

Identifying Word Family Words

Directions: Read the newspaper article. Then answer the following question(s).

The Valley Spirit

Summer Rains Destroy Crops

South Dakota - The Midwest is having a record summer! The rain has been falling for weeks. It has washed out wheat and other grain crops. Nearby newspapers report that many families will lose their farms. Thunder and lightning storms occur nightly.

“My children are frightened at night from the thunder. Our crops have been washed away in floodwaters. We are feeling uneasy. I think we may have lost everything,” said Martha Jones. Ms. Jones lives in Watertown.

Many people thought the rains would have stopped by now. Many families are struggling to save their farms. Others have given up. Those who remain on their farms hope the rain will stop soon. No one can say if and when the rain will stop.

1. Draw a line under the five words in the article that have the *-ain* word family ending.
2. Which of the following is an opinion?
 - A. Crops washed away in the floodwaters.
 - B. Rain has been falling for weeks.
 - C. Wheat crops have been washed out.
 - D. Some hope the rain will stop soon.

3. Draw a circle around the four words that have the *-ight* word family ending.
4. A newspaper article contains _____.
A. facts and information.
B. characters and setting.
C. plot and conflict.
D. rhythm and rhyme.

Directions: Use the prefixes and suffixes in the box below to create one new word for each word on the left. The first one has been done for you.

-ing -less re- -ful -ed -ly

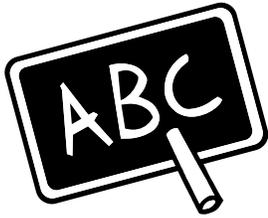
rain **raining**

fright _____

paint _____

pain _____

light _____



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-ing -less re- -ful -ed -ly

rain **raining**

fright **frightful**

paint **repainted**

pain **painless**

light **lightly**



Distinguish Fiction and Nonfiction

Directions: Read the magazine article. Then answer the following question(s).

A Pioneer Farmer's Guide to Planting in the West

May 1847

When should you plant your crops? Where is the best place to plant them? When should you pick the crops? These are important questions for the western farmer.

Crops can be planted three times a year. They can be planted in winter, spring, and summer. Some crops can be planted more than once during the year. Wheat can be planted in the winter and spring. Other crops grow best in the heat of summer. Tomatoes and corn should be planted in summer.

Some early pioneer farmers thought the best place to plant was in a forest. But the soil in a forest is often rocky and sandy. While some still think this is true, other farmers think grassy plains are better. The tall grass in open areas has rich soil. But tall grass is hard to cut.

Crops should be picked in spring, summer, and fall. Older children can help with this job. In spring and summer, they can cut grain crops such as wheat. Children can also help with the threshing, or beating, of the wheat.

You should ask yourself three questions when deciding when and where to plant. How easy will it be to work the land? How much sun will my fields get? How well will water in the soil drain? Each year, you might have to change your plans slightly. This will help you grow plentiful crops year after year!

Tips

For spring crops: Plant seeds after nightly frosts have gone.

For summer crops: Do not plant corn too late in summer.

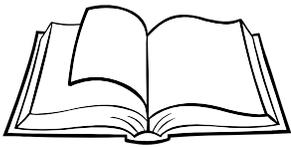
The corn might not reach its full size.

1. I know this article is fiction / nonfiction because it tells a story / facts about farming.

2. Why would a farmer read this article?

3. Why do some farmers think it is better to plant crops in tall grass than in the forest?
 - A. The soil in the forest is rocky and sandy.
 - B. Forests are too cool.
 - C. The soil in tall grass is rich.
 - D. Tall grass is too thick.

4. Draw a line under the three things a farmer should ask before planting crops.



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For spring crops: Plant seeds after nightly frosts have gone.

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The corn might not reach its full size.

1. I know this article is fiction / nonfiction because it tells a story / facts about farming.

2. Why would a farmer read this article?

Answers will vary.

To learn how to plant and harvest crops.

3. Why do some farmers think it is better to plant crops in tall grass than in the forest?

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Compare and Contrast Ideas

Directions: Read the magazine article. Then use the words in the Word Bank to complete the chart below. The first one has been done for you.

Toys of Yesterday and Today

Most kids today like to play with toys. Pioneer children liked to play with toys too! Some of the toys they played with are similar to modern toys. Other pioneer toys are very different from modern toys. Have you ever thought about toys from the past? Come along and learn about the toys of yesterday and today.

Children in the 1800s played with some of the same toys kids play with today. For example, they played with blocks and dolls. They also had small toy animals and trains like modern children do. They also liked to do some of the same things modern kids like to do for fun. For example, pioneer kids liked to play make-believe. They also liked to build things.

Some pioneer toys were made out of the same materials as modern toys. Like their modern-day relatives, pioneer toys were made out of wood, cloth, and metal.

Pioneer children often made their own toys. They used things they could find easily. For example, dolls were made from apple cores and cornhusks. Pioneer toys were usually plain and simple. Children or adults made the toys by carving wood. Few pioneer families could afford to buy toys.

Today, children usually buy their toys at the store. Most modern

toys are made by machines in materials such as plastic. The blocks a pioneer child played with were usually made of wood. Today's blocks are often made of cloth or plastic. Modern blocks, unlike pioneer blocks, are usually brightly painted. Modern toys often come neatly wrapped in boxes or bags.

Toys have changed over the years. But one thing has remained constant. Children still enjoy playing with toys!

Word Bank

plastic homemade brightly painted cornhusks cloth
 dolls plain wood machine-made trains blocks
 make-believe small animals carved wood wrapped

Pioneer Toys	Pioneer and Modern Toys	Modern Toys
	cloth	



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Children in the 1800s played with some of the same toys kids play with today. For example, they played with blocks and dolls. They also had small toy animals and trains like modern children do. They also liked to do some of the same things modern kids like to do for fun. For example, pioneer kids liked to play make-believe. They also liked to build things.

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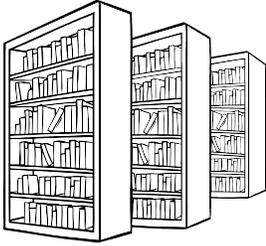
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Pioneer Toys	Pioneer and Modern Toys	Modern Toys
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Mixed Skills: Compare and Contrast, Fact and Opinion, and Word Families

Directions: Read the passage. Then answer the following question(s).

The Weekly Register

City Life-Country Life

Maryland, Jan. 1880 - This week, we are taking a look at how pioneers live out in the country. We will examine how living in the country is different from living in the big city. We will also look at how some things are the same in both places.

People in the country do many of the same things people in the city do. Like city folk, people in the country build homes. They also weave cloth and chop wood. Children help with chores around the house. And like city families, country families have gatherings. They enjoy time with their neighbors. Also, families work together. They try to make their communities better places to live.

The city and the country are also different from one another. In the city, many things are produced by machines. Items such as paper and cloth are easy to find. In the country, people make almost everything by hand. People in the country often do not have basic things such as paper. Another difference is how far apart neighbors live. You can easily walk to a neighbor's house in the city. In the country, a neighbor usually lives miles away.

Louis Parker of Iowa says, "Often I return home late. I work through the heat of the day. And sometimes we work well into the night. A fellow farmer might need help picking crops or building

a barn. He might not have all the tools he needs to cut the wheat. Or maybe he does not know how to smoke meat for winter. Friends are important out here.”

It is clear that city life and country life are alike in some ways and different in others. Next week, we'll look at how life has changed for the Jones family. They recently moved from the city to the country. We'll see how their life has changed and how it has remained the same.

1. How are the city and the country alike?
 - A. People make things by hand.
 - B. Neighbors enjoy time together.
 - C. People make things with machines.
 - D. Paper and cloth are easy to find.
2. How are the city and the country different?
 - A. People build homes.
 - B. Children help with chores.
 - C. Families have gatherings.
 - D. People live close together.
3. Which is an opinion?
 - A. Country families have gatherings.
 - B. City families enjoy time with neighbors.
 - C. Country people work harder than city people.
 - D. City people make things with machines.

4. Which word means “to stay”?

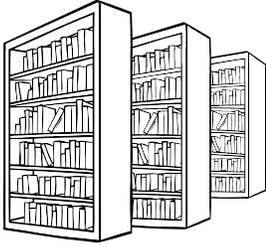
A. repeat

B. remain

C. reproduce

D. retrain

5. Do you live in the city or in the country? Describe how your life is the same as and different from another place.



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Answers will vary.



Using Question-and-Answer Relationships

Directions: Read the passage. Then answer the following question(s).

A Special Gift

On June 15, 1885, America received an unusual gift. The French people wanted to give the Americans a present to celebrate America's birthday. The exciting surprise was built in France. It was a statue made of copper and steel. The huge statue was taken apart before being packed for her new home. France shipped the gift to the United States. Everyone in Europe heard the important announcement. A great lady was sailing to the New World!

The statue arrived at Bedloe's Island in pieces. The pieces had been packed in 214 crates. Each piece had to be carefully removed. Next, a huge concrete base was built. Then workers had to put the statue back together. It was a very difficult job.

It took more than a year before the statue was complete. Many people were eager to finally see it. On October 28, 1886, the public was invited to meet the Statue of Liberty. She was beautiful with her torch reaching high above her head in New York Harbor.

For many years after she arrived on American shores, Lady Liberty greeted newcomers. People came to America through New York Harbor. They came from all over the world to start a new life. The statue was and remains an important symbol of freedom and hope for Americans.

The Statue of Liberty continues to be a gift to everyone who sees her. She still greets visitors. Today groups of tourists still line up to see her. Visitors mention how excited they are to see the famous statue.

1. What was France's gift to America?
 - A. a concrete base
 - B. the Statue of Liberty
 - C. some copper and steel
 - D. the New York Harbor

2. What does Lady Liberty represent for Americans?
 - A. copper and steel
 - B. a welcoming smile
 - C. freedom and hope
 - D. a gift of excitement

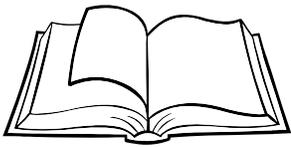
3. The word announcement means _____.
 - A. "saying words correctly."
 - B. "saying words in a quiet voice."
 - C. "telling people some information."
 - D. "telling people about their presents."

4. Why did France give the statue to America?

- A. to celebrate America's birthday
- B. to give visitors to New York a thrill
- C. to greet newcomers and tourists
- D. to make the tallest statue in the world

5. What place does the "New World" refer to in the passage?

Write your answer on the lines below.



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Possible response: The "New World" represents the United States of America.



Reading and Understanding Plurals

Directions: Read the passage. Then complete the activities below.

New York City

Over eight million people live in New York City. That makes it one of the largest cities in the entire world! Groups of people from all around the world arrive in the city each and every day. Some of them come to the city simply to visit. Others come to the Big Apple in search of a new place to live. The “Big Apple” is New York City’s nickname.

Men, women, and children all come to live in New York City. They each hope for different things. Some newcomers arrive hoping to find riches. Others hope to create a better life for their families. All of them have left their home countries to come to the city. Many hope to have exciting lives and find good jobs. Newcomers are often proud to become New Yorkers.

Tourists also come to New York City. They enjoy visiting its many attractions. No matter what time of day, there is always something interesting to do in the city. That is why New York City is also called the “City That Never Sleeps.” Travelers often visit New York City’s museums. They also enjoy dining in the city’s many restaurants. These restaurants serve food from many different countries. Visitors can also go to the many theaters that line New York’s streets.

Clearly there are many reasons to go to New York City.

Directions: Complete the table by writing the singular or plural form of each word.

Regular Nouns	
Singular Form	Plural Form
_____ museum job _____ theater _____	groups _____ _____ riches _____ tourists

Irregular Nouns	
Singular Form	Plural Form
family _____ life _____ _____ child	_____ women _____ people countries _____

Directions: Read each sentence. Then use words from the passage to fill in the blanks.

1. New York is one of the largest _____ in the world.
2. Men, women, and _____ live in New York.
3. Many people come to New York to have exciting lives and find _____.
4. New York tourists like to eat in the many _____.
5. _____ line many New York streets.



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Singular Form	Plural Form
_____ group _____	groups
museum	_____ museums _____
job	_____ jobs _____
_____ rich _____	riches
theater	_____ theaters _____
_____ tourist _____	tourists

Irregular Nouns	
Singular Form	Plural Form
family	_____ families _____
_____ woman _____	women
life	_____ lives _____
_____ person _____	people
_____ country _____	countries
child	_____ children _____

Directions: Read each sentence. Then use words from the passage to fill in the blanks.

1. New York is one of the largest **cities** in the world.
2. Men, women, and **children** live in New York.
3. Many people come to New York to have exciting lives and find **speechless** .
4. New York tourists like to eat in the many **restaurants** .
5. **Theaters** line many New York streets.



Using Affixes and Base Words to Identify Word Meaning

Directions: Read the passage. Then draw a line to match each word below with its meaning.

Central Park

Look at a picture of New York City. The picture may look like an overcrowded city. You likely see many tall buildings, but avoid the mistake of thinking they cover the entire city. New York City also has many beautiful parks. The biggest and most famous park in New York City is Central Park. Its fields and trees never fail to surprise visitors.

Central Park covers 843 acres. It has beautiful views. Green gardens grow around winding paths. Children love playing in its 20 different playgrounds. About 25 million people visit the park yearly and find themselves delighted by its beauty.

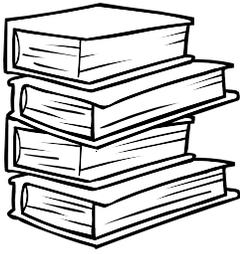
Central Park represents New York City's love of nature. A walk through the park refreshes tired workers. The trees and flowers make for a peaceful setting. People find the colorful plants unbelievable.

Central Park is interesting. It offers a quiet spot in an overcrowded city. It is also an exciting playground for children. Its many gardens invite people to take a refreshing walk. New York's favorite park is never unexciting!

- | | |
|-----------------|--------------------|
| 1. overcrowded | wrong |
| 2. mistake | not interesting |
| 3. delight | to make new again |
| 4. refresh | not able to accept |
| 5. unbelievable | too many people |
| 6. unexciting | to please greatly |

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

Why does Central Park delight most visitors?



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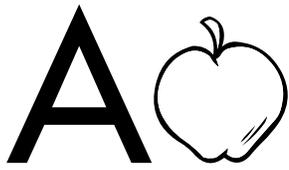
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Directions: Read the question. Then write a complete answer on the lines below.

Why does Central Park delight most visitors?

Possible response: It has beautiful views. Green gardens grow around paths. Children love playing in the playgrounds. The trees and flowers make for a peaceful setting. The colorful plants are unbelievable.



Mixed Skills: Using Affixes, and Base Words, Irregular Plurals, and QAR

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

Yankee Stadium

A *stadium* is a place where people watch sports. A favorite spot in New York is Yankee Stadium. It was the first sports arena to be called a stadium. The New York Yankees baseball team plays in Yankee Stadium.

The Yankees played on a small field until 1921. The crowds sometimes filled the stands. Then the Yankees hired the famous baseball player Babe Ruth. People found out quickly about Ruth's talent. Ruth drew huge crowds to Yankees games. Suddenly, the Yankees needed a new place to play.

Preplanning for Yankee Stadium started in 1922. The owners wanted the stadium finished quickly. They hoped Yankee fans would see the team's new home soon. The stadium was completed in time. Workers built it in 284 working days. It was ready for opening day in April 1923. Babe Ruth and the team won that day. New York City fell in love with the Yankees again.

Over the years, Yankee Stadium has been rebuilt a couple of times. It now holds more than 100,000 people. New Yorkers love the Yankees. They also love Yankee Stadium. Yankee Stadium is an important part of New York.

1. Why did the Yankees need a new stadium?
 - A. They needed a new roof.
 - B. They wanted fans to see free games.
 - C. They liked building larger stadiums.
 - D. They needed more room for fans.

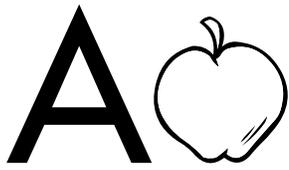
2. Which word means “made again”?
 - A. preplanning
 - B. overjoyed
 - C. rebuilt
 - D. ready

3. Which word means “thinking before starting”?
 - A. preplanning
 - B. overjoyed
 - C. rebuilt
 - D. ready

4. Which is an irregular plural?
 - A. games
 - B. workers
 - C. Yankees
 - D. people

Directions: Read the question. Write your answer on the lines below.

5. Write a *Right There* question about this passage.



Mixed Skills: Using Affixes, and Base Words, Irregular Plurals, and QAR

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

Yankee Stadium

A *stadium* is a place where people watch sports. A favorite spot in New York is Yankee Stadium. It was the first sports arena to be called a stadium. The New York Yankees baseball team plays in Yankee Stadium.

The Yankees played on a small field until 1921. The crowds sometimes filled the stands. Then the Yankees hired the famous baseball player Babe Ruth. People found out quickly about Ruth's talent. Ruth drew huge crowds to Yankees games. Suddenly, the Yankees needed a new place to play.

Preplanning for Yankee Stadium started in 1922. The owners wanted the stadium finished quickly. They hoped Yankee fans would see the team's new home soon. The stadium was completed in time. Workers built it in 284 working days. It was ready for opening day in April 1923. Babe Ruth and the team won that day. New York City fell in love with the Yankees again.

Over the years, Yankee Stadium has been rebuilt a couple of times. It now holds more than 100,000 people. New Yorkers love the Yankees. They also love Yankee Stadium. Yankee Stadium is an important part of New York.

1. Why did the Yankees need a new stadium?
 - A. They needed a new roof.
 - B. They wanted fans to see free games.
 - C. They liked building larger stadiums.
 - D. They needed more room for fans.**

2. Which word means “made again”?
 - A. preplanning
 - B. overjoyed
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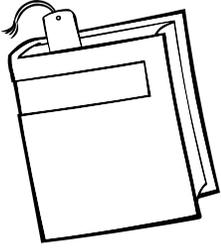
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Directions: Read the question. Write your answer on the lines below.

5. Write a *Right There* question about this passage.

Possible response: How many fans does Yankee Stadium hold? How many days did it take to build the stadium?



Recognize R-Controlled Words

Directions: Read the story. Then use the Word Bank below to sort the r-controlled words by sound.

The Mystery of the Attic

“Maria, José! It’s getting dark,” Maria’s mom called. “It’s time to come in.” Maria and José went inside and sat on the couch. They were bored already. Suddenly, José got an idea. He whispered his idea to Maria. They jumped up from the couch and ran to the stairs. “Wait!” José’s aunt cried. “Remember, José, the attic is off limits!” José and Maria stopped and looked at each other. They sat on the steps and wondered about the attic. Maria twirled her hair as she thought.

The two cousins dreamed about things that could be in the attic. José imagined there was a circus behind the door. Maria imagined the whole room was filled with marbles. And if they opened the door, they would all spill out. What a mess! They decided to find out what was in the attic. José asked, “What is in the attic, Aunt Isabel? Why can’t we go up there?”

“Oh, nothing special,” she said as she put away dishes, “just dusty boxes and old furniture.” Maria and José left the kitchen. “Not quite a room full of marbles is it?” José asked. “Nope!” Maria said. The two cousins laughed and decided to play a game instead.

Word Bank

Maria were stairs dark twirled
marbles whispered bored circus
furniture remember hair

ar/or**ir/er/ur****air/ear**

Directions: Tell what happened in the story. Write your answers in complete sentences.

Beginning: _____

Middle: _____

End: _____



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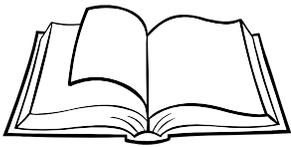
ar/or**Maria****dark****marbles****bored****ir/er/ur****were****twirled****whispered****circus****furniture****remember****air/ear****stairs****hair**

Directions: Tell what happened in the story. Write your answers in complete sentences. **Answers will vary.**

Beginning: **Maria and Jose were bored. They wanted to go into the attic.**

Middle: **Jose and Maria dreamed about what was in the attic, so they asked their aunt.**

End: **The attic was full of dusty boxes and furniture.**



Recognizing Elements of Plot

Directions: Read the story. Then use the graphic organizer below to write details about the beginning, middle, and end of the story.

Where Is Mrs. Johnson?

When the students in Room 101 arrived at school, they noticed something strange. Standing near the door to the classroom was a teacher, but he wasn't their teacher. He was new and different. The new teacher smiled brightly and wished them a good morning.

Kelly and her friend Belinda looked at each other with worried eyes. They quietly sat at their desks and waited for class to begin. The new teacher knew all about the book they were reading. He knew all about the math they were learning. He even knew all about their science projects! Kelly and Belinda thought that was really cool. But they wondered how he knew so much! The class watched him as he introduced himself. "Mrs. Johnson is gone today," he said, "My name is Mr. Travis."

At recess, Kelly and Belinda played hopscotch and jumped rope. "Where is Mrs. Johnson?" Kelly asked.

Belinda finished jumping rope. "I'm not sure," she said. The girls thought maybe Mrs. Johnson no longer liked their class. Why else would there be this new teacher? Even though all the students liked the new teacher, they were still worried. They really missed their teacher. When recess was over, Belinda raised her hand. Mr. Travis smiled and said, "Yes, Belinda?"

“Where’s Mrs. Johnson?” she asked.

“Oh, I forgot to tell you!” Mr. Travis said. “Mrs. Johnson is home sick for the day.” He explained that he would be their teacher until she was feeling better. Belinda and Kelly looked at each other and smiled. Mrs. Johnson was coming back after all!

Beginning

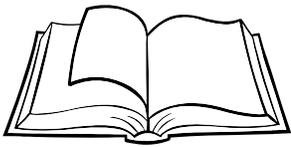
(What is the problem?)

Middle

(Problem Details)

End

(Solution)



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Beginning

(What is the problem?)

There’s a new and different teacher in the classroom. His name is Mr. Travis. He knows a lot about their class assignments and projects.

Middle

(Problem Details)

Belinda and Kelly are worried. They wonder where Mrs. Johnson is. They miss her and worry that she’s not coming back. They think maybe Mrs. Johnson doesn’t like the class anymore.

End

(Solution)

Mr. Travis tells the class that Mrs. Johnson is home sick. Mrs. Johnson will be back when she’s feeling better. Belinda and Kelly smile. They aren’t worried anymore.

Directions: Now retell the story in your own words. Write in complete sentences.

Possible response: Kelly and Belinda are surprised when their teacher, Mrs. Johnson, is not at school. Mr. Travis, the substitute teacher, knows a lot about them. They worry that Mrs. Johnson is not coming back. In the end, they find out that Mrs. Johnson is just out sick for the day. Kelly and Belinda are happy to find out she is coming back.



Answering Questions about Story Elements

Directions: Read the story. Then complete the activities below.

The Crow and the Pitcher

Based on Aesop's Fables

One boiling afternoon, a crow landed on a porch. She was terribly hot and thirsty. She noticed a pitcher of water sitting on a table. She hopped to the table and tried to take a big, long drink. But sadly, the water was too low. How upset the crow was when she couldn't reach the water!

Now, the crow never gave up on something she wanted. She thought about how she could reach the water inside. She couldn't tip the pitcher over because the water might spill. She couldn't climb in the pitcher because she was too big. The crow started to get upset and impatient. Then an idea came to her!

The crow picked up a rock from the ground and flew to the pitcher. She dropped the rock into the pitcher. The water rose a little bit! But it was still too low to reach. So, the crow got another rock and dropped it in the pitcher. Then she got another rock and another and another! "One more rock should do it," the crow said. She picked up one last rock and dropped it into the pitcher.

Finally the water was high enough for her to drink. The crow sipped on the water for a long time. After she drank her fill, she spread her wings and disappeared in the sky.

Setting

In the passage, underline clues about where the story takes place. Then read the sentences below and fill in the blanks with the correct word.

1. The crow landed on a _____.
2. It was a very _____ afternoon.

Characters

Circle the words below that best describe the crow.

- determined lazy mean smart thirsty
sleepy hardworking hot hungry

Plot

In the passage, draw a box around an important part of the plot. Then answer the questions below.

1. Does this part take place in the beginning, middle, or end of the story? _____
2. Why do you think this is an important part of the story?

Theme

What do you think is the main message of this story?



Answering Questions about Story Elements

Directions: Read the story. Then complete the activities below.

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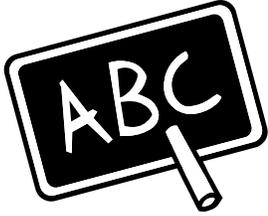
1. Does this part take place in the beginning, middle, or end of the story? **Answers will vary.**
2. Why do you think this is an important part of the story?
Answers will vary.

Theme

What do you think is the main message of this story?

Answers will vary.

Possible response: Never give up; work hard for what you want; think of solutions to your problems.



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.

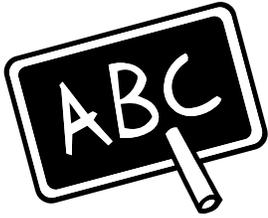
3. Which word best describes the duckling?

- 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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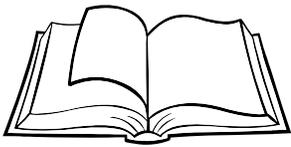
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Write your answer in complete sentences.

Possible response: To be nice to others.



