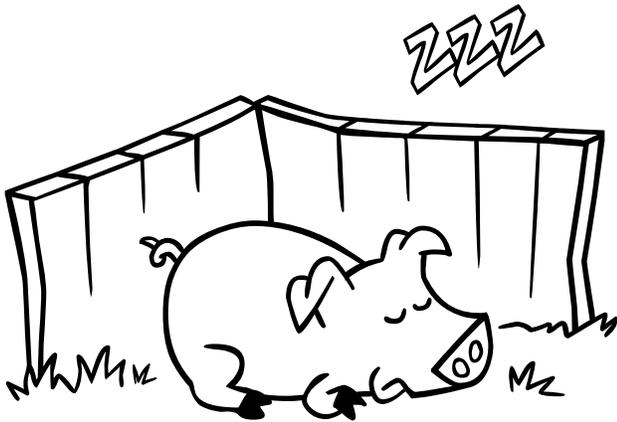
They had fun in the mud.

4



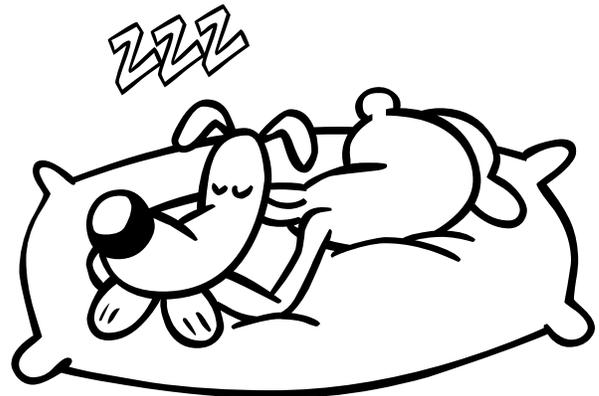
They got wet in a bog.

5



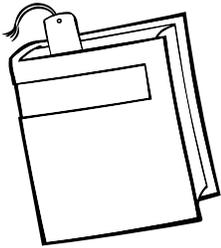
The pig had a nap  
in his pen.

6



The dog had a nap  
on his bed.

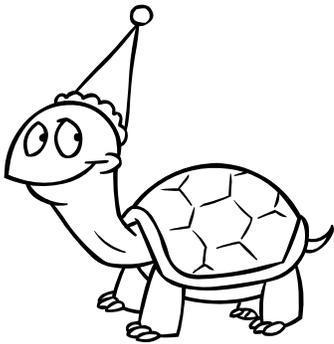
7



## Retelling a Story

**Directions:** Cut out the pages. Put them in order. Staple the pages together. Then read the story and answer the questions.

### Turtle's Party



by Kathryn LaComb

Name \_\_\_\_\_



Turtle is having a party  
at his house.

1



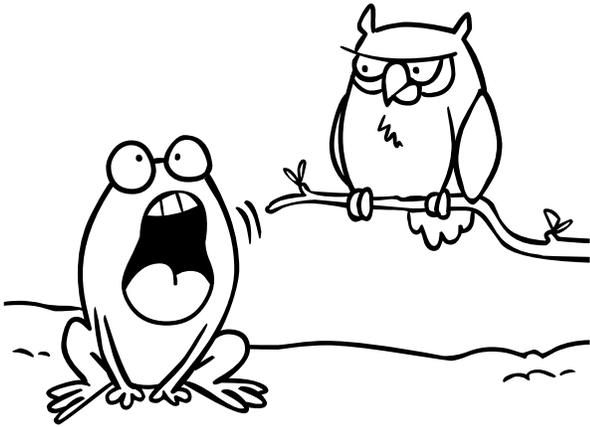
"Where is Turtle's house?"  
Squirrel asks Beaver.

2



"Where is Turtle's house?"  
Beaver asks Frog.

3



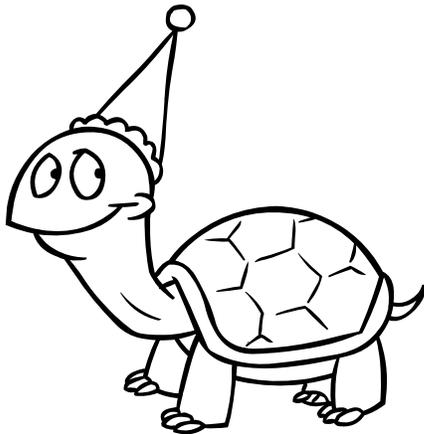
"Where is Turtle's house?"  
Frog asks Owl.

4



Owl giggles.

5



Here comes Turtle and  
his house!

6



Let the party begin!

7

Where does the story  
take place?

---

---

---

8

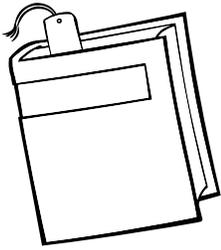
Who is your favorite  
character from the story?

---

---

---

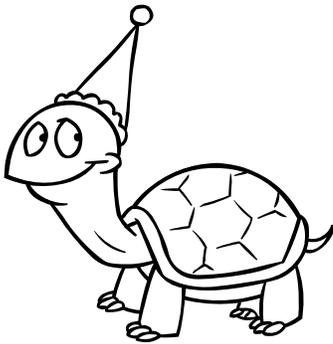
9



## Retelling a Story

**Directions:** Cut out the pages. Put them in order. Staple the pages together. Then read the story and answer the questions.

### Turtle's Party



by Kathryn LaComb

Name \_\_\_\_\_



Turtle is having a party  
at his house.

1



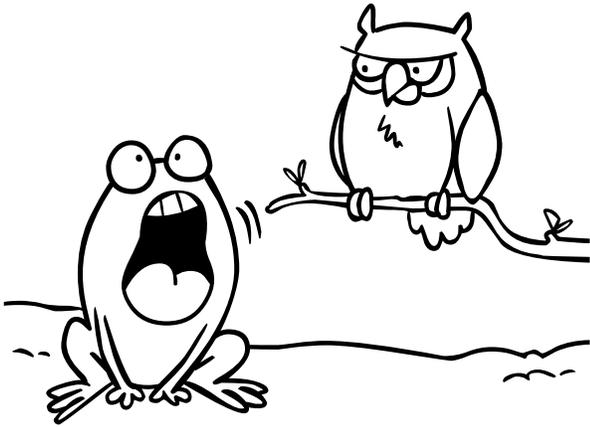
"Where is Turtle's house?"  
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"Where is Turtle's house?"  
Beaver asks Frog.

3



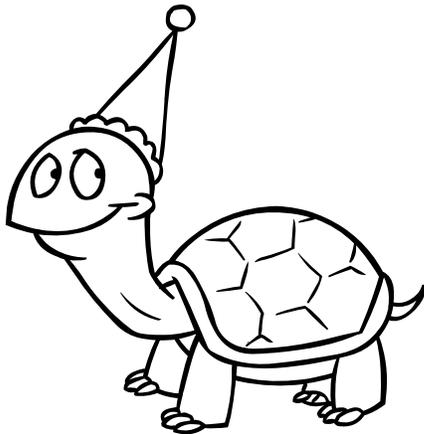
"Where is Turtle's house?"  
Frog asks Owl.

4



Owl giggles.

5



Here comes Turtle and  
his house!

6



Let the party begin!

7

Where does the story  
take place?

**Pictures  
will vary.**

\_\_\_\_\_

-----  
**in a forest**  
-----

8

Who is your favorite  
character from the story?

**Pictures  
will vary.**

\_\_\_\_\_

-----  
**Answers will vary.**  
-----

9

## 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?

## 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!

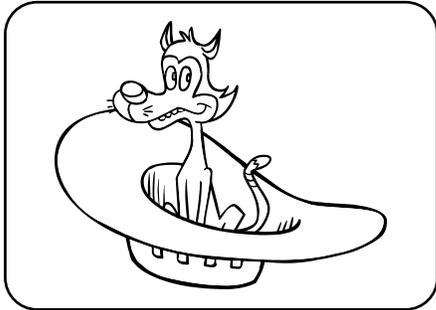
**The**  must wait for another day.  
picnic

**Directions:** Draw a picture to answer the question.

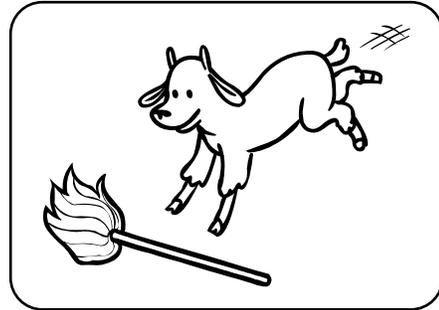
What did one of the animals bring to the picnic?

**Pictures  
will vary.**

**Directions:** Read each sentence. Then circle the words **a**, **to**, and **in**.

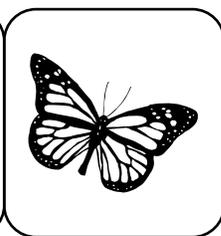
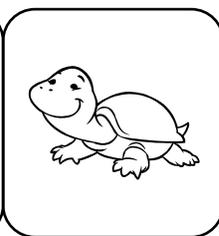
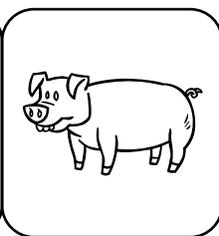
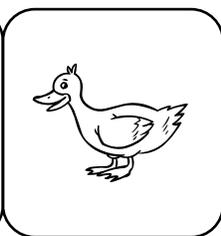
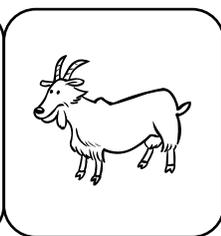
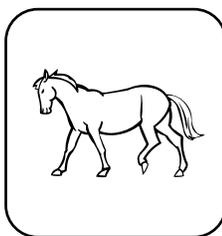
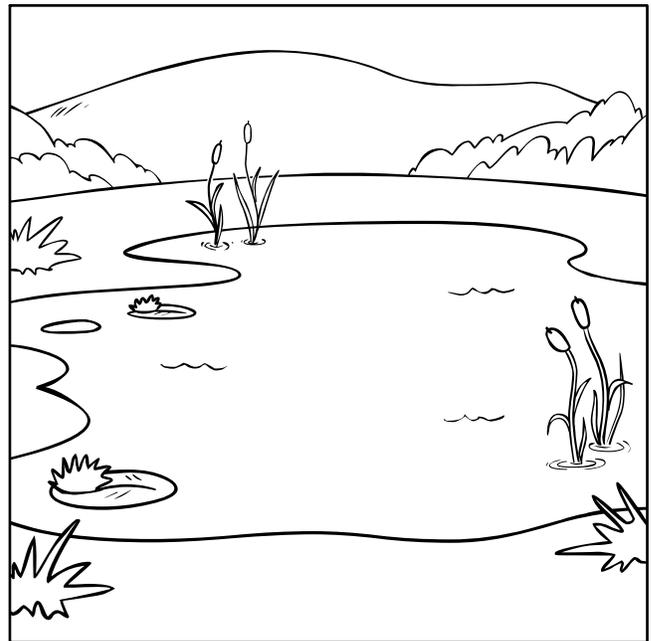
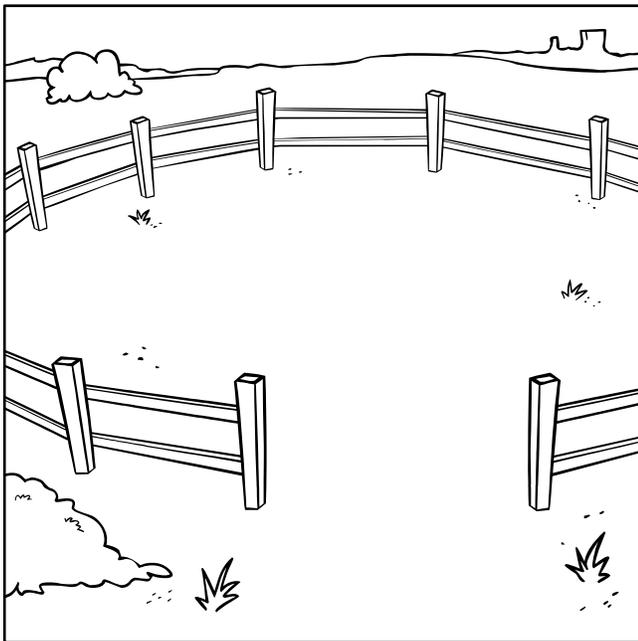


A cat sat in the hat.

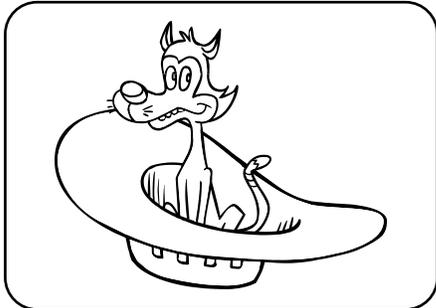


A kid ran to the mop.

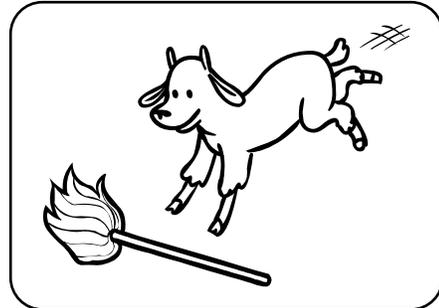
**Directions:** Cut out the pictures. Sort them into groups. Then paste them in the boxes.



**Directions:** Read each sentence. Then circle the words **a**, **to**, and **in**.

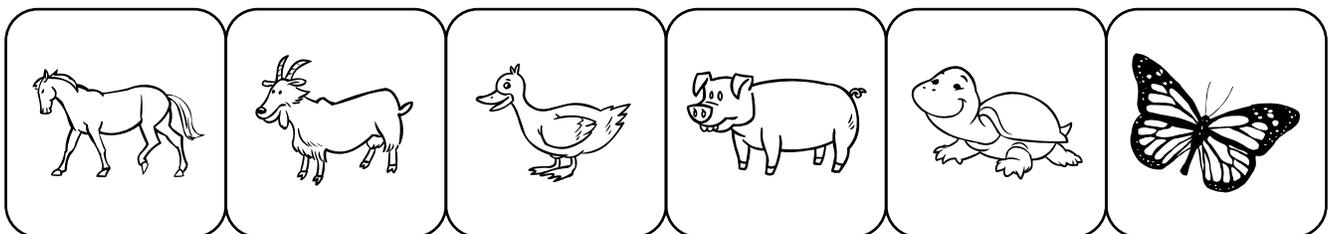
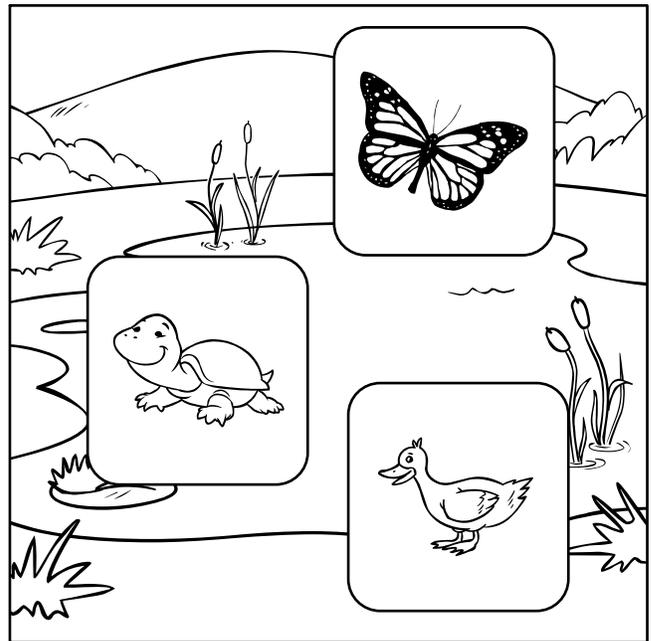
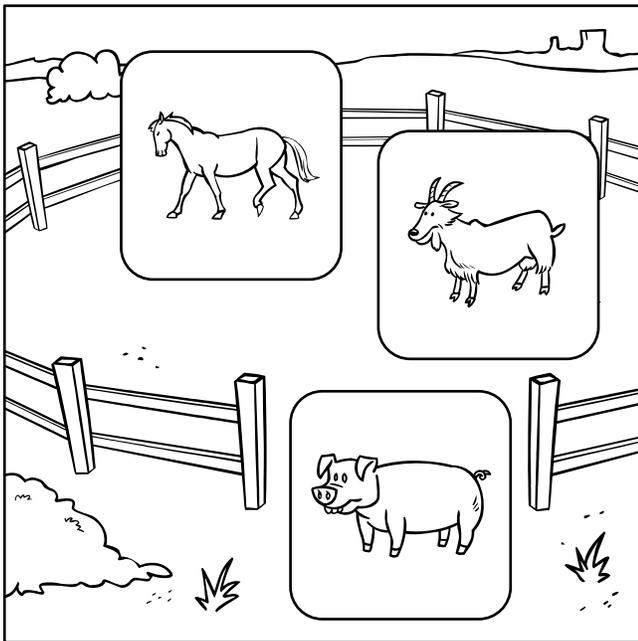


A cat sat in the hat.



A kid ran to the mop.

**Directions:** Cut out the pictures. Sort them into groups. Then paste them in the boxes.



**Directions:** Read the story. Then draw pictures to answer the questions.

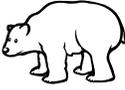
 is at .  
Rabbit home

 felt sad.  
Rabbit

She lost her .  
carrot

But  gave  an .  
Fox Rabbit apple

 gave  a .  
Snake Rabbit pear

 gave  a .  
Bear Rabbit banana

What good friends!

 smiled.  
Rabbit

Then she had  ,  ,  
Fox Snake

and  over for dinner.  
Bear

Yum! Yum!

**Who?**

**What?**

**Where?**

**Directions:** Read the story. Then draw pictures to answer the questions.

 is at .  
Rabbit home

 felt sad.  
Rabbit

She lost her .  
carrot

But  gave  an .  
Fox Rabbit apple

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Snake Rabbit pear

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What good friends!

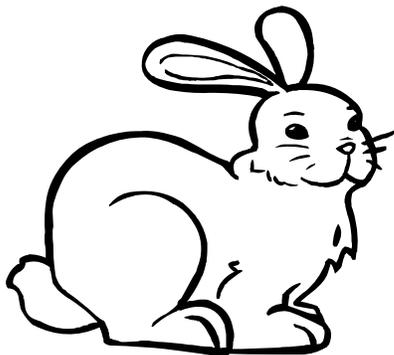
 smiled.  
Rabbit

Then she had  ,  ,  
Fox Snake

and  over for dinner.  
Bear

Yum! Yum!

**Who?**



**What?**



**Where?**





## Retelling a Story

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

### At the Zoo



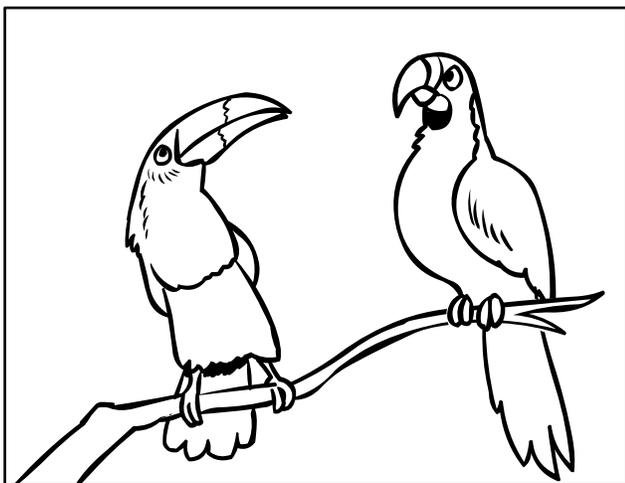
by Nicole Mead

Name \_\_\_\_\_



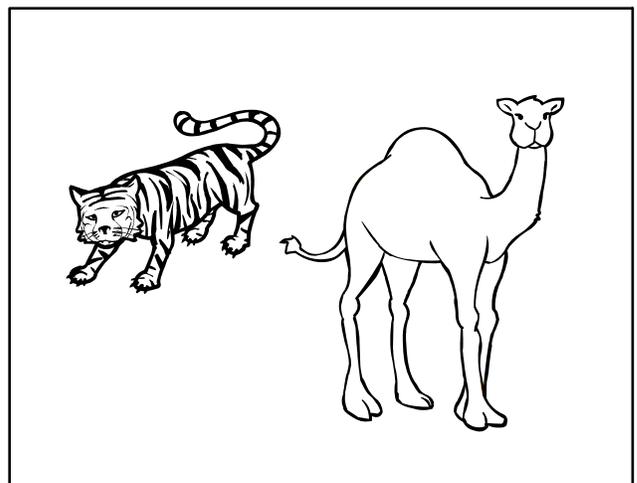
We went to the zoo.

1



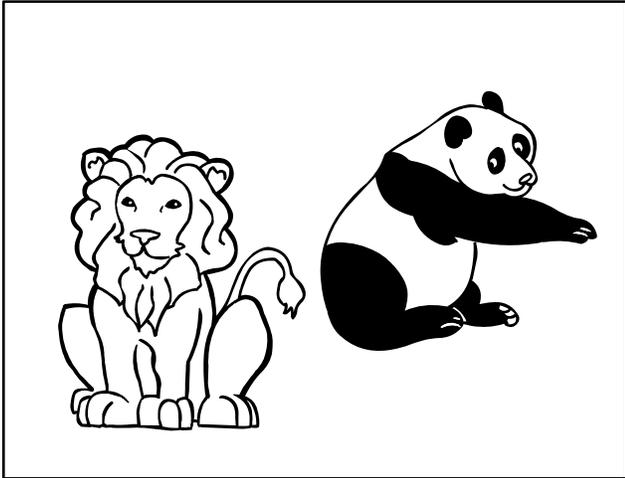
I saw lots of birds  
at the zoo.

2



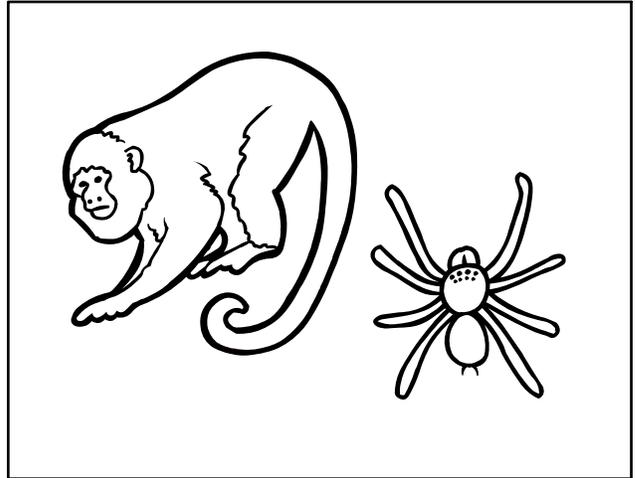
They saw camels  
and tigers at the zoo.

