

# Exercise



Print Partner Title / First Line	Skill
Kim and Dad	Sequencing
Camping	Using Question-Answer Relationships
Bicycle Safety	Using Affixes and Base Words
Get in the Game and Exercise!	Making Inferences
The All-Time Greatest Female Athlete	Identifying the Main Idea and Supporting Details
The Missing Mascot	Determining the Meaning of Multiple-Meaning Words
Just for the Fun of It	Cause and Effect: Understanding a Character's Changing Feelings
Training for Sport Climbing	Identifying Steps in a Process
Olympic History	Determining the Meaning of Synonyms and Antonyms
The Olympic Games	Identifying Compare-and-Contrast Organizational Patterns
Roberto Clemente	Paraphrasing Information

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

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

## Kim and Dad



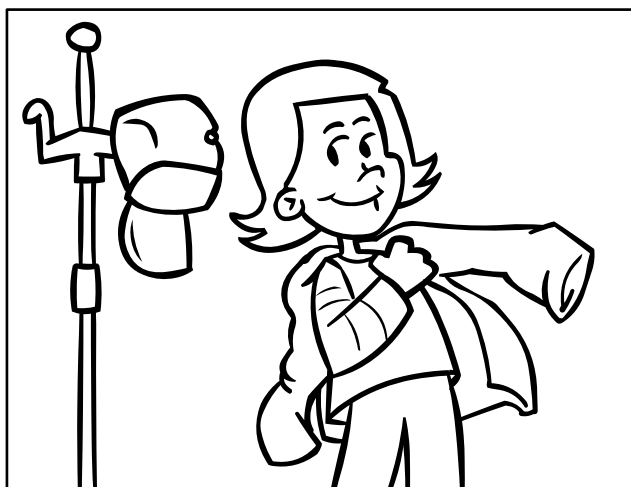
by Rene Holden

Name \_\_\_\_\_



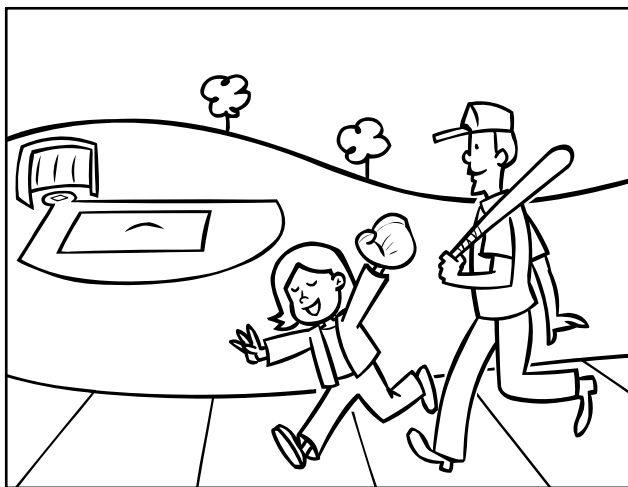
Kim will play ball  
with Dad.

1



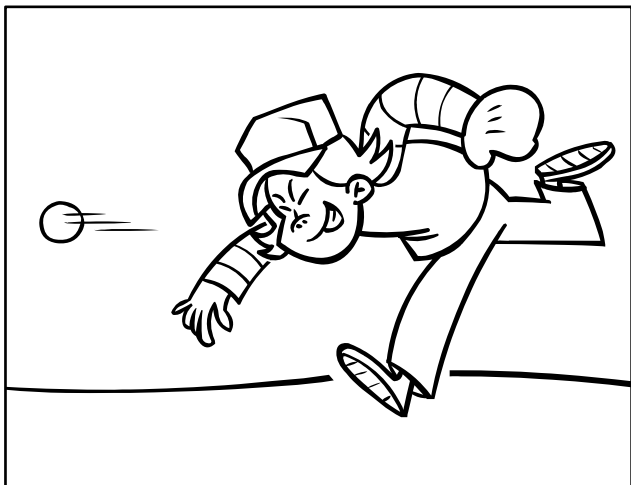
She gets her hat.  
She gets her coat.