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

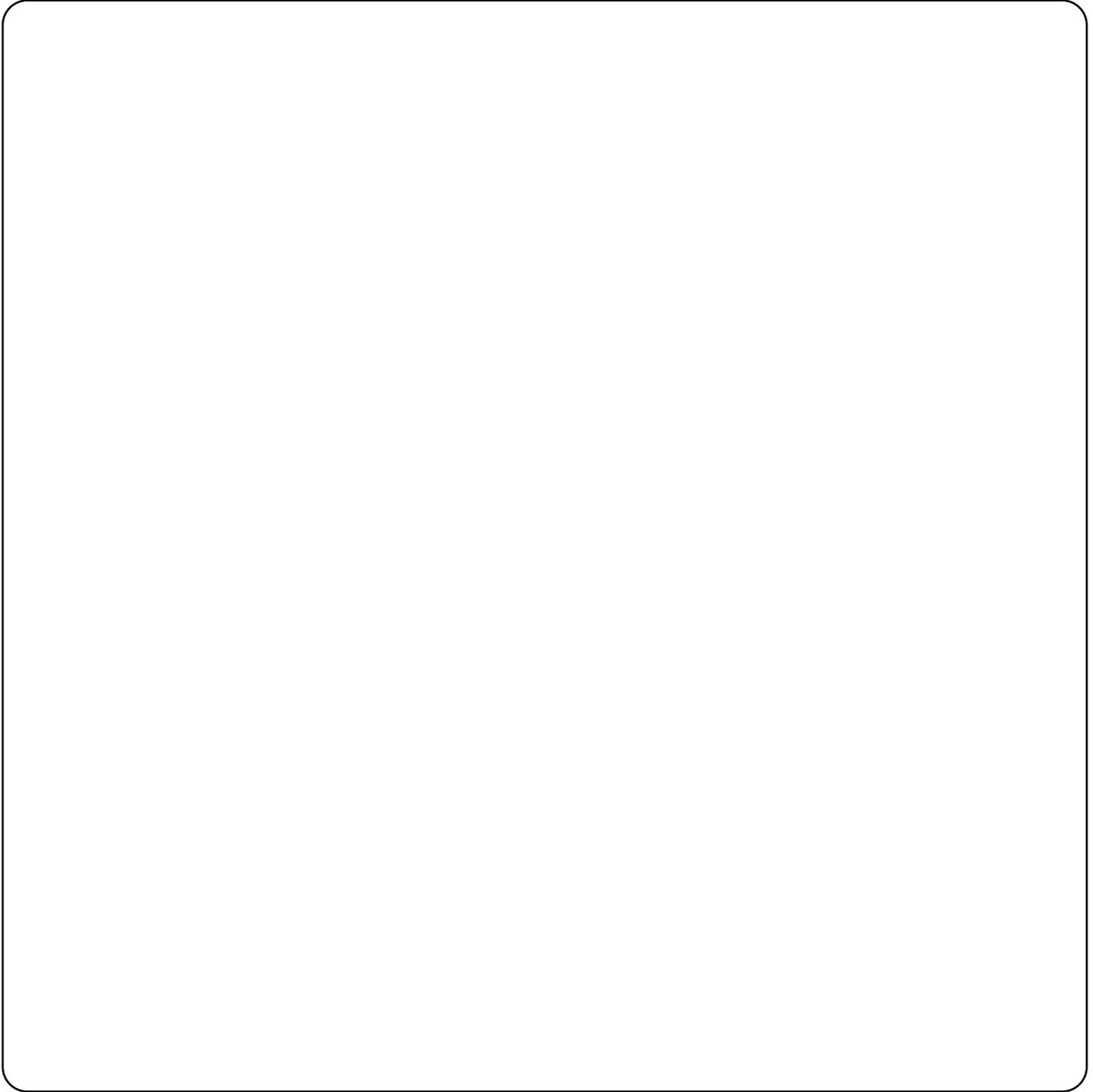
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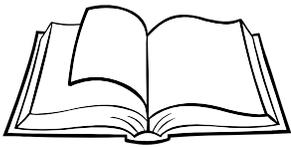
2. One opinion about bats from the letter is

3. One fact about the ocean from the letter is

4. One opinion about the ocean from the letter is

5. Draw something Omar saw on his trip.





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

Possible responses: bats have very good hearing.

bats sleep during the day.

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.

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

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

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.



Using Affixes and Base Words

Directions: Read the letter. Then answer the questions below by circling the correct answer.

Dear Aunt Pearl,

Thank you so much for my birthday present. I love her! Her fur is the softest I have ever felt. Her ears are so long and silky. Her tail looks like a little ball. She even hops up and down the stairs. I'm learning how to take good care of her. She likes lettuce and carrots along with her other food. We often share a carrot as a treat. How do you like Mary for her name? Thank you again for the sweetest pet!

Love from your niece,

Claire

1. Which kind of pet Claire received

- A. puppy
- B. bunny
- C. bird
- D. cat

2. What word did Claire use to describe the pet's fur?
 - A. sweetest
 - B. silky
 - C. softest
 - D. share

3. Which word has the same /air/ sound as in **Claire**?
 - A. ever
 - B. her
 - C. care
 - D. fur

4. What does the word **sweetest** mean?
 - A. the most kind
 - B. the most soft
 - C. the most terrible
 - D. the most hard

Directions: Circle the correct form of the word to complete each sentence.

5. Sally is being _____ when she feels her dog needs food.

depending

dependable

depend

6. Jose showed his _____ when he asked the new student to eat lunch with him.

kind

kindest

kindness

7. The shooting star zipping across the sky was a _____ sight.

wondrous

wonder

wondering



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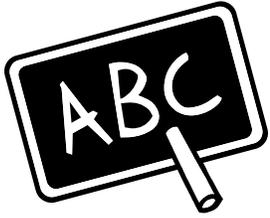
kindness

7. The shooting star zipping across the sky was a _____ sight.

wondrous

wonder

wondering



Recognizing Author's Viewpoint or Bias

Directions: Read this letter. Then answer the questions that follow.

Dear Terrific Toy Company:

I've always loved collecting your "Animals of the World" because they all look just like the real thing! Yesterday, I received the latest animal in the mail. I knew I should write you a letter. I'm having a problem with this new animal. It is supposed to be a beaver, but it has tiny, pointed teeth. It also has huge, pointed ears. Everyone knows beavers have long, flat teeth and short ears. The ears need to be much smaller. Also, his flat tail needs to be much bigger. I think the artist needs to look at more pictures of beavers. It looks more like a wolf than a beaver.

I also have a question about another animal. I would like to order a giraffe from last year's collection. Did you stop making it? I do not see one in the new order book. I am going to start collecting the mother animals with their young next. Please send me pictures of your new animals too.

Thank you,

Bobby

1. How does Bobby feel about the new beaver he received?

2. How does Bobby feel about the rest of the animals from this company?

3. Which animal does Bobby say is not in the order book?

- A. beaver
- B. giraffe
- C. wolf
- D. frog

4. Why did Bobby write the letter?

Directions: Draw a line between each pair of antonyms. An *antonym* is a word that means the opposite of another word.

Example:

down ————— up

young

worst

tiny

smaller

more

short

best

old

bigger

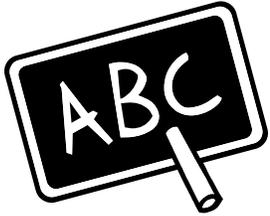
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long

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Thank you,

Bobby

1. How does Bobby feel about the new beaver he received?

Possible response: disappointed

2. How does Bobby feel about the rest of the animals from this company?

Possible response: He loves them.

3. Which animal does Bobby say is not in the order book?
- A. beaver
 - B. giraffe**
 - C. wolf
 - D. frog

4. Why did Bobby write the letter?

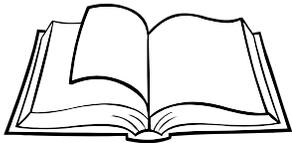
Possible response: To tell the company he didn't like the beaver; to see pictures of new animals.

Directions: Draw a line between each pair of antonyms. An *antonym* is a word that means the opposite of another word.

Example:

down ————— up

young	worst
tiny	smaller
more	short
best	old
bigger	stop
start	huge
long	less



Reading Fluently

Directions: Read the passages aloud.

Skate Park

Written by Nancy Schneider

Dear Parks Department,

I am writing to you because I am a skater. Skate parks are great places for people young and old to skate. Our city needs to build a new skate park. Our skate park was built in 1995.

Our skate park is getting old. Over time it has become dangerous. Skaters are finding other places to skate. They have been skating on sidewalks and in streets. It is unsafe for skaters to skate in the streets. Store owners get angry when kids skate on sidewalks. Then customers cannot come into their stores. If we had a new skate park, skaters would stay safe. And store owners would be happier.

Some parents worry that skate parks are unsafe. We could make rules so that skaters would be safe. All skaters would have to wear helmets and pads. They would also have to leave on time when the park closes.

Skating is the best exercise in the world. Exercise keeps kids healthy. Skating is also a great way for families to spend time together while being outside.

I can help plan the park. I have some really great ideas. Last

summer, I visited a skate park in California. It was the best park ever! It had five huge benches and six bowls. Everyone was having a great time.

I love to skate. I hope you decide to build a new, exciting skate park.

Sincerely,

Meghan

Come Play in Lark Park!

Written by Barbara Davis-Pyles

Dear Editor,

I love Lark Park. I can do things there that I can't do in my family's small apartment. We always have to be quiet because our neighbors do not like noise.

But when I go to Lark Park, my mom says I can be wild! I run around and ride my bike. And I can even sing out loud if I feel like it. Skipper, my dog, likes the park too. Our family gets together for picnics on Sundays in the park.

About a year ago, Lark Park changed. No one cared anymore. People left their trash everywhere. Weeds grew all over the

kickball field. And one time my bike got a flat tire from riding through some broken glass.

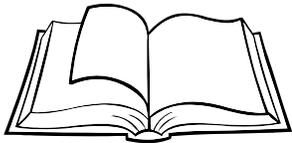
That's when my family stopped going to Lark Park. Skipper would howl when we walked by. I felt like howling too because being quiet all the time is no fun.

But then last Saturday, my family went back to Lark Park. We didn't go for a picnic. We went to clean the park. One by one, our neighbors joined us! I didn't know so many people cared about Lark Park. By lunchtime, everyone in the neighborhood was there.

We picked up all of the litter. We pulled the weeds. We mowed the grass. And we planted flowers. The birds flew back into the trees. They chirped as we cleaned the park!

That night, we had our first picnic in Lark Park in more than a year. Skipper came with us, and he and I tried to see who could be wilder. It's so great to be back in Lark Park!

Julie Tucker
Park Lane, New York



Reading Fluently

Directions: Read the passages aloud.

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Julie Tucker
Park Lane, New York



Mixed Skills: Distinguish Fact and Opinion and Words with Prefixes and Suffixes

Directions: Read the letter. Then answer the following question(s).

Letter to the Editor

Dear Editor,

I just returned from taking a walk with my dog. We walked to the park down the street from my house. The park is next to the firehouse. We spend a lot of time at this park because it is filled with beauty.

In the spring and summer, we have picnics. We sit under the oak trees. They provide a lot of shade. They keep us cool too. First, we put out a blanket. Then we eat food my mom makes for us. There are blooming flowers around some of the oak trees. The flowers smell good when the wind blows lightly through the trees.

The oak leaves are turning orange and red this time of year. Buddy likes to sniff the flowers around the trees. He plays in the leaves. I like sitting under one certain tree. Under a tree is the best place to read a book. Sometimes I just daydream while Buddy chases squirrels.

Today, there were workers in the park. They were putting fences around the trees. I asked the workers why they were putting up fences. They said it is to protect the trees, but now I can't sit under

them anymore. It looks like the trees are locked up. I don't mean to be disagreeable, but I hope someone agrees with me. I hope they take the fences away.

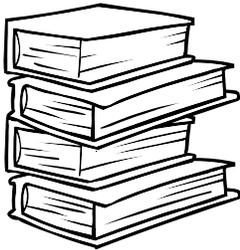
Signed,
Marco

1. Marco _____ with putting fences in the park.
 - A. agrees
 - B. disagree
 - C. disagrees
 - D. disagreeable
2. The trees were their most _____ in the fall.
 - A. beauty
 - B. beautify
 - C. beautiful
 - D. beautification
3. Which of the following is an opinion?
 - A. The park has oak trees.
 - B. It looks like the trees are locked up.
 - C. We walked to the park from my house.
 - D. The leaves are turning red and orange.

4. With which sentence does Marco disagree?

- A. I like sitting under one certain tree.
- B. The fences protect the trees.
- C. Dogs should go on walks every day.
- D. Buddy likes to sniff around the trees.

5. Write a sentence telling how Buddy feels about the fences in the park.



Mixed Skills: Distinguish Fact and Opinion and Words with Prefixes and Suffixes

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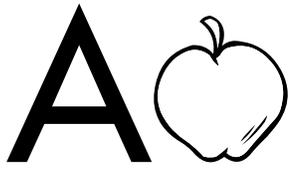
B. The fences protect the trees.

C. Dogs should go on walks every day.

D. Buddy likes to sniff around the trees.

5. Write a sentence telling how Buddy feels about the fences in the park.

Possible response: He does not like the fences in the park.



Recognizing Cause and Effect

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

The Big Red Fruit

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

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

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

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

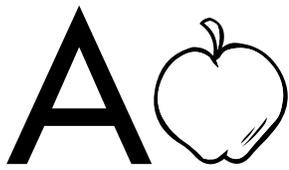
Next, you need good soil. Good soil is rich with special nutrients. The nutrients are naturally in the soil. Usually, you can tell the soil is rich when it is dark brown. Sometimes it is so dark that it almost looks black!

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

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

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





Recognizing Cause and Effect

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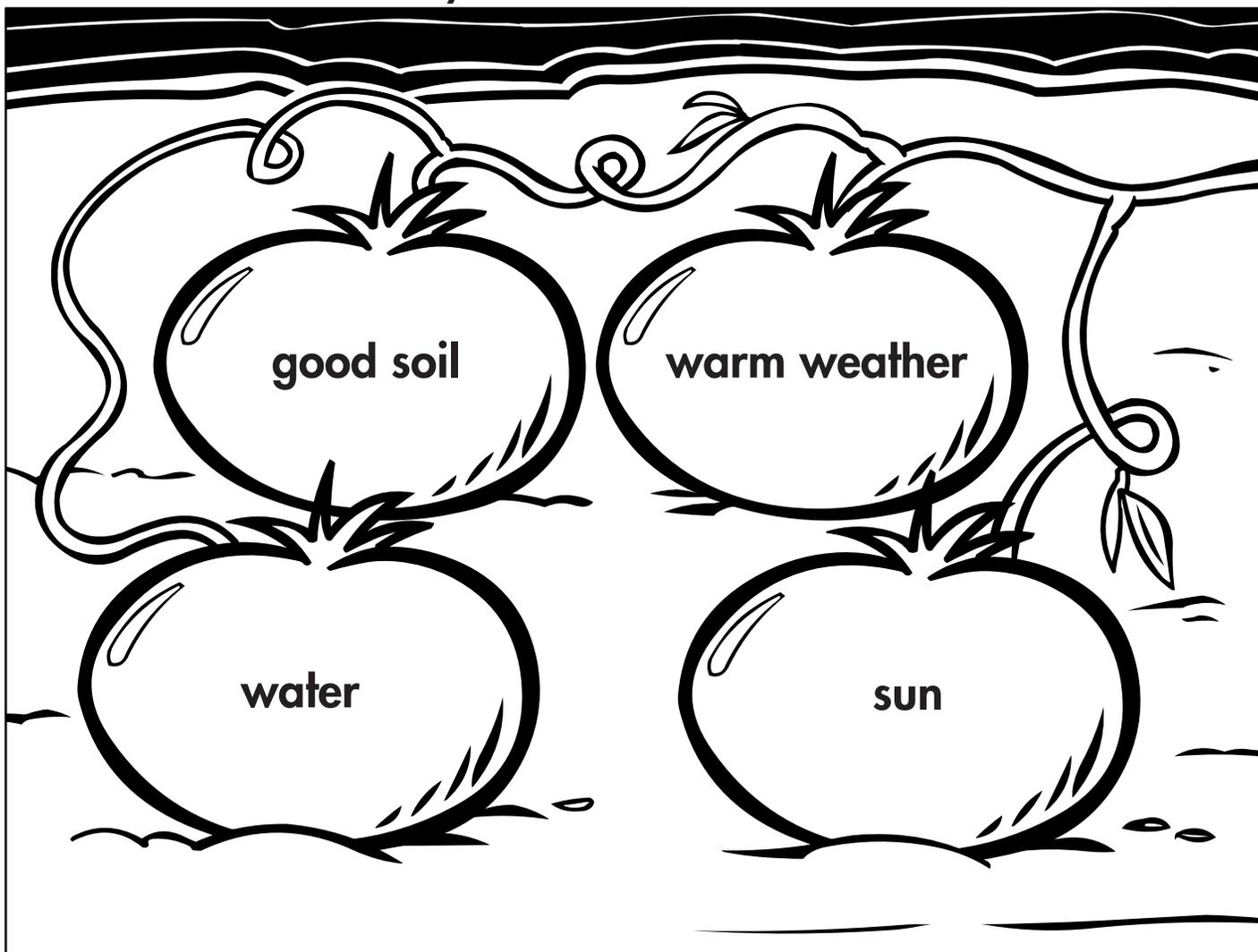
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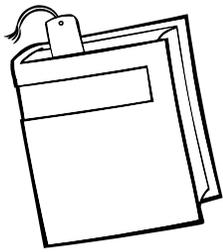
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If you ever decide to grow tomatoes, make sure you have these four things.

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

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





Distinguishing Figurative and Literal Language

Directions: Read the poem. Then answer the questions that follow by circling the correct answer.

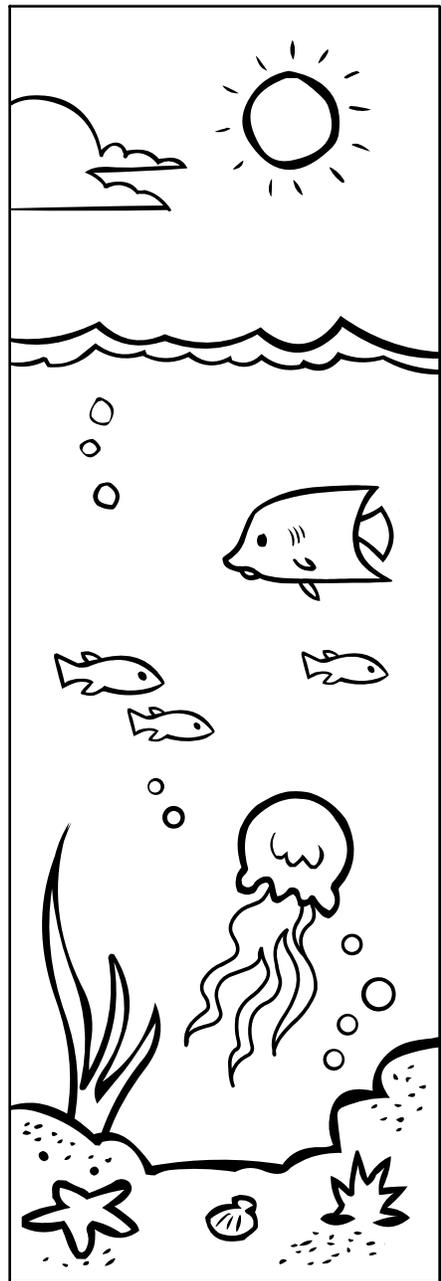
A Fish Story

When the sun shines hot,
I look for a cool spot.
Playing in the sun,
I have lots of fun.

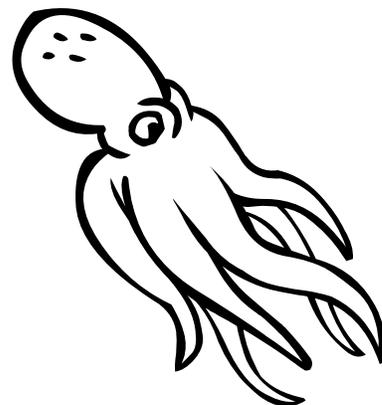
I live in a great blue sea
And we are fish, you and me.
We hide from sharks
In the coral so dark.

Our friend the octopus comes by
Waving her eight arms, saying, “Hi.”
Oh, wait there’s another octopus too!
We simply didn’t hear you!

After awhile we hear a distant call.
“Maria, put down the ball,
Get out and dry off soon.
It’s time for lunch now; it’s noon.”



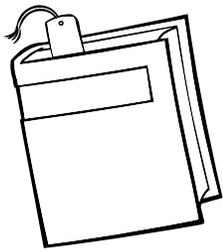
The fisherman soon walks close
 To the edge-I could nibble his toes.
 With his net, he pulls us on land.
 My body flops on the sand.



Suddenly, my fins grow into leg and hand!
 Then I find I can stand!
 And my scales turn into skin ...
 Sigh, I'm back to being a kid again.

1. Maria is really a(n) _____.
 - A. girl.
 - B. fish.
 - C. octopus.
 - D. shark.
2. Maria compares herself to _____.
 - A. an octopus.
 - B. a girl.
 - C. a fish.
 - D. the ocean.
3. Maria is really in a _____.
 - A. school.
 - B. great blue sea.
 - C. house.
 - D. swimming pool.
4. Maria's dad is a(n) _____.
 - A. octopus.
 - B. fisherman.
 - C. shark.
 - D. kid.

5. Write about games you like to play in the summertime.



Distinguishing Figurative and Literal Language

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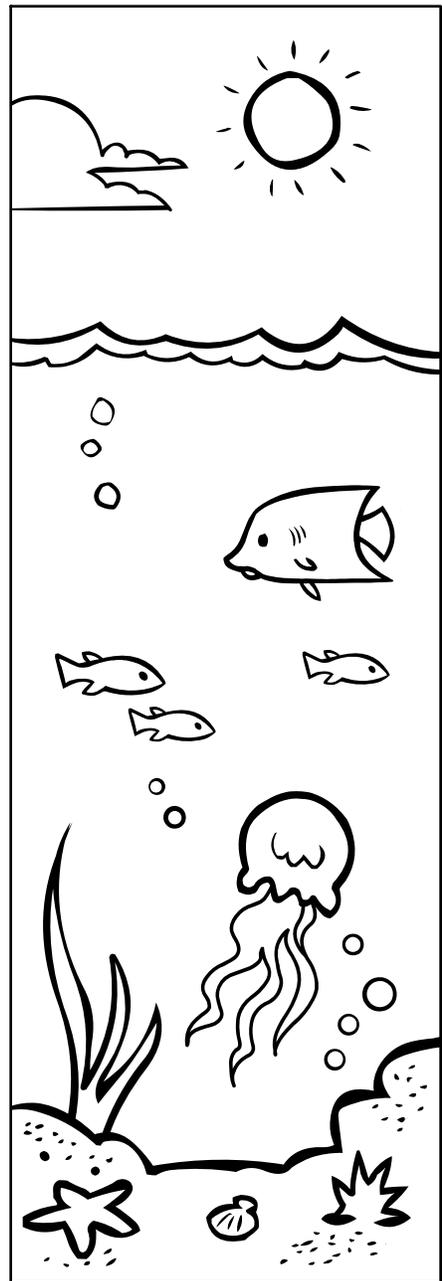
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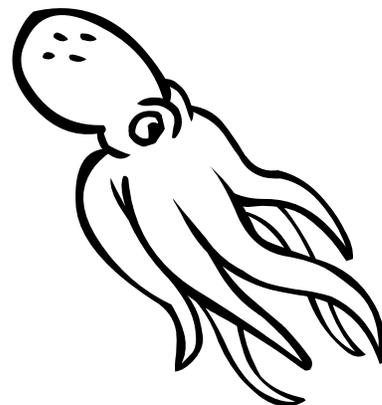
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5. Write about games you like to play in the summertime.

Answers will vary.



Mixed Skills: Determining the Meaning of Synonyms and Antonyms and Recognizing Cause and Effect

Directions: Read the passage. Then use the thesaurus entry to answer the questions that follow.

What Causes an Earthquake?

Have you ever felt an earthquake? An earthquake feels as if a giant hand is shaking our planet like a snow globe. Most earthquakes happen in fault zones. Here's how they happen.

The earth has many cracks called *faults*. We usually can't see these faults because they are very deep. They push against each other really hard. In time, the rock on one side of the fault slips. When the rock slips suddenly, energy is released. This energy is released in waves. These waves result in the earth shaking.

The first waves of vibration are often what you hear. Sometimes they make a cracking sound or a boom. The second waves of vibration are what shake the ground. If the earthquake is big enough, these secondary waves are what cause damage.

Thesaurus Entry

fault, *n.* *syn.* crack, flaw, mistake. *ant.* strength, skill, talent.

friend, *n.* *syn.* pal, companion, peer. *ant.* enemy, attacker, foe.

whole, *adj.* *syn.* all, complete, one, entire, undivided, solid.

ant. part, piece, bit, little, slice, measure.

1. An earthquake is the effect of _____.
 - A. a snow globe shaking.
 - B. many cracks in the ground.
 - C. a giant hand shaking the planet.
 - D. rock on one side of a fault slipping.

2. According to the story, what is a **fault**?
 - A. skill
 - B. flaw
 - C. crack
 - D. slip

3. What is another word for **undivided**?
 - A. entire
 - B. part
 - C. bit
 - D. piece

4. What is the opposite of a **friend**?
 - A. pal
 - B. enemy
 - C. companion
 - D. peer

5. The writer says that the earth is like a snow globe during an earthquake. What other things could the earth be like during an earthquake?



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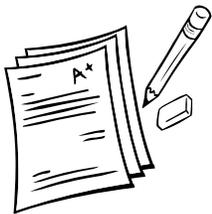
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Decoding Words with Irregular Vowel Variants and Diphthongs

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

The Writer Who Created Charlotte

Some people become writers to tell stories. Sometimes they tell stories that will always be loved. E.B. White was one of these special writers.

Elwyn Brooks White, was born in 1899. He was born in New York in a little town called Mount Vernon. His father made pianos and was very successful. His mother was very loving and supportive. E.B. White had a big family where children were loved.

Mr. White went to college and graduated in 1921. To earn money on his own, he was a reporter for several newspapers. Then in 1924, E.B. White moved to New York to join the staff of a magazine. There, he met Katherine Angell, who was the editor of the magazine. They fell in love and got married. They were sure they would be happy forever.

For a long time, E.B. White wrote stories for adults. Then, when he was forty-six years old, he started writing books for children. He wrote *Stuart Little* and *The Trumpet of the Swan*. He also wrote the book *Charlotte's Web*. *Charlotte's Web* is about a spider and a pig who found friendship. This book has become a classic across America. Through his stories, E.B. White found our hearts. This is why he was a special writer.