3



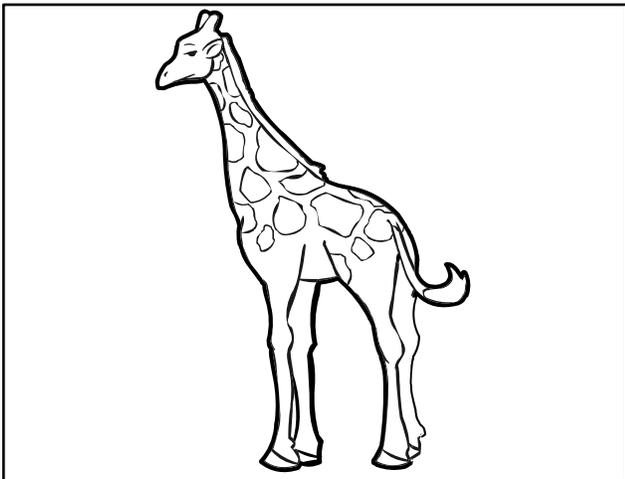
I saw lions and panda bears at the zoo.

4



They saw monkeys and big spiders at the zoo!

5



I saw the giraffe at the zoo.

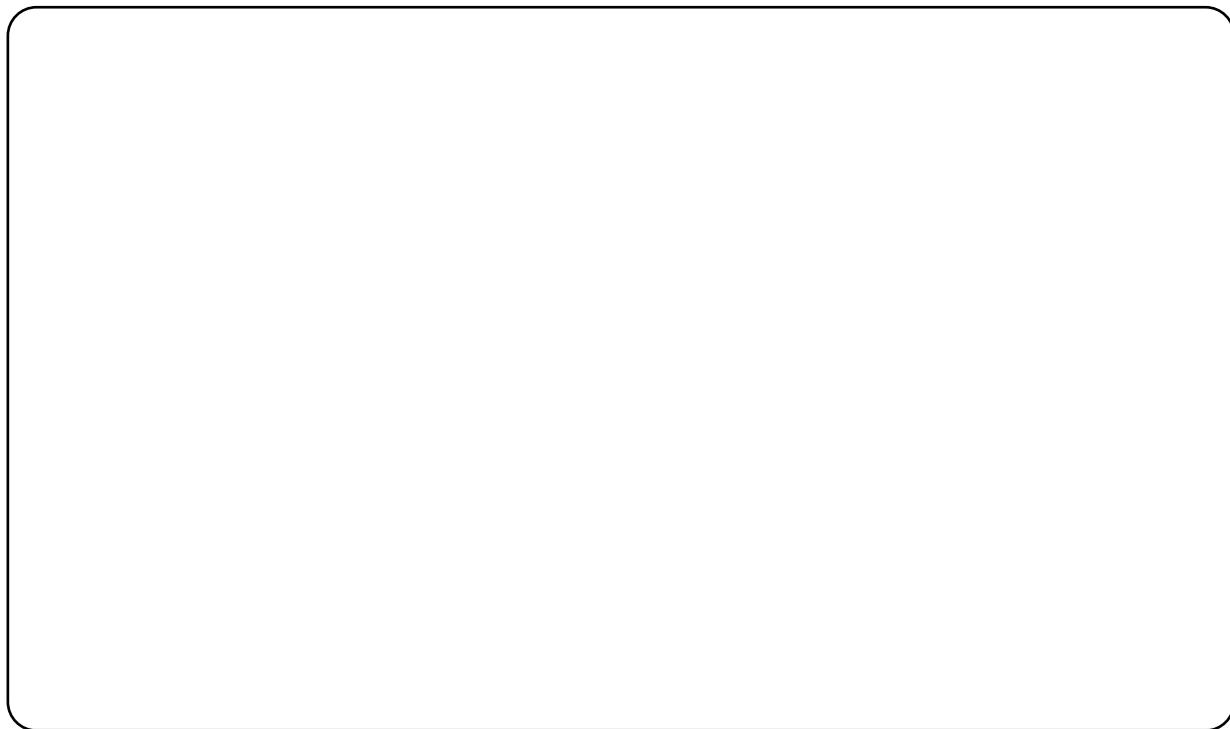
6



They did not see the snakes at the zoo.

7

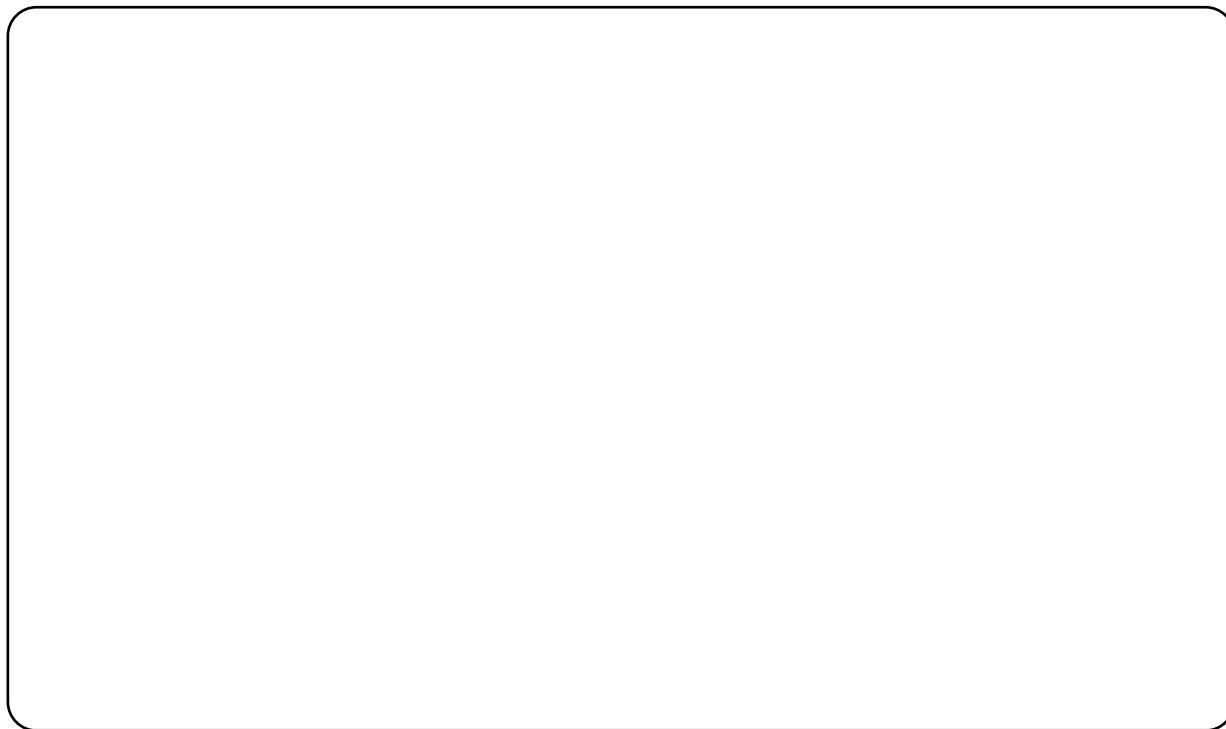
**Directions:** Draw a picture of who the story is about.



**Directions:** Draw a picture of where they went.



**Directions:** Draw a picture of the least favorite animal.





## Retelling a Story

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

### At the Zoo



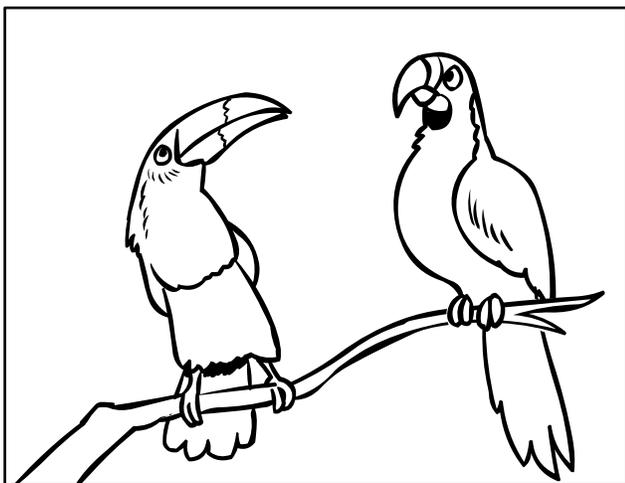
by Nicole Mead

Name \_\_\_\_\_



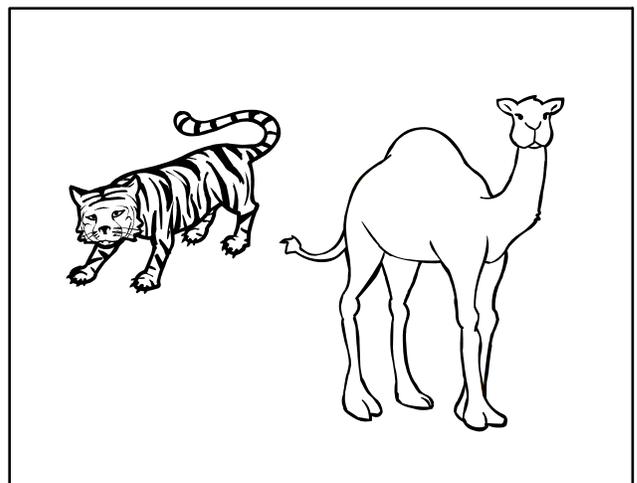
We went to the zoo.

1



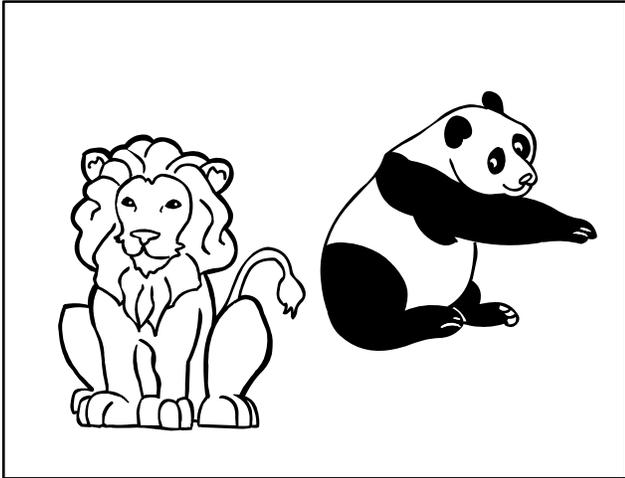
I saw lots of birds  
at the zoo.

2



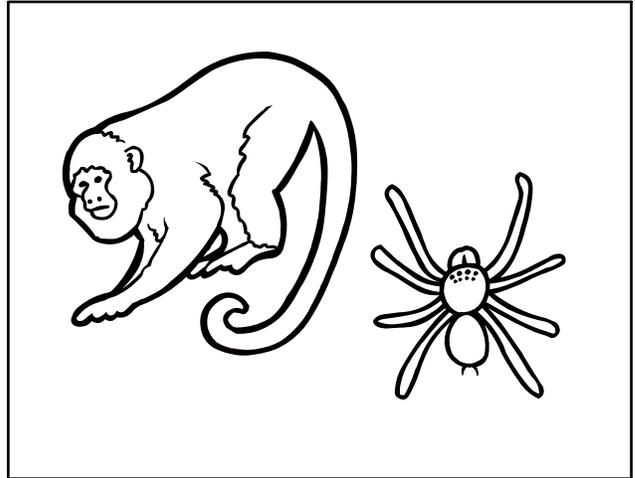
They saw camels  
and tigers at the zoo.

3



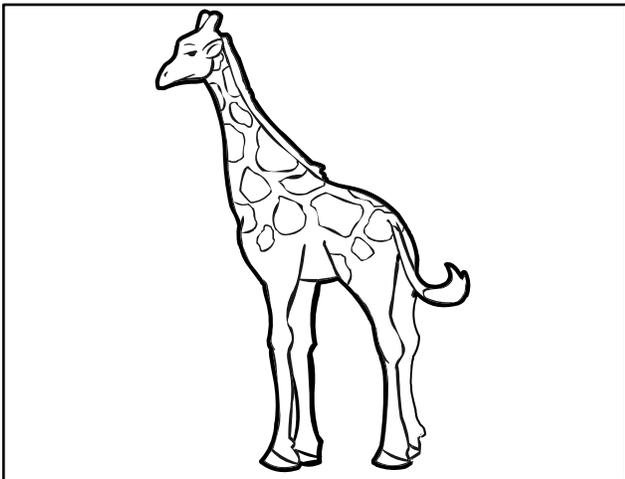
I saw lions and panda bears at the zoo.

4



They saw monkeys and big spiders at the zoo!

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I saw the giraffe at the zoo.

6



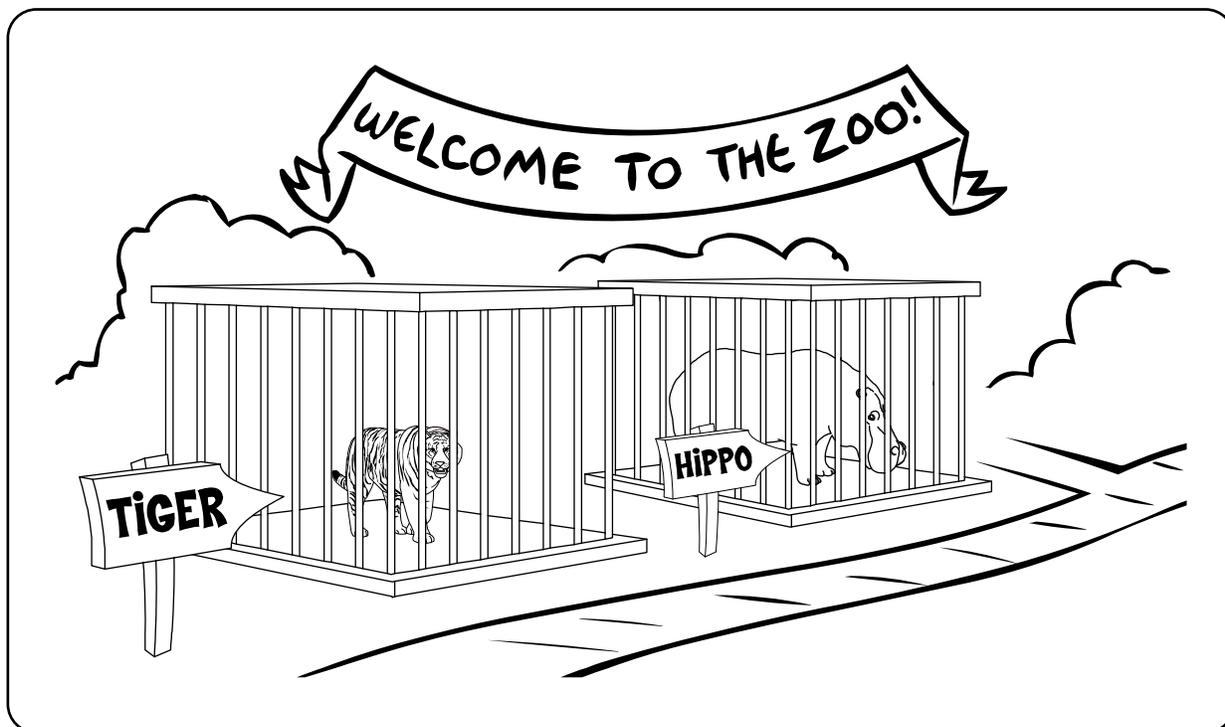
They did not see the snakes at the zoo.

7

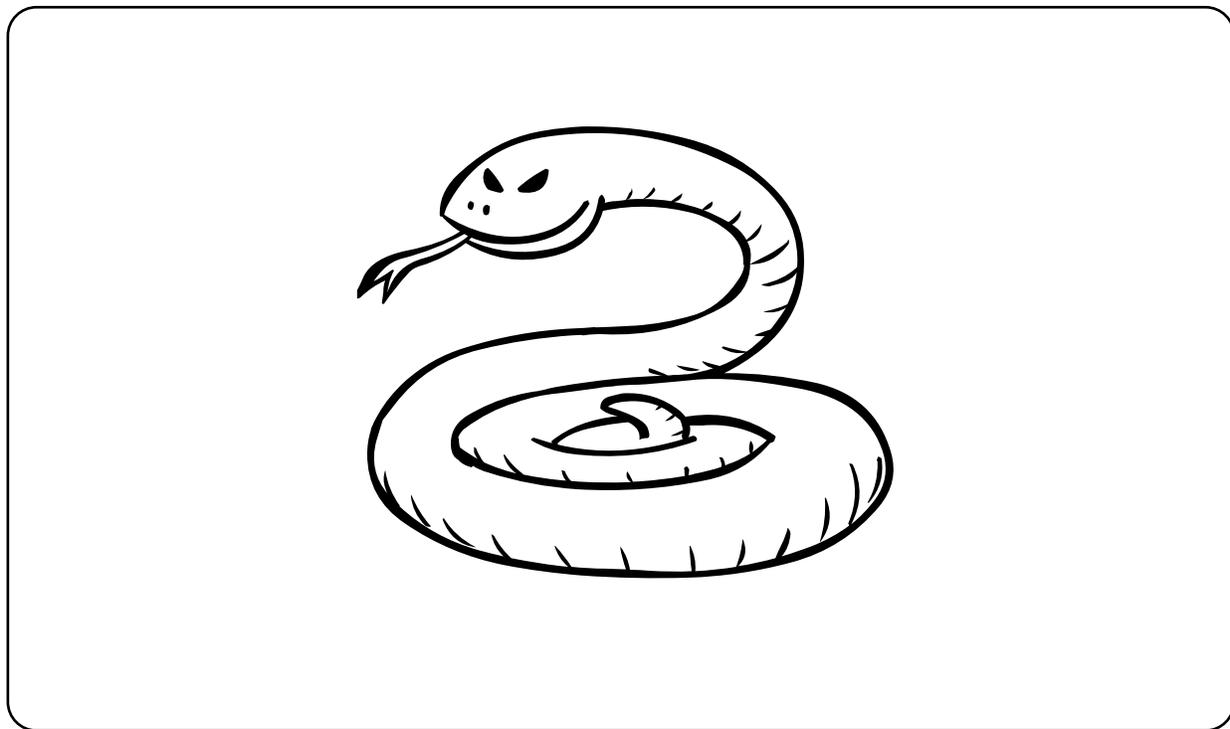
**Directions:** Draw a picture of who the story is about.



**Directions:** Draw a picture of where they went.



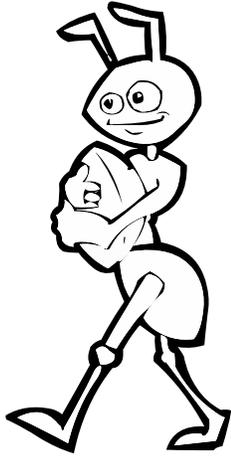
**Directions:** Draw a picture of the least favorite animal.



# h j k m

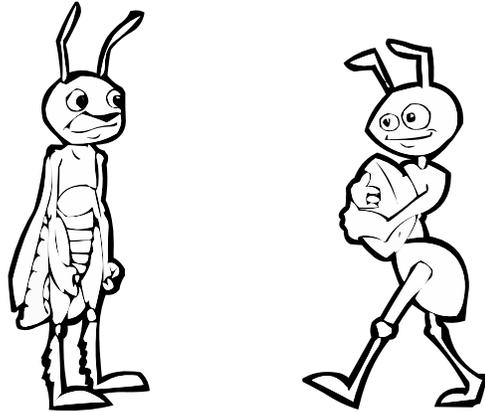
## Blending Final Consonant Blends in Context

**Directions:** Read the story. Circle all the words in the story that end with *-nt*, *-nd*, or *-nk*.



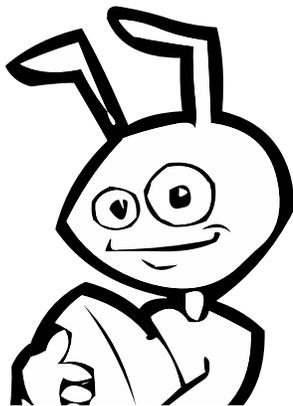
The little ant had a snack.  
He set it in his trunk.

1



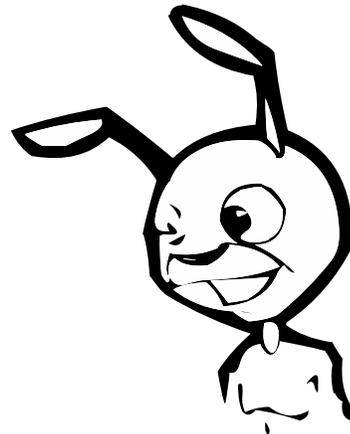
The big bug saw the ant  
with his snack. He said,  
“Can I have that snack?”

2



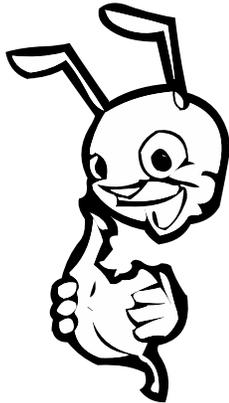
The little ant said, “You  
must go find it. I will  
lend you a hand.”

3



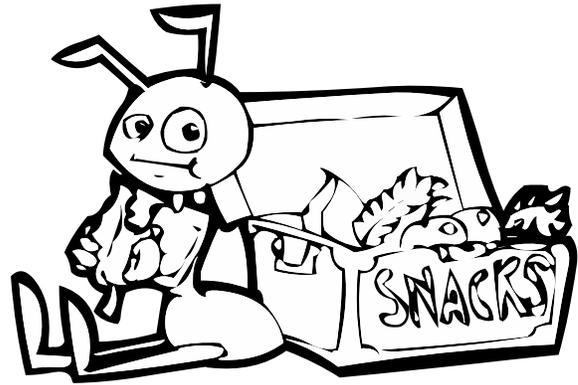
The big bug said with a  
wink, “No, thank you.  
I can find a snack.”

4



But the big bug did not  
find food. He drank sap.  
He had mint plants.

5

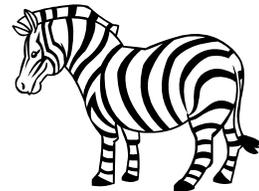
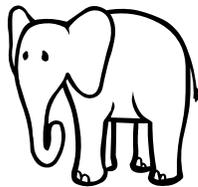


The ant had a trunk of  
snacks. But the big bug  
had not a hint of a snack.

6

**Directions:** For each row, look at the word family ending and the pictures. Then color the picture that has the same ending sound as the word family.