2



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

3



Kim likes playing  
ball at the park.

4

Who is this story about?

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5

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

## Kim and Dad



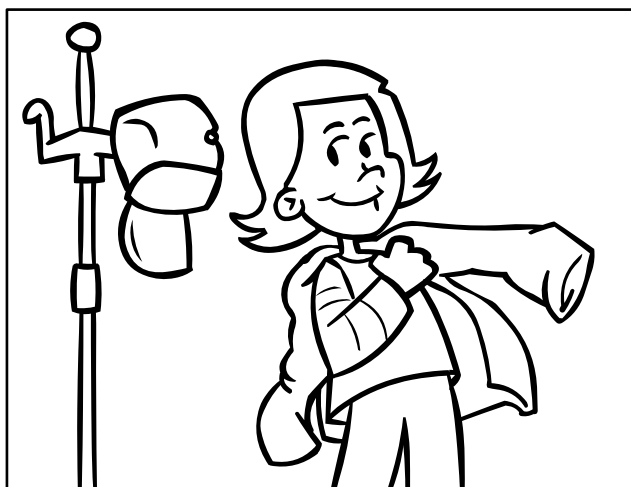
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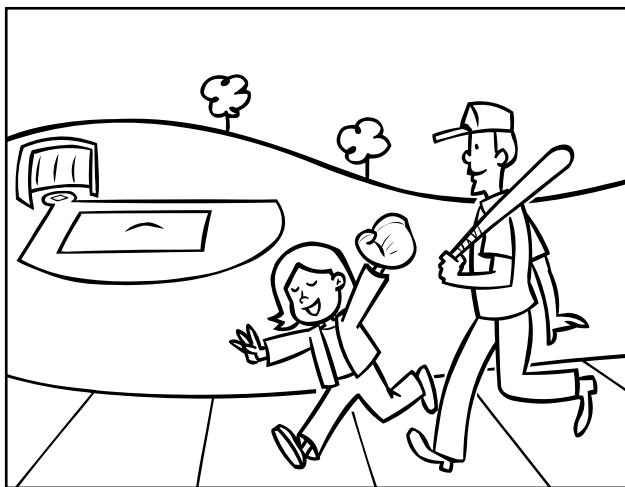
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1



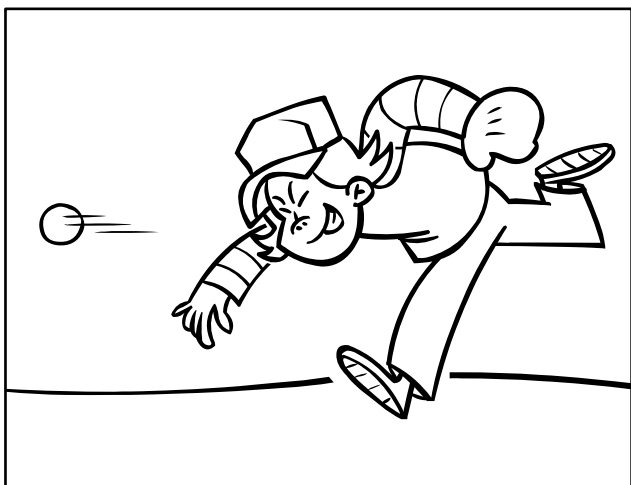
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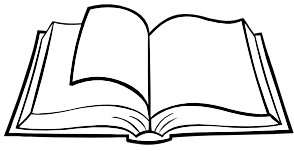
4

Who is this story about?

**Pictures  
will vary.**

\_\_\_\_\_  
--- **Kim and Dad** ---  
\_\_\_\_\_

5



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

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

### Camping

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

### Things to Do

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

### Around the Campfire

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

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

## Bedtime

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

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

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

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

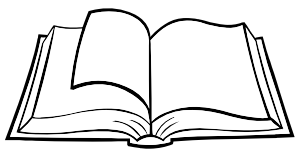
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1. Why are some stories scary when it is nighttime?