1. Look at the words in the box. Circle the words that sound like /ou/ in **found**.

hound	about	brown	tower	four	soul
-------	-------	-------	-------	------	------

2. Look at the words in the box. Circle the words that sound like /oi/ in **join**.

choice	court	soil	onion	coil	union
--------	-------	------	-------	------	-------

3. Look at the words in the box. Circle the words that sound like /ow/ in **town**.

head	read	said	bead	pear	knead
------	------	------	------	------	-------

4. Circle all the underlined words in the passage that have the /ou/ sound as in **owl**.
5. Write one thing about EB White you thought was interesting. Tell why it is interesting to you.



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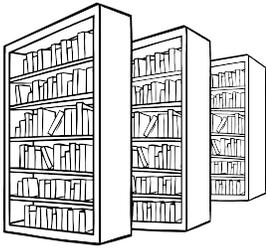
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Answers will vary.



Distinguishing Main Idea and Supporting Details

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

The Farmer's Friend

- 1 What could you make out of peanuts? Most people probably think of peanut butter and peanut oil. However, one man thought of 300 different products that use peanuts. Actually, he invented peanut butter too. This man was George Washington Carver.
- 2 George was born in 1864 in Missouri on a farm. His family was poor. But on the farm, George felt rich with nature. He spent a lot of his time walking outside. He collected all kinds of rocks and plants. Because of this, his family soon called him “The Plant Doctor.”
- 3 George believed education was important. When George was 12, he started going to school. While he went to school, he also worked on a farm to earn extra money. George went to a school that had just one room filled with students. It also had just one teacher. After grade school, George went to high school. He studied very hard and did well. Later, he went to college. In college, he studied plants and farming. After he finished school, George got a job teaching at the college he attended. He became the first African American teacher there.
- 4 George found many ways to help others. He showed farmers

how to keep the soil rich for their crops. He also found different ways to use common products. He is most famous for inventing peanut butter. But he also created soap and ink from peanuts. He had another idea to turn sweet potatoes into flour. All of these new products helped farmers save money.

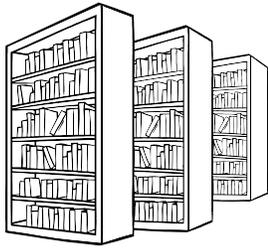
Summarize the Main Idea

Details from
Paragraph 2

Details from
Paragraph 3

Details from
Paragraph 4

How would you describe George to a friend?



Distinguishing Main Idea and Supporting Details

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

The Farmer's Friend

- 1 What could you make out of peanuts? Most people probably think of peanut butter and peanut oil. However, one man thought of 300 different products that use peanuts. Actually, he invented peanut butter too. This man was George Washington Carver.
- 2 George was born in 1864 in Missouri on a farm. His family was poor. But on the farm, George felt rich with nature. He spent a lot of his time walking outside. He collected all kinds of rocks and plants. Because of this, his family soon called him “The Plant Doctor.”
- 3 George believed education was important. When George was 12, he started going to school. While he went to school, he also worked on a farm to earn extra money. George went to a school that had just one room filled with students. It also had just one teacher. After grade school, George went to high school. He studied very hard and did well. Later, he went to college. In college, he studied plants and farming. After he finished school, George got a job teaching at the college he attended. He became the first African American teacher there.
- 4 George found many ways to help others. He showed farmers

how to keep the soil rich for their crops. He also found different ways to use common products. He is most famous for inventing peanut butter. But he also created soap and ink from peanuts. He had another idea to turn sweet potatoes into flour. All of these new products helped farmers save money.

Summarize the Main Idea

to describe the life of George Washington Carver, who invented peanut butter

Details from Paragraph 2

George was born in 1864.

George lived on a farm and felt connected to nature.

George was called "The Plant Doctor."

Details from Paragraph 3

George went to school and had a job.

George studied plants and farming.

George became the first African American person to teach at his college.

Details from Paragraph 4

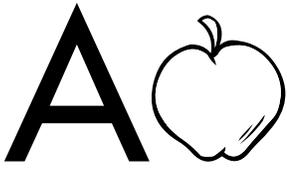
George helped others, especially farmers.

George helped farmers save money with his inventions.

George found different ways to use common things.

How would you describe George to a friend?

Answers will vary. Possible Response: George was a great inventor. He was smart, hardworking, and helpful.



Summarizing Ideas

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

A Very Rich Man

- 1 Everyone can make the world a better place. Some people choose not to use their chance. Cesar Chavez, however, did. Cesar was born in 1927 in Arizona near a town called Yuma. He lived in a small house on a farm with his 14 brothers and sisters.
- 2 Cesar's father lost the family farm, and they had to move to California. In their new home, Cesar's family was very poor. Finding work was hard. They drove around to different farms and picked crops. After Cesar finished eighth grade, he had to pick crops with his family all the time. He could not go to high school.
- 3 As Cesar grew older, he grew tired of the work. He was tired of the long hours that farm workers had to work. He was tired of how little farm workers were paid. Cesar wanted all farm workers to have rights. He wanted them to have shorter workdays. He also wanted them to be paid more money. So Cesar organized strikes. While on strike, farm workers stopped picking crops. Until the farmers agreed to treat the farm workers better, the workers would not pick crops. If the crops weren't picked, they would rot. If the crops went bad, the farmers could not sell them and make money.

4 Sometimes Cesar's strikes were successful. Other times, they did not work. But something important happened. America became aware of the problems Cesar was talking about. People began to listen to Cesar. Things got better for the farm workers. Because of his work, Cesar Chavez is still well respected today. If you measured his success in things other than money, Cesar was a very rich man.

Directions: Write a summary of each paragraph in the boxes below. The first one has been done for you.

Remember-do not include **unimportant** details in your summary! Look for the most **important** ideas.



Summary:

Paragraph 1

Summary:

Paragraph 2

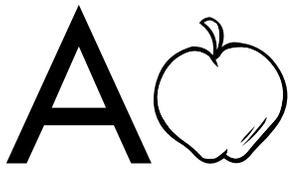
Paragraph 3

Summary:

Paragraph 4

Summary:

What do you think is the main idea of the passage?



Summarizing Ideas

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

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Directions: Write a summary of each paragraph in the boxes below. The first one has been done for you.

Remember-do not include **unimportant** details in your summary! Look for the most **important** ideas.



Paragraph 1

Summary:

Cesar Chavez used his chance to make the world a better place.

Paragraph 2

Summary:

**Cesar's family was poor and had trouble finding work.
Cesar had to pick crops instead of going to school.**

Paragraph 3

Summary:

Cesar organized strikes to protect workers' rights. He fought for shorter workdays and higher pay.

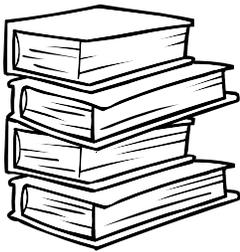
Paragraph 4

Summary:

America listened to Cesar and became aware of the farm workers' problems.

What do you think is the main idea of the passage?

Answers will vary. Possible response: Stand up for what you know is right. Use your mind and experiences to make the world a better place.



Mixed Skills: Distinguishing the Main Idea and Supporting Details and Decoding Words

Directions: Read the passage. Then answer the questions that follow by circling the correct answer.

The Lady Doctor

- 1 Elizabeth Blackwell became the first woman doctor in the United States. But she had to work hard to become a doctor. Elizabeth was born in Bristol, England, in 1821. Her family moved across the Atlantic Ocean to the United States when she was 11 years old.
- 2 Elizabeth later opened a school in Ohio with her mother and sisters. She loved learning. She liked teaching children too.
- 3 Elizabeth started learning about how to make people feel better when they are sick. Secretly, Elizabeth started to study books about medicine. She was sure she wanted to become a doctor. Elizabeth applied to many schools for doctors. However, none of them would let her come and study. At the time, women were not allowed to become doctors. Then something wonderful happened. A school for doctors in New York accepted Elizabeth!
- 4 Elizabeth had a hard time at her new school. Other students and even some teachers did not want her to be there. Elizabeth did not listen to them. She studied very hard, and she finished

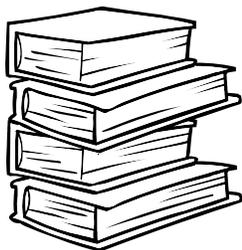
school. In fact, she had the best grades in her class! Elizabeth then completed her doctor-in-training studies in Paris, France. Finally, Elizabeth was a doctor.

- 5 Elizabeth's sister also became a doctor. Together, they had the idea to open their own doctor's office. All of their patients were women and children. Most of their patients were poor and had a difficult time paying the doctors. Dr. Blackwell would take patients even when they had no money. Elizabeth later moved back to England. There, she started a special school to train women doctors.

1. Which word has the same sound as /ow/ in **allowed**?
 - A. crown
 - B. would
 - C. hollow
 - D. followed

2. What is the main idea in paragraph 3?
 - A. Elizabeth applied to schools for doctors.
 - B. She learned how to make people feel better.
 - C. Women were not allowed to be doctors.
 - D. Elizabeth wanted to be a doctor.

3. Which sentence best tells about paragraph 4?
- A. Elizabeth had a hard time at her new school.
 - B. Elizabeth studied hard and became a doctor.
 - C. Elizabeth had the best grades in her class.
 - D. Elizabeth liked her teachers the most.
4. Which sentence best tells where Elizabeth lived before she came to America?
- A. She lived across the Atlantic Ocean.
 - B. She lived in New York.
 - C. She lived in Bristol, England.
 - D. She lived in Paris, France.
5. Write what you like most about Elizabeth Blackwell.



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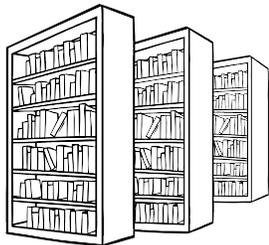
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 - D. She lived in Paris, France.
5. Write what you like most about Elizabeth Blackwell.

Answers will vary.



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:

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:

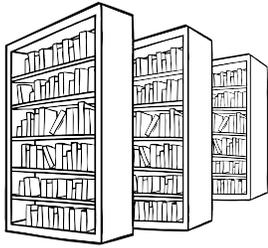
Once the caterpillar is big, it begins to spin a home. It attaches its home to a twig. The home is called a *chrysalis*. The caterpillar is now a *pupa*. The pupa goes through many changes inside its special home.

Prediction:

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?

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



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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.

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Answers will vary.

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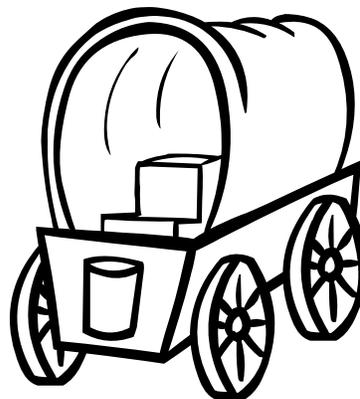


Drawing Conclusions

Directions: Read the passage. Next, read the list of clues and come to a conclusion for each one. Finally, write a short journal entry at the bottom of the page.

1856

Susan put on her bonnet. Then she tied the laces of her black boots. Her parents loaded the covered wagon with all that they would need for the long trip west. They had sacks of sugar and flour, dried meat, and blankets. Clothes and pictures filled old wooden boxes. Susan's heart raced, and her stomach fluttered. She heard stories about other people who had made the same trip. Some ran out of food, and many got sick. Sometimes, the horses couldn't pull the wagons over the mountains. It could be very cold. But Susan thought of the good stories too. A letter from her Aunt Sheila in Oregon described a rich, green land. Aunt Sheila said there was plenty of space for farming and a house. It was a whole new world to explore. Susan looked at her parents and smiled. The exciting journey was about to begin!



Clues:

1. The title reads "1856."
2. Susan is wearing a bonnet.
3. Susan's family travels in a covered wagon.

My conclusion:

Clues:

1. Susan's family has heard that the western land is rich and green.
2. Susan's family wants space for farming and a house.

My conclusion:

Clues:

1. Susan's heart races, and her stomach flutters.
2. Susan thinks of both good and bad stories.
3. Susan smiles at the end of the passage.

My conclusion:

Describe a time when you explored something for the first time.

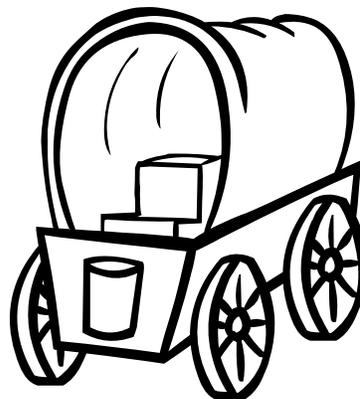


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Clues:

1. The title reads "1856."
2. Susan is wearing a bonnet.
3. Susan's family travels in a covered wagon.

My conclusion:

Possible response: The story took place a long time ago.

Clues:

1. Susan's family has heard that the western land is rich and green.
2. Susan's family wants space for farming and a house.

My conclusion:

Possible response: Susan's family is moving west for a better life.

Clues:

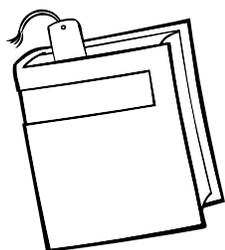
1. Susan's heart races, and her stomach flutters.
2. Susan thinks of both good and bad stories.
3. Susan smiles at the end of the passage.

My conclusion:

Possible response: Susan is both scared and excited about her journey.

Describe a time when you explored something for the first time.

Answers will vary.



Using Tables, Maps, and Charts

Directions: Read the short passage. Then use the map and table below to answer the questions that follow. Circle the correct letter when responding to the multiple-choice questions.

Native American Tribes



- | | | | |
|---|----------------|---|---------------|
| ☀ | Creek Tribe | △ | Miwok Tribe |
| X | Crow Tribe | □ | Iroquis Tribe |
| ◇ | Comanche Tribe | | |

The first settlers arrived in America nearly 400 years ago. But many Native American tribes already lived in America. Each tribe had its own way of life. They also spoke different languages. All the tribes hunted or grew their own food. And they made their own clothing too. The early Americans had a lot to learn from the Native Americans!

1. Which tribe lived in the West?
 - A. Miwok
 - B. Iroquois
 - C. Creek
 - D. Comanche

2. Which tribe is south of the Iroquois Nation?
 - A. Crow
 - B. Miwok
 - C. Comanche
 - D. Creek

3. The Creek Tribe lived _____ of the Comanche Tribe.
 - A. north
 - B. south
 - C. east
 - D. west

Native Americans - Main Food Items

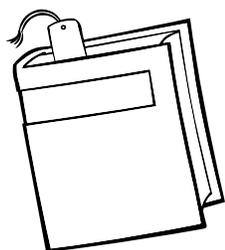
Tribe	Deer	Buffalo	Acorns	Corn and Squash
Crow		X		
Iroquois	X			X
Comanche		X		
Miwok	X		X	
Creek	X			X

4. Which tribe ate acorns? _____

5. Which tribes ate buffalo? _____

6. Which tribes ate corn and squash? _____

7. Which tribes ate deer meat? _____



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 - B. Miwok
 - C. Comanche
 - D. **Creek**

3. The Creek Tribe lived _____ of the Comanche Tribe.
 - A. north
 - B. south
 - C. **east**
 - D. west

Native Americans - Main Food Items

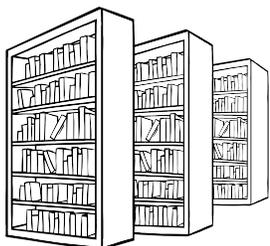
Tribe	Deer	Buffalo	Acorns	Corn and Squash
Crow		X		
Iroquois	X			X
Comanche		X		
Miwok	X		X	
Creek	X			X

4. Which tribe ate acorns? **Miwok**

5. Which tribes ate buffalo? **Crow and Comanche**

6. Which tribes ate corn and squash? **Iroquois and Creek**

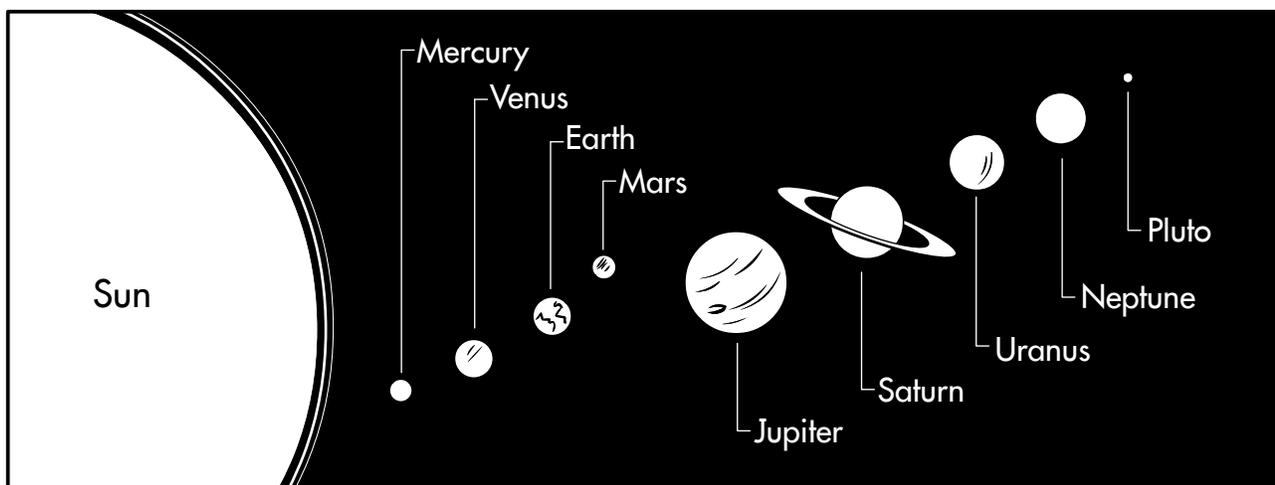
7. Which tribes ate deer meat? **Iroquois, Miwok, and Creek**



Mixed Skills: Drawing Conclusions and Using Tables, Maps, and Charts

Directions: Read the passage. Then answer the multiple-choice questions that follow by circling the letter of the correct answer.

Our Sun



Our sun has many important jobs. This star holds all the planets in our solar system in place. It is like a giant magnet. Without the sun, Earth would be just another rock flying through space. Here on Earth, plants and animals use the sun for food. All living things need heat and light. They need these two things to live and grow. Almost nothing on our planet could survive without the sun. People also use the sun's rays to make energy. We can then use this energy in different ways. People use this energy to power lights and heat their homes. Life as we know it depends on the sun.

1. Which word means almost the same as **energy**?
 - A. light
 - B. ray
 - C. power
 - D. grow

2. What would happen to the planets if the sun disappeared?
 - A. They would disappear too.
 - B. They would fly through space.
 - C. They would explode.
 - D. Nothing would happen.

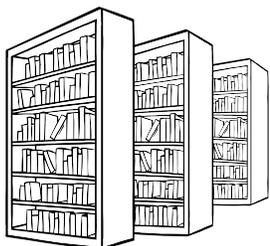
3. How does the sun keep life going?
 - A. It gives light and heat to all living things.
 - B. It dries everything up.
 - C. It gets rid of germs.
 - D. It keeps things from growing too big.

4. What is one way that people use the sun's rays?
 - A. to make moonrocks
 - B. to build houses
 - C. to create new planets
 - D. to make energy

5. Which planet is farthest away from the sun?

- A. Mercury
- B. Saturn
- C. Pluto
- D. Neptune

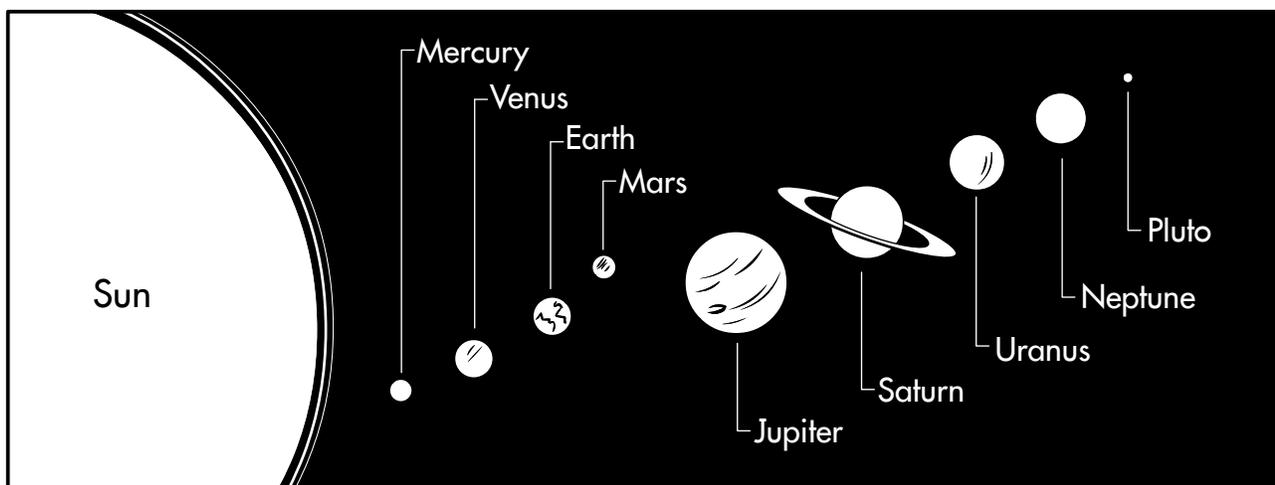
6. What do you think would happen if the sun stopped shining for one year?



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Answers will vary.



Reading Multisyllabic Words

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

The Dry Tortugas

The word *park* makes most children think of swings and merry-go-rounds. However, a national park is different. A national park is usually a protected area. It is a natural area. Plants can grow without being harmed. Animals roam freely. The Grand Canyon is an example of a national park. Visitors to national parks often receive an education from park rangers. The government protects the area and provides information about it.

Dry Tortugas National Park is very interesting. It is southeast of the United States near Florida. The Dry Tortugas (*Tortuga* is Spanish for “turtle.”) are islands. Sea turtles travel from the cold North to the South. They stop at these islands to lay eggs. The turtles give this national park its name. The turtles are very important.

No roads go to Dry Tortugas National Park. Some might think it is impossible to see the islands. However, people can visit this park by boat or plane. Visitors can ride a ferry to the park. Seaplanes also take people to the islands. But it is a long trip.

Visitors who want to stay more than a day can camp on the islands. But there are no stores or hotels. You must bring all your own food and camping gear. It may seem like a lot of trouble to visit Dry Tortugas National Park. However, many people say the area is beautiful.

Directions: Sort the words from the Word Bank into the correct columns in the chart below.

Word Bank

national usually islands turtle Florida
animals education children interesting
camping beautiful impossible

Two-Syllable Words	Three-Syllable Words	Four-Syllable Words

What do you think would be the most interesting part of visiting Dry Tortugas National Park?



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The word *park* makes most children think of swings and merry-go-rounds. However, a national park is different. A national park is usually a protected area. It is a natural area. Plants can grow without being harmed. Animals roam freely. The Grand Canyon is an example of a national park. Visitors to national parks often receive an education from park rangers. The government protects the area and provides information about it.

Dry Tortugas National Park is very interesting. It is southeast of the United States near Florida. The Dry Tortugas (*Tortuga* is Spanish for “turtle.”) are islands. Sea turtles travel from the cold North to the South. They stop at these islands to lay eggs. The turtles give this national park its name. The turtles are very important.

No roads go to Dry Tortugas National Park. Some might think it is impossible to see the islands. However, people can visit this park by boat or plane. Visitors can ride a ferry to the park. Seaplanes also take people to the islands. But it is a long trip.

Visitors who want to stay more than a day can camp on the islands. But there are no stores or hotels. You must bring all your own food and camping gear. It may seem like a lot of trouble to visit Dry Tortugas National Park. However, many people say the area is beautiful.

Directions: Sort the words from the Word Bank into the correct columns in the chart below.

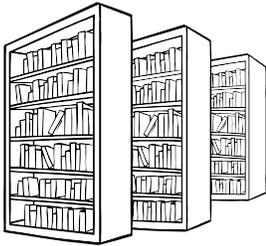
Word Bank

national usually islands turtle Florida
 animals education children interesting
 camping beautiful impossible

Two-Syllable Words	Three-Syllable Words	Four-Syllable Words
islands	national	usually
turtle	Florida	education
children	beautiful	interesting
camping	animals	impossible

What do you think would be the most interesting part of visiting Dry Tortugas National Park?

Answers will vary.



Answering What-if, Why, and How Questions

Directions: Read the passage. Then answer the questions that follow. Circle the letter of the correct answer choice when responding to multiple-choice questions.

San Francisco Maritime National Park

California has many national parks. One is the San Francisco Maritime National Park. This national park honors ships. Many ships have sailed into San Francisco Bay. One interesting ship from the area was a sailing ship. The ship was called the *John and Winthrop*. The *John and Winthrop's* captain was William T. Shorey. Shorey was the only African American captain on the California Coast. He and his crew took the ship to hunt whales in 1907.

The ship became famous because it safely came through two typhoons. A *typhoon* is an unusual and powerful storm at sea. Most storms on land pass within a few hours. The typhoons that the *John and Winthrop* experienced lasted over a day. A newspaper report said 100-mile winds ripped the sails. Everything seemed to be against the ship. Still, Captain Shorey brought the *John and Winthrop* home safely.

The history of the *John and Winthrop* is an important American story. Captain Shorey showed great bravery. He protected his crew and ship. He won against the power of two storms. The ship and the captain passed a great test. The story of Captain Shorey makes this park an interesting place to visit.

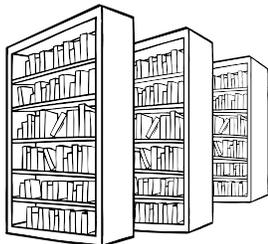
1. The *John and Winthrop* went to sea to _____.
 - A. hunt whales.
 - B. brave a typhoon.
 - C. give the park a name.
 - D. see the Atlantic Coast.

2. What if Captain Shorey had not been brave?
 - A. The ship might never have left.
 - B. They might have gone a different way.
 - C. The ship might have gone fishing.
 - D. They might have been lost in the storm.

3. Why does the national park in the passage have ships?
 - A. It is in the state of California.
 - B. It is close to the ocean.
 - C. It is more interesting than mountains.
 - D. It is in an area where many ships come in.