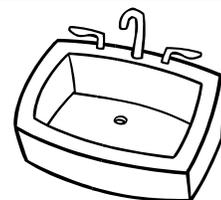
**-nt**



**-nd**



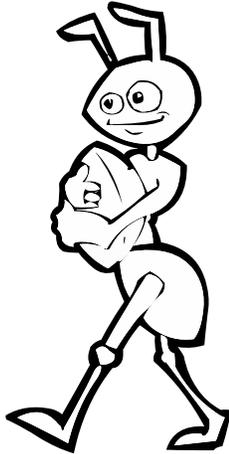
**-nk**



# h j k m

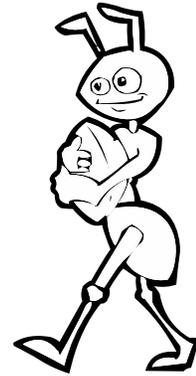
## Blending Final Consonant Blends in Context

**Directions:** Read the story. Circle all the words in the story that end with *-nt*, *-nd*, or *-nk*.



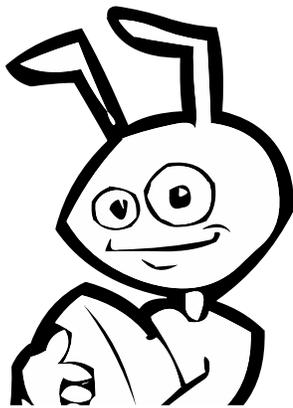
The little **ant** had a snack.  
He set it in his **trunk**.

1



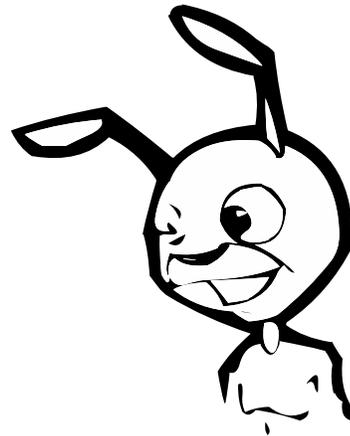
The big bug saw the **ant** with his snack. He said, "Can I have that snack?"

2



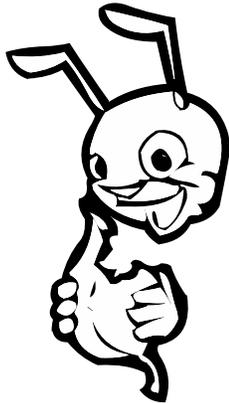
The little **ant** said, "You must go **find** it. I will **lend** you a **hand**."

3



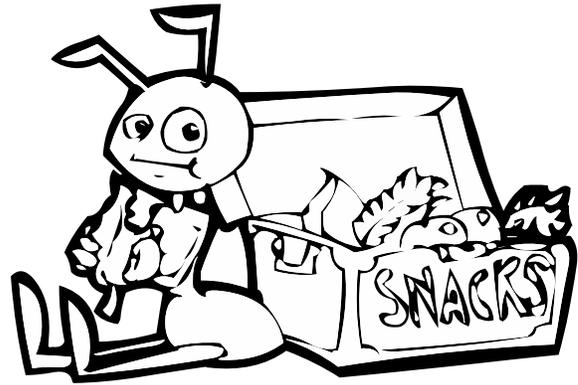
The big bug said with a **wink**, "No, **thank** you. I can **find** a snack."

4



But the big bug did not  
 (find) food. He (drank) sap.  
 He had (mint) plants.

5

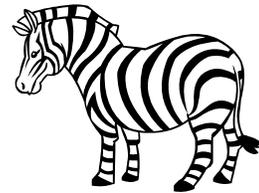
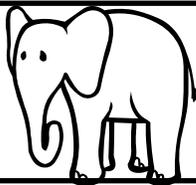


The (ant) had a (trunk) of  
 snacks. But the big bug  
 had not a (hint) of a snack.

6

**Directions:** For each row, look at the word family ending and the pictures. Then color the picture that has the same ending sound as the word family.

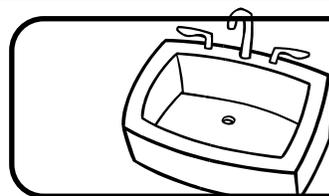
-nt

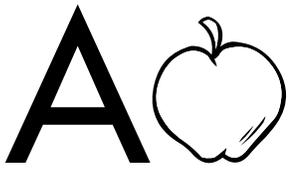


-nd



-nk





## Blending Words in Context

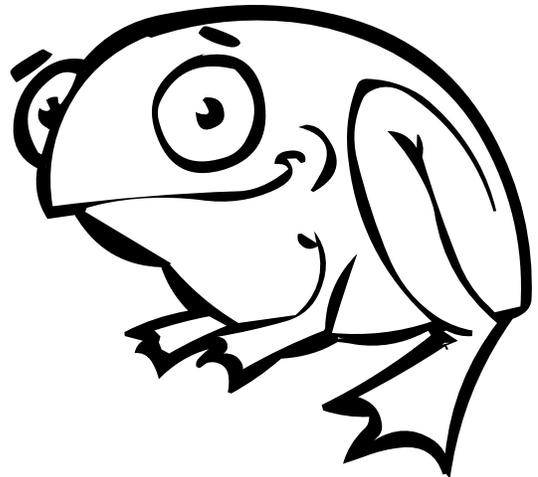
**Directions:** Cut out the pages and put them in order.  
Staple the pages together. Then read the story.

### The Frog



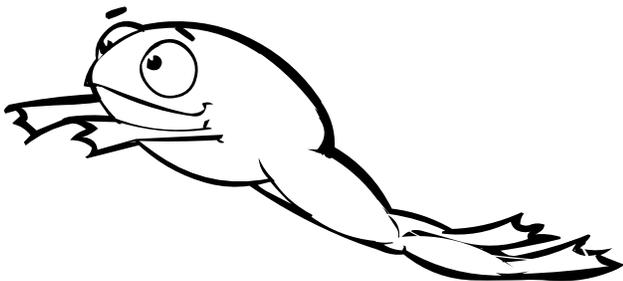
by Tricia Kauffman

Name \_\_\_\_\_



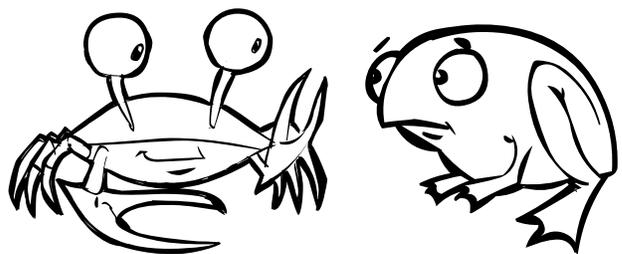
Greg is a green frog.

1



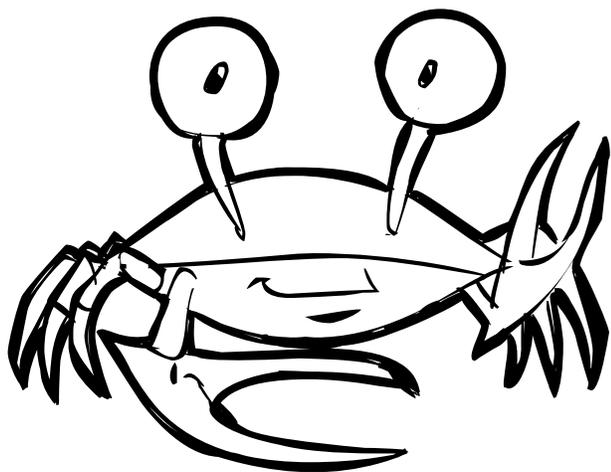
He hops, hops, hops!

2

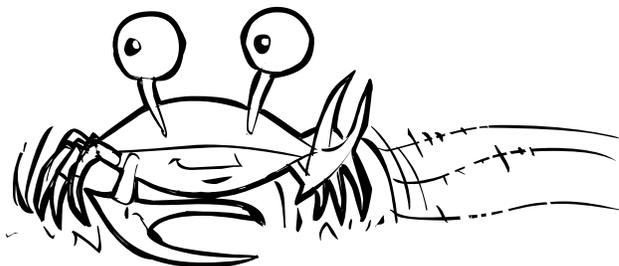


He stops for a crab.

3



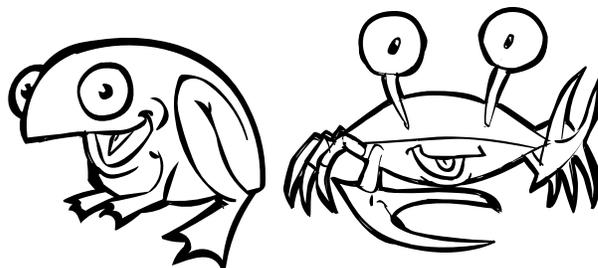
Brad is a brown crab. 4



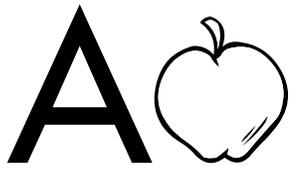
He runs, runs, runs! 5



He stops for the frog. 6



They are glad to be friends. 7



## Blending Words in Context

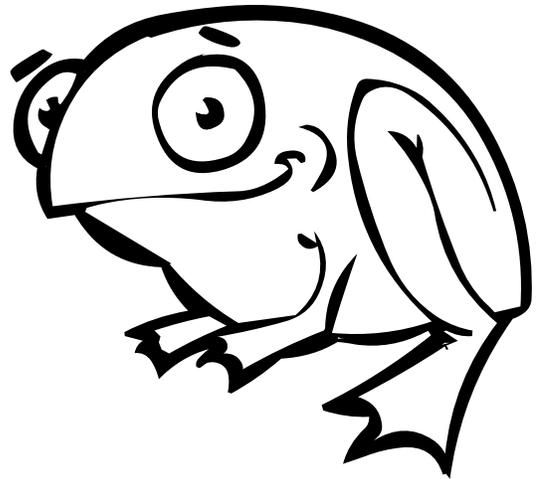
**Directions:** Cut out the pages and put them in order.  
Staple the pages together. Then read the story.

### The Frog



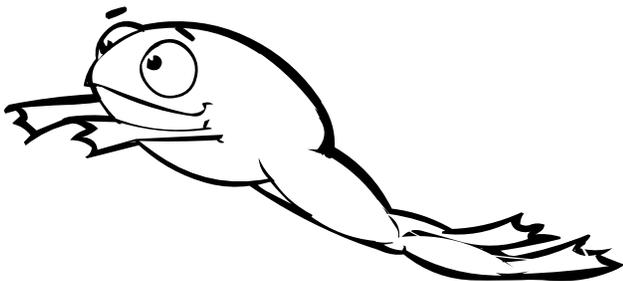
by Tricia Kauffman

Name \_\_\_\_\_



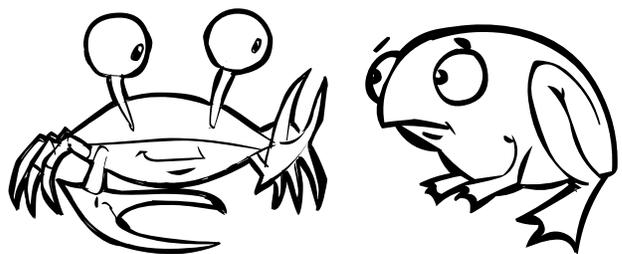
Greg is a green frog.

1



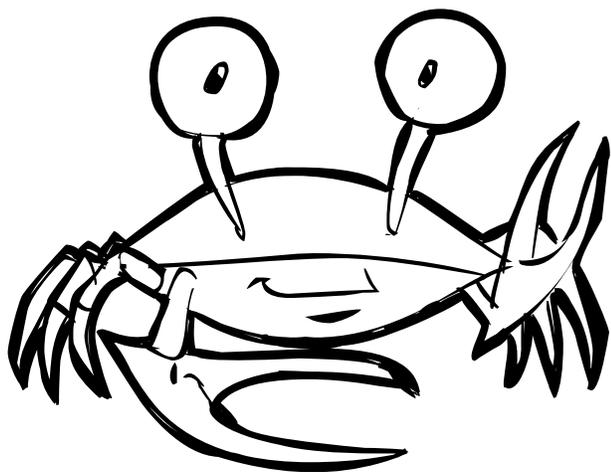
He hops, hops, hops!

2

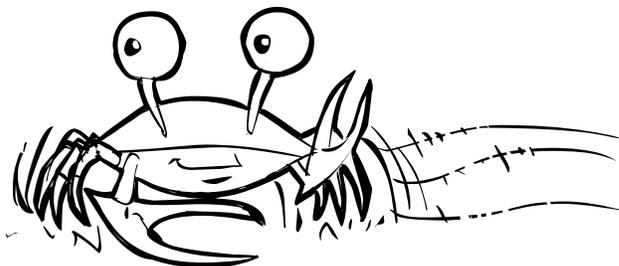


He stops for a crab.

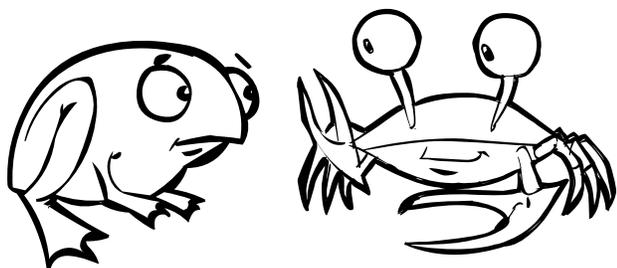
3



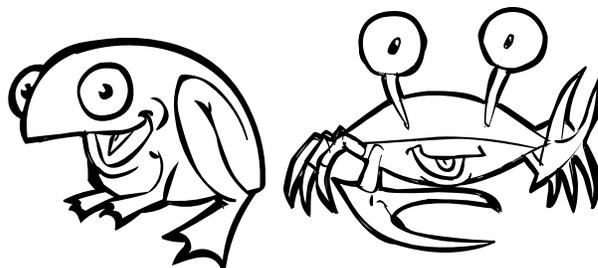
Brad is a brown crab. 4



He runs, runs, runs! 5



He stops for the frog. 6



They are glad to be friends. 7



## Identifying the Main Idea and Drawing Conclusions

**Directions:** Read the story. Then draw the events of the story in order.

Meg had a gray pig.  
The pig sat in the brown mud.  
He had to have a bath.  
Meg put the pig in a tub.  
She had to wash him with a cloth.  
The wet pig sat in the grass.

**First**

**Next**

**Last**

**Directions:** Cut out the words. Then paste them next to the correct word family ending.

**-et**

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**-ip**

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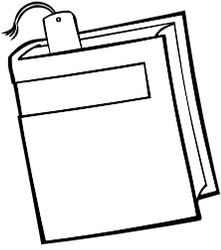
**-im**

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**-en**

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men	lip	rim	den
vet	him	hip	sip
net	ten	dim	wet



## Identifying the Main Idea and Drawing Conclusions

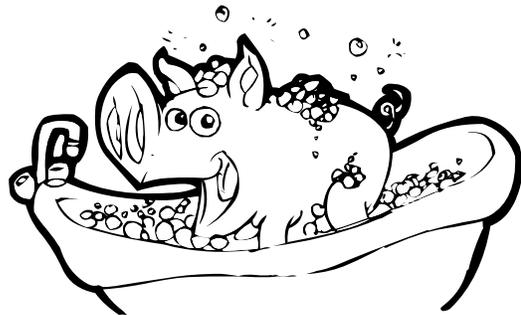
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She had to wash him with a cloth.  
The wet pig sat in the grass.

**First**



**Next**



**Last**



**Directions:** Cut out the words. Then paste them next to the correct word family ending.

**-et**

net	wet	vet
-----	-----	-----

**-ip**

lip	sip	hip
-----	-----	-----

**-im**

dim	him	rim
-----	-----	-----

**-en**

den	ten	men
-----	-----	-----

men	lip	rim	den
vet	him	hip	sip
net	ten	dim	wet

# h j k m

## Understanding the Concept of Word Families

**Directions:** Read the story. Then circle all the words with the short *u* sound.

### Gus and Bud



Gus was a pup. Bud was a cub. Gus said, "Want to have fun?"

1



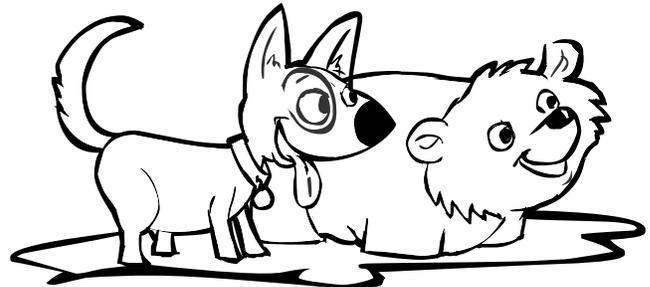
"Yes," Bud said. "Will we jump in the tub?"

2



"No, but it will be fun," Gus said. "Will we tap on the drum?" Bud said.

3



"No, but it will be fun," Gus said. "Will we run in the mud?" Bud said.

4



“No,” Gus said. “We can have a bug hunt!”  
Gus and Bud set the bugs in a jug.

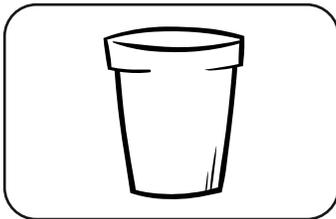
5



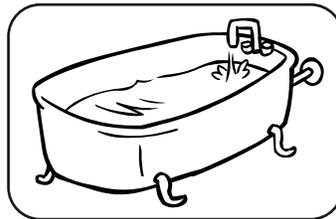
And then they let the bugs go. It was a lot of fun!

6

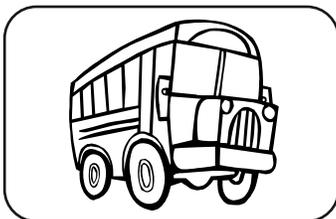
**Directions:** Look at the pictures. Write the letter that completes the word for each picture.



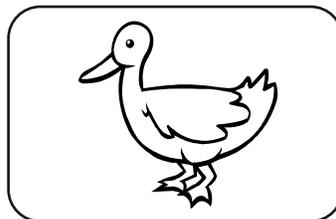
\_\_\_\_\_ up



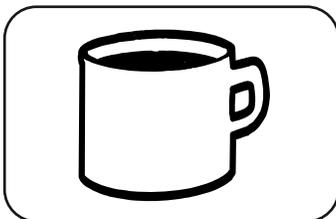
\_\_\_\_\_ ub



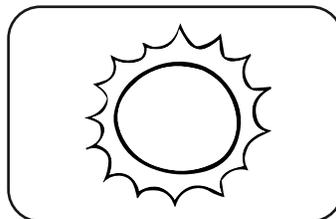
\_\_\_\_\_ us



\_\_\_\_\_ uck



\_\_\_\_\_ ug



\_\_\_\_\_ un

## h j k m

### Understanding the Concept of Word Families

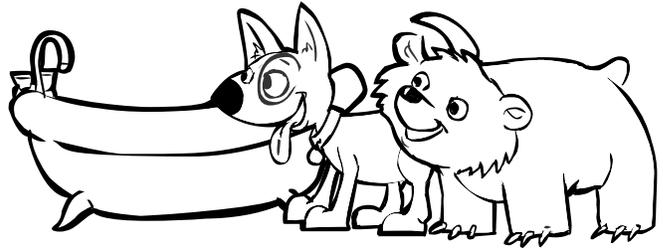
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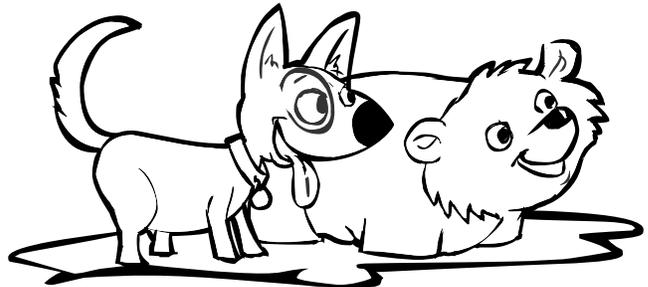
"Yes," Bud said. "Will we jump in the tub?"

2



"No, but it will be fun," Gus said. "Will we tap on the drum?" Bud said.

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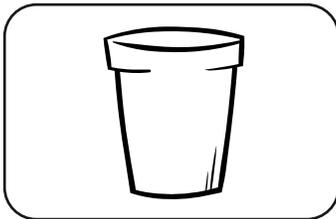


“No,” Gus said. “We can have a bug hunt!” Gus and Bud set the bugs in a jug. 5

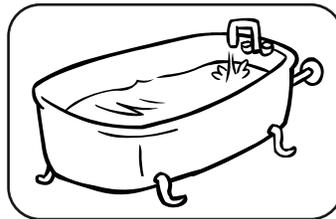


And then they let the bugs go. It was a lot of fun! 6

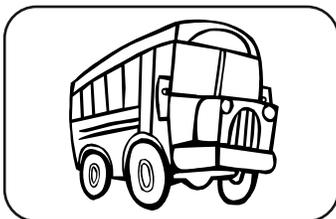
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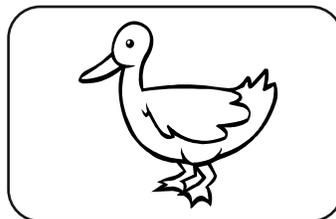
\_\_\_ c \_\_\_ up



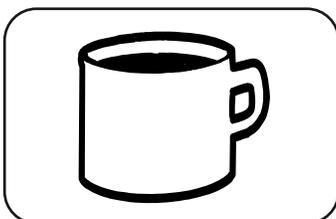
\_\_\_ t \_\_\_ ub



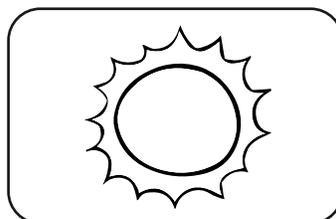
\_\_\_ b \_\_\_ us



\_\_\_ d \_\_\_ uck



\_\_\_ m \_\_\_ ug



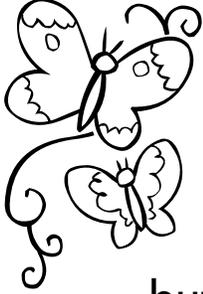
\_\_\_ s \_\_\_ un



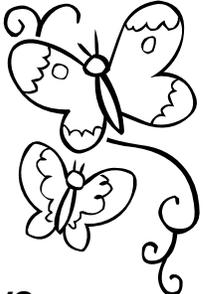
## Using Text Features

### Directions:

Read the poster. Then answer the questions that follow.  
Answer in complete sentences.



### *Visit the Butterfly House*



Visit the Butterfly House and learn about butterflies. We have 25 different kinds of butterflies, all in the same house! We even have monarch butterflies. These orange and black spotted butterflies travel miles and miles to get away from winter weather. Come and see them soon!

<b>Prices</b>	<b>Time</b>
<p>\$5.00 for adults</p> <p>\$3.00 for children</p> <p>\$1.00 for a butterfly picture book</p> <p>\$1.00 for an umbrella</p> <p>50¢ for water</p>	<p>The Butterfly House is open from February to May. We are here all day, from 8 A.M. until 5 P.M.</p>




1. What is the main idea of the poster?

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2. Where can you find out how much it costs to visit the Butterfly House?

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3. Would you want to visit the Butterfly House? Explain your answer.