**Answers will vary.**

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## Using Affixes and Base Words

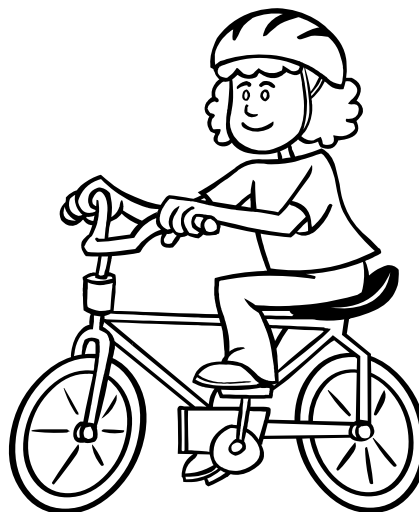
**Directions:** Read the magazine article. Then complete the activities that follow.

### Bicycle Safety

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

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

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



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

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

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

- effortless
- dangerous
- numerous
- avoidable

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

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

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

doctor \_\_\_\_\_

officer \_\_\_\_\_

instructor \_\_\_\_\_

speaker \_\_\_\_\_

author \_\_\_\_\_

3. Match each word to its meaning.

1. steep

more straight up

2. steeper

straight up

3. steepest

the most straight up



## Using Affixes and Base Words

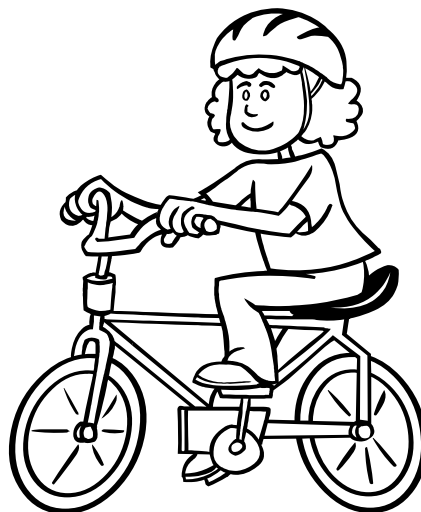
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2. Find and underline each word in the article. Then write a definition for each one.

doctor    **a person who takes care of the health of others**

officer    **a person who holds an office**

instructor    **a person who teaches something**

speaker    **a person who talks in front of a group**

author    **a person who writes books**

3. Match each word to its meaning.

1. steep  more straight up

2. steeper  straight up

3. steepest \_\_\_\_\_ the most straight up



## Making Inferences

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

### What You Need to Know

#### What is an inference?

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

#### How do I make an inference?

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

### Get in the Game and Exercise!

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

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

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

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

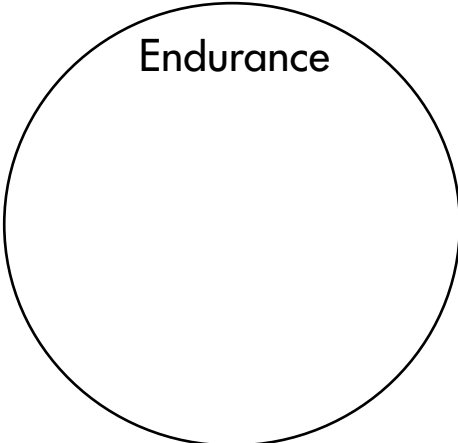
During exercise, bodies keep cool by sweating. It is important to replace the fluids that are lost during exercise. Drink plenty of water. Bodies also use up energy while exercising. Eating a diet of three healthy meals a day and nutritious snacks in between replaces the body's energy. Remember to exercise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