4. How did the *John and Winthrop* become famous?
 - A. It had very large sails.
 - B. It hunted whales for months.
 - C. It came through two typhoons in one trip.
 - D. It was sailed to Alaska in a very short time.

5. Think about a what-if question for the passage. Write your question on the lines below.



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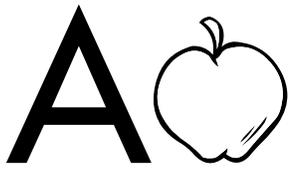
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Answers will vary.



Answering Inferential and Evaluative Questions

Directions: Read the passage and underline the most important facts. Then answer the questions that follow.

Yorktown Battlefield National Park

Yorktown sits on the banks of the York River in Virginia. Yorktown Battlefield is a national park in Yorktown. It is the site of the last battle between America and England.

History tells us the reasons for the battle at Yorktown. Americans wanted to be free from England's rule. They fought a long war. It was called the War for Independence. Independence means "freedom." England's General Cornwallis brought his army to Yorktown. The French brought in troops to help the Americans during the war. They also brought ships. The French ships blocked the English army from the sea. Then George Washington brought his troops by land. The Americans and the French defeated the English after several battles. Cornwallis gave up. America had won the war.

Today, visitors can see the old cannons left from the war. The cannons used during this last battle mean a lot to Americans. They stand for freedom. Visitors can also walk down several trails to see historic houses.

1. Why do you think it was important for America to win the battle at Yorktown?

2. What makes Yorktown Battlefield such an interesting place to visit?

3. Do you think America could have won this war without help from the French? Explain your answer.

4. Was the battle for freedom a good idea? Explain your answer.



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1. Why do you think it was important for America to win the battle at Yorktown?

They were fighting for the freedom of their country. If they hadn't won this battle, the war would have continued and America might have lost.

2. What makes Yorktown Battlefield such an interesting place to visit?

It's a symbol for America's freedom. There are interesting things to see, such as the old cannons and historic buildings.

3. Do you think America could have won this war without help from the French? Explain your answer.

Answers will vary.

4. Was the battle for freedom a good idea? Explain your answer.

Answers will vary.



Reading Fluently

Directions: Read the passages aloud.

Old Faithful

Written by Wendi Silvano

Hot, steaming water shoots into the air. It goes on for several minutes. What is it? It is a *geyser*. In fact, it is the most famous geyser of all—Old Faithful. This famous geyser got its name because it shoots steam over and over at fairly regular times.

Old Faithful is found in Yellowstone National Park in Wyoming. It is one of the things visitors there love to see, but it is not the only geyser in the park. There are over 300, but it is the best known.

For more than 100 years, Old Faithful has been astonishing visitors at the park. It is exciting and unusual to watch.

Why do geysers shoot out boiling steam? To form a geyser, there must be heat, water, and an opening in the earth. At one time, there were volcanoes in the area where Yellowstone is now. Hot melted rock called *magma* still runs deep underground.

There is also an underground stream in Yellowstone Park. The boiling magma heats the water in the stream and turns it into steam. The steam rises to the surface. At the same time, the cool groundwater sinks down. The cooler water pushes against the steam and blocks the steam from rising, which causes pressure to build.

When the pressure gets strong enough, it blows. Steam is passed out of the opening in the earth and shoots up into the air. Then, the whole thing starts over again.

Will Old Faithful still be blowing steam when 100 years have passed? Nobody knows for sure, but there's a good possibility.

Until then, Old Faithful will continue to be one of the most interesting wonders in nature.

Protecting the Park

Written by Wendi Silvano

How would you feel about visiting a place where you can look inside a steaming volcano? A place where you can walk under giant ferns? A place where you can watch an island grow bigger?

You can do all of these things at the Hawaii Volcanoes National Park. This park is on the island of Hawaii. There are two volcanoes in the park. They are among the most active volcanoes on Earth.

The volcanoes aren't the only interesting thing you can see during a visit to the park. The plants and animals there are unusual too.

The islands of Hawaii are far from any other land. Many of the things that live there can only be found in Hawaii. They are not found anywhere else on Earth!

During a hike through the park, you might find a caterpillar that eats meat. You might see a goose that does not enjoy swimming—though it loves to walk on lava rock! You might even see the tiny happy-face spider. It's hard to say which is the most interesting.

There are some things, however, that are harming the plants and animals in the park. Several strange weeds have begun to grow. People have brought wild pigs to the park. The wild pigs eat ferns and smash plants. Sickesses are also harming the park's plants and animals. Sometimes the plants and animals die from these illnesses.

It is sad that things are harming the park. However, people are working hard to protect it. They have built several fences to keep out the pigs and other animals. They are also working to get rid of the weeds.

Scientists study the plants and animals. They want to learn how to keep them from dying. They are also teaching the people who live near the park about its many living wonders.

Hopefully, all these things will work, and Hawaii Volcanoes National Park will always remain a delightful place to visit.



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Mixed Skills: Reading Multisyllabic Words and Answering Inferential and Evaluative Questions

Directions: Read the passage. Then answer the questions by circling the letter of the correct answer choice.

Junior Rangers

Travel north or south on any major freeway in America. Signs for national parks are everywhere. Most people can drive less than 100 miles to find a national park. The parks are protected areas. Many are forests. Sometimes they are in canyons or near the ocean. Some are even in areas where old military battles took place.

Most national parks have a program for young people. This program is called the Junior Rangers. The Junior Rangers is like a club for families. Families can learn about America's treasures. Children can learn the importance of protecting the land. They can also learn about life during the Civil War. Kids can find out why the North was against the South. They can view several grand mountain ranges. Junior Rangers find out how to save animals. The young ranger earns badges for learning about the parks.

But the Junior Rangers need help. Over 100 national parks do not have the Junior Rangers program. These parks need money in order to offer the program. The National Parks Service plans to raise 10 million dollars. Then it can offer the program at parks everywhere.

Any child can be a Junior Ranger. Check them out on the Internet. They will even let you sign up to become a Web Ranger.

1. Which question asks for an opinion?
 - A. How many parks have Junior Rangers?
 - B. Where are most national parks today?
 - C. How do Junior Rangers programs help?
 - D. When will the National Park Service raise money?

2. What if there were no Junior Rangers?
 - A. The parks might be closed.
 - B. Fewer kids might know about the parks.
 - C. More people might visit the parks.
 - D. The National Park Service might raise more money.

3. How can people best get information about Junior Rangers?
 - A. Drive down the freeway.
 - B. Visit a beach or canyon.
 - C. Write a letter to the Junior Rangers.
 - D. Look on the Internet.

4. Which words have four syllables?

- A. America, interesting, television
- B. national, importance, million
- C. program, hundred, history
- D. rangers, Internet, junior

5. What conclusion can you make about the Junior Rangers?
Write on the lines below.



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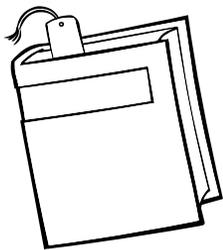
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Answers will vary.



Determining Meaning of Multiple-Meaning Words

Directions: Read the passage. Write the homophone that correctly completes each sentence.

Love Blooms

Once there was a _____ little princess who
dear / deer
 lived in a castle that had seen better days. In fact, some people
 thought it was a _____ shabby. This made the
we / wee
 princess sad, but she didn't want to spend her money on the castle.
 She preferred to use it helping all those who lived on her land. She
 gave all her money to help even the tiniest of creatures.

One day, her maid brought her a message from a
 _____ who lived in another kingdom. She had
knight / night
 met him at a ball while visiting her grandfather. He wanted to visit
 her soon.

“Oh, what shall I _____?” exclaimed the
wear / where
 princess. She did not know _____ to laugh or cry.
whether / weather

“My castle is so old and _____. I know he will
plane / plain
 not like it _____. I really wanted him to like me
hear / here

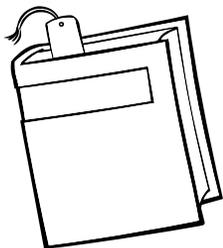
and my home.” The princess _____.
sighed / side

You see, the princess had given him a _____
peace / piece
of her heart, and she even dreamed about marrying him one day.

Her maid _____ her sad voice and ran to the
heard / herd
kitchen. She told her helpers to spread the word that the princess
needed _____ help. Together they thought of a
there / their
wonderful plan. Soon _____ was a line of people
there / they're
and animals on the _____ to the castle. The animals
rode / road
were holding dozens of flowerpots with their _____.
pause/ paws

They arranged the flowers all around the castle and
_____ the halls. The castle soon looked beautiful
threw / through
and smelled wonderful too.

The princess cried with joy. When the prince arrived, he noticed
the beautiful flowers. He loved the _____ of the
sent / scent
flowers, but he loved the princess even more. _____
So / Sew
the happy _____ married in the spring and lived
pair / pear
very happily ever after.



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Sometimes words have more than one meaning. And they may have more than one part of speech too. Let's look at two meanings for the word **figure**.

figure, *n.* **1.** a shape or form.
v. **2.** to solve or decide.

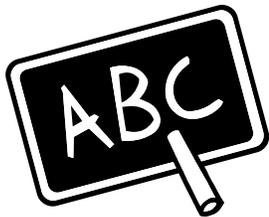
3. Which definition best matches the meaning of **figure** in this sentence?

Martin saw a **figure** walking toward him in the dark.

- A. to paint
 - B. a ghost
 - C. to decide
 - D. a form
4. Which part of speech is the word **figure** in this sentence?

Elena **figures** the length of the square is three units long.

- A. adjective
- B. verb
- C. noun
- D. adverb

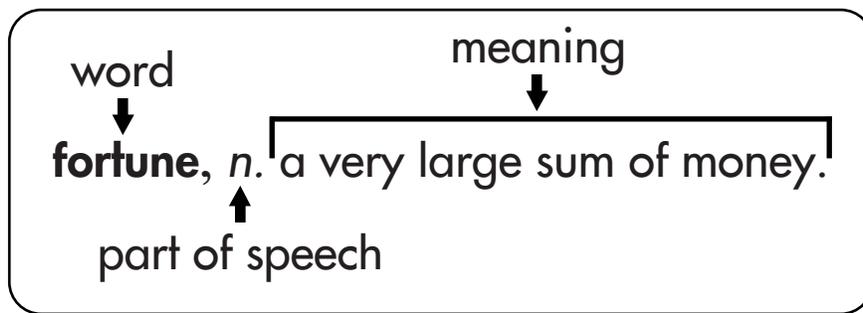


Using Resources to Learn New Words

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

What You Need to Know

A dictionary is a great place to learn about a word. You may remember that a dictionary gives the meaning of a word. It also tells what a part of speech a word is.



certain, adj. having no doubt.

- Which part of speech is the word **certain**?
 - adverb
 - noun
 - verb
 - adjective**
- What is the meaning of the word **certain**?
 - not understanding
 - being sure**
 - having concern
 - being fearful

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Recognizing Problem and Solution

Directions: Read the newspaper article. Then complete the graphic organizers and question that follow.

The Shady Creek Times

New Look at Shady Lane Elementary

SHADY CREEK, Aug. 10 - Shady Lane Elementary School has a new look these days. When the bell rings, you can see a sea of blue and tan filling the halls. That is because the school has a new dress code. This means that students are expected to wear certain clothes to school. The uniforms for boys are blue shirts with collars and tan slacks. The girls wear tan pants or skirts and blue blouses or sweaters.

Of course, Principal Betty Bell is very happy with the new uniforms. Before students wore uniforms, the school had a few problems. Many kids were being sent to the office. Students were not thinking about their schoolwork. Some kids were comparing who had the best clothes. Now things have changed. Principal Bell says the children think more about their schoolwork. They do not have to worry about what to wear each day. And the teachers think that students behave better. Not as many students are sent to the office.

The students have mixed feelings about the uniforms. Some say it is boring to wear the same thing every day. Other students are happy because they don't have to come up with new outfits each

morning. And some say nothing because they can't decide. Most parents are happy. They like their children working harder in school. They also think they are not spending as much money on clothes. What do you think about uniforms?

1. Under "Problems," list the problems the school had. Now list the solution to those problems under "Solution."

Problems

Solution

2. What are the effects of having students wear uniforms to school? List them below under “Effects.”

Cause

Students have a dress code. They now wear school uniforms.

Effects

3. What kind of uniform would you like to wear to school? Draw a design of your uniform on the back of this sheet.



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1. Under "Problems," list the problems the school had. Now list the solution to those problems under "Solution."

Problems

Answers will vary.

Possible responses:

Kids were sent to the office.

Students were not thinking about schoolwork.

Some kids were comparing their clothes.

Solution

Students wear uniforms.

2. What are the effects of having students wear uniforms to school? List them below under “Effects.”

Cause

Students have a dress code. They now wear school uniforms.

Effects

Answers will vary.

Possible responses:

Children think more about their schoolwork.

Students don't have to worry about what to wear.

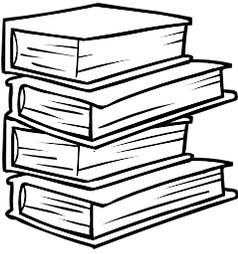
Students behave better.

Students aren't sent to the office as much.

Parents aren't spending as much money on clothes.

3. What kind of uniform would you like to wear to school? Draw a design of your uniform on the back of this sheet.

Answers will vary.



Mixed Skills: Determining Meaning of Multiple-Meaning Words

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

Forest Union News

Girl Meets with Bears to Say, “I’m Sorry”

THE WOODS, Jan. 20 - Goldilocks has come forward to say she made a big mistake and that she should not have gone into the Three Bears’ home. She has told the bears, “I am very sorry. I will never do something like that again.”

Last week, the bears came home to find someone in their house. Papa Bear said, “We noticed our porridge looked different when we saw there was nothing left in Baby Bear’s bowl. We also noticed that someone had been sitting in our chairs.”

Then the bears checked out the rest of their house. Baby Bear cried when he saw someone in his bed. The bears say that this person then jumped out the window and ran away. Neighbors saw a figure dashing from the bears’ house that same night. Baby Bear is certain it was a girl. Now that girl is ready to be responsible for what she did.

The bears were asked to accept the young, curly-haired girl’s apology. Mama Bear responded in a kind voice. She said, “Of

course we will. And Goldilocks may visit us anytime. But next time, she should knock first. Also, we will be adding a big lock to our door!”

1. Complete the sentence with the correct word.

Mama Bear said that _____ getting a new lock for the door.

- A. they're
- B. there
- C. their
- D. they

2. Complete the sentence with the correct word.

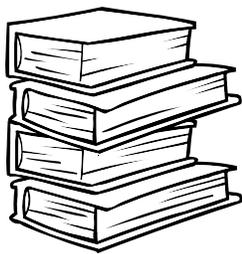
_____ were several neighbors who saw a figure running away.

- A. They're
- B. There
- C. Their
- D. They

3. Why was Goldilocks apologizing to the bears?
 - A. She wanted to eat more of the bears' porridge.
 - B. She ran away from them without saying goodbye.
 - C. She went into their house without asking.
 - D. The bears told her to apologize to them.

4. What was the first clue that someone was in the bears' house?
 - A. The front door of the house was open.
 - B. All of the porridge was gone from the bowl.
 - C. The bears saw Goldilocks in Baby Bear's bed.
 - D. Someone was seen running away from the house.

5. Why are the bears getting a lock on their door?



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 - D. Someone was seen running away from the house.
5. Why are the bears getting a lock on their door?

Answers will vary. Possible response: They don't want someone else to go into their house.



Determining Meaning of Multiple-Meaning Words: Homographs

Directions: Read the Web page below.



Back



Address:

Desert Night Life

Desert Night Life

Deserts are very hot places that appear empty of any living thing. However, many animals make the desert their home. These animals are adapted to the desert. They have learned how to live in harsh conditions. Some birds stay in the desert during the cooler months. They fly to other places when it gets hot. Other animals are active at night or in the early morning when it is cooler. They sleep during the day when it is too hot to be active. They search for food and hunt at night.

One of these animals is the *pocket mouse*. The pocket mouse avoids the heat by only coming out at night. It digs under the ground to make a nest. The dirt is cooler there. At night, it goes outside in search of food. The pocket mouse fills its cheek pockets with seeds to take home. It almost never has to drink water. It gets water from the food it eats.

Another desert animal that is adapted to the desert is the *ringtail cat*. It has seven to eight circular bands of white along its tail. During the day, the ringtail cat hides in a den. At night, it goes out to look for food. The ringtail cat uses its lean body and fast legs to move quickly along rocky ledges. It eats small prey, insects, and fruit. Like the pocket mouse, the ringtail cat can go without water for days.



Internet

Directions: Draw a line to match each word on the left with its meaning on the right.

band

quick

long

conceal

ground

earth

fast

not fat

hide

stripe

lean

lengthy

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

1. How do the pocket mouse and ringtail cat survive the desert heat? List at least three examples.



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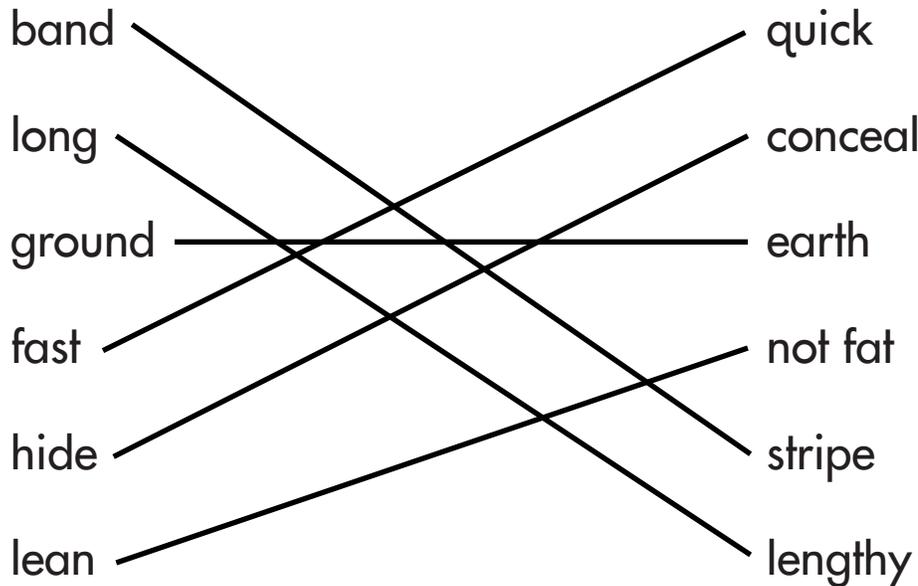
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Internet

Directions: Draw a line to match each word on the left with its meaning on the right.



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

1. How do the pocket mouse and ringtail cat survive the desert heat? List at least three examples. **Answers will vary.**

Possible response: Both the pocket mouse and ringtail cat hunt for food at night. The pocket mouse lives in the cool dirt. The pocket mouse gets water from the food it eats. The ringtail cat hides in its den during the day. The ringtail cat can go for days without water.



Using the Structure of Informational Text

Directions: Read the Web page below. Then read each question. Write a complete answer on the lines below.



Back



Address:

Visit the Farmers' Market

Visit the Farmers' Market

There will be a special farmers' market this week. It will begin Saturday, August 15th. Visitors can enjoy the market through Sunday, August 16th. Farmers will be bringing fresh fruits and vegetables to sell. There will also be merchants selling many kinds of fresh flowers. New to the market this year are handmade soaps. The soaps smell delicious. They also are good for your skin!

We will have a few of the same events as last year. The banjo player will be back. The Farm Friends Group will have exciting activities to try. Some of the farmers will be teaching farm skills. You can learn how to milk a cow. You can learn how to shave a sheep. You can also learn how to dye wool and churn butter. After all that hard work, you can eat a bag of kettle corn. Delicious!

The market will open at nine in the morning. It will close at seven in the evening each day. This special farmers' market will be located downtown. Stalls will be set up on the corner of Third Avenue and J Street. If you want to drive, take the Main Street exit off of the freeway. Then turn left on Third Street. If you do not want to drive, you can take the bus. Get off of the bus at the First Avenue stop. Then walk two blocks north to the market.



Internet

1. When does the farmers' market take place?

2. Where will the farmers' market take place?

3. What will the hours be for the farmers' market?

4. How many blocks will you need to walk from the bus stop?

5. List the things you can learn at the farmers' market.



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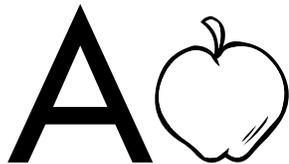
The farmers' market is open from nine in the morning until seven in the evening.

4. How many blocks will you need to walk from the bus stop?

You will need to walk two blocks from the bus stop.

5. List the things you can learn at the farmers' market.

List may be in any order but should include: milk a cow, shave sheep, churn butter, and dye wool.



Recognizing Organizational Pattern of Text: Compare and Contrast

Directions: Read the Web page below. Then read each question. Write a complete answer on the lines below.

Address: **River County Public Libraries**

River County Public Libraries

ABOUT THE LIBRARY

- [Branch Hours](#)
- [Branch Locations](#)
- [Contact Us](#)
- [Friends of the Library](#)
- [Jobs](#)
- [Rules](#)

LIBRARY SERVICES

- [Ask-a-Librarian](#)
- [Books-by-Mail](#)
- [Disabled Services](#)
- [Homework Centers](#)

PROGRAMS & EVENTS

- [Events by Library](#)
- [Friends Book Sale](#)
- [Toddler Activities](#)
- [Telephone Stories](#)

Ideas for Summertime Fun

Great Ways to Spend the Day

Visiting your local library is a great way to spend the day. It contains more books than you can imagine! The library is a quiet, calm place, so it is a great spot in which to read. You can use the card catalog or a computer to locate books. If you cannot find what you need by yourself, ask a librarian. A librarian can help you find books you enjoy reading. After you locate some books, you can check them out. The librarian will help you to get a library card. Then he or she will help you check out the books. Just make sure you return the books when you are finished reading them.

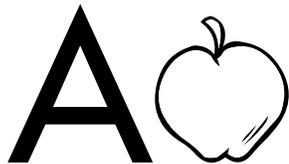
Another great way to spend your day is outside at the park. Parks are often active, noisy places. You can exercise your body and play games. You can run, climb, swing, dig, and

<p>Click here to sign up for the summer Read-a-Thon!</p>	<p>slide. Other children can play games with you too. Some parks even have ponds with ducks and geese to watch. Parks are not always busy places. You can also have a relaxing picnic. Resting under the shade of a tree can be fun. You even can read a book you borrowed from the library.</p>
<p>○ ● Internet</p>	

1. The passage compares and contrasts _____
 - A. day and night.
 - B. libraries and parks.
 - C. libraries and farms.
 - D. parks and beaches.

2. Libraries and parks are both _____
 - A. quiet, calm places.
 - B. places to exercise.
 - C. places to spend the day.
 - D. active, noisy places.

3. Under which heading can you read about library rules?
 - A. About the Library
 - B. Library Services
 - C. Programs & Events
 - D. none of the above



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4. Which link will take you to the Web page that tells when the library is open?

- A. Branch Locations
- B. Contact Us
- C. Branch Hours**
- D. Telephone Stories

5. Write how libraries and parks are alike. Then explain how they are different. **Answers will vary.**

Possible responses: Libraries and parks are places to spend the day. Libraries and parks are places to read a book. Libraries are usually quiet places, while parks are usually active and noisy places. Libraries are inside, while parks are outside.



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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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.

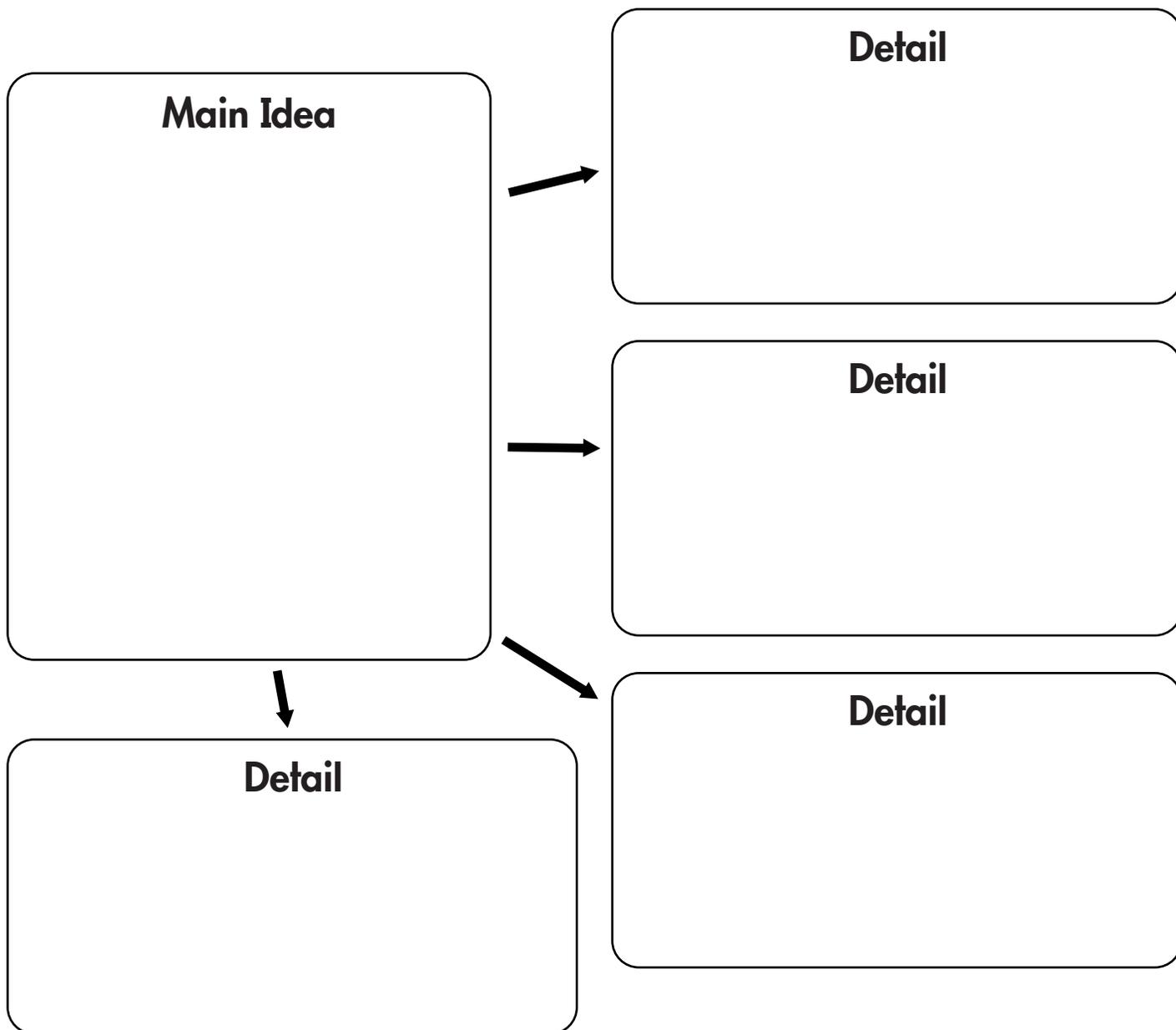


Identifying and Retelling the Main Idea

Directions: Read the myth below. Then write the main idea of the myth in the middle of the circle. At the end of each arrow, write a detail from the myth that supports the main idea.