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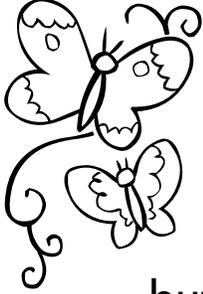
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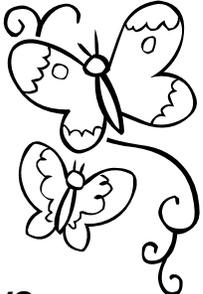
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\$1.00 for a butterfly picture book	
\$1.00 for an umbrella	
50¢ for water	




1. What is the main idea of the poster?

You should visit the Butterfly House to learn about butterflies.

2. Where can you find out how much it costs to visit the Butterfly House?

**Look under the section called "Prices."**

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3. Would you want to visit the Butterfly House? Explain your answer.

**Answers will vary.**

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## Mixed Skills: Summarizing Ideas and Question-Answer Relationships

**Directions:** Read the letter. Then answer the questions.

Dear Mr. Riley,

You asked us to think about a class pet. I think our class pet should be a turtle. We could even name it Speedy. Isn't that funny?

Why is a turtle a good choice? Turtles are not very fast. We wouldn't have to worry about it escaping from the room.

Turtles eat lettuce and bugs. They like to drink clean water too. So, the turtle wouldn't want to eat our sandwiches.

Turtles like to move around, just like we do. We could build it a pen in class. The turtle can walk around in the pen while we work on our math or reading.

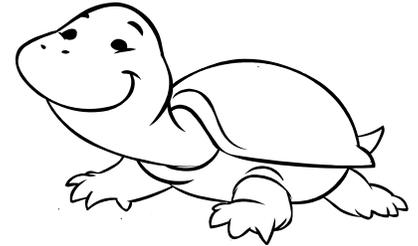
Plus, turtles do not have fur like cats or dogs. It will not make some of us sick. We won't sneeze with a turtle.

Please think about getting a turtle for our class pet.

From,  
Kim

PS: The Pet Place pet shop is having a sale!

1. What kind of pet does Kim want?
  - A. cat
  - B. dog
  - C. turtle
  - D. bird
  
2. What does Kim say turtles eat and drink?
  - A. lettuce, bugs, and water
  - B. water and cabbage
  - C. crackers, nuts, and bugs
  - D. sandwiches and water
  
3. Why is Speedy a funny name for a turtle?
  - A. Turtles are old.
  - B. Turtles are fast.
  - C. Turtles are slow.
  - D. Turtles are green.
  
4. Why is a pet turtle a good idea for the classroom?
  - A. A turtle won't make students sick.
  - B. Kim thinks it is a good idea.
  - C. Turtles don't have to be fed.
  - D. A turtle eats a lot of food.
  
5. Do you think a turtle is a good pet for the classroom? Tell why in your own words.

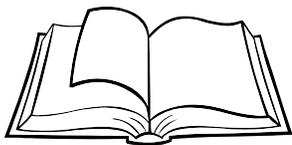


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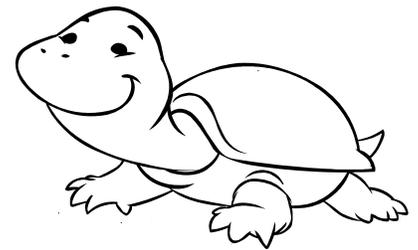
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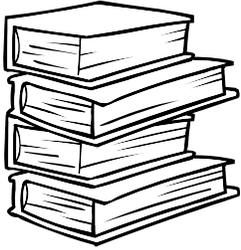
**Answers will vary.**

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## Using Titles, Table of Contents, and Chapter Headings

### Directions:

Use the parts of the book below to answer the questions.

### **Desert Plants and Wildlife of the Southwest**

Written by A. Siver  
Illustrated by Olive Smith

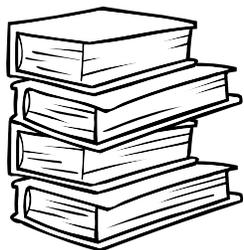
### **Table of Contents**

<b>Cacti</b>	p. 1
<b>Flowering Cacti</b>	p. 4
<b>Trees</b>	p. 8
<b>Care</b>	p. 12
<b>Birds</b>	p. 17
<b>Mammals</b>	p. 20
<b>Reptiles</b>	p. 23
<b>Glossary</b>	p. 25

1. Who is the illustrator of this book?
  - A. Olive Smith
  - B. A. Siver
  - C. Desert Plants
  
2. Which chapter begins on page 12?
  - A. "Mammals"
  - B. "Birds"
  - C. "Care"

3. What is the title of the chapter that begins on page 20?
  - A. “Mammals”
  - B. “Reptiles”
  - C. “Care”
  
4. What is the title of this book?
  - A. *Birds, Mammals, and Reptiles*
  - B. *Desert Plants and Wildlife of the Southwest*
  - C. *Flowering Cacti and Trees*
  
5. On what page would you begin reading about types of cacti?
  - A. page 12
  - B. page 8
  - C. page 1
  
6. Who is the author of this book?
  - A. Olive Smith
  - B. A. Siver
  - C. Desert Plants
  
7. Where would you find the meaning of the word **desert**?
  - A. title page
  - B. table of contents
  - C. glossary

8. In which chapter would you find facts about a bird called a **roadrunner**?
- A. “Birds”
  - B. “Reptiles”
  - C. “Trees”
9. What is the last page of the chapter called “Trees”?
- A. page 11
  - B. page 8
  - C. page 4
10. Under which chapter heading would you find information about rattlesnakes?
- A. “Flowering Cacti”
  - B. “Mammals”
  - C. “Reptiles”



## Using Titles, Table of Contents, and Chapter Headings

### Directions:

Use the parts of the book below to answer the questions.

### Desert Plants and Wildlife of the Southwest

Written by A. Siver  
Illustrated by Olive Smith

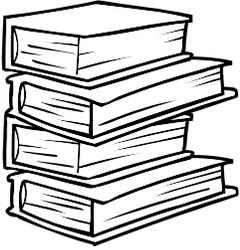
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- A. “Flowering Cacti”
  - B. “Mammals”
  - C. **“Reptiles”**



## Retelling the Main Idea

### Directions:

Read each paragraph. Then use complete sentences to retell the main idea.

### What You Need to Know

What is the main idea of a text?

The main idea is what the text is mostly about.

#### The Fat Sand Rat

The desert is a very hot place. The sun shines many hours in a desert. Big trees do not grow there. Shade is hard to find. There might be some caves to hide in. Some big rocks might give some shade. Food is hard to find sometimes too.

Retell the main idea.

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It is hard for people to live in a desert. They need water. They need food. They need a place to hide from the sun. It is hard for animals to live in the desert too. Animals need water and food. They need shade too.

Retell the main idea.

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Some desert animals are special. They do not need to drink water. One of these animals is the fat sand rat. This animal gets water from the plants it eats. The fat sand rat lives under the ground. It makes tunnels. Its home is dark and cool.

Retell the main idea.

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During the day, the fat sand rat looks for food. It finds seeds on the ground. It finds plants. The fat sand rat takes the food back to its home. The rat eats a lot of food. It gets a layer of fat. The rat lives off the fat when it cannot find food.

It is not easy for people to live in the desert. But the fat sand rat can live there just fine.

Retell the main idea.

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## Retelling the Main Idea

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### What You Need to Know

What is the main idea of a text?

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#### The Fat Sand Rat

The desert is a very hot place. The sun shines many hours in a desert. Big trees do not grow there. Shade is hard to find. There might be some caves to hide in. Some big rocks might give some shade. Food is hard to find sometimes too.

Retell the main idea.

**The desert is a dry place. It is hard to find water, food, and shade.**

It is hard for people to live in a desert. They need water. They need food. They need a place to hide from the sun. It is hard for animals to live in the desert too. Animals need water and food. They need shade too.

Retell the main idea.

**It is hard for people and animals to live in the desert.**

Some desert animals are special. They do not need to drink water. One of these animals is the fat sand rat. This animal gets water from the plants it eats. The fat sand rat lives under the ground. It makes tunnels. Its home is dark and cool.

Retell the main idea.

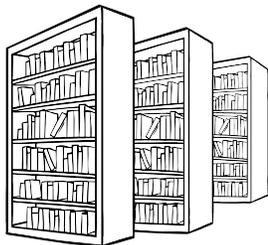
**The fat sand rat does not**  
**drink water. It gets water**  
**from the plants it eats. The**  
**rat lives under the ground.**

During the day, the fat sand rat looks for food. It finds seeds on the ground. It finds plants. The fat sand rat takes the food back to its home. The rat eats a lot of food. It gets a layer of fat. The rat lives off the fat when it cannot find food.

Retell the main idea.

**The rat comes out during**  
**the day to find food. It eats**  
**lots of food and gets fat.**  
**The fat helps the rat when**  
**there is no food.**

It is not easy for people to live in the desert. But the fat sand rat can live there just fine.



## Assessment for Grade 2, Benchmark 3: Identifying Compound Words

**Directions:** Read the passage. Then answer the questions that follow.

### Sit, Rover, Sit

Dogs do not learn to behave on their own. Someone must teach them.

Maybe your bulldog jumps on your friends. Maybe your bloodhound eats your shoes. You can teach your dog to behave. It's easy. It just takes time and patience.

First, teach your dog to sit. A dog that is sitting cannot jump. A dog that is sitting won't run to your shoes. It is good to teach a dog to sit.

### Getting Ready

Before you begin, get a reward for your dog. A reward is something your dog likes. Some dogs like to chew on rawhide bones. Others like chasing baseballs. Be sure to have some snacks too.

You can train your dog inside or outside the house. All you need is a quiet place to practice.

### Teaching the Dog

1. Make sure your dog is looking at you.
2. Hold the reward in front of your dog. Say "Sit."

3. Move your hand with the reward over your dog's head. Your dog will follow with its nose.
4. Say "Sit." You may have to say it a couple of times before your dog understands.
5. Give your dog the reward after it sits.

Tomorrow you can work on other commands. Your dog will enjoy spending time with you. You will love having a dog that listens to you.

1. Which word is a compound word?
  - A. behave
  - B. spending
  - C. baseball
  
2. Which word is **not** a compound word?
  - A. rawhide
  - B. follow
  - C. bulldog
  
3. Which two words could you put together to make a compound word?
  - A. some and one
  - B. will and not
  - C. a and lot

4. There are many compound words in the passage. See how many of them you can use in a paragraph. Underline the compound words.

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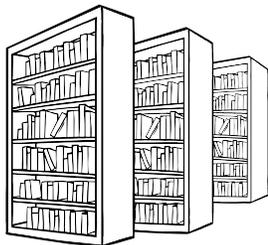
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### Sit, Rover, Sit

Dogs do not learn to behave on their own. Someone must teach them.

Maybe your bulldog jumps on your friends. Maybe your bloodhound eats your shoes. You can teach your dog to behave. It's easy. It just takes time and patience.

First, teach your dog to sit. A dog that is sitting cannot jump. A dog that is sitting won't run to your shoes. It is good to teach a dog to sit.

### Getting Ready

Before you begin, get a reward for your dog. A reward is something your dog likes. Some dogs like to chew on rawhide bones. Others like chasing baseballs. Be sure to have some snacks too.

You can train your dog inside or outside the house. All you need is a quiet place to practice.

### Teaching the Dog

1. Make sure your dog is looking at you.
2. Hold the reward in front of your dog. Say "Sit."

3. Move your hand with the reward over your dog's head. Your dog will follow with its nose.
4. Say "Sit." You may have to say it a couple of times before your dog understands.
5. Give your dog the reward after it sits.

Tomorrow you can work on other commands. Your dog will enjoy spending time with you. You will love having a dog that listens to you.

1. Which word is a compound word?
  - A. behave
  - B. spending
  - C. baseball**
  
2. Which word is **not** a compound word?
  - A. rawhide
  - B. follow**
  - C. bulldog
  
3. Which two words could you put together to make a compound word?
  - A. some and one**
  - B. will and not
  - C. a and lot

4. There are many compound words in the passage. See how many of them you can use in a paragraph. Underline the compound words.

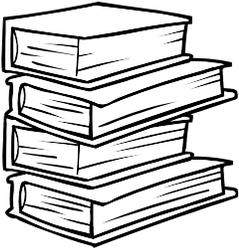
**Possible response: I need someplace to play with my bloodhound. Maybe I'll bring along rawhide treats or something else to eat.**

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## Mixed Skills: Recognizing Dialogue and Narration and Identifying Characteristics of *Mystery*

**Directions:** Read the story. Then answer the questions that follow.

### The Lost Scarf

Jordan the giraffe was sad. He had lost his new scarf. It was a present from his grandmother. Jordan's mom asked, "What's wrong?"

"I lost my new scarf," Jordan cried.

"Where did you last have it?" his mother asked.

"On my neck, when I was in the backyard," said Jordan. "I was eating leaves from the tree and looking at the stars. Perry the parrot was there too. We saw two shooting stars and a full moon. But we got tired. Perry flew back to his nest, and I came home."

Jordan put his head down. His mother walked over to him. She gave him a hug.

"I think I know where to look for your scarf," she said softly.

Jordan looked up. "Where?"

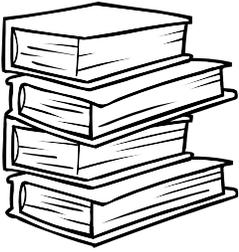
His mother simply smiled and looked toward the backyard.

1. Which of the following sentences is dialogue from the story?
  - A. Jordan put his head down.
  - B. His mother walked over to him.
  - C. “On my neck, when I was in the backyard.”
  - D. It was a present from his grandmother.
  
2. Which of the following is an r-controlled word?
  - A. cried
  - B. stars
  - C. tree
  - D. present
  
3. What makes this story a mystery?
  - A. Something is missing.
  - B. There is a main character.
  - C. It takes place at night.
  - D. It is about a mother and her child.
  
4. Which of the following sentences is an example of narration?
  - A. “I think I know where to look for your scarf.”
  - B. Jordan the giraffe was sad.
  - C. “Where did you last have it?”
  - D. “Perry the parrot was there too.”
  
5. Where do you think the scarf is? Write your answer in a complete sentence.  

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  - C. “Where did you last have it?”
  - D. “Perry the parrot was there too.”
  
5. Where do you think the scarf is? Write your answer in a complete sentence.

**Answers will vary.**

**Possible response: I think the scarf is probably in the tree.**

**aeiou****Decoding Irregular Long Vowel  
Combinations****Directions:**

Read the poems. Then draw pictures showing what you read.

**Five Flying Lions**

Five lions in a pride  
Tried to fly way up high,  
High, high in the sky.  
In the bright white light,  
The pride strived for flight.  
But try as they might,  
It wasn't quite right.  
Oh, my!  
Who knows why?  
Lions can't fly.

**Baby Peep**

In a deep sleep,  
Baby did peep.  
Cheep, cheep,  
As his chest beat.  
Baby pecked with his beak.  
Oh, what a feat!  
And a tiny peek,  
Baby did sneak.  
With the sun to greet,  
Baby was free.  
He flapped with glee!  
Peep, peep, peep!

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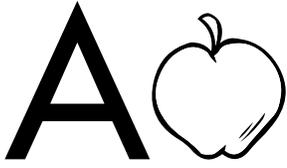
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**Answers will vary.**



## Comparing and Contrasting Themes

**Directions:** Read the two passages. Then answer the questions.

### Lenny Lizard Learns a Lesson

Lenny was a lizard. He liked to sun on a rock. He liked to hide in small places. And he really liked to scare people. He would jump in front of people to hear them scream and run away.

One day he climbed over a wall and jumped into a tree. He walked along a limb and looked around. He saw a girl resting under the tree. He started to run down the tree. He wanted to scare her, but he went too fast. Lenny slipped and fell.

He looked up and saw a cat with its mouth open. Lenny was so afraid that his legs wouldn't run. Suddenly, a large cup scooped him up, and he was taken away from the hungry cat. The cup slowly tipped, and he slid out. He hurried back to his rock, slid under it, and closed his eyes. He knew the girl had saved him. Lenny never tried to scare people anymore.

### Sarah Saves a Lizard

Sarah liked to be outside. She liked the trees and flowers. She liked the little bugs and birds overhead, but she did not like lizards. She ran away whenever she saw one.

One day she felt like sitting under her favorite tree. She settled against the trunk with her cat by her side. Her mother brought her a glass of lemonade. It tasted so good that she drank it all. Then she started to feel sleepy.

Suddenly, her cat jumped up. Sarah let out a scream. A lizard was about to become her cat's lunch. She grabbed her cup and scooped up the lizard. She did not want it to be in danger, so she carried it far away from her cat and let it go.

Sarah told her mother about the lizard. Her mother gave her a big hug. Her mother said, "It is good to be kind to all animals."

1. What is the theme of *Lenny Lizard Learns a Lesson*?

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2. What is the theme of *Sarah Saves a Lizard*?

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3. Describe how the two passages are the same or different. Include details about the characters, events, and themes.

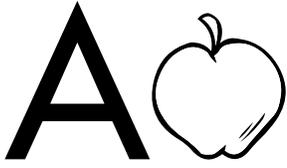
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## Answering Literal Questions

### Directions:

Read this letter from José Gila Monster. Then answer the questions below.

Hi,

My name is José Gila Monster. I am one of the largest lizards in the United States. I am a clever dresser. I have beadlike scales. My scales are yellow, orange, pink, white, and black.

I tell other animals not to mess with me when I make a hissing sound.

My legs are short so I do not dig. I just find holes to live in. These holes keep me out of the desert heat. I find food at night when the desert is cool. I like plants and some insects.

I think I should get going now.

Remember to stay out of the heat.

Yours truly,  
José

1. Who wrote the letter? \_\_\_\_\_

2. What does José look like? \_\_\_\_\_





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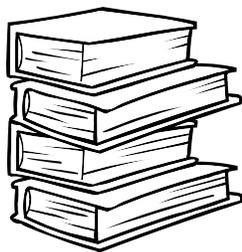
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Remember to stay out of the heat.

Yours truly,  
José

1. Who wrote the letter? José Gila Monster
2. What does José look like? José is yellow, orange, pink, white, and black and has beadlike scales.





## Identifying Elements of Character

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

### The Puppy

One chilly day, a little girl named Sara was walking home from school. She walked by a building. There were lots of old boxes and trash around the building. Sara stayed away from the building. Then something caught Sara's eye. One of the small boxes was moving. She stopped and looked at the box. Sara wondered what was inside.

Slowly she walked toward the box, and she stepped carefully over the other boxes and trash. When she looked inside, Sara was quite surprised to see a little black puppy at the bottom of the box. He was alone and looked very hungry.

When the puppy saw Sara, he began to cry. "He must be lost," Sara said to herself. Slowly, Sara reached into the box. "Nice puppy," she said, "I will not hurt you."

She took the puppy out of the box and put him inside her warm coat. He was thin, cold, and shaking. Sara could not leave him out in the cold weather. He must be hungry, she thought. Quickly, Sara headed for home.

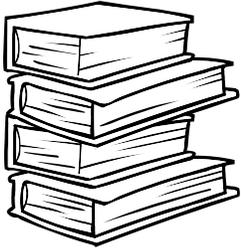
Sara ran through the door of her house and went right to the kitchen. She looked in the cupboard, but they did not have any

dog food for the puppy. Her grandpa told her that the children next door had a new puppy. Maybe they would share some dog food with Sara.

Sara and her grandpa walked next door. The children were glad to help. Sara set the puppy down and fed him some of the dog food. He ate it all up. He was very hungry. "I'll name you Boxer because I found you in a box," said Sara as she watched him eat. Everyone laughed.

1. Why did Sara stop at the building?
  - A. She saw one of the boxes moving.
  - B. She wanted to clean up the trash.
  - C. She saw a friend from school.
  - D. She wanted to eat her lunch.
  
2. How did the puppy feel when Sara found him?
  - A. playful and shaking
  - B. happy and excited
  - C. cold and hungry
  - D. warm and cozy
  
3. Why did Sara name the dog Boxer?
  - A. Dogs love to play with boxes.
  - B. She found him in a box.
  - C. Boxer was her favorite name.
  - D. The puppy was thin and shaking.

4. Sara said, “Nice puppy. I will not hurt you.”  
Why did Sara say this?
- A. She wanted to make the dog feel safe.
  - B. She knew that dog had been hurt before.
  - C. She was very afraid of the dog.
  - D. She wanted to keep the dog.
5. How would you describe Sara?
- A. shy and quiet
  - B. kind and caring
  - C. selfish and mean
  - D. sad and lonely



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## Retelling the Main Idea

### Directions:

Read the passage. Then answer the questions that follow.

### Beth's Plan

Beth had wanted a dog for a long time. She asked her parents for a puppy. Each time they would say, "You are too young to have a dog. They are too much work. You need to wait until you are older." Beth thought about all of the work. A dog would need to go on walks. It would need food every day. She would have to give it a bath when it got dirty.

Beth made a plan. She wanted to show her parents that she was ready for a dog. She would work around the house. First she helped her little brother clean his room. Then she put away the dishes. She did not give up. Each day, Beth found something new to do for her family.

One afternoon Beth heard the car door close. Her dad was home from work. Beth ran to meet him just like she did every day. Beth's dad had his coat over one arm. The coat wiggled. She heard a noise coming from under the coat. That was when she knew that her plan had worked. Now she would have more work to do. Beth and her parents knew that she was ready.

1. Who is the passage mostly about? \_\_\_\_\_
2. Where does the passage take place? \_\_\_\_\_

3. What is Beth's problem? \_\_\_\_\_

\_\_\_\_\_

4. What is Beth's plan? \_\_\_\_\_

\_\_\_\_\_

5. How does the passage end? \_\_\_\_\_

Retell the story in your own words.

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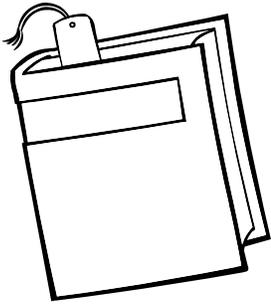
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1. Who is the passage mostly about? Beth
2. Where does the passage take place? Beth's house





## Summarizing Ideas from Different Texts and Media

**Directions:** Read the poster and the news story. Then write a letter to your principal. Tell why your class should see the Animal Queen. Use information from both the poster and the news story.

### Come see the *Animal Queen* in person!

March 10, 2007 9:00 A.M.-11:00 A.M.

The Animal Queen is showing her reptiles at the City Park—even King Croc! She is the star of the TV show *The Animal Queen*.



Learn all about crocodiles.

Learn what they eat, how big they get, and what they like to do. Discover how they live in the wild. Find out how the Animal Queen met King Croc.

Call for tickets now. They will go quickly.

## The City Times

### A New Animal Show on TV

By Angela Davidson

The newest show on TV is *The Animal Queen*, and it is great.

On the show, you meet the Animal Queen. She used to be an animal doctor. She became famous for saving King Croc, a very large crocodile. He is 19 feet long.

The Animal Queen travels all over the world. She teaches about all kinds of animals, but she really likes reptiles. She also tells how animals live together.

This TV show is great for teachers and learners. It is fun for parents to watch with their children. You can watch *The Animal Queen* on Mondays at 7 P.M.