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

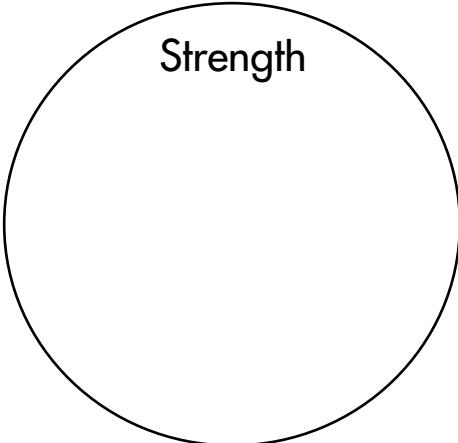
Endurance	Strength	Being Limber

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

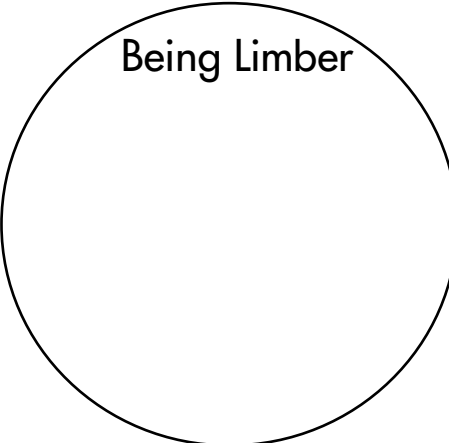
Endurance



Strength



Being Limber



3. What can you infer about the following statements?

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

My inference: \_\_\_\_\_

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

My inference: \_\_\_\_\_

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

Keeping **fit** helps bodies stay healthy.

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_



## Making Inferences

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

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

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

<div style="border: 1px solid black; border-radius: 50%; width: 280px; height: 210px; margin: 0 auto; padding: 10px;"> <p>Endurance</p> <p><b>playing soccer</b></p> <p><b>running</b></p> <p><b>swimming</b></p> <p><b>biking</b></p> </div>	<div style="border: 1px solid black; border-radius: 50%; width: 280px; height: 210px; margin: 0 auto; padding: 10px;"> <p>Strength</p> <p><b>gymnastics</b></p> <p><b>weightlifting</b></p> </div>	<div style="border: 1px solid black; border-radius: 50%; width: 280px; height: 210px; margin: 0 auto; padding: 10px;"> <p>Being Limber</p> <p><b>karate</b></p> <p><b>ballet</b></p> <p><b>yoga</b></p> <p><b>track and field</b></p> </div>
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3. What can you infer about the following statements?

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

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

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

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

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

Keeping **fit** helps bodies stay healthy.

synonym: **well, in shape**

antonym: **unfit, out of shape**



## Identifying the Main Idea and Supporting Details

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

### The All-Time Greatest Female Athlete

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

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

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

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

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

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

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

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

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

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

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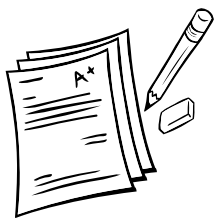
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5. In the passage, Jackie cries after a race. Explain in your own words why she was crying.

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

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

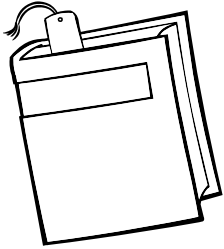
**Jackie is a track star who won gold medals in the Olympics for the heptathlon.**

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

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

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

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



## Determining the Meaning of Multiple-Meaning Words

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

### The Missing Mascot

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

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

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

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

“Congratulations!” we all cheered in unison.