A Man and His Wife

The god Zeus and his son Hermes visited a small, valley town. They disguised themselves as common beggars by wearing old, ripped clothing. The gods went to many houses in the town. They asked each family for food. They also asked for a warm place to sleep. But the people refused to help. Finally, the two gods came to a small hut. A man and his wife lived in the hut. Although they were old and poor, the couple welcomed the disguised gods. They fed Zeus and Hermes a hot meal and treated them with kindness. The grateful gods asked the man and his wife to follow them to a nearby hill. Suddenly, the day grew dark as night. The selfish people of the town ran away in fright. Then the poor couple's hut turned into a beautiful temple. The man and his wife lived happily in the temple for the rest of their days.



Directions: Retell the myth in your own words. Write in complete sentences.



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Responses should be similar to the following:

Main Idea
The old couple did not judge the gods by how they looked. They treated them with kindness.

Detail
The people in the town did not help the gods.

Detail
The selfish people in the town were frightened and ran away.

Detail
The man and his wife gave the gods food and acted in a kind manner.

Detail

Directions: Retell the myth in your own words. Write in complete sentences.

Answers will vary. Possible response: Two gods come to a town in a valley. They dress as beggars to see how the townspeople will treat them. Only one couple offers help. The gods reward that couple with a beautiful temple. The couple lives happily ever after.



Determining Cause and Effect

Directions: Read the myth below. Then complete the activities that follow.

The King with the Golden Touch

King Midas was a very rich and greedy king. Nothing made the king happier than counting all his gold coins. One day, the god Dionysus gave King Midas one wish. Midas made a selfish wish. He wished that everything he touched would turn to gold. King Midas touched a chair, and it turned to gold. He touched a flower, and it turned to gold. He even turned his servants and his children to gold! The king ran around his kingdom turning everything to gold. Because of his golden touch, the king became awfully lonely and sad. He had no one to talk to or to love. The king begged Dionysus to take away his wish. Dionysus agreed. King Midas spent the next several weeks turning everything in his kingdom back to normal.



1. Summarize the main action in the passage.

2. Underline the words or phrases that describe the causes of the main action.

3. List the effects of the main action.

4. What do you think King Midas learned?





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1. Summarize the main action in the passage. **Answers will vary.**

**Possible response: Everything King Midas touched
turned to gold.**

2. Underline the words or phrases that describe the causes of the main action.

3. List the effects of the main action. **Answers will vary.**

Possible responses: A chair turned to gold. The king's children turned to gold. The king became lonely and sad. The king had no one to talk to or love.

4. What do you think King Midas learned? **Answers will vary.**

Possible response: King Midas learned that his family was more important than gold.





Retelling a Story with Characters, Setting, and Important Events

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

The White Buffalo Calf Woman

Many, many years ago, the Lakota Indians suffered a great hunger. The Lakota Indians lived on dry, flat plains. Food became difficult to locate. But their great hunger ended when the White Buffalo Calf Woman came down from the Heavens. She went to all their teepees. She brought them special and sacred herbs. She also taught them peace prayers. Then she asked the Lakota people to follow her across the plains. The White Buffalo Calf Woman disappeared on the horizon just as a great herd of buffalo appeared. The Lakota people had food once again.

1. Circle the name of the main character.
2. Underline a description of the setting.
3. Retell the most important events in the story.

Echo

Fairies called *nymphs* lived in the forest. They protected the trees. One nymph named Echo served a goddess called Hera. Echo was good. But her friends often misbehaved around the goddess. Echo knew her friends' actions would soon anger Hera. So Echo tried to protect them. When her friends misbehaved, Echo distracted Hera. She kept Hera busy with her never-ending chatter. Hera became furious when she discovered Echo's trick. The goddess punished Echo by making it impossible for her to speak. Instead, Echo could only repeat the last few words of another person. Echo can still be heard in the forest and mountains today.

1. Circle the name of the main character.
2. Underline a description of the setting.
3. Retell the most important events in the story.



Retelling a Story with Characters, Setting, and Important Events

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

The White Buffalo Calf Woman

Many, many years ago, the Lakota Indians suffered a great hunger. The Lakota Indians lived on dry, flat plains. Food became difficult to locate. But their great hunger ended when the White Buffalo Calf Woman came down from the Heavens. She went to all their teepees. She brought them special and sacred herbs. She also taught them peace prayers. Then she asked the Lakota people to follow her across the plains. The White Buffalo Calf Woman disappeared on the horizon just as a great herd of buffalo appeared. The Lakota people had food once again.

1. Circle the name of the main character.
2. Underline a description of the setting.
3. Retell the most important events in the story.

Possible response: The White Buffalo Calf Woman saved the Lakota Indians from hunger. She taught them prayers and lead them to buffalo.

Echo

Fairies called *nymphs* lived in the forest. They protected the trees. One nymph named **Echo** served a goddess called Hera. Echo was good. But her friends often misbehaved around the goddess. Echo knew her friends' actions would soon anger Hera. So Echo tried to protect them. When her friends misbehaved, Echo distracted Hera. She kept Hera busy with her never-ending chatter. Hera became furious when she discovered Echo's trick. The goddess punished Echo by making it impossible for her to speak. Instead, Echo could only repeat the last few words of another person. Echo can still be heard in the forest and mountains today.

1. Circle the name of the main character.
2. Underline a description of the setting.
3. Retell the most important events in the story.

Possible response: Echo did not want her friends to get in trouble. She distracted Hera by talking to her. Hera punished Echo. Now Echo can only repeat words.



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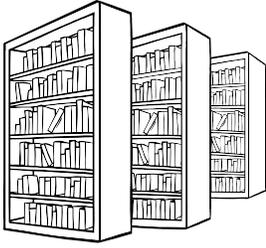
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Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

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.



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.

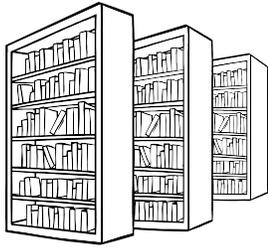
Directions: Read the question. Then write one sentence in each box.

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.



Recognize Elements of Plot

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

The Awful Smell

Seth was a chocolate maker. He loved the sweet smell of his chocolate! He never grew tired of it. The scent clung to his clothes and floated through his house. It followed him as he walked to and from work.

One day, Seth came home to an awful odor. His neighbor, Elena, had started a new business. She was making perfume. Elena was working on some new scents. She had to use smelly chemicals, strong flowers, and smoky flames to make the perfumes. Elena liked the smells, but Seth thought they were terrible. He could not stand the awful aroma, so he closed his windows, turned on the fans, and lit some candles. But he could still smell the strong scent of perfume. Then Seth had an idea.

Seth knocked on Elena's door and said, "Elena, I would like to buy your house. Let me explain. The terrible smells from your perfumes are driving me crazy!"

Now Elena was a very tricky woman. She did not want to sell her house, but she also knew arguing with Seth would do no good. Elena thought for a few minutes before answering. Then she said, "OK, Seth. I will sell you my house, but I have guests for two weeks. Let us finish our visit. Then you can buy it."

Seth thought about Elena's idea for a minute. He wanted the smell to stop, but he would wait. Seth returned home and tried to forget about the smells from the perfume house. After three days, the smells seemed to become fainter. Seth stopped thinking about the perfume in a week. At the end of two weeks, he no longer wanted to buy Elena's house. Elena smiled because she knew all along Seth would get used to the smells. It just took some time.

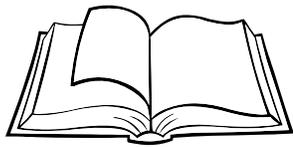
Directions: Use words and phrases from the passage to complete the graphic organizer.

Problem

Rising Action

Climax

Solution



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Directions: Use words and phrases from the passage to complete the graphic organizer. **Answers will vary.**

Problem

Possible response:

Seth does not like the smell of Elena's perfume.

Rising Action

Possible responses:

Seth offers to buy the house from Elena.

Elena accepts Seth's offer to buy the house. Elena puts Seth off for two weeks.

Climax

Possible responses:

Seth stops thinking about the perfume.

Seth no longer wants to buy the house.

Solution

Possible response:

Seth gets used to the smells.

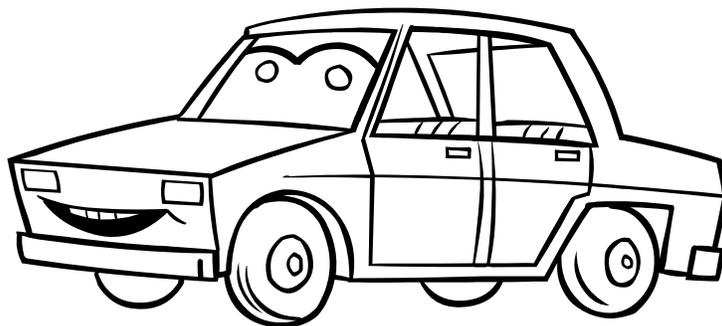


Comparing and Contrasting

Directions: Read the passage. Then complete the Venn diagram below.

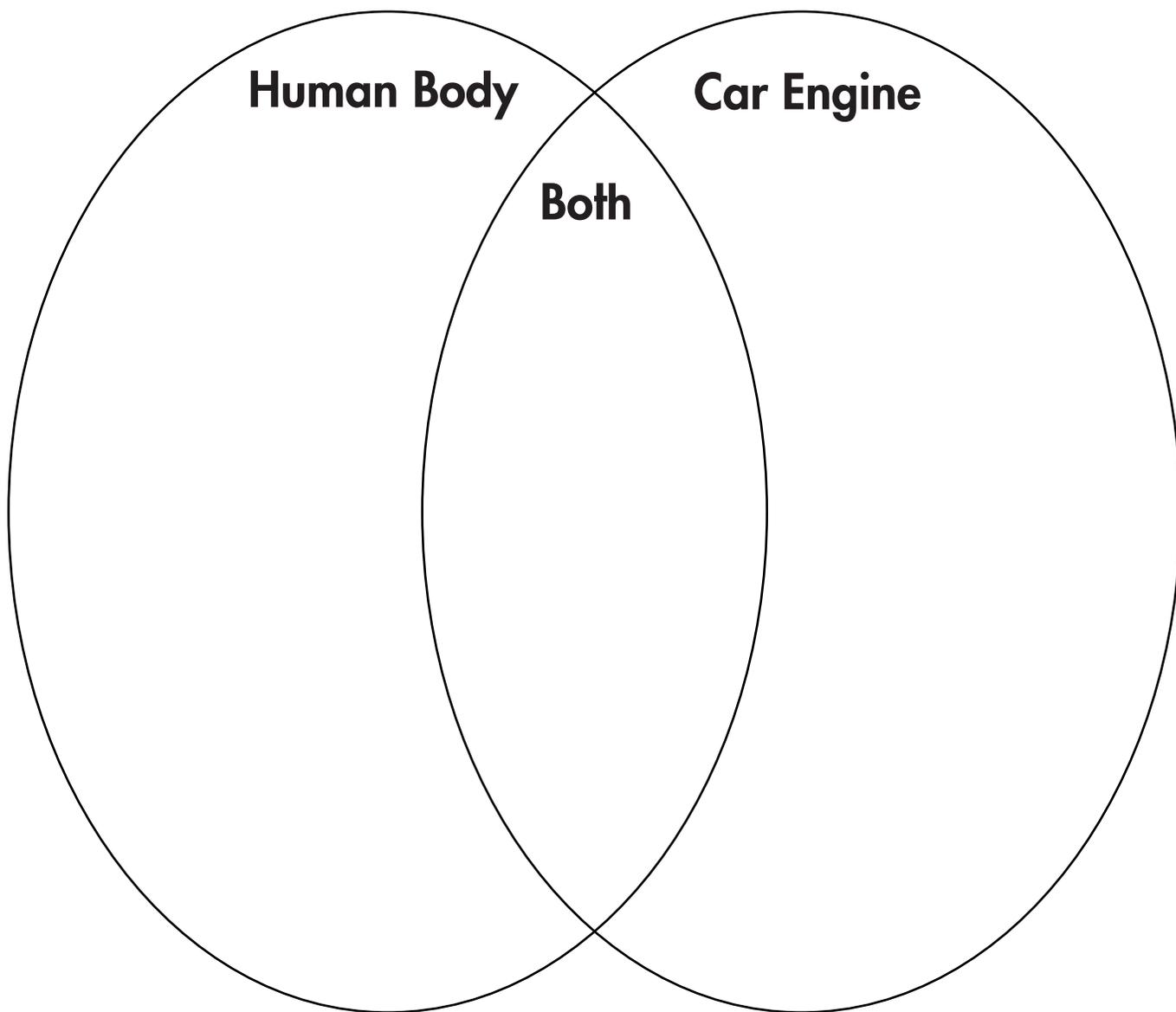
Human Machines

A machine is something with moving parts. It needs power to move. Sometimes the human body seems like a machine. Scientists who study the human body may even call it a machine. Think about the ways that a human body and a car engine are alike. Both the human body and the car engine need fuel to go. The human body needs food, while the car engine needs gasoline. Both need cleaning to work right. Both may also need repairs from time to time.



Taking care of bodies and machines is important. Keeping the body healthy is important. A person who does not get enough rest or exercise and does not eat well is unhealthy. An unhealthy body does not function well. A dirty car engine does not work well either. A car engine needs to be cleaned and given tune-ups to be healthy. A body that is not working well might need help from a doctor. The body might need medicine to make it healthy again. A broken system in a car might need repairs. The car might be fixed with tools. Fixing a human body or a car engine makes them both work well again.

Of course, humans and machines are not exactly alike. A human can feel, but a machine cannot feel anything. Humans also think and make choices about where to go and what to do. Machines do not think or make decisions. They move or function because of how humans use them. The human body and car engines are alike and different.



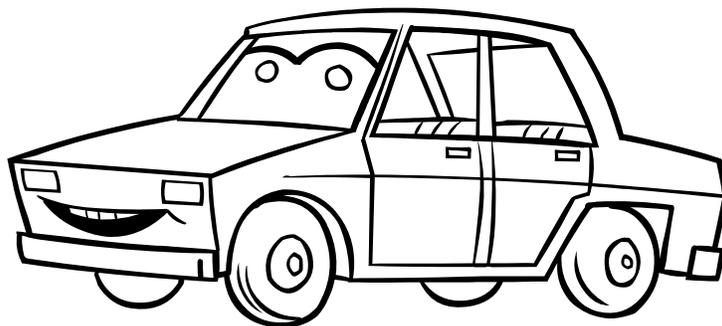


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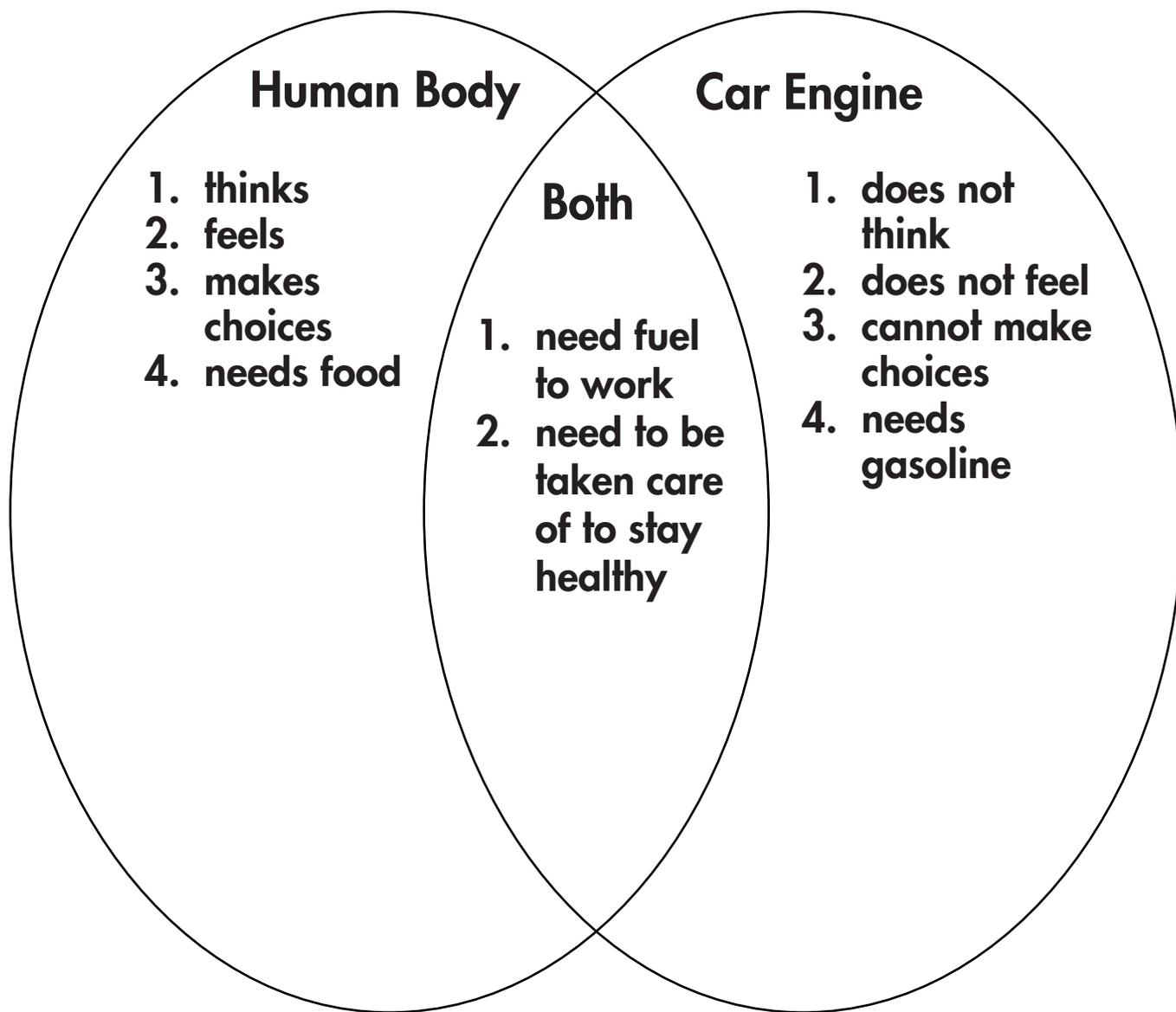
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Answers will vary.





Reading Fluently

Directions: Read the passages aloud.

Carrie's Book Club

Written by Nancy Parent

Carrie Jones was in Ms. Brown's third-grade class, and she decided to start a book club.

Each month, she and her friends would pick a different book to read. The girls agreed they would take turns choosing the books.

The girls drew straws to see who would make the first choice. Carrie pulled the shortest straw, so she would choose the first book.

"This is great!" said Carrie. "I want to read the new Bailey School Kids book."

"Oh, no!" cried Susie. "I already read it. Pick something else, please."

"I can't think of another book right now," said Carrie. "I don't know what else I want to read."

"Well," said Jessica. "I want to read a book about a family and their dog."

Annie said that she wanted to read an adventure story.

“Wait a minute,” Carrie said. “I get to pick the book because I drew the shortest straw, so let me try and think of something.”

“We gave you a chance to think of something and you couldn’t,” Annie said.

Before long, Annie, Susie, Jessica, and Carrie were arguing loudly in the school library. The uneasiness was building.

“I think I changed my mind,” said Susie sadly. “I don’t want to be in the book club anymore.”

Annie and Jessica threatened to quit too.

Ms. Mills, the librarian, spoke up. “Girls!” she cried. “What is the problem? I understand that sometimes it’s hard to make choices, but your book club will end before it begins if you cannot learn to cooperate.”

“We’re sorry, Ms. Mills,” said Carrie. Then she took a few minutes to think.

Suddenly, Carrie turned back to the group. “I have an idea,” she explained.

Carrie asked the girls what kinds of books they liked the best.

“Do you like mysteries, animal stories, or adventure stories?”

All of the girls agreed that they liked mystery stories the best.

“Okay,” said Carrie. She explained about a really good mystery book with a girl detective in it, named Nancy Drew.

“What if we read this first?” she asked.

All four girls agreed as they jumped up and asked Ms. Mills to help them find a Nancy Drew book.

Ms. Mills pointed them to the mystery section in the library where the girls found the book.

Carrie’s first book club choice was a winner!

A Bag of Hope

Written by Sue Motter

Lars felt at home for the first time since he got off the boat in America. All he had now was hope and a little bag of seeds. He kept the bag of seeds in his pocket, and every day he would take them out and look at them. With these seeds, he was going to plant his new field of wheat.

Now, he stood looking at the land. The black dirt was rich. This is where he would farm, but first he needed to build a house. The wind was cold, and every day it blew harder and grew colder. Snow would soon come, and he must have a warm place to stay. In the spring, he would plant his seeds and watch them grow.

Lars worked hard to build his house. There were no trees, so he used the dirt from a nearby hill to make his bricks. Each day, he walked back and forth over the hard ground, and at night, he would look at his seeds. Soon it would be time to plant them.

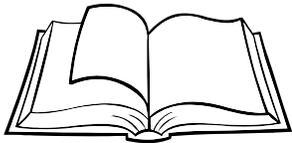
One night, he opened the bag and the seeds were gone! He looked in the bag and saw a hole. He hoped the seeds were in his pocket, but it was empty too. All he found was another hole. His hope was in that bag, and now it was gone. He would stay warm this winter, but in the spring he would have to leave. He had nothing to plant.

Winter was long. It snowed and snowed, and Lars was sad. Then the wind grew warmer, and the snow melted.

Lars woke up early to go for one last walk. The grass was green and growing. Lars came to a stop. He couldn't believe his eyes. It wasn't grass growing. It was wheat!

Lars remembered digging the rich dirt and walking back and forth across the ground. Somehow he must have planted a row of wheat. Now, he had a little field that would grow. In the fall, he would be able to gather new seeds to grow even more wheat.

Thanks to Lars, America now has fields with amber waves of grain.



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Mixed Skills: Summarizing, Sequencing Events, and Recognizing Elements of Plot

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

Space Dust

Small rocks, or metallic pieces, hit Earth's atmosphere all the time. These small rocks burst into flames when they hit. This makes them look as though they are shooting across the sky. These rocks are sometimes called *shooting stars*. However, the term *shooting star* is incorrect because they are really *meteors*. When these meteors hit the ground, they become *meteorites*. Most of them are so small that it takes a microscope to see them. Tiny meteorites are called *micrometeorites*. The force of the small rocks hitting the atmosphere breaks them into tiny pieces. They look like dust!

Scientists are not the only people who can study micrometeorites. We all can with the right materials! If you want to study micrometeorites, you will need sunshine and one large sheet of white plastic or paper. You will also need a microscope (A magnifying glass will also work.) and a magnet.

There are several steps to collect and study micrometeorites. First, lay the sheet of white plastic or paper outside. Leave it on the ground for two to three hours. Then, carefully bring the white sheet to a table inside. Next, slide the magnet under the sheet.

The magnet will separate the metal particles from the dust. Finally, look at these metal particles under the microscope. Did you find any ball-shaped particles with dents in them? If you did, you have just found space dust!

1. What happens before the space dust hits Earth?
 - A. Scientists collect the dust.
 - B. A meteor hits the atmosphere.
 - C. The sun shines brightly.
 - D. People look through a microscope.

2. A magnet helps by ____
 - A. finding the metal pieces.
 - B. magnifying the ball-shaped dust.
 - C. holding the pieces together.
 - D. getting rid of the dust.

3. Which summarizes the first paragraph?
 - A. Shooting stars are flames from rocks.
 - B. Micrometeorites are very small.
 - C. Meteors break into tiny pieces.
 - D. Space particles hit Earth all the time.

4. Which is the first step to collect and study micrometeorites?
- A. look at particles under a microscope
 - B. lay plastic or paper outside
 - C. pass a magnet under the plastic
 - D. leave the plastic or paper outside

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

5. Summarize the article in one to two sentences.



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Space Dust

Small rocks, or metallic pieces, hit Earth's atmosphere all the time. These small rocks burst into flames when they hit. This makes them look as though they are shooting across the sky. These rocks are sometimes called *shooting stars*. However, the term *shooting star* is incorrect because they are really *meteors*. When these meteors hit the ground, they become *meteorites*. Most of them are so small that it takes a microscope to see them. Tiny meteorites are called *micrometeorites*. The force of the small rocks hitting the atmosphere breaks them into tiny pieces. They look like dust!

Scientists are not the only people who can study micrometeorites. We all can with the right materials! If you want to study micrometeorites, you will need sunshine and one large sheet of white plastic or paper. You will also need a microscope (A magnifying glass will also work.) and a magnet.

There are several steps to collect and study micrometeorites. First, lay the sheet of white plastic or paper outside. Leave it on the ground for two to three hours. Then, carefully bring the white sheet to a table inside. Next, slide the magnet under the sheet.

The magnet will separate the metal particles from the dust. Finally, look at these metal particles under the microscope. Did you find any ball-shaped particles with dents in them? If you did, you have just found space dust!