Dear Principal \_\_\_\_\_ ,

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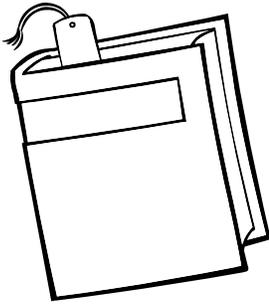
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Sincerely,

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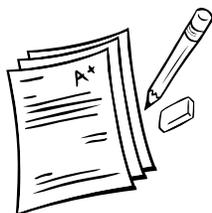
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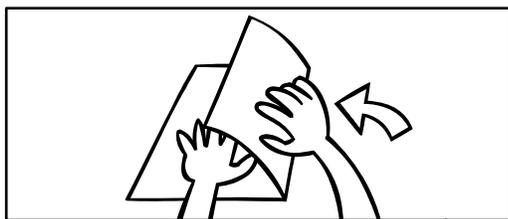


## Following Written Instructions

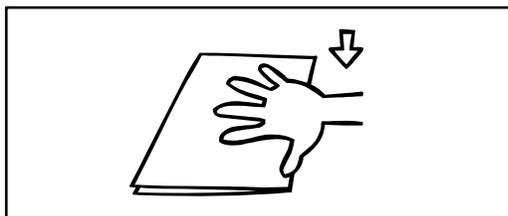
### Directions:

Use a piece of black paper to make a creepy, crawly critter!

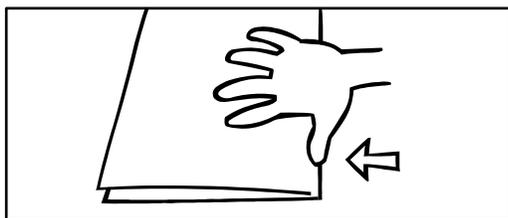
1. Fold the black paper in half.



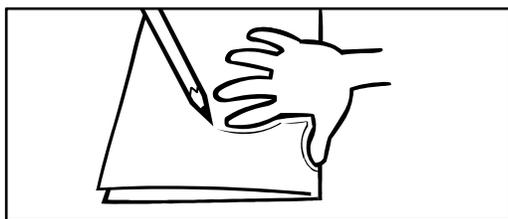
2. Place your hand on the paper.



3. Line up your thumb along the fold.

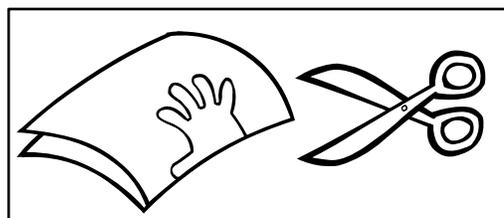


4. Use a pencil to trace your hand.

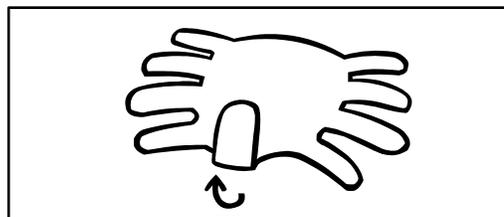


5. Cut out your handprint and unfold.

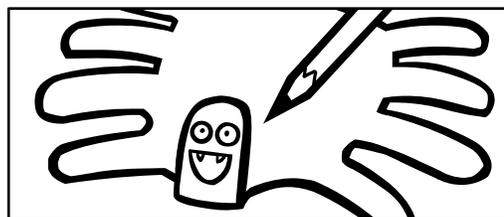
(Ask an adult for help with this step.)



6. Fold back the paper thumbs.



7. Draw two eyes.



**Riddle:** What is black and has two eyes and eight legs?

Answer: Your creepy, crawly critter!

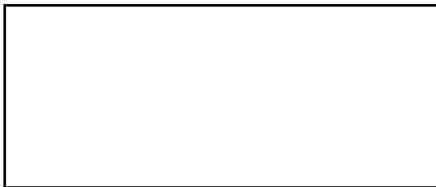
# h j k m

## Recognizing R-Controlled Words

### Directions:

Read each sentence. Circle the words that have r-controlled vowels. Then cut out the picture and paste it below the matching sentence.

1. The birds look for worms in the dirt.



4. The cows ate corn from a cart.



2. The girl took water to the horse in the barn.



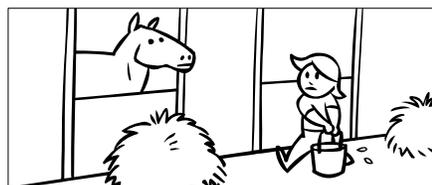
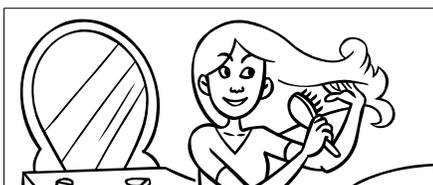
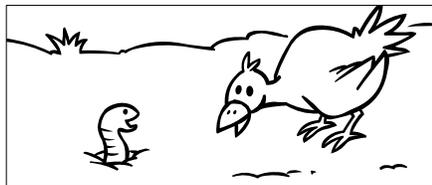
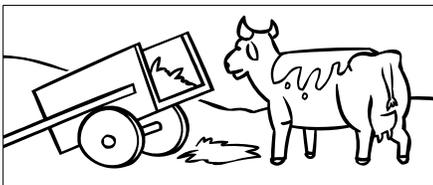
5. The bears sit in a circle in the forest.



3. The farmer works in his garden.



6. Mary curls her hair with a brush.



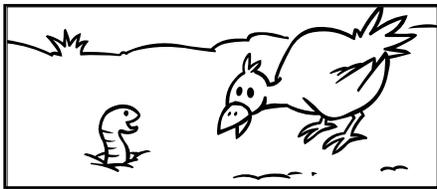
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## Recognizing R-Controlled Words

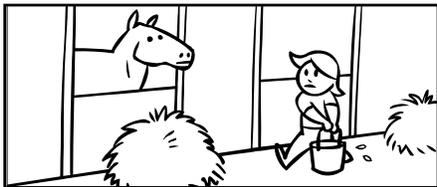
### Directions:

Read each sentence. Circle the words that have r-controlled vowels. Then cut out the picture and paste it below the matching sentence.

1. The **birds** look for **worms** in the **dirt**.



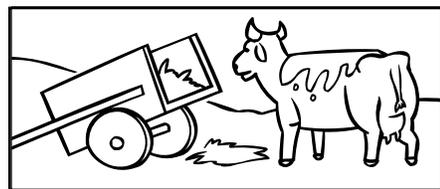
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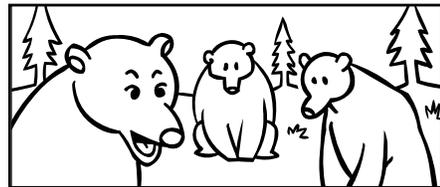
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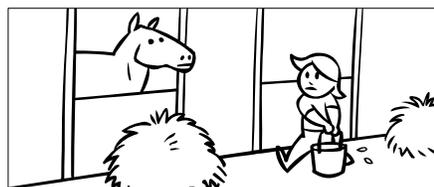
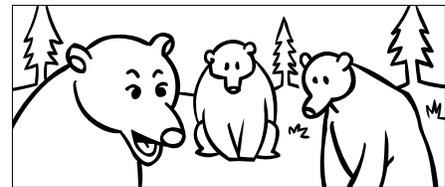
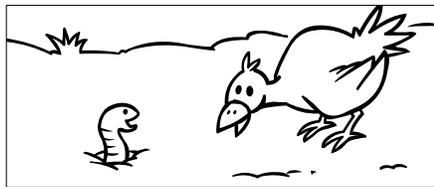
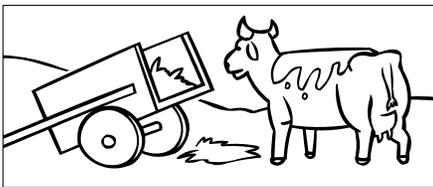
4. The **cows** ate corn from a **cart**.



5. The **bears** sit in a **circle** in the **forest**.



6. **Mary** curls her **hair** with a brush.





## Recognizing Idioms

### Directions:

Read the passage. Then underline three idioms.

### What You Need to Know

#### Idiom

An idiom is a special set of words. Together, the words have meaning. If you read the words one at a time, they usually do not make sense. Read the sentence.

It's raining cats and dogs today.

The sentence doesn't mean it is really raining cats and dogs. It means it is raining very hard.

### Salty the Grouch

One day Salty had a flat tire on his wagon, but he had no tools to fix it. The flat tire made his bad mood even worse. Salty was a grouch.

The grouch thought and thought about what to do. He never liked asking for help. Salty asked a passing owl what he thought.

“Well,” said the owl, “you catch more flies with honey than salt.”

“What does that mean?” Salty asked.

Owl sighed, “It means you should try being as sweet as honey. Then people will not mind helping you. Try smiling.”

“Oh,” said Salty. “I’ll have to think about that.”

Salty really wanted that tire fixed. He tried smiling in the mirror. Again, he went out to find help. He smiled at Rainy Raccoon. Rainy was a jack-of-all-trades. She could fix anything. The raccoon surprised Salty and said she would help fix the wagon.

“Hmm,” thought the grouch, “that was easy as pie.”

After that, the grouch smiled a lot more.

**Directions:** Write the letter *I* if the sentence has an idiom. Write the letter *X* if the sentence does not have an idiom.

1. \_\_\_ Omar was smart and wise as an old owl.
2. \_\_\_ The blankets made her snug as a bug in a rug.
3. \_\_\_ My class read more books than the other class.
4. \_\_\_ The teacher called us the cream of the crop.
5. \_\_\_ Where do you keep the honey?



## Recognizing Idioms

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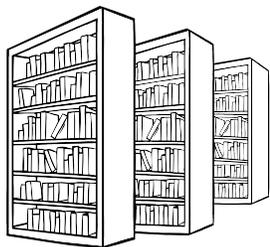
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2. I The blankets made her snug as a bug in a rug.
3. X My class read more books than the other class.
4. I The teacher called us the cream of the crop.
5. X Where do you keep the honey?



## Mixed Skills: Comparing and Contrasting and Using Text Features

### Directions:

Read the story. Then answer the questions that follow.

### Wasps and Bees

#### Yellow and Black

Wasps and bees look alike. They both have yellow and black stripes. But wasps are bigger than bees.

#### Favorite Flower Foods

Both bees and wasps like sweet-smelling flowers. That is because flowers give them food. Bees and wasps both eat *nectar*. Nectar is a sweet juice that flowers make. Bees like to gather *pollen*. Pollen is also made by flowers. Bees feed nectar and pollen to their young. Some wasps feed small bugs to their young.

#### Buzzing Houses

Both wasps and bees make their own houses. A wasp's house is called a *nest*. A bee's house is called a *hive*. Both wasps and bees will protect their houses from danger. They will use their stingers to protect their homes. Ouch!

#### Busy Bees

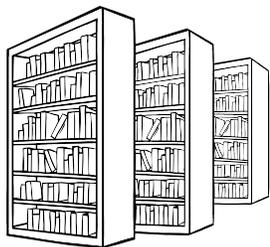
First, bees zip from flower to flower, gathering nectar. Then, bees buzz back to the hive and put the nectar into honeycombs. Last, the nectar turns into honey. It becomes thick and sticky. Bees are always making honey. Wasps do not make honey.

1. How are bees and wasps different?
  - A. Bees make honey.
  - B. Wasps are black and yellow.
  - C. Wasps like to eat nectar.
  - D. Bees like flowers.
  
2. What might you read about after seeing the words “Favorite Flower Foods”?
  - A. the color of bees and wasps
  - B. the size of bees and wasps
  - C. the things wasps and bees like to eat
  - D. the kinds of honey that bees like to make
  
3. After reading “Busy Bees,” what can you guess about bees?
  - A. Bees worry about wasps.
  - B. Bees eat a lot of honey.
  - C. Bees work hard.
  - D. Bees are lazy.
  
4. Why are the words *pollen* and *nectar* in italics?
  - A. They are well-known words.
  - B. They are new words.
  - C. They are not important words.
  - D. They are harder to see.
  
5. In your own words, tell how bees make honey.

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## Mixed Skills: Comparing and Contrasting and Using Text Features

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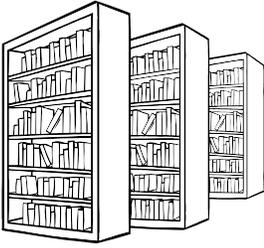
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  - C. They are not important words.
  - D. They are harder to see.
  
5. In your own words, tell how bees make honey.

**Answers will vary.**

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**Possible response: First, bees collect nectar from flowers. Then, they put it in the hive. Last, it becomes sweet and sticky honey.**



## Assessment for Grade 2, Benchmark 4: Recognizing Cause and Effect

**Directions:** Read the passage. Then answer the questions that follow.

### Staying Safe

Staying safe is very important to an animal. Animals have special ways to keep from being harmed. Some animals are good at hiding. Other animals use tricks to scare away their enemies.

Many creatures blend in with things around them. The walking stick is a perfect example. It is an insect. It is very good at blending in. The walking stick looks a lot like a twig. It often sits on a branch. This makes it very difficult to find. A creature that is hard to find is also hard to catch.

Some animals blend in by changing colors. They change colors to match things around them. The arctic fox is brown during the summer. Its color matches the dark dirt. In the winter, its fur turns white. This helps it blend in with the snow.

Not all animals stay safe by blending in. Some animals try to look scary. They use their shapes and colors to scare away other animals. The owl moth has big spots on its wings. The spots scare away some birds. They look like the eyes of a snake.

Some animals use their colors to warn others away. The monarch butterfly is bright orange and black. Birds learn to stay

away from the orange and black. They learn that it means the butterfly doesn't taste very good.

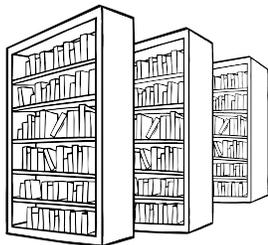
Each animal has its own way to stay safe. Blending in and changing colors are two ways to do this.

1. How does blending in help an animal?
  - A. It helps the animal to taste better.
  - B. It makes an animal hard to see and catch.
  - C. It puts animals out into plain sight.
  
2. Why does an arctic fox turn white in the winter?
  - A. to stand out against the snow
  - B. to look like a scary snake
  - C. to stay safe from its enemies
  
3. Why is the walking stick able to blend in?
  - A. It looks like something else in nature.
  - B. Its colors make it stand out on a branch.
  - C. It moves quickly and is hard to catch.
  
4. Choose one animal that lives in the woods. Explain how it might blend in or scare away other animals.

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## Assessment for Grade 2, Benchmark 4: Recognizing Cause and Effect

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  - B. Its colors make it stand out on a branch.
  - C. It moves quickly and is hard to catch.
4. Choose one animal that lives in the woods. Explain how it might blend in or scare away other animals.

**Possible response: A frog lives in the woods. It may be brown like a log. Then other animals would not see it. It may have bumps on its skin so it could look like a piece of wood.**



## Identifying Genre: *Mystery*

**Directions:** Read the story. Then write a sentence or draw a picture to answer each question.

### Cindy the Seal

Cindy the seal was famous. She did all kinds of tricks. Every day she was in a show at the zoo. She would bounce a ball on her nose. She would honk a row of horns. She would catch fish in her mouth. Sometimes she would even splash the people in the front row. She made them wet, but they always laughed.

One day, the fans fed popcorn to Cindy. They did not know that popcorn is not good for seals. The next day, Cindy did not perform. She did not want to splash water. She did not want to honk the horns or bounce the balls. Cindy just wanted to rest. That day, the zookeeper put a sign on the fence. It said, "Please do not feed the seals."

Why do you think Cindy did not want to perform?

1. What is the problem in the story?

2. What are the clues that tell about the problem?

3. How was the problem solved?



## Identifying Genre: Mystery

**Directions:** Read the story. Then write a sentence or draw a picture to answer each question. **Answers will vary.**

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Why do you think Cindy did not want to perform?

1. What is the problem in the story?

**The picture may include a seal looking sick or people feeding popcorn to the seal.**

2. What are the clues that tell about the problem?

**The picture may include a seal looking sick, a seal not playing with the horns and balls, or people feeding popcorn to the seal.**

3. How was the problem solved?

**The picture may include a sign saying “Please do not feed the seals.”**



## Distinguishing Fact and Opinion

**Directions:** Read the letter. Then complete questions below.

### Letter to Mrs. Wong

Dear Mrs. Wong,

To begin our trip, we drove to Los Angeles. It is in California. We drove across the desert all through the night. When we took a break at a rest stop, I saw bats flying around. Bats fly around at night searching for food and sleep during the day. (I learned that in our science class!) They have very good hearing to make up for not seeing very well. I think they are interesting animals. But they are also a little scary when they swoop down from the sky.

We are staying in a hotel. Tomorrow we are going to the beach. California has a coastline with many beaches. The Pacific Ocean is filled with different kinds of fish. It is fun to swim in the ocean. But it is also dangerous. I think I am too young to go in it by myself. My dad will go in the water with me. The ocean is salt water, so I will keep my mouth closed!

We will leave for home in a couple more days. I am being good about doing my homework.

Your student,

*Omar*

1. One fact about bats from the letter is

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2. One opinion about bats from the letter is

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3. One fact about the ocean from the letter is

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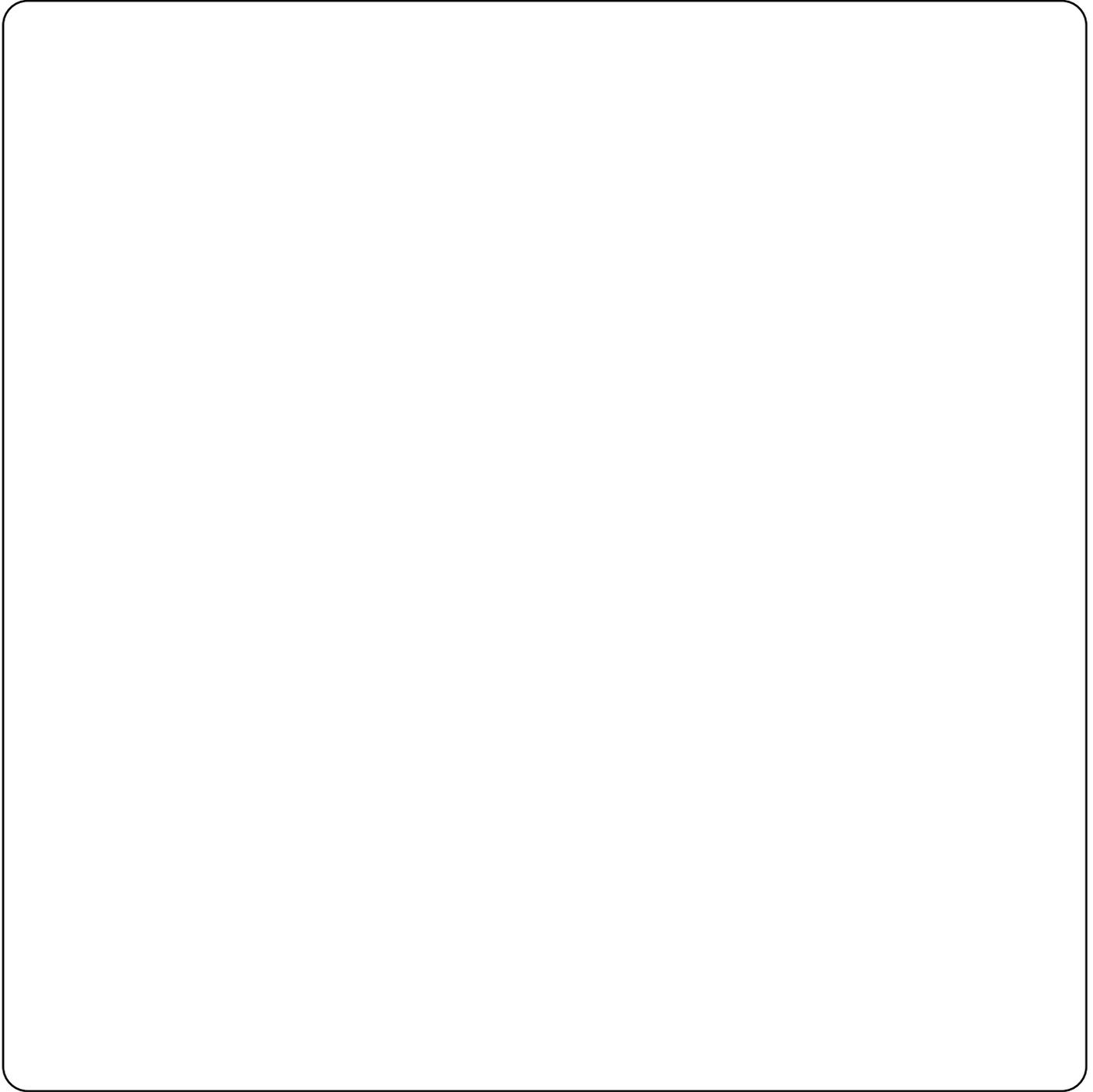
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4. One opinion about the ocean from the letter is

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5. Draw something Omar saw on his trip.





## Distinguishing Fact and Opinion

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Your student,

Omar

1. One fact about bats from the letter is **Answers will vary.**

**Possible responses: bats have very good hearing.**

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**bats sleep during the day.**

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2. One opinion about bats from the letter is **Answers will vary.**

**Possible responses: bats are interesting animals.**

---

**bats are a little scary.**

---

3. One fact about the ocean from the letter is **Answers will vary.**

**Possible responses: the ocean is filled with fish.**

---

**the ocean can be dangerous.**

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4. One opinion about the ocean from the letter is **Answers will vary.**

**Possible responses: it is fun to swim in the ocean.**

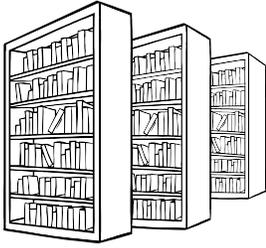
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**I am too young to go in by myself.**

---

5. Draw something Omar saw on his trip. **Answers will vary.**

**Possible pictures: a bat flying at night; a desert scene; a hotel at the beach; the ocean with fish in it; Omar and his father swimming in the ocean.**



## Making, Modifying and Confirming Predictions

**Directions:** Read each part of the passage. Predict what will happen next. Then answer the questions that follow.

### The Life Cycle of a Butterfly

Every butterfly goes through four stages in its life. First, a butterfly lays its eggs on leaves and branches. The eggs are small and white.

**Prediction:**

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Next, a small caterpillar comes out of one of the eggs. It begins eating right away. It munches on plants, tree leaves, and sometimes fruit. It grows and grows! It molts, or sheds its skin, several times because it grows so fast.

**Prediction:**

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Once the caterpillar is big, it begins to spin a home. It attaches its home to a twig. The home is called a *chrysalis*. The caterpillar is now a *pupa*. The pupa goes through many changes inside its special home.

**Prediction:**

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The pupa changes shape. It sprouts long legs and beautiful wings. It becomes a butterfly! Soon, the new butterfly nibbles a small hole in the chrysalis and crawls out. The new butterfly stretches its wings and takes off flying. It will not be long before she lays eggs of her own. The butterfly life cycle begins again.