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

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

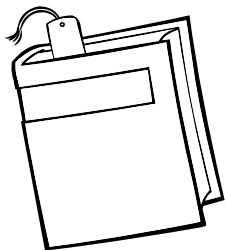
- |  |   |
|--|---|
| <p>1. loaf</p> <p>A. to be idle</p> <p>B. block of bread</p>                   | <p>4. lark</p> <p>A. an amusing prank</p> <p>B. small brownish songbird</p> |
| <p>2. league</p> <p>A. measure of distance</p> <p>B. group of sports clubs</p> | <p>5. heard</p> <p>A. listened to</p> <p>B. large group of animals</p>      |
| <p>3. desert</p> <p>A. to leave alone</p> <p>B. hot, dry area of land</p>      |   |

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

- |             |  |
|-------------|--|
| 1. loaf     | <p><u>“Start warming up” and “none of us were in the mood to play”</u></p> |
| 2. league   | <p>_____</p> <p>_____</p>  |
| 3. deserted | <p>_____</p> <p>_____</p>  |
| 4. lark     | <p>_____</p> <p>_____</p>  |
| 5. heard    | <p>_____</p> <p>_____</p>  |

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

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



## Determining the Meaning of Multiple-Meaning Words

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

### The Missing Mascot

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

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

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

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

“Congratulations!” we all cheered in unison.

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

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

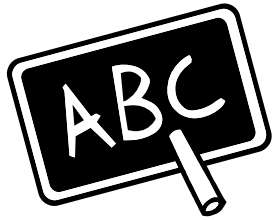
- |   |  |
|---|--|
| <p>1. loaf</p> <p><b>A. to be idle</b></p> <p>B. block of bread</p>                   | <p>4. lark</p> <p>A. an amusing prank</p> <p><b>B. small brownish songbird</b></p> |
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| <p>3. desert</p> <p><b>A. to leave alone</b></p> <p>B. hot, dry area of land</p>      |  |

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

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

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

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



## Cause and Effect: Understanding a Character's Changing Feelings

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

### Just for the Fun of It

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

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

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

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

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

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

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

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

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

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

“Dad?” he questioned in a quiet voice.

“Yes, Son, what’s wrong?”

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

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

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

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

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What causes Mike to dislike golf?

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

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What advice does Mike's father give him?

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

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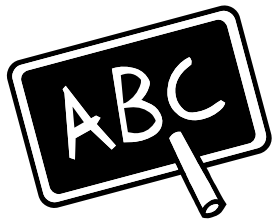
**Directions:** Read the question. Then write your answer in complete sentences on the lines below.

What are two cause and effect relationships in this story?

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## Cause and Effect: Understanding a Character's Changing Feelings

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

### Just for the Fun of It

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

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

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

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

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

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

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

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“Dad?” he questioned in a quiet voice.

“Yes, Son, what’s wrong?”

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

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

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

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

**Mike no longer likes to play golf.**

What causes Mike to dislike golf?

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

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

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

What advice does Mike's father give him?

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

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

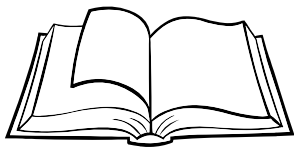
**Mike enjoys golf again. He has a positive attitude about the sport. Now he plays for fun, and not for the contest.**

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

What are two cause and effect relationships in this story?

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

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



## Identifying Steps in a Process

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

### Training for Sport Climbing

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

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

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

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

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

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

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

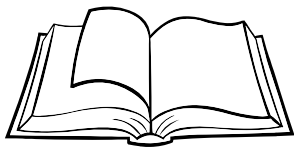
	Base	+	Affix	=	Meaning
1. climber	_____		_____		_____
2. endurance	_____		_____		_____
3. dangerous	_____		_____		_____
4. flexible	_____		_____		_____

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

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

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

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



## Identifying Steps in a Process

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

### Training for Sport Climbing

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

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

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

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

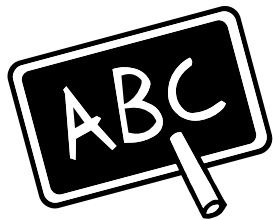
	<b>Base</b>	<b>+</b>	<b>Affix</b>	<b>=</b>	<b>Meaning</b>
1. climber	<u>climb</u>		<u>-er</u>		<u>one who climbs mountains</u>
2. endurance	<u>endure</u>		<u>-ance</u>		<u>ability to bear hardship</u>
3. dangerous	<u>danger</u>		<u>-ous</u>		<u>full of danger</u>
4. flexible	<u>flex</u>		<u>-ible</u>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

