

PRACTICE BOOK

Grade 4

Story Elements

The **setting** is where and when a story takes place. The **characters** are the people in the story. Read this story. Then answer each question.

The country store was a one-room shack half hidden by trees at the side of the road. Inside, Jen and her dad piled cans on a shelf. It was raining. The day was boring. "This morning is lasting forever," sighed Jen.

Then the door flew open. "Hey, this is fun!" someone shouted. "Hi, my name is Maria. My mom's on the phone in the car. She sent me for camping food. You are so lucky to have your own store."

Much later, Maria flew out the door, the same way she came in. "Next time, I'll stay longer," she shouted. "I'll help you work. It'll be fun!"

Jen smiled at her dad. "That's a noisy girl," she said, "but I like her a lot." Then Jen looked at the shelves. "I'm going to arrange the cans," she said. "It'll be fun!"

1. What is the setting? _____
2. Who are the three characters? _____
3. At the start of the story, how is Jen feeling? _____
4. How does Maria feel about the store? _____

5. How is Jen feeling at the end of the story? _____

Vocabulary

Answer each question, using the vocabulary word before each question in your response.

1. **compass** Why might a hiker find a compass helpful? _____

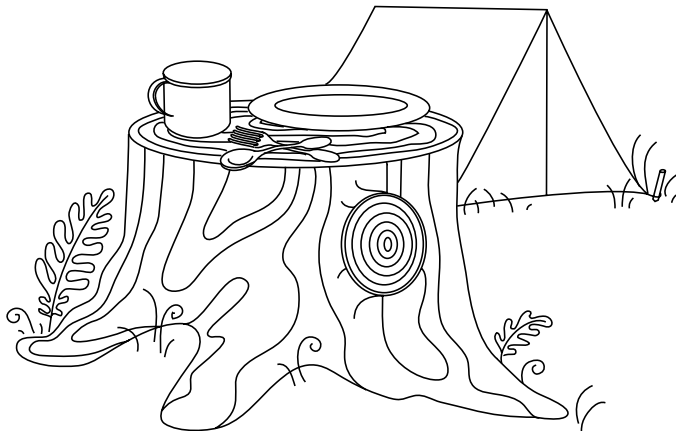
2. **darted** Why might a squirrel have darted across your path? _____

3. **muttered** Why might you have trouble understanding what a person said if he or she muttered? _____

4. **mug** How is a mug different from a plate? _____

5. **talker** What does it mean when we say that someone is a talker? _____

6. **brand-new** How many times has something been worn when it is brand-new? _____



The Missing Compass

My name is Irina. This morning I got a compass for my birthday. It was just what I wanted. I went outside to try it out. I never knew before that the back door of our house faced north.

When Mom called me to come get a mug of lemonade, I left the compass in the grass. When I got back outside, it was gone. "Where is it?" I muttered. I began to get upset.

Then I saw the neighbor's dog, Chichi. He always wanted to play. I watched as he darted around the yard making playful growls. He was quite a talker. And there, dangling from his mouth was my brand-new compass.

The chase was on. I thought I'd never get the compass back, but Chichi saw my mug of lemonade on the steps. When he bent his head to drink it, I was able to grab the compass.

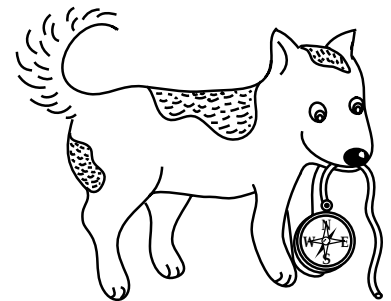
1. What gift did Irina get for her birthday? _____

2. Where did she leave her brand-new gift? _____

3. How did Irina feel when she found her compass missing? _____

4. How was Chichi moving? _____

5. How did Irina's feelings change on her birthday?



Story Comprehension

Read the statement below. Write **T** for true if the statement describes “The Lost Lake.” Write **F** for false if the statement does not describe “The Lost Lake.”

1. _____ Luke had lived with his Dad for many years.
2. _____ Luke had enjoyed cutting out pictures of mountains.
3. _____ Luke’s Dad had never been camping before.
4. _____ Luke’s Dad felt sad when they found Lost Lake.
5. _____ Luke’s Dad didn’t bring any food.
6. _____ Luke didn’t know his dad could cook.

Write to tell why the following statements are not true.

7. Luke was miserable sleeping in the tent. _____

8. Luke’s dad still didn’t talk much when they went back to the apartment in the city. _____

Use Parts of a Book

Books can have many different **parts**. Write the name of a book part to answer each question.

Front of the book

title page

table of contents

Back of the book

glossary

index

1. The author's name is found on the same page as the book title.

On which page in the book can you find these names? _____

2. Which book part is like a small dictionary? _____

3. How can you find the first page number of a chapter? _____

4. Which part of a textbook gives a definition of a word? _____

5. Which parts of a textbook are arranged in alphabetical order? _____

6. Where would you look to find how many chapters a book has?

Story Elements

Often a story's **setting** has a strong effect on how a **character** acts. In "The Lost Lake," Luke notices changes in his dad when they leave the city. In the chart below, make notes about what Luke's dad does and says in each setting. Then draw a conclusion about how he is different in the mountains.