1. What helped you make your predictions?

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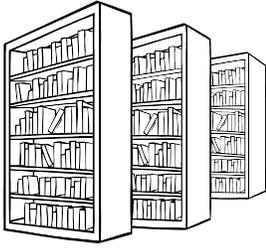
2. Did you have to change any of your predictions? If so, which ones?

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## Making, Modifying and Confirming Predictions

**Directions:** Read each part of the passage. Predict what will happen next. Then answer the questions that follow.

### The Life Cycle of a Butterfly

Every butterfly goes through four stages in its life. First, a butterfly lays its eggs on leaves and branches. The eggs are small and white.

**Prediction:**

**Possible response: Caterpillars hatch from the eggs.**

Next, a small caterpillar comes out of one of the eggs. It begins eating right away. It munches on plants, tree leaves, and sometimes fruit. It grows and grows! It molts, or sheds its skin, several times because it grows so fast.

**Prediction:**

**Possible response: The caterpillar begins to change.**

Once the caterpillar is big, it begins to spin a home. It attaches its home to a twig. The home is called a *chrysalis*. The caterpillar is now a *pupa*. The pupa goes through many changes inside its special home.

**Prediction:**

**Possible response: The caterpillar turns into a butterfly.**

The pupa changes shape. It sprouts long legs and beautiful wings. It becomes a butterfly! Soon, the new butterfly nibbles a small hole in the chrysalis and crawls out. The new butterfly stretches its wings and takes off flying. It will not be long before she lays eggs of her own. The butterfly life cycle begins again.

1. What helped you make your predictions?

**Answers will vary.**

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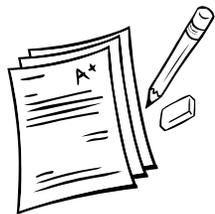
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## Following Directions

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

### Pet Problems

When I got home from school, I found a note from my mom. She asked me to take care of our dog, Maggie. She wrote, “Jenna, please follow these directions. Feed Maggie and then give her two teaspoons of medicine. After that, take her for a walk and then give her a bath. See you soon!”

I gave Maggie a bath first. Then I measured one teaspoon of medicine and poured it into her mouth. After that, Maggie and I went for a walk to the park. She ran across the grass and through some big, muddy puddles. I dragged her home and gave her another bath. Then Maggie’s belly began to grumble because she didn’t have any food in her stomach to soak up the medicine. I quickly fed her a big bowl of dog food. But I forgot that Maggie always wants to go outside after she eats. As Maggie went out the door, I told her to get ready for a third bath. Next time I take care of the dog, I need to follow my mom’s directions!

1. In the box on the left, write the directions Mom gave Jenna for Maggie's care. In the second box, write what Jenna actually did.

## Mom's Directions

## What Jenna Actually Did

1. How many teaspoons of medicine did the directions say to give Maggie?

\_\_\_\_\_ teaspoons of medicine

2. Jenna didn't follow the steps of the directions in the right order. How many baths did Jenna give Maggie?

\_\_\_\_\_ baths

**Directions:** Think of a chore or job that you do at home or school. Then write directions for that task.

**My chore/job:** \_\_\_\_\_

**Directions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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When I got home from school, I found a note from my mom. She asked me to take care of our dog, Maggie. She wrote, “Jenna, please follow these directions. Feed Maggie and then give her two teaspoons of medicine. After that, take her for a walk and then give her a bath. See you soon!”

I gave Maggie a bath first. Then I measured one teaspoon of medicine and poured it into her mouth. After that, Maggie and I went for a walk to the park. She ran across the grass and through some big, muddy puddles. I dragged her home and gave her another bath. Then Maggie’s belly began to grumble because she didn’t have any food in her stomach to soak up the medicine. I quickly fed her a big bowl of dog food. But I forgot that Maggie always wants to go outside after she eats. As Maggie went out the door, I told her to get ready for a third bath. Next time I take care of the dog, I need to follow my mom’s directions!

1. In the box on the left, write the directions Mom gave Jenna for Maggie's care. In the second box, write what Jenna actually did.

### Mom's Directions

1. Feed Maggie
2. Give her two teaspoons of medicine
3. Take her for a walk
4. Give her a bath

### What Jenna Actually Did

1. Gave Maggie a bath
2. Gave her one teaspoon of medicine
3. Took Maggie for a walk
4. Gave Maggie another bath
5. Fed her a big bowl of dog food
6. Took Maggie for another walk
7. Gave Maggie another bath

1. How many teaspoons of medicine did the directions say to give Maggie?

\_\_\_\_\_ **2** \_\_\_\_\_ teaspoons of medicine

2. Jenna didn't follow the steps of the directions in the right order. How many baths did Jenna give Maggie?

\_\_\_\_\_ **3** \_\_\_\_\_ baths

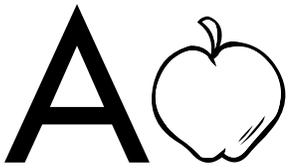
**Directions:** Think of a chore or job that you do at home or school. Then write directions for that task. **Answers will vary.**

**My chore/job:** \_\_\_\_\_

**Directions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Recognizing Similes and Metaphors

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

### The Dolphin and the Otter

One day, Dolphin was gliding through a new part of the ocean. He did not usually follow this course. But he liked how the ocean's surface was as smooth as glass. Suddenly, he heard a frightened animal cry. Some boys in a boat were just inches from catching a young otter. He had fallen behind his mother and was now separated from her. She could not get around the front of the boat to save him.

The boys were about to grab the baby when Dolphin swam toward them. He jumped from the water and splashed the boys with a huge wave. The wave was a mountain. The force of it almost turned the boat over. The boys decided to leave the baby alone before their boat started sinking like a rock. They scooped out the water with a bucket as they rowed back to shore.

As Dolphin swam away, he did not see a large fishnet left behind. He soon was hopelessly tangled in it. But Mother Otter quickly came to his rescue. She carefully gnawed on the rope with her sharp teeth until finally Dolphin was free again. Mother Otter waved her paw as Dolphin flipped his fin and swam away. One good turn deserves another.

1. Why was Dolphin in a new part of the ocean?
  - A. He was looking for glass in the ocean.
  - B. He was going to catch something to eat.
  - C. He liked swimming in the smooth waters.
  - D. He was looking for the baby otter.

2. What is the moral, or message, of this fable?

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3. Find the simile that describes how the ocean looks. Write the simile on the lines below.

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4. Which pair of words describes Mother Otter's actions?
  - A. clever, grateful
  - B. calm, common
  - C. angry, frightened
  - D. kind, gentle

5. Find the simile that describes how the boat was sinking. Write the simile on the lines below.

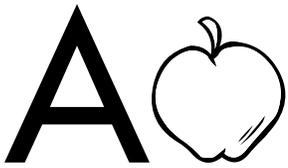
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6. Find the metaphor that describes how big the wave was. Write the metaphor on the lines below.

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**One good deed deserves another.**

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**The ocean's surface was as smooth as glass.**

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**Their boat started sinking like a rock.**

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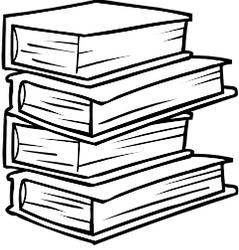
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6. Find the metaphor that describes how big the wave was. Write the metaphor on the lines below.

**The wave was a mountain.**

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## Recognizing Dialogue and Narration

**Directions:** Read each section of the fairy tale. Then mark each section with an *N* if it is narration or with a *D* if it is dialogue.

### Chicken Little

*Adapted from the Traditional Tale*

\_\_\_\_\_ One day, Chicken Little wandered through the farmyard when a large brown acorn fell right on the middle of his head.

\_\_\_\_\_ “Ouch!” Chicken Little squealed. “The sky is falling. I must go tell the king right away!”

\_\_\_\_\_ Chicken Little scurried through the farmyard and into the great meadow where he ran into Henny Penny.

\_\_\_\_\_ “Hi, there!” Henny Penny said to Chicken Little. “Where are you going in such a hurry?” “The sky is falling,” Chicken Little replied. “I’m going to the castle to tell the king! You should come along.”

\_\_\_\_\_ Henny Penny agreed and followed Chicken Little through the meadow where they ran into Loosey Goosey.

\_\_\_\_\_ “Hello, my friends,” Loosey Goosey honked. “Where are you going in such a fuss?” “The sky is falling,” Chicken Little explained. “We’re going to the castle to warn the king. You should come with us.”

\_\_\_\_\_ So Chicken Little, Henny Penny, and Loosey Goosey sprinted toward the castle with their feathers flying. It wasn't long before the three ran into Turkey Lurkey.

\_\_\_\_\_ "What's the rush?" Turkey Lurkey asked the three friends.

\_\_\_\_\_ "The sky is falling," Chicken Little replied. "We're going to the castle to tell the king."

\_\_\_\_\_ "What a great idea! I'm coming too," Turkey Lurkey cried.

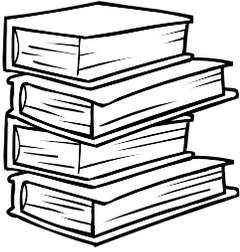
\_\_\_\_\_ So Chicken Little, Henny Penny, Loosey Goosey, and Turkey Lurkey made their way toward the castle. The four friends ran out of the meadow area and into the forest. Just then, Foxy Loxy jumped out from behind a tree.

\_\_\_\_\_ "Well, hello there," Foxy Loxy growled. "What's all the excitement? Surely you can stop and play for awhile."

\_\_\_\_\_ "Oh, no!" Chicken Little gasped. "There's not much time because the sky is falling. We're going to the castle to warn the king!"

\_\_\_\_\_ "Is that so?" Foxy Loxy replied. "I happen to know a great shortcut to the castle. Why don't you follow me?"

\_\_\_\_\_ The four friends gratefully agreed. Chicken Little, Henny Penny, Loosey Goosey, and Turkey Lurkey followed the sly fox though the forest and right into her den.



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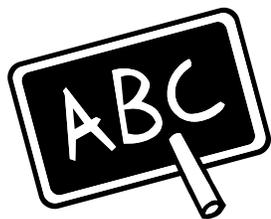
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## Mixed Skills: Answer Questions about Characters, Theme, and Plot

**Directions:** Read the story. Then answer the questions.

### The Strange Little Duckling

One morning on the farm, a mother duck was sitting on her eggs. It was a hot day, and soon they would hatch. Suddenly, she heard cracking sounds. The eggs were hatching! She watched each new duckling break its shell. All the little ducks were fluffy and yellow. But the last duck looked strange. His neck was really long, and his feathers were white. He was so different!

The strange duckling's brothers would not play with him because they thought he looked too different. So he waddled off to find new friends who would play with him. The strange duckling met a cat, but the cat didn't like to swim. She only liked to lie around and sleep. "Maybe Horse will play with you," Cat said. Then the duckling met Horse. Horse stood way above the duckling's head. "I'm too tall for you," Horse said. "You should go to the pond."

Finally, the duckling made it to the pond. Out on the pond swam some very large white birds with long necks. As he watched them, one of the birds called out to the duckling, "Would you like to swim with us?" The duckling was so excited that he almost burst. "Why, yes, I would!" As the duckling swam over, he saw himself in the water. He had never seen himself before! He looked just like the white birds! "You are a young swan-just like us!" The

young swan felt happy. He loved his new friends. But he also loved all the other animals he had met. The young swan knew that he would always be nice to everyone he met.

1. Which word has the same o sound as in **morning**?

- A. cook
- B. coral
- C. flour
- D. poem

2. What is the main problem in the story?

- A. The duckling does not know what he is.
- B. The cat likes to sleep too much.
- C. Horse is too tall for his friends.
- D. The duckling does not like his brothers.

3. Which word best describes the duckling?

- A. mean
- B. lazy
- C. bored
- D. caring

4. How does the duckling find out that he is not a duck?

- A. He looks in a mirror.
- B. His mother tells him that he is a swan.
- C. He sees himself in the pond.
- D. He guesses all by himself.

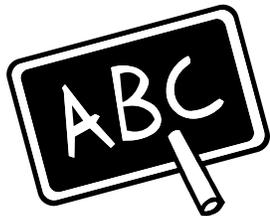
5. What lesson does the young swan learn by the end of the story?  
Write your answer in complete sentences.

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5. What lesson does the young swan learn by the end of the story?  
Write your answer in complete sentences.

**Possible response: To be nice to others.**

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## Mixed Skills: Recognizing Cause and Effect and Retelling a Story

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

### How South American Birds Got Their Colors

Long ago, all the birds in the South American forests wore plain black or brown feathers. They stayed that way for many years. One day, a snake glided through the forest. As he slithered along, the snake ate a bunch of red flowers. Suddenly, bright red dots covered his skin. When he ate yellow flowers, yellow dots appeared. Blue flowers brought blue dots. Soon, the proud snake had the most beautiful skin in the forest. But the birds became angry. They yelled at the snake for eating all the flowers. The snake felt ashamed and embarrassed. He shook and trembled so hard that his skin split apart. Then the snake slipped out of his colorful skin. The birds immediately swooped down. They took the colors off the skin and placed them on their feathers. The birds of South America still wear these bright colors today.

1. Where does the story take place?
  - A. in a flower
  - B. in a bird's nest
  - C. in a snake's den
  - D. in a forest

2. What caused the birds to become angry?
  - A. The snake was in their neighborhood.
  - B. The snake ate all the flowers.
  - C. They disliked the snake's colors.
  - D. They disliked living in the forest.
  
3. What effect did the birds' anger have?
  - A. The snake left the forest.
  - B. The snake fought with the birds.
  - C. The snake became embarrassed.
  - D. The snake ate more and more flowers.
  
4. What does the main idea of this myth describe?
  - A. how South American birds got their colors
  - B. how South American snakes split their skin
  - C. how snakes and birds became friends
  - D. how a snake can trick birds

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

5. Retell the myth in your own words. Include details about the characters, setting, and main events.

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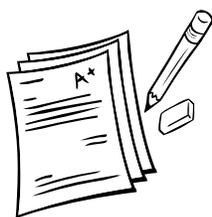
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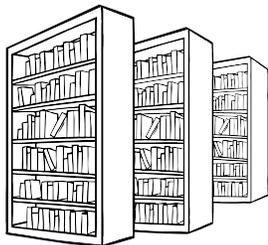
5. Retell the myth in your own words. Include details about the characters, setting, and main events.

**Possible response: Once there was a snake who lived in the forest. He started eating flowers, and they gave him spots on his skin. The birds were angry because he was eating all the flowers. They shouted at the snake. The snake got so scared that he broke his skin. The birds flew down and took the colors for their feathers.**

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## Identifying the Correct Sequence of Events

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

### Two Foolish Frogs

*Adapted from Andrew Lang*

- 1 One day, a frog who lived in Osaka, Japan, decided to take a journey. The Osaka frog had seen very little of Japan. He wanted to visit the city of Kyoto. On the very same day, a frog in Kyoto, Japan, also fancied seeing the world. The Kyoto frog had lived in one city for his entire life. Each brought a small bag for the journey. Each left their ponds behind and started hopping to an adventure. They did not know each other, but they would soon meet.
- 2 Osaka and Kyoto were far apart with a tall mountain between them. The Osaka frog and the Kyoto frog were forced to climb a long way. Rocks and tall grasses covered the upward trail. Each frog struggled for three days to reach the top of the mountain. The two travelers finally met when they reached the peak. They jumped back in surprise when they saw each other. The two frogs started talking at once. They explained they wanted to see the other's home city.
- 3 The Kyoto frog told his new friend to hop on his back. Then he could see Kyoto from the mountaintop. The Osaka frog did so. He was soon disappointed. He saw that Kyoto looked exactly the same as Osaka. Then the Osaka frog had the Kyoto frog

jump on his back. The Kyoto frog could see that Osaka looked exactly the same as his hometown. The two disappointed frogs decided to go home. They did not want to go so far to visit a place that was the same as home. The two frogs did not realize something important. Their eyes were on top of their heads. When they climbed on the other's back, their eyes looked behind them. Each frog had seen his own city.

1. What happens first in this folktale?
  - A. Two frogs are disappointed.
  - B. The Osaka frog leaves his home.
  - C. Two frogs start talking to each other.
  - D. The Kyoto frog sees his own city.
  
2. The frogs climb a mountain \_\_\_\_
  - A. in the beginning of the story.
  - B. during the middle of the story.
  - C. at the end of the story.
  - D. in the first paragraph of the story.
  
3. Where can the author add a sentence telling how foolish the frogs are?
  - A. after the last paragraph
  - B. before the first sentence
  - C. at the beginning of the story
  - D. in the middle of the story

4. The reader learns the frogs will not see the new cities in the \_\_\_\_
- A. first sentence.
  - B. second paragraph.
  - C. middle of the story.
  - D. third paragraph.

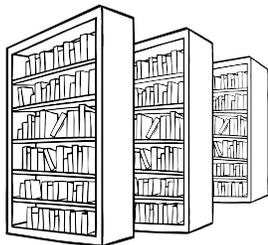
**Directions:** Read the question. Then write one sentence in each box.

5. Look at the boxes. Tell what happens at the beginning, middle, and end of the story.

**Beginning**

**Middle**

**End**



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  - D. third paragraph.**

**Directions:** Read the question. Then write one sentence in each box.

5. Look at the boxes. Tell what happens at the beginning, middle, and end of the story. **Answers will vary.**

**Beginning**

**Two frogs decide to see the world.**

**Middle**

**They climb a mountain and meet at the top.**

**End**

**The frogs see their own cities and decide they will return home.**



## Categorizing Words

**Directions:** Read the journal entries. Then create a title for each of the animal categories listed below.

### Notebook Entries for Professor Perfecto

**February 1st:** On the surface, all animals seem the same. They live, eat, have young, and many make good pets. But I know that there are differences too. I must investigate how animals are different.

**February 23rd:** Aha! My research has shown that mammals make up a large category of animals. Mammals are warm-blooded. They have body hair at some time in their lives, and their bodies make milk for their young to drink. People, dogs, dolphins, elephants, cats, whales, and gorillas are all examples of mammals.

**March 3rd:** I sat in my garden and watched a lizard bathe itself in the sun. It seemed to depend on the sun to keep itself warm, and it didn't have hair. Clearly this little animal is not a mammal. I wonder what category a lizard belongs to?

**March 18th:** I went to the library and read some books. In my readings, I discovered that lizards are reptiles. So are snakes, turtles, alligators, and crocodiles. Reptiles are cold-blooded. Their bodies are covered with scales, and they usually lay eggs. Now I know for sure that not all animals are the same! Each animal belongs to a larger category of living things that share the same characteristics.

**Animals:** dogs, cats, and gorillas

**Category title:** \_\_\_\_\_

**Animals:** snakes, turtles, and alligators

**Category title:** \_\_\_\_\_

**Animals:** dolphins and whales

**Category title:** \_\_\_\_\_

**Directions:** Read the animal lists below. Circle the animal that does not belong in each group. Then write a complete sentence explaining why that animal does not belong with the others.

1. snake, elephant, human, cat

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2. snake, turtle, crocodile, gorilla

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3. dolphin, whale, turtle, cat

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## Categorizing Words

**Directions:** Read the journal entries. Then create a title for each of the animal categories listed below.

### Notebook Entries for Professor Perfecto

**February 1st:** On the surface, all animals seem the same. They live, eat, have young, and many make good pets. But I know that there are differences too. I must investigate how animals are different.

**February 23rd:** Aha! My research has shown that mammals make up a large category of animals. Mammals are warm-blooded. They have body hair at some time in their lives, and their bodies make milk for their young to drink. People, dogs, dolphins, elephants, cats, whales, and gorillas are all examples of mammals.

**March 3rd:** I sat in my garden and watched a lizard bathe itself in the sun. It seemed to depend on the sun to keep itself warm, and it didn't have hair. Clearly this little animal is not a mammal. I wonder what category a lizard belongs to?

**March 18th:** I went to the library and read some books. In my readings, I discovered that lizards are reptiles. So are snakes, turtles, alligators, and crocodiles. Reptiles are cold-blooded. Their bodies are covered with scales, and they usually lay eggs. Now I know for sure that not all animals are the same! Each animal belongs to a larger category of living things that share the same characteristics.

**Animals:** dogs, cats, and gorillas

**Category title:** Mammals

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**Animals:** snakes, turtles, and alligators

**Category title:** Reptiles

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**Animals:** dolphins and whales

**Category title:** Mammals

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**Directions:** Read the animal lists below. Circle the animal that does not belong in each group. Then write a complete sentence explaining why that animal does not belong with the others. **Answers will vary.**

1. (snake), elephant, human, cat

The snake doesn't belong because it is a reptile and the rest of the animals in the group are mammals.

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2. snake, turtle, crocodile, (gorilla)

The gorilla doesn't belong because it is a mammal and the rest of the animals are reptiles.

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3. dolphin, whale, turtle, (cat)

The cat doesn't belong because it doesn't live in the water.

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## Mixed Skills: Determining Meaning of Multiple-Meaning Words

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

### Spiders That Do Not Spin Webs

Many spiders spin webs. However, some spiders do not spin webs. One of these is the *crab spider*. The crab spider can change its color to match a flower. It hides on the flower and waits for an insect to come along. Then, the crab spider quickly catches it. The crab spider has long front legs. It extends all of its legs out from its sides and moves sideways like a crab. That is how it got its name.

Another kind of spider that does not spin a web is the *spitting spider*. It is brown with black spots. It has six eyes. It does not change color. The spitting spider produces poisonous silk. The silk is sticky like glue. It creeps up on a resting insect. Then, it spits out the poisonous silk. It blankets the insect with a zigzag pattern. The insect becomes trapped. Slowly, the spitting spider moves over to the insect and grabs it.

A third spider that does not spin a web is the *tarantula*. The tarantula will usually burrow in a hole in the earth. Sometimes, it will occupy spaces between rocks or cracks in wood. The tarantula has a hairy body and hairy legs. It can create a hissing sound by rubbing parts of its body together. The tarantula hunts

at night. It catches prey by chasing after it and attacking the prey with its fangs. Then, the tarantula rolls the prey up in a ball. If it wants to save the prey for later, the tarantula will wrap the ball in silk.

1. In this passage, **spin** means \_\_\_\_\_
  - A. to travel.
  - B. to make.
  - C. to turn around.
  - D. to dance.
  
2. In this passage, **kind** means \_\_\_\_\_
  - A. warm.
  - B. type.
  - C. nice.
  - D. open.
  
3. What can a crab spider change?
  - A. its web
  - B. its smell
  - C. its sound
  - D. its color

4. How are the three kinds of spiders in the passage alike?
- A. They are all hairy.
  - B. They all spit poisonous silk.
  - C. They do not spin webs.
  - D. They do not eat insects.

**Directions:** Read the question and write your answer on the lines below.

5. Explain how crab spiders, tarantulas, and spitting spiders are different.

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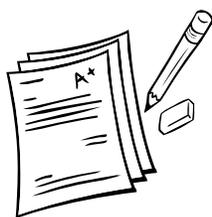
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**Directions:** Read the question and write your answer on the lines below.