1. What happens before the space dust hits Earth?
 - A. Scientists collect the dust.
 - B. A meteor hits the atmosphere.**
 - C. The sun shines brightly.
 - D. People look through a microscope.

2. A magnet helps by ____
 - A. finding the metal pieces.**
 - B. magnifying the ball-shaped dust.
 - C. holding the pieces together.
 - D. getting rid of the dust.

3. Which summarizes the first paragraph?
 - A. Shooting stars are flames from rocks.
 - B. Micrometeorites are very small.
 - C. Meteors break into tiny pieces.
 - D. Space particles hit Earth all the time.**

4. Which is the first step to collect and study micrometeorites?
- A. look at particles under a microscope
 - B. lay plastic or paper outside**
 - C. pass a magnet under the plastic
 - D. leave the plastic or paper outside

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

5. Summarize the article in one to two sentences.

Possible response: Micrometeorites are tiny meteorites that hit Earth's surface. Anyone can collect and study micrometeorites by following a few simple steps.



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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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: _____



Compare and Contrast

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

Deserts and Mountains

Would you rather go to the desert or the mountains? At first glance, the two places may seem very different. But they actually share many similarities. Both the desert and the mountains have extreme weather, a variety of plants and trees, and many kinds of animals.

Desert weather is extremely hot and dry. Deserts get less than 10 inches of rain each year. It is often over 100 degrees during the day. Although deserts can get cold at night, they are known for their intense heat.

Several plants, trees, and animals call the desert their home. They all have ways to survive in the dry heat. The trees and bushes that grow in the desert store water in their roots and stems. Many desert plants, such as the cactus, have spines instead of leaves. The spines collect water, provide shade, and protect the plant from animals. In fact, many desert animals get their water from eating plants. A lot of desert animals also escape the heat by living under the ground. Many search for food at night. Snakes, lizards, birds, ground squirrels, and bobcats all live in the desert.

Mountains also have extreme weather. The weather in the mountains is often cool and wet. The higher you go, the colder it

gets. The snow never melts on some mountain peaks. The weather can also change very fast. On even the warmest days, a cold thunderstorm can roll in at any moment.

Many plants, trees, and animals grow and live in the mountains. The bottom and middle parts of mountains are covered in forests. Mountain trees have many leaves or needles. Bears, deer, squirrels, and birds all live at the bottom or in the middle of the mountain. In these areas, it is easy for them to find food and shelter. But the tops of mountains are usually too cold for plants and animals. Most mountaintops are covered in ice instead of plants and animals. Only animals with thick, wooly fur can live there. Mountain goats live at the top of many mountains.

1. Underline words or phrases that tell about weather in the desert and in the mountains.
2. Circle words or phrases that tell about plants and animals in the desert and in the mountains.

Directions: Review the words and phrases you underlined and circled in the passage. Now complete the graphic organizer below.

Compare	In a few sentences, summarize how the desert and the mountains are similar.
<hr/> <hr/> <hr/>	

Contrast	Write a list of how deserts and mountains are different. Two have been done for you.	
Features	Desert	Mountains
Weather		cold and wet
Plants and Trees	Plants store water.	
Animals		



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

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Desert weather is extremely hot and dry. Deserts get less than 10 inches of rain each year. It is often over 100 degrees during the day. Although deserts can get cold at night, they are known for their intense heat.

Several plants, trees, and animals call the desert their home. They all have ways to survive in the dry heat. The trees and bushes that grow in the desert store water in their roots and stems. Many desert plants, such as the cactus, have spines instead of leaves. The spines collect water, provide shade, and protect the plant from animals. In fact, many desert animals get their water from eating plants. A lot of desert animals also escape the heat by living under the ground. Many search for food at night. Snakes, lizards, birds, ground squirrels, and bobcats all live in the desert.

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gets. The snow never melts on some mountain peaks. The weather can also change very fast. On even the warmest days, a cold thunderstorm can roll in at any moment.

(Many plants, trees, and animals) grow and live in the mountains. The bottom and middle parts of mountains are covered (in forests). Mountain trees have (many leaves or needles). (Bears, deer, squirrels, and birds) all live at the bottom or in the middle of the mountain. In these areas, it is (easy for them to find food and shelter). But the tops of mountains are usually too cold for plants and animals. Most mountaintops are covered in ice instead of plants and animals. Only (animals with thick, wooly fur) can live there. (Mountain goats) live at the top of many mountains.

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Directions: Review the words and phrases you underlined and circled in the passage. Now complete the graphic organizer below.

Compare	In a few sentences, summarize how the desert and the mountains are similar.
<p>Possible response: Both the desert and the mountains have extreme weather. Plants, trees, and animals also live in both places. Both the desert and mountains are fun places to visit.</p>	

Contrast	Write a list of how deserts and mountains are different. Two have been done for you.	
Features	Desert	Mountains
Weather	dry and hot little rain	cold and wet snow, rain The weather changes quickly.
Plants and Trees	few plants or trees Plants store water. Plants and trees do not have leaves; they have spines.	forests many plants and trees Plants and trees have leaves or needles.
Animals	Animals eat plants for water. Animals escape the heat by living under the ground. Many animals hunt at night. Snakes, lizards, ground squirrels, and bobcats live in the desert.	It is easy to find food and shelter on the bottom and in the middle of a mountain. Animals need thick, wooly fur to live at top of mountain. Bears, deer, squirrels, and goats live in the mountains.



Mixed Skills: Categorizing Words and Following Written Instructions

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

Italian Feasts

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

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

1. Which word does not belong in the group?

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

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

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

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

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

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



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Identifying Elements of Character

Directions: Read the tall tale. Then complete the graphic organizer that follows.

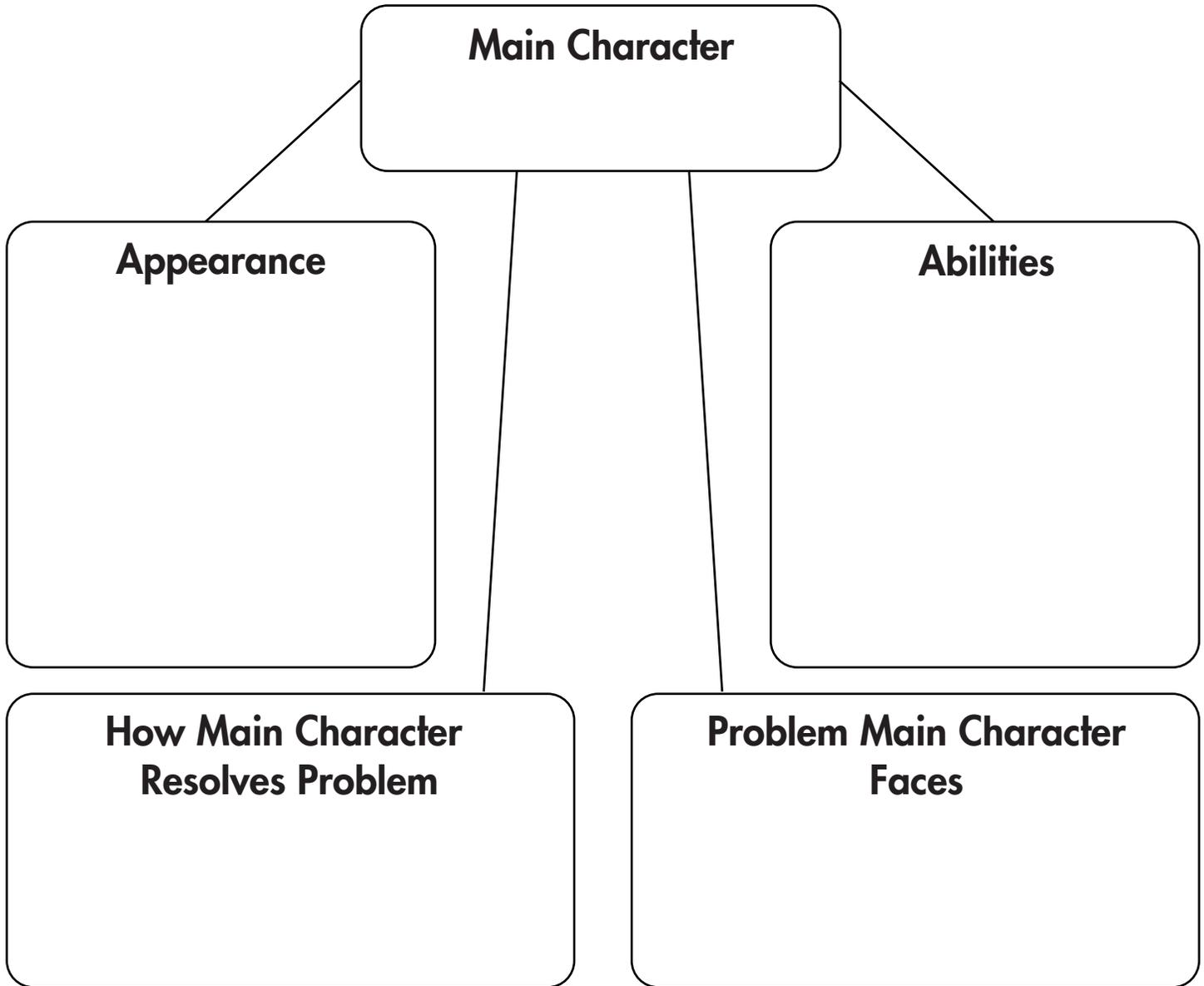
Florida Fay

Once there was girl called Fay. She had the biggest and brightest smile in all of Florida. It twinkled and glowed like one million fireflies in the sky. It stretched from ear to ear and head to toe. People all across America said that it was not the sun that kept Florida warm and cloudless most of the year. They said it was the amazing smile of Florida Fay. They also said that one tiny grin from Fay could turn enemies into best friends. Her grin was equally known to turn lemons into lemonade.

One day, a huge snowstorm tore across the state of Minnesota. It covered the land from top to bottom. People lost electricity and heat. All of Minnesota turned pitch black. Everyone was horribly cold. It was so cold that even ice cubes shivered. The governor declared an emergency. He brought together his smartest advisors to figure out a solution to the problem. Finally, someone thought of Florida Fay.

The governor brought Florida Fay on an airplane to the frozen state. They asked her to smile. Her smile lit up Minnesota like a giant lantern. It melted all of the snow in just one hour. It became so hot that the people of Minnesota threw off their mittens and scarves and went about their business in bathing suits. Florida Fay saved the day with her giant smile that stretched from ear to ear and head to toe.

1. Think about the main character, Florida Fay. Then write details about her in the boxes below.



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

2. Explain why the tall tale is funny.



Identifying Elements of Character

Directions: Read the tall tale. Then complete the graphic organizer that follows.

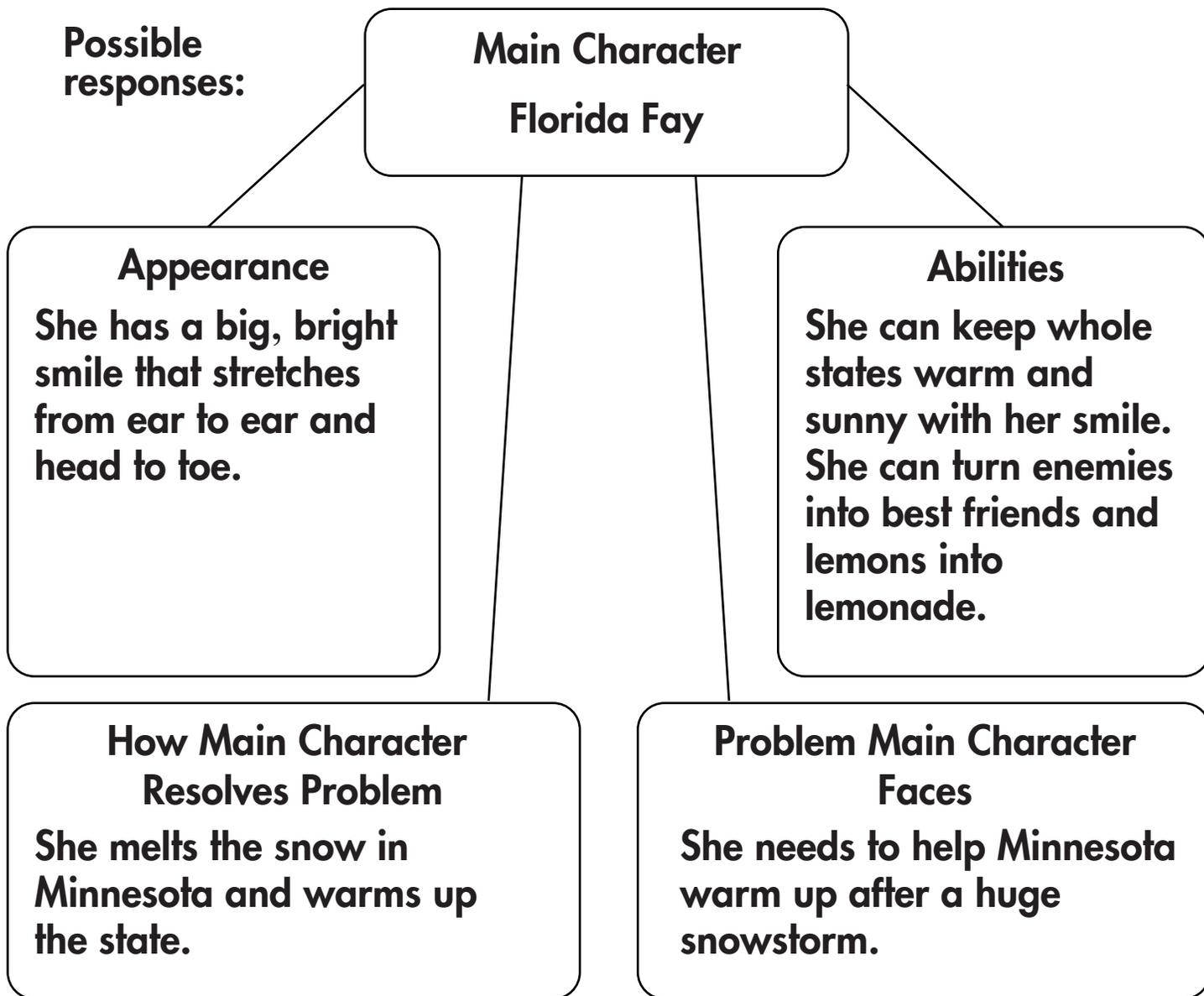
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Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

2. Explain why the tall tale is funny.



Determining Point of View

Directions: Read the tall tale. Then answer the questions that follow.

Pecos Bill

Adapted from the Traditional Tale

People from all over say that Pecos Bill could ride any horse, no matter how wild. As a matter of fact, Pecos Bill could ride anything. One day, he decided that he wanted to ride a tornado. However, he did not want to ride just any tornado. He wanted to ride the biggest and meanest tornado ever. He waited and waited. Finally, in the state of Kansas, a tornado came along. The tornado roared like a pride of lions. It was so loud that people living on the other side of the earth could hear it. Pecos Bill jumped up on the back of that tornado as it whipped by. The tornado twisted and howled like a hungry wolf. It tried to hurl old Bill back onto the ground, but he hung on. His hair flew out behind him like a flag in the wind.

The tornado whirled across four western states. It struggled to throw Bill off of its back. It carved up mountains and turned them into canyons. It turned whole forests into deserts that threw up dust and turned the air dry and hot. Bill kept on riding until that tornado hit California. It was there that he finally fell off. It is said that he hit the ground so forcefully that it sank below sea level. The place where Bill landed became known as Death Valley, one of the hottest places on the planet.

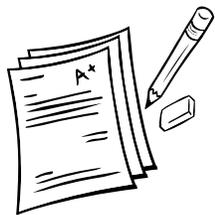
1. Who is telling this tall tale? How can you tell? Write your answer in complete sentences on the lines below.

2. What makes this story a tall tale? Write your answer in complete sentences on the lines below.

Directions: Complete the graphic organizer below.

3. Draw a picture for each plot element. Then explain each picture by writing a sentence below it.

Pecos Bill	Introduction	Rising Action
Climax	Falling Action	Resolution



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1. Who is telling this tall tale? How can you tell? Write your answer in complete sentences on the lines below. **Answers will vary.**

A narrator is telling this tall tale. You can tell because it is written in the third person.

2. What makes this story a tall tale? Write your answer in complete sentences on the lines below. **Answers will vary.**

A tall tale is an exaggerated story and is often amusing. This story is funny to read and has a main character with superhuman abilities.

Directions: Complete the graphic organizer below. **Answers will vary.**

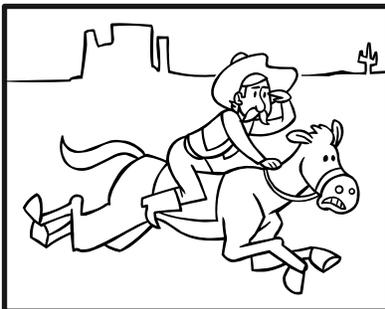
3. Draw a picture for each plot element. Then explain each picture by writing a sentence below it.

Pecos Bill



This is a picture of Pecos Bill.

Introduction



This is Pecos Bill looking for a tornado while riding his horse.

Rising Action



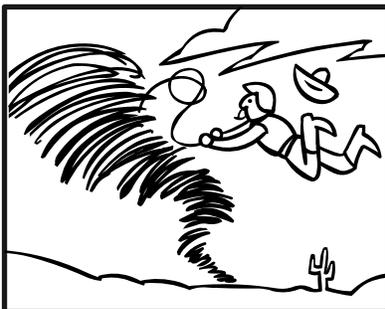
The huge tornado arrives.

Climax



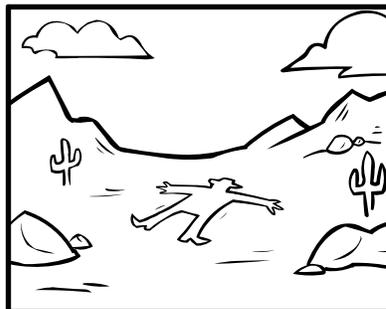
This shows Pecos Bill jumping up on the tornado and beginning to ride it.

Falling Action

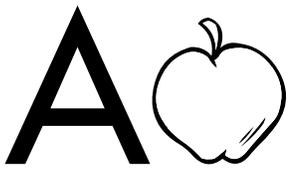


Here we see Pecos Bill struggling to hang on to the tornado.

Resolution



Pecos Bill finally falls off the tornado. He falls so hard that he creates Death Valley.



Identifying the Meaning of Words

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

Johnny Appleseed

Adapted from the Traditional Tale

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

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

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

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

produce

an area of land

territory

good for

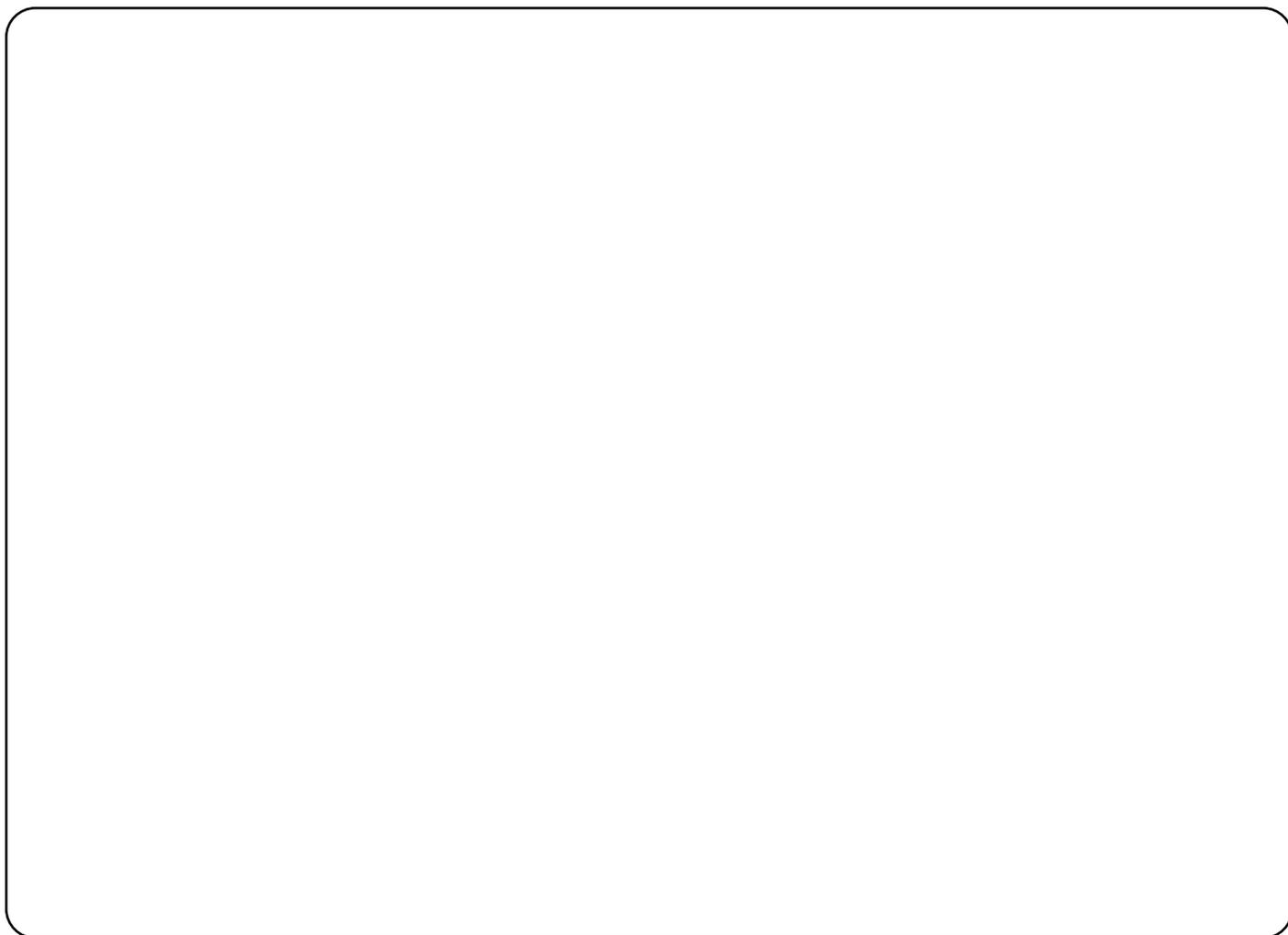
beneficial

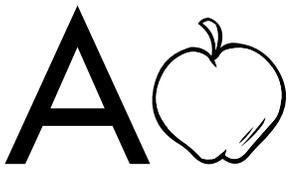
a group

population

to cause to exist

4. Draw a picture to illustrate the tall tale.





Identifying the Meaning of Words

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

Johnny Appleseed

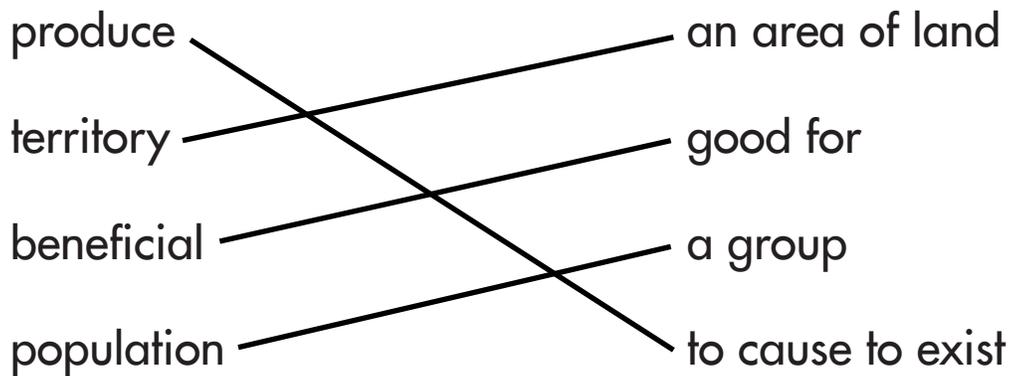
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3. Draw a line from each word on the left to its correct meaning on the right.



4. Draw a picture to illustrate the tall tale.

Answers will vary.



Mixed Skills: Identifying Elements of Character and Distinguishing Realism and Fantasy

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

Paul Bunyan and Babe the Blue Ox

Adapted from the Traditional Tale

When Paul Bunyan was born, his parents were in for a giant surprise. Paul was not an ordinary baby. He was enormous. He weighed 80 pounds only three hours after his birth. He could wear his father's clothing when he was only one week old. He gobbled up 40 bowls of cereal for breakfast. After that, he was still hungry. Paul's size expanded so quickly that he soon needed to wear clothes with wagon wheels for buttons. Paul had the strength of 100 men. He grew up to become the world's greatest lumberjack. He turned trees into lumber for people to build houses.

One winter, it was so cold that the snow turned blue. Paul continued to work. As he tromped across the blue landscape, he began to hear a snorting sound. Paul followed the sound until he came across a teeny baby ox. The ox was jumping mad! He was so small that he could not see over the high drifts of snow. Paul laughed at the sight of it. Paul brought the tiny ox home and named him Babe. He fed and washed him. But the snow had stained Babe's fur blue forever!

It turns out that Babe and Paul had plenty in common. Babe started growing and did not quit. People said they could see him

widening right before their eyes. Babe could swallow 30 bales of hay at one time. He even gulped down the wire that they were bound in. It took six men to extract the wire out of his teeth when he was finished. Babe grew to be so enormous that it took a crow an entire day to fly from one of his horns to the other.

Paul and Babe were best friends. They helped each other in every way they could. Paul would chop down a forest of trees in just a few minutes. Babe would haul them off across the Minnesota terrain just as swiftly. Paul hollowed out a lake so that Babe had a watering hole. Babe helped Paul around the lumberjack camp. Babe's main job was to straighten out the twisted mountain roads. He would secure one end of a road on each horn. Then he would shake the road until it lay in a straight line.

Now Paul and Babe the Big Blue Ox did not always have the best of luck. One winter, Babe knocked a bag of peas off the kitchen counter with his tail. The peas scattered far and wide! They flew so far that they knocked over Paul's lumberjack friends who were coming home for lunch. Most of the peas landed in a pond a few states away. They turned that pond into the biggest bowl of pea soup in North America. But nobody minded because the soup fed Paul and Babe the Blue Ox for an entire year!