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

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

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

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



## Determining the Meaning of Synonyms and Antonyms

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

### Olympic History

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

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

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

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

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

## **Heracles and the Augean Stables**

*Adapted from Classic Greek Mythology*

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

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

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

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

1. What is a synonym for **strength**?
  - A. weakness
  - B. exhaustion
  - C. power
  - D. joy
  
2. Which detail shows that the passage “Olympic History” is nonfiction?
  - A. Pierre Fredy revived the Olympics after the games were banned in the fourth century.
  - B. Zeus used the games to celebrate his victory over Cronus.
  - C. Heracles started the games after defeating King Augeus.
  - D. The gods lived on Mount Olympus.
  
3. How do you know the passage, “Heracles and the Augean” is a work of fiction?
  - A. The story includes statements of fact about the character.
  - B. The story includes information about how to clean a stable.
  - C. The story includes characters, a problem, and a solution.
  - D. The story includes the steps for building a stable.
  
4. Which of the following is a metaphor?
  - A. filthy stables
  - B. sky-high mounds of dirt
  - C. the job was an impossible hill to climb
  - D. Heracles mustered the might of a lion
  
5. What does the color blue symbolize in the passage “Heracles and the Augean”?
  - A. happiness and joy
  - B. sadness and defeat
  - C. strength and power
  - D. weakness and anger

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

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

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

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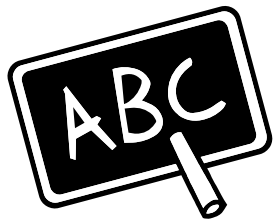
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  - D. joy
  
2. Which detail shows that the passage “Olympic History” is nonfiction?
  - A. Pierre Fredy revived the Olympics after the games were banned in the fourth century.**
  - B. Zeus used the games to celebrate his victory over Cronus.
  - C. Heracles started the games after defeating King Augeus.
  - D. The gods lived on Mount Olympus.
  
3. How do you know the passage, “Heracles and the Augean” is a work of fiction?
  - A. The story includes statements of fact about the character.
  - B. The story includes information about how to clean a stable.
  - C. The story includes characters, a problem, and a solution.**
  - D. The story includes the steps for building a stable.
  
4. Which of the following is a metaphor?
  - A. filthy stables
  - B. sky-high mounds of dirt
  - C. the job was an impossible hill to climb**
  - D. Heracles mustered the might of a lion
  
5. What does the color blue symbolize in the passage “Heracles and the Augean”?
  - A. happiness and joy
  - B. sadness and defeat**
  - C. strength and power
  - D. weakness and anger

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

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

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

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

## Identifying Compare-and-Contrast Organizational Patterns

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



### The Olympic Games

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

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

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

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

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

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

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

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

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

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

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

1. What is the theme of this passage?

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

2. Why were the ancient Olympic Games discontinued?

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

3. What is one of the main differences between the modern and ancient Olympic Games?

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

4. Which of the following is a tradition that began in the ancient games and continues to this day?

- A. traveling to Olympia
- B. throwing the javelin
- C. worldwide competitors
- D. lighting the Olympic torch

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

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

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- A. traveling to Olympia
- B. throwing the javelin
- C. worldwide competitors
- D. lighting the Olympic torch**

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

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

## Paraphrasing Information

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



### Roberto Clemente

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

### By the Numbers

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

### A Big Heart

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

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

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

### Tragedy

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

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

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

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

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

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

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

2. Paraphrase the following paragraph.

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

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3. Paraphrase the following paragraph.

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

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

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

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

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

- A. Roberto Clemente came to bat almost 10,000 times.
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2. Paraphrase the following paragraph.

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

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

3. Paraphrase the following paragraph.

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

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

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