5. Explain how crab spiders, tarantulas, and spitting spiders are different. **Answers will vary.**

**Possible responses: Crab spiders hide in a flower to catch their food. Tarantulas chase their food. Spitting spiders spit poisonous silk to catch their food.**

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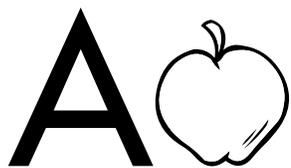
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## Using Information in Tables, Maps, and Charts

**Directions:** Read the journal. Then complete the graphic organizer that follows.

### The Monarch Butterfly

**July 10, 2005**

Every year, thousands of monarch butterflies go on two trips. Well, they do not drive, but they fly. These orange, black, and white butterflies typically live in the northern part of the United States. In the fall, when the weather starts getting colder, they travel south to California, Mexico, and Florida. For such little creatures, the trip is a long and tiring one. I hope to follow these amazing creatures to Mexico.

**August 22, 2005**

The end of summer is near. The monarch butterflies are laying eggs. The eggs eventually will hatch into caterpillars. These caterpillars soon become butterflies. Over a few weeks, the new butterflies build up a lot of fat in their little bodies. This fat will be the fuel they need to fly far away in a month or so.

**October 5, 2005**

It is fall and the weather is turning cold. I have been watching the offspring of the summer monarchs fly south. They are heading to southern California. Then they will go to Mexico. I know monarchs from the East Coast will fly to Florida. Where they go depends on where they came from in the north. I have read that their trip can be from one thousand to three thousand miles away. That's a lot of flying for such a small creature. I am logging the distance they travel each week in my journal.

Each colony of butterflies travels to the same place every year. That means that I am watching the offspring of the monarchs I observed last

fall. The new butterflies will even fly to the same tree their parents found. I wonder how the new butterflies find the same places their parents did, even though they have never flown there before.

## **March 30, 2006**

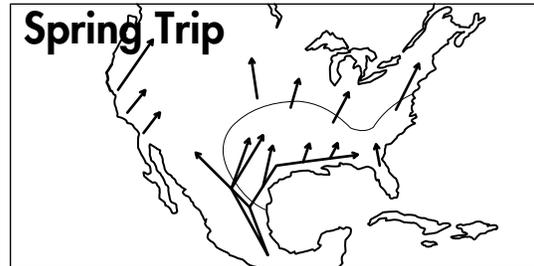
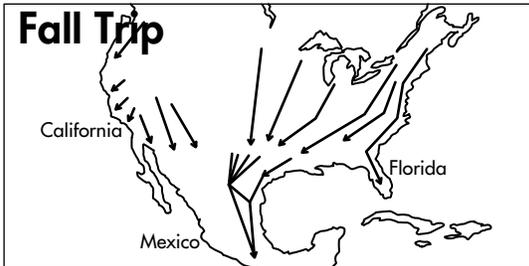
After spending time with the monarchs in their winter homes, I am going to follow the adult butterflies back home. As they fly north, I will watch the female butterflies leave their eggs on the milkweed plant. This plant becomes food for the new butterflies.

Milkweed is important because it is poisonous. When the eggs turn into caterpillars, the new caterpillars eat the milkweed. Milkweed does not harm the caterpillars though. It makes the caterpillars poisonous to other creatures. When the caterpillars turn into butterflies, the butterflies are poisonous too.

## **April 8, 2006**

I am back home in California, watching the first batches of butterflies come out of their cocoons. These are the summer monarchs. They will not fly a long distance like their parents did last fall. But they will mate and put their eggs on milkweed plants. The caterpillars from the summer eggs will become the butterflies that fly south in the fall. These butterflies will begin to store a lot of fat for their long journey back down to Mexico. By observing the offspring of the summer monarchs, I will watch the cycle of life continue.

**Directions:** Read each question. Underline words in the text that will help you answer the questions. Write your answer in complete sentences in the boxes. Use the migration maps and information in the text to help you.



## The Butterfly's Fall Trip

Where do they fly?

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Why do they go?

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How far do they fly?

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One fact I thought was interesting.

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## The Butterfly's Spring Trip

Where do they fly?

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What do they do when they arrive?

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Why is the milkweed plant important?

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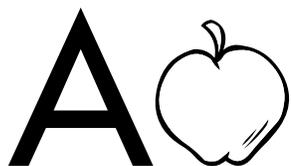
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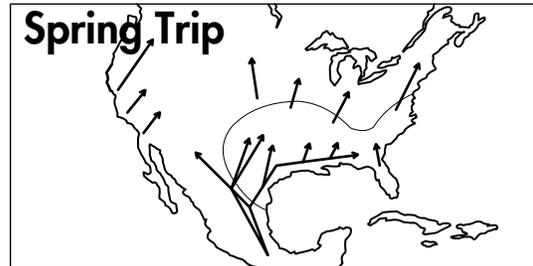
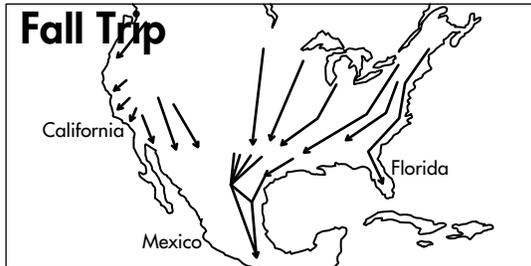
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**Directions:** Read each question. Underline words in the text that will help you answer the questions. Write your answer in complete sentences in the boxes. Use the migration maps and information in the text to help you.



### The Butterfly's Fall Trip

Where do they fly?

**The butterflies go to California, Florida, and Mexico.**

Why do they go?

**The butterflies go because the weather is turning cold.**

How far do they fly?

**They travel between one thousand and three thousand miles.**

One fact I thought was interesting.

**Answers will vary.**

### The Butterfly's Spring Trip

Where do they fly?

**They fly north.**

What do they do when they arrive?

**The females have their eggs on the milkweed plant.**

Why is the milkweed plant important?

**It is important because caterpillars eat the poisonous plant. This makes the caterpillar and butterfly poisonous and protects them from other creatures.**

One fact I thought was interesting.

**Answers will vary.**



## Categorizing and Identifying Meaning of Words

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

### Insecta

All insects have six legs, three body parts, one pair of antennae, and belong in a class of animals called *Insecta*. Even though all insects share these characteristics, they come in all shapes and sizes. Some can fly, some can crawl, and some even live together in community nests. You may have seen various kinds of insects like butterflies, crickets, termites, or ladybugs around your home or neighborhood. While they all are insects, each one is unique and belongs to a different *Insecta* order.

Butterflies and moths belong to an order of insects called *Lepidoptera*. They have two wings covered with small scales and geometric designs. They are born as caterpillars and can spin cocoons, or chrysalises, from special glands on their bodies. Butterflies and moths change from caterpillars into insects with wings through a process called *metamorphosis*. They also have a long tube attached to their heads called a proboscis. Butterflies and moths uncoil the proboscis, put it into a flower, and use it like a straw to drink nectar.

Crickets belong to an order of insects called *Orthoptera*. Grasshoppers and locusts also belong to this order. Insects in the *Orthoptera* order have strong back legs that help them with jumping. If you have ever seen a cricket jump, then you know how high and far they can go! Insects in this order also chew food in their mouths. Sometimes, but not always, they have two pairs of small clear wings attached to their middle body part.

Biological Classification
Phylum
Class
Subclass
Order
Suborder
Family
Subfamily
Genus
Species

Termites belong to an order of insects called *Isoptera*. White ants also belong to this order. Insects in this order are known for living in large communities where each member has a job to do. There is always a king and a queen and several workers who take care of the nest. There are also soldiers who protect the nest. These insects have biting mouths, soft bodies, and a long life span compared to other insects.

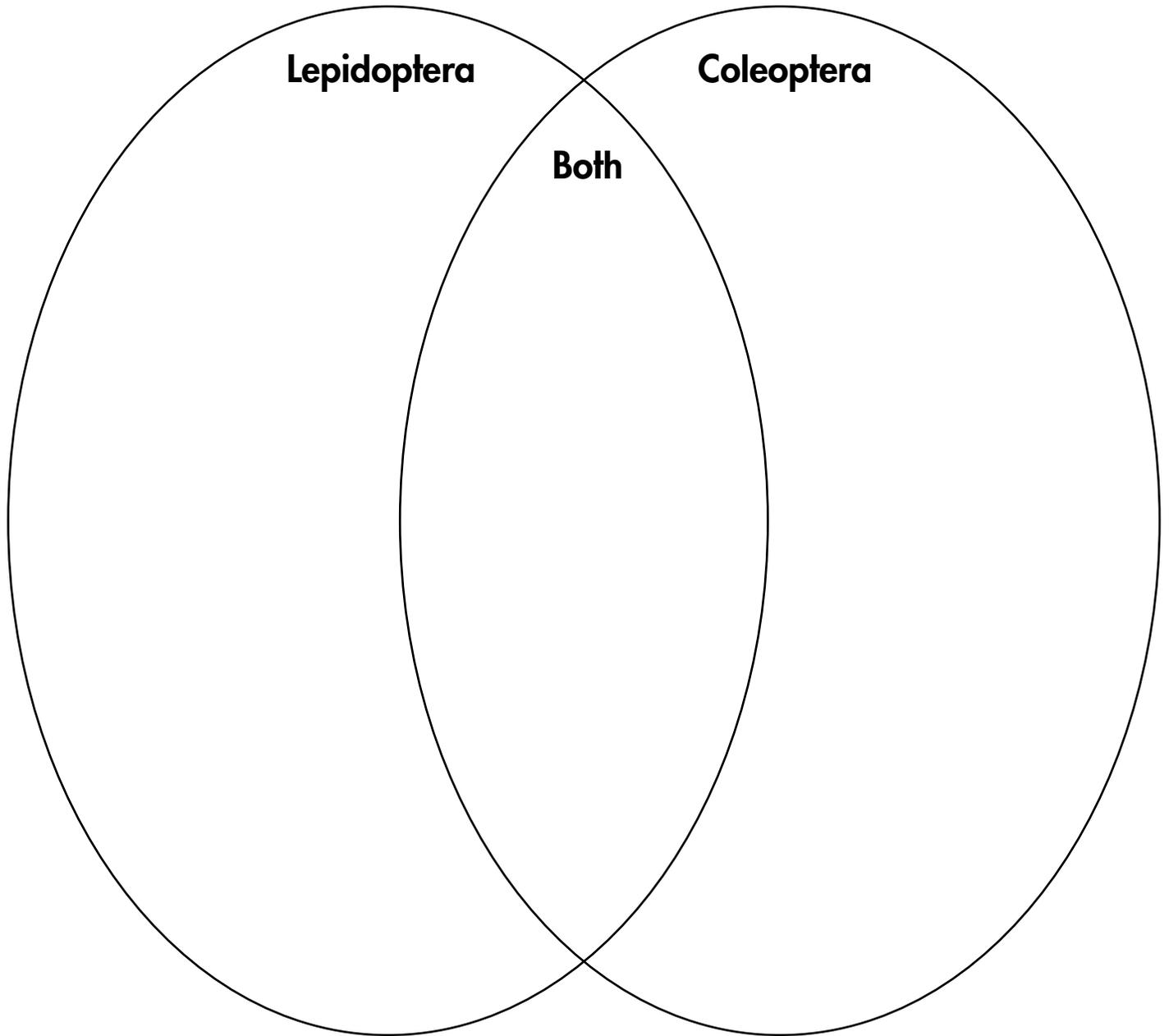
Ladybugs belong to the order of insects called *Coleoptera*, which is the beetle order. Other insects in this order are the tiger beetle, Colorado beetle, stag beetle, and scarab beetle. Beetles make up the largest order in the entire animal kingdom! Insects in this order have hard outer shells divided down the middle. The hard outer shells protect their wings underneath. They go through four or five different stages of growth before they turn into adults.

There are many more orders in the class Insecta in addition to the ones given here. Many of these orders are divided into suborders, families, and finally into individual species. For example, one species of beetle is the violet ground beetle, and it is in the ground beetle family. The ground beetle family is in the carnivorous beetle suborder, which includes all beetles that eat meat. The carnivorous beetle suborder is part of the *Coleoptera* order, and it is part of the class Insecta. By placing insects into different group, scientists can learn more about insects.

1. Which is the main idea of this article?
  - A. The class Insecta can be divided into smaller orders of insects.
  - B. Butterflies belong to the order of insects called Lepidoptera.
  - C. Insects in the order Isoptera live in communities and have jobs.
  - D. Beetles make up the largest order in the entire animal kingdom.

2. Which order of insects includes white ants?
  - A. Coleoptera
  - B. Orthoptera
  - C. Isoptera
  - D. Lepidoptera
  
3. What suborder includes the violet ground beetle?
  - A. Colorado beetle
  - B. Insecta
  - C. Carnivorous beetle
  - D. Coleoptera
  
4. What does the word **geometric** mean?
  - A. a process in which an animal changes forms
  - B. having designs made up of shapes
  - C. a long tube used by butterflies to drink nectar
  - D. hard outer shells divided down the middle

**Directions:** Use the Venn diagram to compare and contrast insects in the two orders below.





## Categorizing and Identifying Meaning of Words

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All insects have six legs, three body parts, one pair of antennae, and belong in a class of animals called *Insecta*. Even though all insects share these characteristics, they come in all shapes and sizes. Some can fly, some can crawl, and some even live together in community nests. You may have seen various kinds of insects like butterflies, crickets, termites, or ladybugs around your home or neighborhood. While they all are insects, each one is unique and belongs to a different *Insecta* order.

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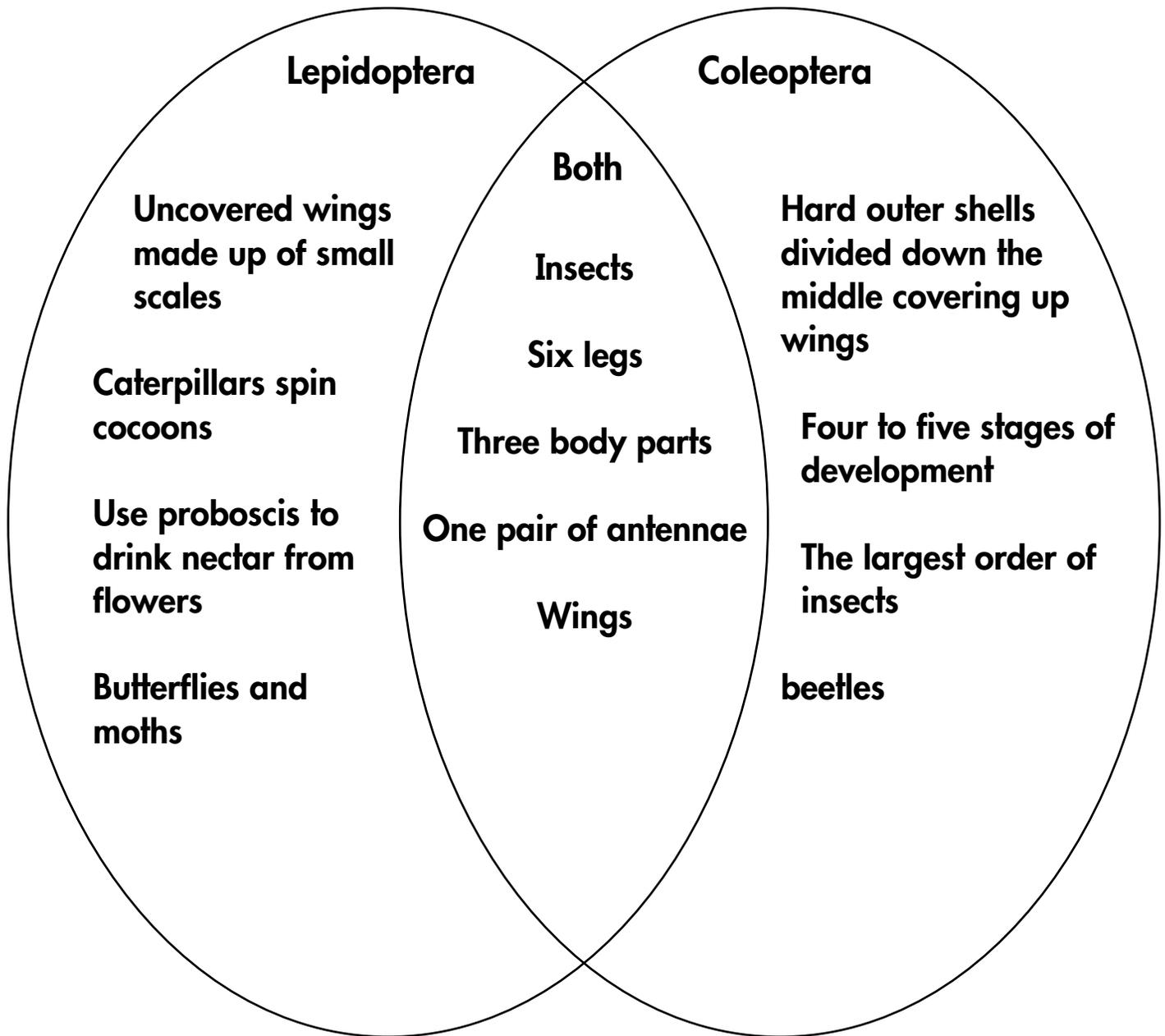
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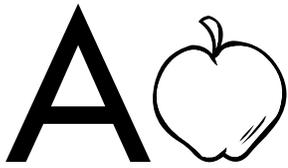
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**Directions:** Use the Venn diagram to compare and contrast insects in the two orders below.





## Categorizing Words

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

### Tide Pool Life

Tide pools are home to some of the most adaptable creatures of the sea. Tide pools are areas of water and rock along ocean shores that experience extreme changes every day. Creatures that live in the tide pools have to survive in difficult conditions. Most tide pool creatures are *invertebrates*, or animals without a backbone. The design of their bodies allows them to survive in a harsh environment.

One group of invertebrates that lives in tide pools are *echinoderms*. Echinoderms often look like stars or flowers. Some have spikes coming off their skin, while others have a rough surface that acts like body armor. Echinoderms also often have tube feet, which are thin tubes with suckers at the ends. The tube feet help the animals stick to rocks and open up shells for food. Echinoderms have body parts extending out from the middle part on their bodies. Sea stars and sea urchins are examples of echinoderms.

A second group of invertebrates that live in tide pools are *arthropods*. Arthropods include animals that live on land and animals that live in the water. Arthropods that live on the land are creatures like spiders and centipedes. Marine arthropods include crabs, lobsters, and shrimp. All arthropods have hard skeletons on the outsides of their bodies. These outer skeletons are their protection against enemies. Marine arthropods also have legs with joints that allow them to crawl along the sea floor, and many of them have claws too. Marine arthropods are an important food source for marine animals and humans alike.

*Mollusks* are another group of marine invertebrates. Many mollusks, but not all, live in shells that form around their bodies. The shells have two

separate sides that protect their soft bodies. Clams, scallops, and oysters are examples of mollusks with shells. Sea slugs are mollusks that do not have a hard shell to protect them. Mollusks are eaten by many different kinds of creatures. Humans enjoy eating mollusks, as do birds and even sea stars. One mollusk, the oyster, does something special. Some oysters can produce pearls, which are tiny, hard balls. Because of how they shine, humans often make pearls into pieces of jewelry and enjoy wearing them.

A fourth group of animals living in the tide pools is called *cnidarians*. The creatures in this group have stinging cells at the end of tentacles they use for catching food. They also use the stinging cells for protection from predators. The bodies of cnidarians spread out from a middle body part like those of echinoderms. Some cnidarians are free to move about. An example of this type of cnidarian is a jellyfish. Others are anchored to a rock or shell. Sea anemones are cnidarians that are anchored. They rarely move from place to place.

All of these groups of animals can be found in tide pools. Their bodies help them to live at the edge of the ocean where waves crash down on rocks and the water comes and goes with the tide. They all have body parts that help them to find food and be protected in the harsh surrounding.

**Directions:** Follow the steps below to complete the graphic organizer.

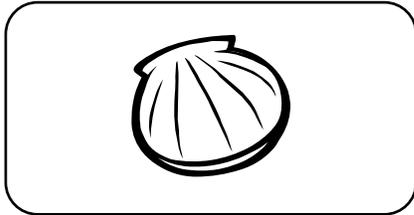
1. Draw a box around the word in the passage that means “animals without a backbone.” Then write this word as the title of the chart below.
2. Circle the names of the four groups of animals found in tide pools. Write each name in the first row of the chart.
3. List examples of animals for each group in the second row of the chart.

4. Underline words that describe the types of animals that belong to each group. Write a description using the information in the third row of the chart.

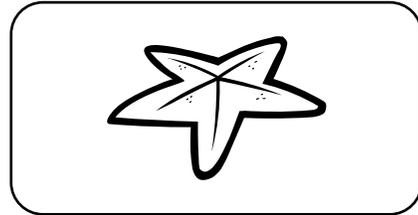
Title: \_\_\_\_\_

Group				
Animals				
Description				

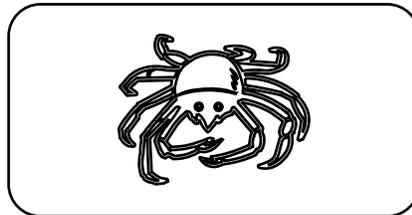
**Directions:** Use information from the article to help you decide in which group each animal belongs. Write the name of the group below each picture.



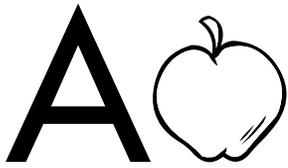
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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Tide pools are home to some of the most adaptable creatures of the sea. Tide pools are areas of water and rock along ocean shores that experience extreme changes every day. Creatures that live in the tide pools have to survive in difficult conditions. Most tide pool creatures are invertebrates, or animals without a backbone. The design of their bodies allows them to survive in a harsh environment.

One group of invertebrates that lives in tide pools are echinoderms. Echinoderms often look like stars or flowers. Some have spikes coming off their skin, while others have a rough surface that acts like body armor. Echinoderms also often have tube feet, which are thin tubes with suckers at the ends. The tube feet help the animals stick to rocks and open up shells for food. Echinoderms have body parts extending out from the middle part on their bodies. Sea stars and sea urchins are examples of echinoderms.

A second group of invertebrates that live in tide pools are arthropods. Arthropods include animals that live on land and animals that live in the water. Arthropods that live on the land are creatures like spiders and centipedes. Marine arthropods include crabs, lobsters, and shrimp. All arthropods have hard skeletons on the outsides of their bodies. These outer skeletons are their protection against enemies. Marine arthropods also have legs with joints that allow them to crawl along the sea floor, and many of them have claws too. Marine arthropods are an important food source for marine animals and humans alike.