1. Paul Bunyan and Babe are both _____
- A. blue and horned.
 - B. logging men.
 - C. enormous and strong.
 - D. afraid of crows.

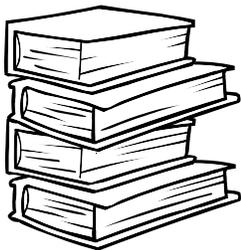
2. Paul created a lake so that Babe could _____
- A. see over the snow.
 - B. drink fresh water.
 - C. haul more trees .
 - D. warm up.

3. The word **swiftly** means _____
- A. fast.
 - B. strong.
 - C. huge.
 - D. twisted.

4. How did Babe become blue?
- A. He was jumping mad.
 - B. He straightened out a road.
 - C. He was stained by the snow.
 - D. He drank a lot of milk.

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

5. Explain why this story is a tall tale.



Mixed Skills: Identifying Elements of Character and Distinguishing Realism and Fantasy

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

Paul Bunyan and Babe the Blue Ox

Adapted from the Traditional Tale

When Paul Bunyan was born, his parents were in for a giant surprise. Paul was not an ordinary baby. He was enormous. He weighed 80 pounds only three hours after his birth. He could wear his father's clothing when he was only one week old. He gobbled up 40 bowls of cereal for breakfast. After that, he was still hungry. Paul's size expanded so quickly that he soon needed to wear clothes with wagon wheels for buttons. Paul had the strength of 100 men. He grew up to become the world's greatest lumberjack. He turned trees into lumber for people to build houses.

One winter, it was so cold that the snow turned blue. Paul continued to work. As he tromped across the blue landscape, he began to hear a snorting sound. Paul followed the sound until he came across a teeny baby ox. The ox was jumping mad! He was so small that he could not see over the high drifts of snow. Paul laughed at the sight of it. Paul brought the tiny ox home and named him Babe. He fed and washed him. But the snow had stained Babe's fur blue forever!

It turns out that Babe and Paul had plenty in common. Babe started growing and did not quit. People said they could see him

widening right before their eyes. Babe could swallow 30 bales of hay at one time. He even gulped down the wire that they were bound in. It took six men to extract the wire out of his teeth when he was finished. Babe grew to be so enormous that it took a crow an entire day to fly from one of his horns to the other.

Paul and Babe were best friends. They helped each other in every way they could. Paul would chop down a forest of trees in just a few minutes. Babe would haul them off across the Minnesota terrain just as swiftly. Paul hollowed out a lake so that Babe had a watering hole. Babe helped Paul around the lumberjack camp. Babe's main job was to straighten out the twisted mountain roads. He would secure one end of a road on each horn. Then he would shake the road until it lay in a straight line.

Now Paul and Babe the Big Blue Ox did not always have the best of luck. One winter, Babe knocked a bag of peas off the kitchen counter with his tail. The peas scattered far and wide! They flew so far that they knocked over Paul's lumberjack friends who were coming home for lunch. Most of the peas landed in a pond a few states away. They turned that pond into the biggest bowl of pea soup in North America. But nobody minded because the soup fed Paul and Babe the Blue Ox for an entire year!

1. Paul Bunyan and Babe are both _____
 - A. blue and horned.
 - B. logging men.
 - C. enormous and strong.**
 - D. afraid of crows.
2. Paul created a lake so that Babe could _____
 - A. see over the snow.
 - B. drink fresh water.**
 - C. haul more trees .
 - D. warm up.
3. The word **swiftly** means _____
 - A. fast.**
 - B. strong.
 - C. huge.
 - D. twisted.
4. How did Babe become blue?
 - A. He was jumping mad.
 - B. He straightened out a road.
 - C. He was stained by the snow.**
 - D. He drank a lot of milk.

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

5. Explain why this story is a tall tale.

Possible response: The story is an exaggeration. It is funny to read. The main character has superhuman abilities.



Recognizing Idioms

Directions: Read the fairy tale. Then underline each of the seven idioms the tale contains.

Cinderella

Adapted from the Traditional Tale

Cinderella was a loving girl with a heart of gold. She never spoke an unkind word and treated her animal friends with tender care. But Cinderella's stepmother and two stepsisters were bad eggs. They yelled at Cinderella until they were blue in the face. They made her do all of the cooking and cleaning. Poor Cinderella worked her fingers to the bone.

However, Cinderella had one thing to look forward to—the prince's ball! The prince invited everyone in the kingdom. Cinderella dreamed of dancing in the castle and meeting the charming prince. Of course, the stepmother and stepsisters tried to ruin that too. As they left for the party, the stepsisters ripped Cinderella's dress apart. They laughed wickedly as Cinderella lay weeping on the floor.

Luckily, Cinderella's fairy godmother came to the rescue. With a wave of a magic wand, Cinderella wore a beautiful new dress and tiny glass slippers. Mice turned into white horses, and an old pumpkin became a grand carriage. The fairy godmother gave Cinderella only one warning—at midnight, the spell would end.

When Cinderella entered the castle, she instantly caught the prince's eye. He had never seen anyone so amazing. The prince swept Cinderella onto the dance floor, and the two never left each

other's side. Cinderella had a ball at the party, and she lost track of time. Suddenly, the large tower clock struck midnight. Cinderella tore herself from the prince's arms. She ran so quickly from the party that she dropped one of her slippers on the castle stairs. Cinderella never even told the prince her name.

The lovesick prince would not stop until he found his true love again. He sent his helper to every house in the kingdom. The helper had every girl try on the dainty slipper. When the helper finally came to Cinderella's house, Cinderella spilled the beans. She had the matching shoe! Cinderella and the prince married the very next day. And they lived happily ever after.

Directions: Record each of the underlined idioms from the fairy tale on the lines below. Then write what each one means.

Idiom: _____

Meaning: _____



Recognizing Idioms

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Directions: Record each of the underlined idioms from the fairy tale on the lines below. Then write what each one means.

Idiom: Heart of gold

Meaning: Kind

Idiom: bad eggs

Meaning: Bad or mean people

Idiom: Blue in the face

Meaning: Out of air

Idiom: Work her fingers to the bone

Meaning: To work very hard

Idiom: Caught the prince's eye

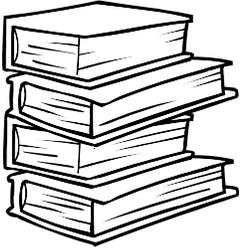
Meaning: Caught the prince's attention

Idiom: Had a ball

Meaning: Had a good time

Idiom: Spilled the beans

Meaning: Told something; told the truth



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 through the forest and right into her den.



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Adapted from the Traditional Tale

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Recognizing Elements of Plot

Directions: Read the passage. Then draw a line matching the correct plot element to the correct part of the story.

The Lion and the Mouse

A little brown mouse scurried along the jungle floor. He soon discovered a warm and soft place to sleep. Little did he know that his new bed lay on a lion's head. The lion felt the little mouse in his fur and roared fiercely.

"Please don't eat me, Mr. Lion!" the mouse begged. "I know I am small. But if you spare my life, I promise I will help you one day." The mighty lion laughed at the silly idea. Such a tiny animal could never do anything for him! But the lion also knew that the mouse was too little to fill his belly. He decided to let him go.

The very next day, the mouse heard the lion's roars echo through the jungle. These roars were not fierce, but rather, sad and worried. The mouse followed the lion's cries for help through the jungle and into a clearing. There, the mouse found the weeping lion bound in a hunter's net. The lion thrashed at the net with his sharp claws, struggling hard to get free before the hunter returned. The mouse remembered his promise to help the lion. He quickly jumped onto the net and chewed through the ropes. Within minutes, the lion was free.

With the promise complete, the proud mouse and the grateful lion ran back into the jungle. There, they lived as friends for the rest of their long lives.

conflict

The mouse hears the lion's roars for help. He finds the lion caught in a net, struggling to get free.

rising action

The mouse frees the lion. The two live as friends for the rest of their lives.

climax

The mouse remembers his promise to help the lion. He chews through the net.

resolution

The lion catches the mouse. The mouse begs for his life and promises to help the lion one day.

Directions: Read the questions. Then write your answers in complete sentences on the lines provided.

1. What is the main problem in this story?

2. How is the problem solved?



Recognizing Elements of Plot

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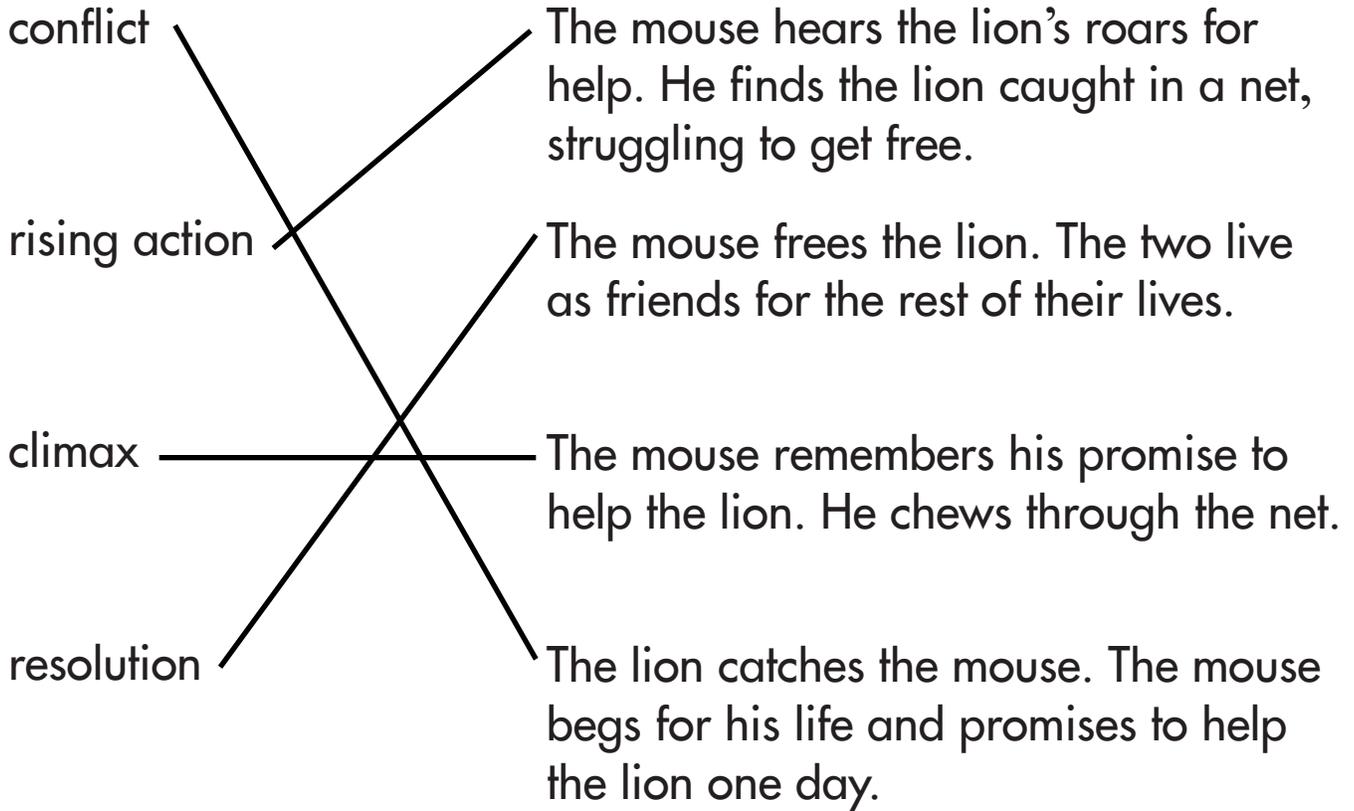
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With the promise complete, the proud mouse and the grateful lion ran back into the jungle. There, they lived as friends for the rest of their long lives.



Directions: Read the questions. Then write your answers in complete sentences on the lines provided.

1. What is the main problem in this story?

The mouse must keep his promise to help the lion one day.

2. How is the problem solved?

The mouse chews through the net and sets the lion free.



Mixed Skills: Recognizing Elements of Plot, Idioms, and Dialogue

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

Goldilocks and the Three Bears

Adapted from the Traditional Tale

One morning when Goldilocks was walking through the forest, she came upon a cozy cottage. The cottage in the woods was where the three bears lived. Because no one was home, Goldilocks went inside the house. She found three bowls of porridge sitting on the wooden kitchen table. She decided to eat it. The cereal in the biggest bowl was too hot. The cereal in the medium-sized bowl was too cold. But when Goldilocks tasted the cereal in the smallest bowl, she squealed in delight, “Oh, yummy! This porridge is just right!”

After the young, curly-haired girl gobbled up the breakfast, she grew very, very sleepy. Three chairs in the next room caught her eye. Goldilocks wandered in and sat in the biggest chair, but it was too hard. The medium-sized chair was too soft. When Goldilocks sat in the smallest of the chairs, it broke into a million pieces. “Oh, dear!” Goldilocks muttered. “I’d better find another place to rest.” Goldilocks crept up the spiral stairs to the bedroom. She crawled into the smallest bed and slept like a baby.

Just then, the three bears came home. Father Bear instantly smelled a rat. He saw Baby Bear’s empty porridge bowl and the

pieces of Baby Bear’s chair. He grew very hot under the collar and hollered, “Who’s been eating our food and sitting in our chairs?”

“Here she is!” Mother Bear called from the upstairs bedroom. “And she’s sleeping in Baby Bear’s tiny bed! The three snarling, growling bears leaned over the snoozing Goldilocks. She slowly opened her tired, green eyes and gazed at the three angry faces. Then Goldilocks screamed, jumped out of bed, ran down the stairs, and flew the coop. She sprinted all the way home and never went back to the cozy cottage again.

1. What does the phrase “hot under the collar” mean?
 - A. to be surprised
 - B. to be angry
 - C. to be helpless
 - D. to be happy
2. Which of the following sentences shows dialogue?
 - A. “Here she is!”
 - B. Father Bear smelled a rat.
 - C. The chair was too soft.
 - D. The three bears came home.

3. What does the phrase “flew the coop” mean?
- A. to catch chickens
 - B. to go to sleep
 - C. to run away or disappear
 - D. to fly on an airplane
4. When does the climax of the story take place?
- A. when Goldilocks eats the cereal
 - B. when Goldilocks goes to sleep
 - C. when the bears find Goldilocks
 - D. when Goldilocks runs home

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

5. What do you think would be another good ending, or resolution, to this story?



Mixed Skills: Recognizing Elements of Plot, Idioms, and Dialogue

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

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One morning when Goldilocks was walking through the forest, she came upon a cozy cottage. The cottage in the woods was where the three bears lived. Because no one was home, Goldilocks went inside the house. She found three bowls of porridge sitting on the wooden kitchen table. She decided to eat it. The cereal in the biggest bowl was too hot. The cereal in the medium-sized bowl was too cold. But when Goldilocks tasted the cereal in the smallest bowl, she squealed in delight, “Oh, yummy! This porridge is just right!”

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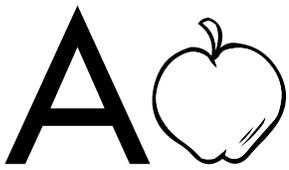
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Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

5. What do you think would be another good ending, or resolution, to this story?



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?

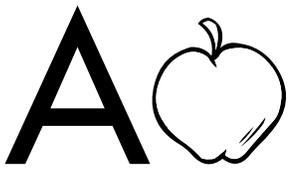
3. Find the simile that describes how the ocean looks. Write the simile on the lines below.

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.

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



Recognizing Similes and Metaphors

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

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 - 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?

One good deed deserves another.

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

The ocean's surface was as smooth as glass.

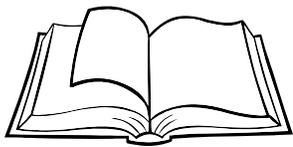
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Their boat started sinking like a rock.

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

The wave was a mountain.



Retelling Stated and Implied Main Ideas

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

Stated Main Idea

The *stated main idea* is what you can read with your eyes. The words are clearly stated in the text.

Implied Main Idea

The *implied main idea* is not always easy to find. You really have to think about it. You can, however, use clues in the text to help you figure it out.

Chris Van Allsburg

On the first page of a book, there is a picture of a boy. The boy is looking out his window on a winter night. He sees a train in his front yard, wrapped in steam. As he walks toward the huge train, a conductor waves for him to board. *The Polar Express* is a favorite book read by people young and old. It was created by Chris Van Allsburg. He often starts off a book with an idea that asks a question. What if a boy woke up to find a huge train in front of his house? What if the board game you were playing came to life?

Chris Van Allsburg grew up in Michigan. He lived in a neighborhood of small houses, open fields, and dirt roads. He enjoyed building model cars, trucks, and boats. He also was good at drawing cartoons. He loved his art classes in school. Sometimes

when Van Allsburg was sick, he pretended he was feeling well just so he could go to class. In high school, he became busy with sports. He did not continue with art classes.

It was not until college that Van Allsburg began studying art again. He learned how to make sculptures. A sculpture is a figure molded from clay or other things. People wanted to buy his sculptures. Soon he discovered a love for telling stories through his art. His friends and family thought he should put pictures in a book.

Van Allsburg draws pictures that, at first glance, look like everyday things. But upon a closer view, there's often something strange in the images. He puts a little mystery in each of his pictures and stories. One of his books has a picture of a room with furniture and a rug. Everything seems to be in order. However, a closer look reveals a lump under the rug.

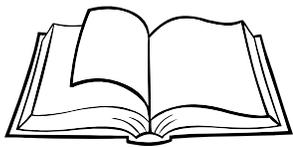
Mr. Van Allsburg has received many awards. Children write to him about his books. One of his favorite letters from a young fan reads, "I'm so glad your books are so weird because I am very weird. I think you are weird but great. I wish a volcano and a flood could be in my room when I am bored."

1. Were Chris Van Allsburg's sculptures well liked? How do you know? Underline words or phrases in the text that support your answer.

2. Did Chris Van Allsburg like the letter from a young fan? How do you know? Circle words or phrases in the text that support your answer.

3. Fill in the boxes on the train with three stated facts from the biography. Then complete the sentences on the wheels using clues from the text.

	Chris Van Allsburg	
1.	2.	3.
Chris Van Allsburg pretended he was not sick because _____ _____ _____	He did not take art in high school because _____ _____ _____	He put his pictures in a book because _____ _____ _____



Retelling Stated and Implied Main Ideas

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

Stated Main Idea

The *stated main idea* is what you can read with your eyes. The words are clearly stated in the text.

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Chris Van Allsburg

On the first page of a book, there is a picture of a boy. The boy is looking out his window on a winter night. He sees a train in his front yard, wrapped in steam. As he walks toward the huge train, a conductor waves for him to board. *The Polar Express* is a favorite book read by people young and old. It was created by Chris Van Allsburg. He often starts off a book with an idea that asks a question. What if a boy woke up to find a huge train in front of his house? What if the board game you were playing came to life?

Chris Van Allsburg grew up in Michigan. He lived in a neighborhood of small houses, open fields, and dirt roads. He enjoyed building model cars, trucks, and boats. He also was good at drawing cartoons. He loved his art classes in school. Sometimes

when Van Allsburg was sick, he pretended he was feeling well just so he could go to class. In high school, he became busy with sports. He did not continue with art classes.

It was not until college that Van Allsburg began studying art again. He learned how to make sculptures. A sculpture is a figure molded from clay or other things. People wanted to buy his sculptures. Soon he discovered a love for telling stories through his art. His friends and family thought he should put pictures in a book.

Van Allsburg draws pictures that, at first glance, look like everyday things. But upon a closer view, there's often something strange in the images. He puts a little mystery in each of his pictures and stories. One of his books has a picture of a room with furniture and a rug. Everything seems to be in order. However, a closer look reveals a lump under the rug.

Mr. Van Allsburg has received many awards. Children write to him about his books. One of his favorite letters from a young fan reads, "I'm so glad your books are so weird because I am very weird. I think you are weird but great. I wish a volcano and a flood could be in my room when I am bored."

1. Were Chris Van Allsburg's sculptures well liked? How do you know? Underline words or phrases in the text that support your answer.

Chris Van Allsburg's sculptures were well liked because people wanted to buy them.

2. Did Chris Van Allsburg like the letter from a young fan? How do you know? Circle words or phrases in the text that support your answer.

Chris Van Allsburg liked the letter from a young fan because the text says "one of his favorite letters."

3. Fill in the boxes on the train with three stated facts from the biography. Then complete the sentences on the wheels using clues from the text.

	<p>Chris Van Allsburg</p>	
<p>1. He grew up in Michigan. He enjoyed building model cars, trucks, and boats.</p>	<p>2. He was good at drawing cartoons. He loved art classes in school. He learned how to make sculptures in college.</p>	<p>3. Chris Van Allsburg created <i>The Polar Express</i>. He has received many awards.</p>
<p>Chris Van Allsburg pretended he was not sick because <u>he wanted to go to art class.</u></p>	<p>He did not take art in high school because <u>he was busy with sports.</u></p>	<p>He put his pictures in a book because <u>his family and friends thought he should.</u></p>



Reading Fluently

Directions: Read the passages aloud.

Lamb's Lesson

Written by Neville Cole

One hot, summer day, Dog went for a long walk. The sun was a big, burning ball in the sky, and poor Dog was hot and thirsty. He was searching for a shady place to rest when Crow spotted him and smiled. He had a trick up his sleeve.

“Hey, Dog,” Crow shouted. “You sure look beat. What are you doing in this heat?”

Dog replied, “I’m as dry as a bone, and I just want to go home.”

“You know what I think? I think you should ask that fellow behind you for a drink,” said Crow.

“Who?” asked Dog as he looked around to see who Crow was talking about.

“He’s on your other side now,” Crow cried. “You’ll have to be quick and light as air to catch him, if indeed you know how.”

Dog spun around and around, and soon he was chasing his tail. Crow laughed when finally, dizzy like a top, Dog flopped to the ground.

“Go away, Crow,” Dog barked. “You’ve had your fun, but now I’m done.”

Crow flew away like the wind as Little Lamb approached Dog. “What happened to you?” she asked. Her kind, soft voice was music to his ears.

“I needed a drink, but Crow was a fink. He made me spin and spin, while he stood and watched with a grin,” replied Dog.

“Follow me,” said Little Lamb.

Little Lamb was not at all like Crow, and soon Dog was standing by a shiny, blue pond under a giant tree’s shady umbrella.

“Why did you help me?” asked Dog.

“I treat others the way I want to be treated,” said the kind lamb. “And others are kind to me too.”

The Locked Door

Written by Nancy Parent

Once upon a time, there was a brother and sister who loved to go shopping for their grandmother. One spring morning, Giovanni and Carlotta went to the market. When their shopping was complete, they carried all their groceries with care. The bags were filled with eggs, milk, bread, fruit, and jam. They also

contained the ice cream their grandmother asked them to be sure to remember.

When they got home, they tried the front door, but it was locked. They remembered to try the back door; however, it too was locked.

“What should we do now?” asked Carlotta. “The food will spoil and be a complete mess if we don’t get it inside.”

Suddenly a frog leaped out of the bushes, croaked loudly, and began to speak to the children. “Don’t be frightened. I’m one intelligent frog.”

“What could you know?” asked Giovanni. “You’re just a silly, old frog.”

“I believe I can be of assistance. Do you remember how to solve riddles?” asked the frog.

“I do!” said Carlotta.

“If you can solve my riddles, then you will get inside. Something made of metal is shiny and long. If you put it in the lock, you won’t go wrong!”

“The key!” cried Giovanni. “He means the key! Quick, Carlotta, look under the mat.” Carlotta looked under the mat, but there was no key.

“Now what?” she sighed.

The frog replied, “If you can’t go through the door, there’s another way inside. Look at your reflection, that’s one way you haven’t tried!”

“I know, we can see our reflections in the window,” shouted Carlotta. Maybe there’s an open window and we can climb inside!”

The children checked the windows, but they were closed tight.

“Now what do we do?” asked Carlotta. “Our ice cream is melting!”

Again, the frog spoke. “To open the door, you must play a song. If you push the correct button, you’ll hear a ding-dong!”

“It’s the doorbell!” exclaimed Giovanni.

“Let’s try it, perhaps Grandma is inside,” said Carlotta. She raced over to the front door and pushed the doorbell.

A moment later, their grandmother arrived at the door and asked, “What took you two so long? Did you remember to buy the ice cream?” The children winked at the frog.

“We hurried as quickly as possible, and we remembered the ice cream,” the children explained.

“Well, come inside and let’s put that food away,” said Grandma with a smile.



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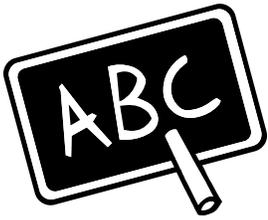
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Mixed Skills: Retelling Main Idea and Recognizing Similes and Metaphors

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

The Mouse and the Squirrel

Once there was a mouse who lived under an old oak tree. The oak tree was a giant. A squirrel lived above him in the tree's trunk. Mouse would often watch the busy squirrel who seemed to always be in a hurry. He would find a nut and stuff it into his cheek. Then he would disappear into his hole, quick as a wink.

“Come on, Squirrel,” said Mouse. “Let's race around the pond.” But Squirrel was too busy to play because he was collecting enough nuts to last the whole winter. Squirrel raced about collecting and hiding nuts. He even brought Mouse a few nuts to start saving, but Mouse just gobbled them on the spot. Then Mouse would scamper off to play with the other animals. He liked lying in the grass with his face toward the sun. He was just too lazy to work.

“I will gather nuts tomorrow,” he would say. But tomorrow would be sunny and warm. Mouse would forget about gathering food.

Finally it was fall, and the animals had their first snowstorm. Snow covered the trees like powdered sugar. Squirrel peeked out

of his cozy hole in the oak tree while munching on a tasty nut. He could rest now because he was ready for winter. But Mouse was not ready for the cold days ahead. He was hungry and sorry for not saving nuts like Squirrel.

1. Mouse was hungry because he _____
 - A. didn't understand how to collect nuts.
 - B. played when he should have worked.
 - C. forgot where he hid all of his food.
 - D. lost his way home in the snowstorm.

2. What would be a good moral for this fable?
 - A. The best nuts are the ones eaten in winter.
 - B. Be kind to all, and they will be kind to you!
 - C. Do not put off to tomorrow what you should do today!
 - D. There are not enough nuts in the world to feed everyone.

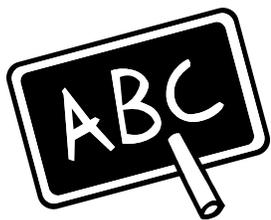
3. Which **simile** describes how Squirrel moves?
 - A. racing about
 - B. collecting and hiding
 - C. as quick as a wink
 - D. always in a hurry

4. What did Squirrel do to show kindness to Mouse?
- A. He showed him how to collect and hide nuts.
 - B. He let Mouse win in a race around the pond.
 - C. He usually shared his tree hole with Mouse.
 - D. He gave Mouse some of the nuts he collected.

Directions: Reread the fable. Then write complete sentences to answer the questions that follow.

5. What simile did the author use to describe the snow and the trees?

6. What metaphor did the author use to describe the old oak tree?



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5. What simile did the author use to describe the snow and the trees?

The snow covered the trees like powdered sugar.

6. What metaphor did the author use to describe the old oak tree?

The old oak tree was a giant.

Understanding Different Types of Nouns

Directions: Underline any common nouns and circle any proper nouns in the sentences. A sentence may have more than one noun, and more than one type of noun.

Example: (Aunt Monica) grows a large amount of food in a small garden.

1. Yellowstone National Park in Montana is home to many bears.
2. My dog, Spot, has a brown coat and blue eyes.
3. My cat was born last July.
4. I will see Jose and his family at the park on Sunday.
5. San Francisco is a large city in California.
6. Walrus eat fish and have flippers.
7. Were you able to attend the concert?
8. I met my friend Kim while on vacation in Colorado.
9. On Monday we watched a movie about doctors.
10. Nigeria is a big country in Africa.
11. The Han Family Reunion will be held next weekend.
12. Vermont is a state in New England.
13. We got a large amount of snow last winter.
14. Christmas and Thanksgiving are two major holidays in the United States.
15. London is the capital city of England.
16. Our family has a picnic in the park most Saturdays.
17. Soccer is called football in Europe.
18. Rugby is another sport that is played with a ball.
19. Many students who attend my school are part of the Chess Club.
20. The Rockies are the largest mountain range in North America.

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Understanding Different Types of Verbs

Directions: Underline any main verbs and circle any helping verbs in the sentences. A sentence may have more than one verb, and more than one type of verb.

Example: My cousin (is) listening to the radio.

1. She was explaining how to pitch a tent.
2. I must be at work by eight in the morning.
3. I have heard funny stories about the football team.
4. I spoke to your cousin last weekend.
5. I can go to the dance on Friday.
6. I am writing a story about my summer vacation.
7. You and I could play a game of chess.
8. I was amused by the kittens.
9. I am sorry about the accident.
10. I should take my dog to the park next Tuesday.
11. Can you find the lost keys?
12. They might buy the house across the street.
13. I will eat meatloaf for supper.
14. The cat will sleep on the sofa.
15. You will hear me singing at the concert tonight.
16. I have read many fairytales and legends.
17. I have played soccer on that field.
18. The roses in the garden were planted last summer.
19. I might play hockey next weekend.
20. She has done well in school this year.

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Understanding Comparative and Superlative Adjectives

Directions: Underline any comparative adjectives and circle any superlative adjectives in the sentences.

Example: She is the quietest child in the room.

1. The faster runners finished the race before noon.
2. The fruit at the top of the tree was the largest.
3. She is the youngest of the sisters.
4. Alaska is a colder state than Florida.
5. My sister was the loudest person at the show.
6. I think apples have a better taste than bananas.
7. My little sister's room is the messiest in the house.
8. Utah is closer to California than it is to New York.
9. The noisiest place in my house is the kitchen.
10. My backpack is much heavier than yours.
11. My mom says that juice is healthier than soda.
12. It is harder to do chin-ups than push-ups.
13. My dog is the slowest animal I know.
14. My cat appears to get bigger every day.
15. I am the happiest when the weather is warm.
16. My hair is darker than that of my sister.
17. Giraffes are the tallest type of animal.
18. My neighbor is the luckiest person I know.
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Understanding Comparative and Superlative Adverbs

Directions: Write **more** or **most** to complete each sentence.

Example: She drives more slowly than I do.

1. John rides his bicycle _____ carefully than the other children.
2. The garden is the _____ beautiful I have ever seen.
3. I visit my cousins _____ often than my sister does.
4. That is the _____ interesting book I have read.
5. Sally works _____ quietly than Noah.

Directions: Write the correct word in () to complete each sentence.

Example: His plant grew (taller, tallest) than hers. taller

1. Everyone worked (harder, hardest) than usual. _____
2. Mrs. Sanchez was finished (faster, fastest) than the others.

3. She got to school (earlier, earliest) of all. _____
4. The second graders sing (louder, loudest) than the third graders.

5. Mr. Ling's muffins baked (slower, slowest) of all. _____

Directions: Write the correct word in () to complete each sentence.

Example: You ran (farther, farthest) than I did. farther

1. Everyone played their flutes (better, best) than usual. _____
2. Mrs. Sanchez did (worse, worst) than the others. _____
3. Her paper airplane flew (farther, farthest) of all. _____
4. His sandwich tasted (better, best) than mine. _____
5. I did (worse, worst) of all on that test. _____

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Identifying Conjunctions

Directions: Choose the conjunction **and**, **or**, **but** or **so**, to complete each sentence.

Example: Miguel and his brother cleaned the kitchen

1. Paris has beautiful museums, gardens, _____ statues.
2. I will eat either cereal _____ eggs for breakfast.
3. I drink juice, _____ I never drink soda.
4. I attended the meeting _____ that I could hear him speak.
5. The next test will be challenging, _____ it is important that you continue to study.
6. You might see a parrot _____ even a monkey in the rainforest.
7. Many older students have to balance school _____ work.
8. She was late for work, _____ she had to work until seven.
9. They will sing _____ dance at the party.
10. My younger brother likes football _____ do my older sister and my dad.
11. You might want to go to the party, _____ I do not think it is a good idea.
12. Many artists _____ musicians live in San Francisco.
13. I cannot decide whether I like apples _____ bananas better.
14. I was thirsty _____ I drank some water.
15. I really like peanut butter _____ jelly sandwiches.
16. My friends do not write letters, _____ they love to write poetry.
17. I like to watch football on TV _____ rarely attend live games.
18. My sister likes to make a mess _____ does not like to clean.
19. I was given the choice of either going to the lake _____ going to the park.
20. She was very hungry, _____ she ate a large sandwich.

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6. You might see a parrot or even a monkey in the rainforest.
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Understanding Subjects and Predicates

Directions: Underline the simple subject and circle the simple predicate in each sentence.

Example: Imani (walked) her dog in the park.

1. My mother was a tennis player in high school.
2. Many flowers grow in the meadow.
3. The boy grew flowers in the backyard.
4. Farah really enjoyed the show.
5. She prefers opera to jazz.
6. There is a big dog in the neighborhood.
7. Large plants grow in the rainforest.
8. For two days a beautiful bird ate in my garden.
9. The museum keeps many paintings and statues.
10. My neighbors are very friendly.
11. The cafeteria at my school is enormous
12. Food cooks fast in our oven.
13. The history class finished a big project.
14. Pavela ran into the store.
15. During the summer I played hockey.
16. People sometimes build huge towers.
17. Pepperoni pizza tastes very good.
18. The aquarium has many different fish.
19. Alligators often swim in the river.
20. Berg and Devos played soccer in the evening.

Understanding Subjects and Predicates

Directions: Underline the simple subject and circle the simple predicate in each sentence.

Example: Imani (walked) her dog in the park.

1. My mother (was) a tennis player in high school.
2. Many flowers (grow) in the meadow.
3. The boy (grew) flowers in the backyard.
4. Farah really (enjoyed) the show.
5. She (prefers) opera to jazz.
6. There (is) a big dog in the neighborhood.
7. Large plants (grow) in the rainforest.
8. For two days a beautiful bird (ate) in my garden.
9. The museum (keeps) many paintings and statues.
10. My neighbors (are) very friendly.
11. The cafeteria at my school (is) enormous.
12. Food (cooks) fast in our oven.
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Understanding Pronouns

Directions: In the space provided write the possessive pronoun in each sentence.

Example: Her car is small and green. her

1. Mrs. Gonzales really wants a new rug in her bedroom. _____
2. Your room is decorated with flowers and butterflies. _____
3. The tree in our driveway must be twenty years old. _____
4. Carpenters use wood in their work. _____

Directions: In the space provided indicate if the underlined pronoun is a **subject pronoun** or an **object pronoun**.

Example: The teacher talked to her about the missing homework.
object pronoun

1. My sister lives in Seattle, and she loves the rainy weather.
2. _____
 Rahul said it was a good idea for her to read a book every day.
3. _____
 Long hours of hard work do not discourage them. _____
4. I went on a field trip to a local museum. _____

Directions: Circle the possessive pronoun in () that could replace the underlined words in each sentence.

Example: Martina's computer is very old. (She, Her)

1. There are some black beaches in Hawaii; the beaches' color comes from volcanoes. (their, its)
2. One area in Scotland stands out because the area's flowers are beautiful. (their, its)
3. We rode our new horses; the horses' speed amazed us. (our, their)
4. My friend's beautiful dog really enjoys swimming in the lake. (Her, She)

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Directions: In the space provided write the possessive pronoun in each sentence.

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Example: The teacher talked to her about the missing homework.
object pronoun

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subject pronoun
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object pronoun
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Understanding Commas

Directions: Add commas where they belong in the following sentences.

Example: The big, brown cat is chasing a rabbit.

1. One of my best friends lives in Stockholm Sweden.
2. The test was over but I stayed in my chair.
3. The scientist lives in Miami Florida.
4. I bought my dog on October 15 2007.
5. Some of my favorite cities are New York San Francisco and Miami.
6. My dear friend I can't wait for you to come home.
7. Rooms in a house include the kitchen bathroom and bedroom.
8. Salma Bruce and Miki are my best friends.
9. Matilda is a hard worker but she won't stay after five.
10. Horses donkeys and mules are all related.
11. Dear Mr. Shearer You are my favorite teacher.
12. A parade was held in my town on April 23 2010.
13. Soccer basketball and hockey are all fun to play.
14. The small angry parrot is screaming at the TV.
15. The Liberty Bell is located in Philadelphia Pennsylvania.
16. Yours truly Lisa
17. Yesterday was my birthday so I had a party.
18. The flower was beautiful and it smelled wonderful.
19. I spent two days last week in Phoenix Arizona.
20. I spent two hours training my dog yet he still refused to sit on command.

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6. My dear friend, I can't wait for you to come home.
7. Rooms in a house include the kitchen, bathroom, and bedroom.
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Spelling Irregular Plurals

Directions: Write the plural of each of the words below. The first one is done for you.

Singular	Plural
wolf	wolves
foot	
child	
sheep	
scarf	
goose	
elf	
knife	
man	
woman	
mouse	
wife	
half	
loaf	

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Directions: Write the plural of each of the words below. The first one is done for you.

Singular	Plural
wolf	wolves
foot	feet
child	children
sheep	sheep
scarf	scarves
goose	geese
elf	elves
knife	knives
man	men
woman	women
mouse	mice
wife	wives
half	halves
loaf	loaves

Spelling Words with Silent Consonants

Directions: Unscramble the list words and write them on the line. The first one is done for you.

Spelling Words				
thumb	gnaw	written	know	climb
design	wrist	crumb	assign	wrench
knot	wrinkle	lamb	knob	knit
wrestler	bologna	cologne	honeycomb	knickknack

Scrambled Word	Correct Spelling	Scrambled Word	Correct Spelling
uhtbm	thumb	ntko	
agwn		rnikewl	
tiewtrn		balm	
nkow		onkb	
mibcl		itkn	
idegns		rlewtrse	
iwtrs		globano	
mcbur		oelgocn	
gnisas		boycenmho	
hwcnre		nkcikkankc	

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idegns	design	rlewtrse	wrestler
iwtrs	wrist	globano	bologna
mcbur	crumb	oelgocn	cologne
gnisas	assign	boycenmho	honeycomb
hwcnr	wrench	nkcikkankc	knickknack

Spelling Words with the Schwa Sound

Directions: Sort the words by the letter that stands for the **schwa sound**. The **schwa sound** is heard in unaccented syllables. The first one is done for you.

above	upon	animal	paper	button	family
travel	afraid	nickel	sugar	circus	gallon
melon	character	cardinal	Oregon	particular	dinosaur

a	e	i
afraid		
a and o	i and a	e and o
o	u	u and a

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a	e	i
afraid	paper	family
sugar	character	
cardinal	travel	
	nickel	
a and o	i and a	e and o
above	animal	Oregon
o	u	u and a
gallon	upon	particular
melon	circus	
dinosaur		
button		

Spelling Related Words

Directions: Unscramble the list words and write them on the line. The first one is done for you.

Spelling Words				
signal	cloth	nature	able	major
ability	meant	dealt	please	equation
pleasant	sign	natural	signature	deal
equal	mean	equator	majority	clothes

Scrambled Word	Correct Spelling	Scrambled Word	Correct Spelling
tmena	meant	tcloh	
tjroyima		ternau	
gnisla		nema	
ularnta		teapalns	
ioquaetn		tliybia	
etlcsoh		terusgain	
rjoma		beal	
aslepe		alqeu	
aqotreu		gnsi	
edla		tdlea	

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Scrambled Word	Correct Spelling	Scrambled Word	Correct Spelling
tmena	meant	tcloh	cloth
tjroyima	majority	ternau	nature
gnisla	signal	nema	mean
ularnta	natural	teapalns	pleasant
ioquaetn	equation	tliybia	ability
etlcsoh	clothes	terusgain	signature
rjoma	major	beal	able
aslepe	please	alqeu	equal
aqotreu	equator	gnsi	sign
edla	deal	tdlea	dealt

Academic Vocabulary • Context Clues

Directions: Read the passage. Then read each question. Circle the letter of the correct answer.

Hurricane Preparation

The weather forecasts said that my town would face a severe hurricane this evening. Our neighbors were preparing by boarding up windows to protect them from being damaged by the terrible storm. We listened to the radio to check the storm's progress. "We need leave town," Mom said worriedly. She stood on the porch and waved her arms to attract Dad's attention as he walked up the driveway. "Let's pack up the car," she yelled as the rain battered our shuttered windows. As we drove away, we hoped our neighborhood would not be destroyed while we were gone.

- 1 What **two** details in the passage show how severe the hurricane will be?
 - A Neighbors are boarding up windows.
 - B The radio tells the storm's progress.
 - C Mom waves to attract Dad's attention.
 - D The narrator's family is leaving town.
- 2 Why does Mom wave her arms?
 - A to say hello to Dad
 - B to keep herself cool
 - C to show Dad the shuttered windows
 - D to draw Dad's attention
- 3 Which of the following statements is true?
 - A The family wants their home to be crushed by the storm.
 - B The family hopes the neighborhood will grow while they are gone.
 - C The family hopes the neighborhood will not be broken apart.
 - D The family wants the neighborhood to look more pleasant.

- 4 Read the sentence.

"Our neighbors were preparing by boarding up windows to protect them from being damaged by the terrible storm."

What is the meaning of the word *damaged* in this sentence?

- A broken
- B invited
- C strong
- D awful

- 5 Read the sentence.

"As we drove away, we hoped our neighborhood would not be destroyed while we were gone."

Which of the following sentences could be added after this sentence to help readers understand the meaning of the word *destroyed*?

- A But we knew that if the neighborhood did fall apart, we would be able to build it again.
- B Dad thought it would take a miracle for us to make it out of town in time.
- C Strong winds nearly tipped our car over, showing how bad the storm really was.
- D Mom's plan for getting out of town was looking better and better.

Textbook Features

Books have different features that help you find the information you need. At the front, a **table of contents** lists chapters, articles, or stories and their page numbers. An **index** lists subjects that the book covers and tells the page on which the information can be found. An index is usually in the back of the book.

Directions: Use the table of contents and the index to answer the questions.

Table of Contents	
Storms	
Chapter 1	
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Repairing Damage	17

Index
air masses, 4
meteorologist, 5
natural disasters
Hurricane Andrew, 19
Hurricane Katrina, 18
Hurricane Sandy, 20
storm surge, 14

1. In which chapter will you look to read about severe weather?

2. On which page will you look to find information about Hurricane Katrina?

3. Which chapter has information about fixing harm caused by a storm?

4. Which chapter might contain information how a storm is caused?

5. On which page would you find information about meteorologists?

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page 18

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Chapter 3

4. Which chapter might contain information how a storm is caused?

Chapter 1

5. On which page would you find information about meteorologists?

page 5

Academic Vocabulary • Morphological Families

Directions: Read the following passage from the short story “Dee’s Stormy Night.” Then answer the questions below.

The winds were growing stronger than expected, and Dee looked out the window nervously. Weather forecasts on radio and television stations called for heavy rain. News programs predicted this would be the severest storm of the summer.

Dee knew that a storm like this could easily bring destruction. The last time there was a really bad storm, many roads flooded.

Grass and leaves had covered the storm drains, leaving the rain no place to go.

Suddenly, the lights went out. Just as Dee’s aunt handed her a flashlight, they heard a loud boom. A tree branch hit the front door! Luckily, the front door was not damaged. *Wow! This is going to be some storm,* Dee thought.

1. How does the base word *destroy* help you understand the word *destruction*?

2. What is an example of destruction given in the passage? Write it below.

3. How can you figure out the meaning of the word *severest*?

4. What is the meaning of *damaged*?

5. How are the words *destruction* and *damage* alike?

Academic Vocabulary • Prefixes and Suffixes

- Sometimes you may come across words you do not know. You can look to see if the base word has a **prefix** at the beginning or a **suffix** at the end that helps you figure out the meaning.
- The **prefix** *un-* makes a word mean “not” or “the opposite of.” For example, *unhappy* means “not happy.”
- The **suffix** *-ly* makes a word mean “in a ____ way.” For example, *slowly* means “in a slow way.”
- The **suffix** *-tion* makes a word mean “the act of ____.” For example, *addition* means “the act of adding.”
- The **suffix** *-ive* makes a word mean “tending to ____.” For example, *active* means “tending to act.”

Directions: Read each sentence. One word is underlined in each sentence. Circle the prefix *un-* or the suffix *-ly*, *-tion*, or *-ive* in the underlined word. Then circle the correct meaning of the word.

1. Bobby and Ashley replaced the broken treats with undamaged ones.
not broken not sweet
2. Many people’s homes were severely damaged, or badly destroyed.
in a bad way in a strange way
3. The storm had passed through the American South a few days before, causing terrible destruction.
the act of causing the act of destroying
4. Rachel fixed the unattractive car wash sign by drawing colorful pictures on it.
not looking good not tending to make
5. The attraction of the baked goods caused Mr. Huang to visit the bake sale table.
the act of watching the act of drawing in
6. Mrs. Miller knew the Red Cross was helping with the relief effort for the disaster caused by the destructive storm.
tending to make new tending to tear apart
7. Mr. Miller attractively arranged treats on a tray for the children’s bake sale.
in a pleasing way in an organized way

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1. How does the base word *destroy* help you understand the word *destruction*?

The base word *destroy* tells me that *destruction* has to do with something being torn apart.

2. What is an example of destruction given in the passage? Write it below.

“many roads flooded”

3. How can you figure out the meaning of the word *severest*?

by looking at the base word *severe* and the context clue “a really bad storm”

4. What is the meaning of *damaged*?

broken

5. How are the words *destruction* and *damage* alike?

They have similar meanings.

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Academic Vocabulary • Human-Interest Article

Key Features of a Human-Interest Article

- has a headline and a short introduction that grab attention
- describes people or events in an emotional way

Directions: Read the article and answer the questions below.

Escaping a Disaster by Janet Winston

No matter where you live in the United States, natural disasters can occur. In the Midwest, severe flooding along major rivers can be a problem, since many cities are built along the rivers. During winter, blizzards can dump many feet of snow quickly. Tornadoes with whipping winds can destroy entire towns. Along the Atlantic Coast, hurricanes blow in off the ocean and roar through cities. On the West Coast, from California to Washington, the threat of earthquakes is very real. Similarly, forest fires and mudslides on the coast and in mountainous regions can happen without warning.

Liz Raines and her family were relaxing in the backyard when they saw dark clouds of smoke in the distance. “There was so much smoke, I knew it wasn’t just a neighbor grilling,” says Liz. Her mother urged her to check the news. A forest fire was heading toward their neighborhood. “I packed clothes and food, buckled the kids in the car, and got out of there fast,” Liz remembers. When they returned, they discovered the fire had damaged their home. “We’re just happy we made it out in time,” says Liz.

1. Which parts of the country are most subject to blizzards?

2. Which of the following would be the worst disaster: severe flooding, melting blizzard, or a light earthquake?

3. What kind of disaster could cause damage such as burned walls and scorched furniture?

4. What three natural disasters are the biggest threats on the West Coast?

Academic Vocabulary • Word Relationships

Word Bank			
attract	unattractive	destroy	severe
attracts	damaged	destruction	severest
attractive	damaging	destructive	severely

Directions: Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. If a hurricane reaches land, the strong winds and rain can cause _____, or very bad, damage.
2. Often there are terrible floods and dangerous fires that also _____ buildings.
3. After a hurricane, areas with severe damage often _____ people who want to help.
4. The storm had passed through the American South a few days before, causing terrible _____.
5. Many people's homes were severely _____, or badly destroyed, and the people needed to find shelter.
6. Bobby and Ashley set up an _____ table with colorful signs for the bake sale.
7. The Galveston Hurricane of 1900 was the _____, or worst, natural disaster in U.S. history.
8. The Hurricane of 1900 showed just how _____, or harmful a flood could be.
9. The improvements made to the city helped protect it from being _____ damaged by the storm.
10. Galveston's success would not have been possible without the improvements that were made after the terrible, _____ Hurricane of 1900.

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1. Which parts of the country are most subject to blizzards?

the Midwest and the Northeast

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severe flooding

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forest fire

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2. Write It

Now use your organizer to write a report. Summarize your classmates' answers to your interview questions. Write your report below.

Pets

After interviewing two classmates, I have found that
pets are

3. Check It and Fix It

After you have written your report, use the checklist to evaluate your writing. Make any changes needed. Write a clean copy of your report on a separate sheet of paper.

CHECKLIST

Evaluate your writing.
A score of "5" is excellent.
A score of "1" means you
need to revise your work.

**1. Does the report clearly
sum up what classmates
said?**

1 2 3 4 5

**2. Are ideas from the
interview "Pets" used
in the report?**

1 2 3 4 5

**3. Are at least two
academic vocabulary
words used?**

1 2 3 4 5

Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.



- an online journal of a writer's experiences, observations, or opinions

Writing Prompt

Imagine that you are going to write a blog post that is either for or against people keeping wild animals in their homes. Write a paragraph giving your opinion on whether wild animals such as foxes, zebras, and alligators should be allowed to live in peoples' homes. Use ideas from the blog "Pets in the White House" and at least two of the academic vocabulary words.

action(s) • information • provided • wandering

1. Plan It

Use the organizer to brainstorm reasons for (pros) or against (cons) wild animals living with people. Read your list of reasons. Are you for or against wild animals living in people's homes?



Should Wild Animals Live in Homes?

Pros are reasons in favor of animals living in homes.	PROS	CONS	Cons are reasons against animals living in homes.

Academic Vocabulary • Word Relationships

- When you are reading and see an unfamiliar word, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, and synonyms.

Directions: Read the following passage about a dog. Then answer the questions below. Look for context clues as you read.

Walking down one of her usual streets, Officer Laura heard the whimpering pleas of a puppy. She looked around and realized the puppy had fallen into a storm drain. She reached down but could not get to the puppy. Instead of wandering away, Officer Laura decided to stay and help and called the fire department.

The fire department provided help for the puppy. The department sent firefighters who lowered a special hook with a looped rope to lift the puppy. At first, the puppy

acted afraid and refused to come near the hook and rope. It appeared upset, as if it were bothered by the rope. The firefighters carefully worked the rope around the puppy, and it was finally lifted to safety.

The pup was wet and dirty. Officer Laura dried the little puppy with a towel. She held the puppy up to show the crowd who had gathered to watch. The crowd applauded and then wandered off. Officer Laura and the puppy also strolled down the street. Officer Laura realized she had found a new partner.

1. Circle the word *appeared* in the passage. Then circle the word that is a synonym for *appeared*.
2. Draw a box around the word *wandered* in the passage. Then draw a box around the word that is a synonym for *wandered*.
3. What does *acted* mean? What are examples of how the puppy acted?

4. What does *provided* mean? What clues help you to determine the meaning?

5. What word in the passage is an antonym for *wandering*? How does it help you understand this word?

Academic Vocabulary • Word Relationships

Word Bank

act	inform	informative	provides
acting	informed	provide	wandered
actions	information	provided	wanderers

Directions: Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. Today pet expert Morgan Mahoney is here to _____, or tell, us about how to pick out a pet.
2. Animal shelters are places that _____ animals with a place to stay when they do not have a home.
3. Owners need to teach their pets how to _____, or behave.
4. Herbert Hoover's son had two pet alligators that _____, or roamed, outside the White House.
5. Those two toothy _____ must have been trouble for President Hoover's dog, King Tut.
6. It was very unusual to see a President _____ so silly.
7. I hope this post has been _____ and that you learned something new.
8. It _____ the first clue needed to reunite Miss Chewie with her family.
9. The company then _____ the Garcias that Miss Chewie had been found.
10. You would have to keep that _____ up to date.

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seemed to be; afraid, upset, bothered

4. What does *provided* mean? What clues help you to determine the meaning?

gave; “sent firefighters who lowered a special hook with a looped rope to lift the puppy”

5. What word in the passage is an antonym for *wandering*? How does it help you understand this word?

“staying”; *wandering* means not staying in one place

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