Mollusks are another group of marine invertebrates. Many mollusks, but not all, live in shells that form around their bodies. The shells have two

separate sides that protect their soft bodies. Clams, scallops, and oysters are examples of mollusks with shells. Sea slugs are mollusks that do not have a hard shell to protect them. Mollusks are eaten by many different kinds of creatures. Humans enjoy eating mollusks, as do birds and even sea stars. One mollusk, the oyster, does something special. Some oysters can produce pearls, which are tiny, hard balls. Because of how they shine, humans often make pearls into pieces of jewelry and enjoy wearing them.

A fourth group of animals living in the tide pools is called *cnidarians*. The creatures in this group have stinging cells at the end of tentacles they use for catching food. They also use the stinging cells for protection from predators. The bodies of cnidarians spread out from a middle body part like those of echinoderms. Some cnidarians are free to move about. An example of this type of cnidarian is a jellyfish. Others are anchored to a rock or shell. Sea anemones are cnidarians that are anchored. They rarely move from place to place.

All of these groups of animals can be found in tide pools. Their bodies help them to live at the edge of the ocean where waves crash down on rocks and the water comes and goes with the tide. They all have body parts that help them to find food and be protected in the harsh surrounding.

**Directions:** Follow the steps below to complete the graphic organizer.

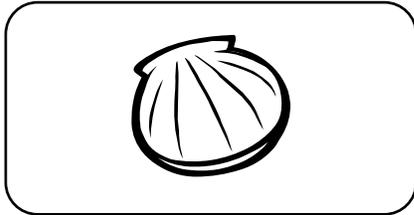
1. Draw a box around the word in the passage that means “animals without a backbone.” Then write this word as the title of the chart below.
2. Circle the names of the four groups of animals found in tide pools. Write each name in the first row of the chart.
3. List examples of animals for each group in the second row of the chart.

4. Underline words that describe the types of animals that belong to each group. Write a description using the information in the third row of the chart.

Title: Invertebrates

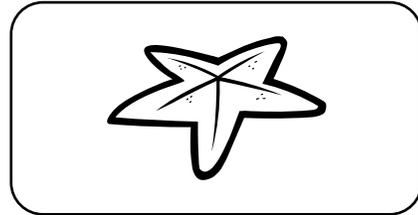
Group	<b>echinoderms</b>	<b>marine arthropods</b>	<b>mollusks</b>	<b>cnidarians</b>
Animals	<b>sea stars</b> <b>sea urchins</b>	<b>crabs</b> <b>lobsters</b> <b>shrimp</b>	<b>clams</b> <b>scallops</b> <b>oysters</b> <b>sea slugs</b>	<b>jelly fish</b> <b>sea anemone</b>
Description	<b>look like stars or flowers</b>  <b>often have tube feet</b>  <b>have body parts that extend out from their middle</b>	<b>hard skeleton on outside of body</b>  <b>skeleton acts as protection</b>  <b>have legs with joints and claws</b>  <b>are an important food source</b>	<b>live in shells</b>  <b>shells have two separate sides</b>  <b>are eaten by many different creatures</b>  <b>the oyster makes pearls</b>	<b>have stinging cells at ends of tentacles used to capture food</b>  <b>use stinging cells for protection</b>  <b>bodies spread out from their middle</b>  <b>some are free moving</b>  <b>some are anchored</b>

**Directions:** Use information from the article to help you decide in which group each animal belongs. Write the name of the group below each picture.



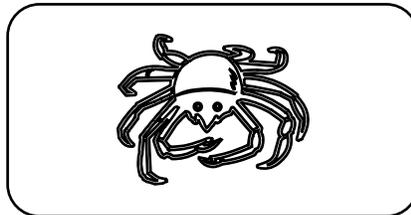
**mollusk**

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**echinoderm**

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**arthropod**

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## Using Titles, Table of Contents, and Chapter Headings

**Directions:** Read the table of contents and the paragraphs. Next, write the title of the chapter that describes what the paragraph is about. Then write a summary of the paragraph in one sentence.

### Contents

Introduction .....	2
Chapter 1. Characteristics of Sharks .....	5
Chapter 2. Types of Sharks .....	17
Chapter 3. Feeding Habits .....	31
Chapter 4. Shark Environment .....	45
Chapter 5. Endangered Species .....	62
Chapter 6. Shark Attacks .....	76

Heading: \_\_\_\_\_

It has been reported some sharks, such as the great white, bull, and tiger shark, have been known to attack humans. However, most experts believe that humans are not the usual prey of sharks. A common belief is that sharks mistake humans for large fish or seals. From a shark's viewpoint, a human looks quite similar to a large fish.

Summary: \_\_\_\_\_

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Heading: \_\_\_\_\_

There are approximately 350 species of sharks in the waters around the world. The two largest species are the whale and basking sharks. They can grow to be fifty feet in length! Other types of sharks include the great white, hammerhead, tiger, bull, white tip, and blue. They vary greatly in both size and shape.

Summary: \_\_\_\_\_

Heading: \_\_\_\_\_

Like most fish, sharks use gills to take oxygen from the water. There is great variety between the differing species of sharks. But most sharks have gray, tough skin. Sharks usually have a pointed fin and snout, a football shaped body, and rows of sharp teeth.

Summary: \_\_\_\_\_

Heading: \_\_\_\_\_  
\_\_\_\_\_

Fish is the main diet of most sharks. Larger sharks eat seals, sea lions, and dolphins. One type of shark, the tiger shark, is known as the “garbage can of the sea” because they will eat just about anything. Some kinds of sharks are known as bottom feeders. They eat food off the ocean floor. Other sharks, like the whale shark and basking shark, consume large quantities of plankton by straining them out of the water.

Summary: \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

1. Under which heading would you find information about sharks that are near extinction?

\_\_\_\_\_

2. Under which heading would you find information about where sharks live?

\_\_\_\_\_



## Using Titles, Table of Contents, and Chapter Headings

**Directions:** Read the table of contents and the paragraphs. Next, write the title of the chapter that describes what the paragraph is about. Then write a summary of the paragraph in one sentence.

### Contents

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Chapter 4. Shark Environment .....	45
Chapter 5. Endangered Species .....	62
Chapter 6. Shark Attacks .....	76

Heading:     **Shark Attacks**    

It has been reported some sharks, such as the great white, bull, and tiger shark, have been known to attack humans. However, most experts believe that humans are not the usual prey of sharks. A common belief is that sharks mistake humans for large fish or seals. From a shark's viewpoint, a human looks quite similar to a large fish.

Summary:     **Even though**    

    **humans are not the usual prey**      
    **of sharks, sometimes sharks**      
    **attack humans because they**      
    **mistake them for fish.**    

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Heading: Types of Sharks

There are approximately 350 species of sharks in the waters around the world. The two largest species are the whale and basking sharks. They can grow to be fifty feet in length! Other types of sharks include the great white, hammerhead, tiger, bull, white tip, and blue. They vary greatly in both size and shape.

Summary: A variety of

sharks live in waters around  
the world, including very large  
species like the whale and  
basking sharks, and many  
others, such as the great white,  
tiger, and blue shark.

Heading: Characteristics  
of Sharks

Like most fish, sharks use gills to take oxygen from the water. There is great variety between the differing species of sharks. But most sharks have gray, tough skin. Sharks usually have a pointed fin and snout, a football shaped body, and rows of sharp teeth.

Summary: Most sharks are

gray, have tough skin, a  
pointed fin and snout, a  
football shaped body, rows of  
sharp teeth, and use gills to  
get oxygen from the water.

Heading: Feeding Habits

Fish is the main diet of most sharks. Larger sharks eat seals, sea lions, and dolphins. One type of shark, the tiger shark, is known as the “garbage can of the sea” because they will eat just about anything. Some kinds of sharks are known as bottom feeders. They eat food off the ocean floor. Other sharks, like the whale shark and basking shark, consume large quantities of plankton by straining them out of the water.

Summary: Sharks mainly eat fish, but some types of sharks eat other things like seals, sea lions, dolphins, and plankton.

1. Under which heading would you find information about sharks that are near extinction?

**Endangered Species**

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2. Under which heading would you find information about where sharks live?

**Shark Environment**

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## Differentiating between Fact, Opinion, and Bias

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



### Exotic Birds Are Not For Trading

Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.

Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?

There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.

The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.

Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.

In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.

Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.

Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.

Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

**Directions:** Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].

1. \_\_\_\_\_ Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. \_\_\_\_\_ Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. \_\_\_\_\_ There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. \_\_\_\_\_ The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
5. \_\_\_\_\_ Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.
6. \_\_\_\_\_ In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. \_\_\_\_\_ Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. \_\_\_\_\_ Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. \_\_\_\_\_ Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.



*Directions: Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].*

1. **B** Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. **F** Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. **B or O** There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. **F** The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
5. **F** Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.
6. **B** In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. **F** Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. **B** Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. **O** Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

10. In your own words, after reading this passage, would you want to own an exotic bird? Why or why not?

**Answers will vary. This author has a very strong opinion about owning exotic birds. After reading the passage, I don't think I want to own a bird. It seems like the birds are very happy in their natural environment and that if they lived in my living room in a cage, they would feel like they are in prison. I can't take the bird out roaming around like my dog. It may fly away, and I would be upset if that happened after paying \$30,000. The author made it sound like birds carry a lot of diseases that can spread to people. I think that is enough of a reason to not go out and get an exotic bird. The best way to see birds like this would be in a zoo where they roam free or in their natural setting, like the rain forest.**

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Use Cause-and-Effect to Gain Meaning

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



## The Peregrine Falcon

<sup>1</sup> The peregrine falcon is a magnificent raptor that soars through the air, diving at its prey at speeds of more than 200 miles per hour. In the 1950s and 1960s, the number of these flying marvels began to decline. Several factors caused this. The use of some chemical pesticides was one of the most significant causes. The residue from the pesticide DDT accumulated in the birds' tissues. This caused the falcons' eggshells to be very thin. As a result, the eggs broke before the young birds were ready to hatch. Both the American peregrine falcon and the Arctic peregrine falcon were placed on the endangered species list in the 1970s.

<sup>2</sup> After the birds were listed as endangered species, many government agencies cooperated to re-establish falcon populations. The Environmental Protection Agency banned DDT in 1972. The park service reared chicks in captivity. It also reintroduced them to places where peregrines had lived successfully in the past. These efforts enabled the falcon populations to recover. The Arctic peregrine falcon was taken off the list in 1994. The American peregrine falcon was removed in 1999. Today peregrine falcons live in approximately 160 national parks, including Yellowstone. They also live in city parks, such as National Capital Parks East in Washington, D.C.

<sup>3</sup> Unfortunately, peregrine falcons still face challenges. Since the late 1980s, the number of baby peregrines in Big Bend National Park has declined. The decline in population was originally blamed on a severe drought. However, lack of water was not the only problem. Researchers discovered that chemical residues, including a byproduct of DDT, were also responsible. The problem has not yet been solved.

<sup>4</sup> The national parks continue to explore ways of ensuring the long-term survival of falcon populations. Some parks monitor the birds' reproductive rates and habitats. Some parks find it necessary to close trails, camping areas, and climbing routes during nesting season. Other programs focus on releasing captive-bred falcons into the wild, using a technique called *hacking*. Month-old birds are placed in hack boxes on cliffs or tall buildings. The boxes protect them from the weather and from predators. An attendant provides food through a tube until the birds instinctively master flying and hunting. Programs such as these help maintain the current population and may one day increase falcon populations to a self-sustaining level.

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

1. What caused the falcons' eggshells to become thin?
  - A. lack of food
  - B. severe drought
  - C. nesting problems
  - D. residue from pesticides
  
2. What has been the effect of *hacking*?
  - A. There has been a decrease in the peregrine population.
  - B. The current peregrine population has been maintained.
  - C. Peregrine eggshells have become thin and easily broken.
  - D. The peregrine population has increased in national parks.
  
3. Which detail from the passage provides irrelevant information?
  - A. Peregrines dive for prey at more than 200 miles per hour.
  - B. The pesticide DDT caused the peregrine population to decline.
  - C. Falcon populations have recovered due to captive breeding programs.
  - D. The Arctic and American peregrines are no longer endangered species.
  
4. What can be inferred from the information in Paragraph 3?
  - A. Hacking no longer increases endangered falcon populations.
  - B. People are unwilling to discontinue use of pesticides like DDT.
  - C. Human activities have a negative impact on peregrine falcons.
  - D. Captive-bred falcons do not live as long as those bred in the wild.
  
5. Do you think people should help maintain animal populations, such as the peregrine falcons? Why or why not?

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

1. What caused the falcons' eggshells to become thin?

- A. lack of food
- B. severe drought
- C. nesting problems
- D. residue from pesticides**

2. What has been the effect of *hacking*?

- A. There has been a decrease in the peregrine population.
- B. The current peregrine population has been maintained.**
- C. Peregrine eggshells have become thin and easily broken.
- D. The peregrine population has increased in national parks.

3. Which detail from the passage provides irrelevant information?

- A. Peregrines dive for prey at more than 200 miles per hour.**
- B. The pesticide DDT caused the peregrine population to decline.
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- D. The Arctic and American peregrines are no longer endangered species.

4. What can be inferred from the information in Paragraph 3?

- A. Hacking no longer increases endangered falcon populations.
- B. People are unwilling to discontinue use of pesticides like DDT.
- C. Human activities have a negative impact on peregrine falcons.**
- D. Captive-bred falcons do not live as long as those bred in the wild.

5. Do you think people should help maintain animal populations, such as the peregrine falcons? Why or why not?

Answers will vary. People should help animal populations, especially in cases where human activities hurt them. We need a variety of animals on the planet. Letting one species die out affects the food chain. Humans have the responsibility to fix situations that negatively affect other living things.

Using Clue Words to Differentiate between Facts, Opinions, Generalizations, and Overgeneralizations



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

## Roxie

Roxie leapt into the air like a gazelle with her back arched. She caught the flying disc in her mouth before tearing back to where José and his old friend, Roger, stood waiting. “See, there’s nothing Roxie can’t do,” José said to Roger. He leaned down to give Roxie a firm back rub and chin scratch while he whispered in her ear. “You’re the best disc-catching dog the world has ever seen, aren’t you?”

“I just can’t believe my eyes,” Roger said as Roxie wagged her bushy tail and waited with anticipation for José to throw the disc again. “She was the most pitiful dog I had ever seen when you first got her. I never thought I’d see the day when she wagged her tail, much less became a first-class disc-catching dog. When I last visited you, she cowered in the back of your closet like a lone wolf, refusing to let anyone come near her. How did you bring her out of her shell?”

“Lots of love,” José said. “When I first picked her up from the shelter, I thought she was just shy because she wasn’t familiar with me or her new home yet. However, I learned later that she had always been afraid of people. I was told that I should return her to the shelter because fearful dogs do not usually learn to trust. But when I looked into those wide, sad eyes, I knew she would come around someday when the time was right.”

“What made you decide to teach her how to catch a disc?” Roger asked.

“Well,” José replied, “she’s three-quarters Border collie. The Border collie is an excellent disc-catching breed, so I figured she would be naturally talented once she got over her fear. At first, I just put a disc near her in the closet and let her chew on it, and eventually she let me get close enough to pet her. I would take her out into the back yard and throw the disc for her to retrieve. It took two years to get around to the jumping and catching tricks, but now she can leap six feet into the air. She won second place last weekend at a competition in Houston.”

“Can I try a throw?” asked Roger. José handed him the disc, and he threw it as far and as high as he could. Roxie began to run.

“She’ll catch that,” José said. “She can catch anything that comes her way.” As he spoke, Roxie leapt forward and snatched the disc in her jaws. Roger and José slapped their hands together in a high five as she made her way back to them.

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

1. Which statement from the passage is an example of a generalization?
  - A. Border collies are an excellent disc-catching breed.
  - B. I learned later that she had always been afraid of people.
  - C. She was the most pitiful dog I had ever seen when you first got her.
  - D. I figured she would be naturally talented once she got over her fear.
  
2. Which statement reflects José's opinion about Roxie?
  - A. Fearful dogs do not usually learn to trust.
  - B. You're the best disc-catching dog the world has ever seen.
  - C. It took two years to get around to jumping and catching tricks.
  - D. She won second place last weekend at a competition in Houston.
  
3. According to the passage, which statement is a fact about disc-catching dogs?
  - A. The dogs are friendly and wag their tails.
  - B. The dogs travel around the world to compete.
  - C. The dogs work in pairs during the competition.
  - D. The dogs run and jump athletically in the competition.
  
4. What does Roger think about Roxie?
  - A. He thinks that she needs more practice jumping.
  - B. He wants to go with José to her next competition.
  - C. He is impressed with how happy and talented she is.
  - D. He is worried that she will always be afraid of people.
  
5. Describe how José gained Roxie's trust and helped her become a competitive disc-catching dog.  
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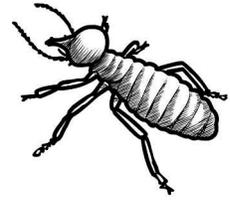
*Directions: Circle the correct answer for each question. Then write a response to the last question.*

1. Which statement from the passage is an example of a generalization?
  - A. **Border collies are an excellent disc-catching breed.**
  - B. I learned later that she had always been afraid of people.
  - C. She was the most pitiful dog I had ever seen when you first got her.
  - D. I figured she would be naturally talented once she got over her fear.
  
2. Which statement reflects José's opinion about Roxie?
  - A. Fearful dogs do not usually learn to trust.
  - B. **You're the best disc-catching dog the world has ever seen.**
  - C. It took two years to get around to jumping and catching tricks.
  - D. She won second place last weekend at a competition in Houston.
  
3. According to the passage, which statement is a fact about disc-catching dogs?
  - A. The dogs are friendly and wag their tails.
  - B. The dogs travel around the world to compete.
  - C. The dogs work in pairs during the competition.
  - D. **The dogs run and jump athletically in the competition.**
  
4. What does Roger think about Roxie?
  - A. He thinks that she needs more practice jumping.
  - B. He wants to go with José to her next competition.
  - C. **He is impressed with how happy and talented she is.**
  - D. He is worried that she will always be afraid of people.
  
5. Describe how José gained Roxie's trust and helped her become a competitive disc-catching dog.

Answers will vary. Roxie came from a shelter. When Jose brought her home, she covered  
in the closet. He was gentle with her. He put a disc with her in the closet and let her get used  
to it. Then, when he could touch her, he took her into the yard to play with the disc. He was  
patient with her for two years. Finally he was able to teach her to retrieve and to perform  
tricks.

## Summarizing Text: Using a Graphic Organizer to Organize Information

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

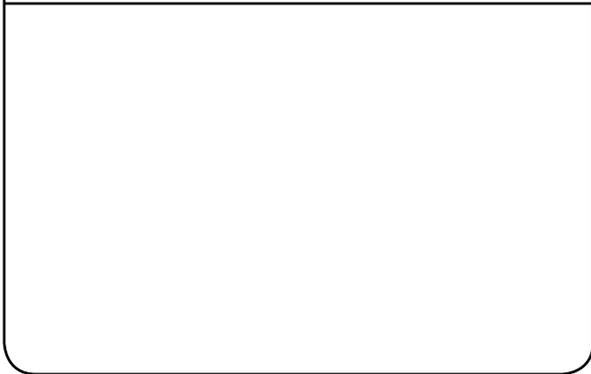


### Tenacious Termites

- <sup>1</sup> Termites are social insects that have been around for a long time. One reason they have endured as a species is their amazing ability to defend their colonies. Termites use many different strategies to protect their colonies from attackers. Nobody understands this better than Glenn D. Prestwich, a well-respected chemist who studies the chemical defenses of termites.
- <sup>2</sup> Prestwich knows that, of the many different types of termites, each has its own unique defense method. Most termite defenses rely on chemistry rather than physical strength. One unusual defense is used by the soldier termite. When its nest is attacked (usually by ants), it blocks the entry tunnels by swelling its body until it explodes, covering its attacker with its remains. Other termites split in two when pinched, spurting digestive juices that burn their enemies' bodies like acid. The bazooka termite uses a remarkable flypaper-type strategy. It shoots glue from its long forehead, trapping its enemy in the sticky substance until it dies.
- <sup>3</sup> Some termites are more precise in the way they deliver their chemical weapons. Some bite the attacker and then coat its wound with a poisonous chemical. Others "paint" the faces of their attackers using a built-in "paint brush" extension from their upper lip. Some inject chemical poisons directly. Still others squirt poisons from their extra-long noses.
- <sup>4</sup> With all these chemical weapons at their disposal, we have to wonder what keeps these different types of termites from poisoning themselves. This is a topic of particular interest to Prestwich. He continues to research termites with the goal of finding out more about these unusually durable insects.

*Directions: Identify the main idea for each paragraph. Then identify the main idea of the story.*

**What is the main idea of Paragraph 1?**



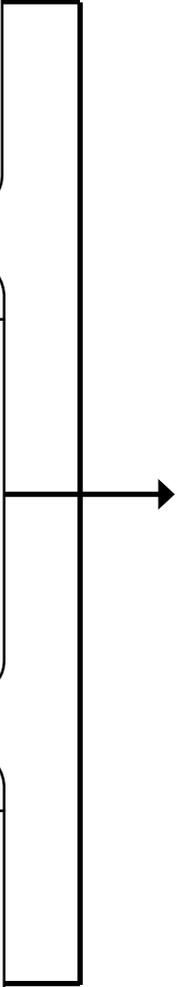
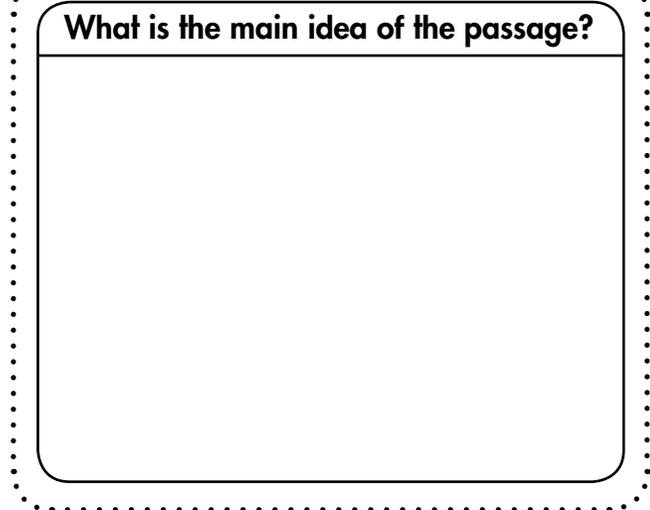
**What is the main idea of Paragraph 2?**



**What is the main idea of Paragraph 3?**



**What is the main idea of the passage?**



*Directions: Identify the main idea for each paragraph. Then identify the main idea of the story. Answers will vary.*

**What is the main idea of Paragraph 1?**

**Termites have a range of defenses to hold off enemies.**

**What is the main idea of Paragraph 2?**

**Termites tend to use chemical defenses rather than muscle power.**

**What is the main idea of Paragraph 3?**

**Some termites have very precise ways of delivering chemicals to their enemies.**

**What is the main idea of the passage?**

**Glenn D. Prestwich studies different types of termites that have developed a variety of defenses against enemies. Most of these defenses are chemical rather than physical. Some termites deliver chemical defense by killing themselves, releasing poison on their enemies. Others have specific ways of delivering chemicals, such as through biting or squirting.**