Luke's Dad in the City

- In his room
1. _____
2. _____
- On the morning of the trip
3. _____
4. _____

Luke's Dad in the Mountains

- On the trail
5. _____
6. _____
- In the tent
7. _____
8. _____
- In the forest
9. _____
10. _____

Conclusions

11. In general, how does Luke's Dad act differently in the mountains?

12. Does the change in Luke's Dad make sense to you? How?

Make Inferences

In “The Lost Lake,” the author does not always explain what the characters are feeling or why they act as they do. Therefore, you must **make inferences** about their feelings and actions by “reading between the lines.” To make an inference, you can use clues provided by the author and similar experiences that you have had or heard about.

Answer each question by making an inference. Use story clues or personal experience to make each inference. Answers will vary.

1. Why do you think Dad decided to take Luke camping? _____

2. How do you think Dad felt when he and Luke arrived at the Lost Lake? How can you tell? _____

3. Why do you think Luke suggested to Dad that they find their own lake?

4. When Luke noted that Dad talked more in the mountains, why did Dad say, “I’ll have to talk more often, then?” Why did Luke smile when his Dad said this? _____

5. Why did Dad and Luke just gaze at “their” lake and not say anything?

Multiple-Meaning Words

Many words are **multiple-meaning words**, or have more than one meaning. The context of the sentence will help you tell which meaning of the word is being used. Read each sentence below. Then circle the meaning of each underlined word.

- Luke's Dad gave him a taste of the sweet coffee.
 - good-tempered
 - sugary tasting
- I could see the mountain path snake through the trees.
 - long, thin animals
 - wind around
- After he took out the camping stove, the knapsack was light.
 - not heavy
 - traffic signal
- The boy crashed into a low-hanging branch.
 - limb of a tree
 - division of a library
- It is important to train dogs not to chase animals in the woods.
 - teach
 - railroad cars
- The man was patient as he waited for his son.
 - calm, not complaining
 - getting medical advice
- A bat flew in the trees under the night sky.
 - stick used in baseball
 - a flying animal
- They left the path and struck out for the wilderness.
 - opposite of right
 - went away from
- In a second, the deer darted out of sight.
 - after the first
 - one-sixtieth of a minute
- They would tire too quickly if their packs were too heavy.
 - need rest
 - part of a car wheel

Problem and Solution

The **plot** is the events of a story. It often has a **problem** and a **solution**. The problem is the main idea of a story. A character must find a solution, or answer, to the problem. Read the story and answer the questions.

One by one, the kids in Ichiro's class stood up and told about a special talent. Everyone would take part. Soon it was Ichiro's turn. He gulped and then told his class that he was a good juggler and could juggle three balls at a time. Then the class asked Ichiro to juggle. "No problem," said Ichiro.

But there was a problem. Ichiro couldn't juggle. Last year, his big brother Yoshi tried to teach Ichiro to juggle, but Ichiro found it too hard to do.

Ichiro worried before remembering that he was a year older now. "Maybe I can do better," he thought. "I'll get Yoshi to help me try again." Sure enough, it worked. Juggling was easier now.

Three weeks later, Ichiro and Yoshi put on a show for the class. Yoshi did all the tricky stuff. No one noticed that Ichiro did only the simple tricks. The class thought Ichiro was great!

1. Who is the main character? _____
2. What is the problem? _____
3. What idea helped with the solution? _____

4. What was the solution? _____

5. How did Ichiro's solution benefit the class? _____

Vocabulary

Fill in each blank with the correct vocabulary word from the list at the top of the page.

accidental labored occasions rhythm shutters shortcut

1. The little doors on the outside of windows are called _____.
2. On some _____ the doors are blown closed by the wind.
3. Doors are not supposed to close by themselves, so when they do, it is _____.
4. The wind has a musical _____ when it blows things around outside.
5. We have all _____ to clean up after a windy day.
6. Cleaning up is hard work, and there is no _____.



The Storm

The thunder made a loud crashing noise. Meg jumped and knocked over a plant. It was *accidental*, but as Meg *labored* to clean up the mess, she wished she didn't scare so easily.

Suddenly the rain began to come down heavily. Meg remembered that her window was open and raced to her room. She used her *shortcut*, the back stairs. Meg quickly closed her *shutters* and window. Then she listened to the *rhythms* of the heavy rain. On *occasions* like this, Meg found comfort curling up on her bed with a favorite book—safe and dry.

1. What was *accidental*? _____

2. What did Meg wish as she *labored* to clean up the mess?

3. Why did Meg take a *shortcut*? _____

4. What did Meg do to comfort herself on stormy *occasions*?

5. What did Meg not like about the storm?

Story Comprehension

Answer the questions about “Amelia’s Road.”

1. What are los caminos? _____

2. Why does Amelia hate los caminos? _____

3. What does Amelia have to do before she goes to school? _____

4. Why does Amelia like Mrs. Ramos more than the teacher at her last school?

5. What did Amelia know she could always go back to? _____

6. For the first time, Amelia didn’t cry when her family moved again.

Why not? _____

Use a Glossary

A **glossary** is like a small dictionary found at the back of the book. It lists important or difficult words found in the book in alphabetical order. The glossary gives the meanings and pronunciations of the words.

Here is part of a glossary. Use it to answer the questions.

mesquite A small, thorny flowering tree that grows in desert regions. Mesquite trees can live with little water.
(mə sket´) noun

mural A picture painted directly on a wall or ceiling. We painted a mural in the hallway of our school.
(mu´ rəl) noun,
plural **murals**

petroleum An oily flammable liquid made into such products as gas to run cars and oil to heat buildings. Petroleum is a valuable natural resource.
(pi tro´ lē əm) noun

1. Why does *mesquite* come before *mural*? _____

2. Which word names a natural resource? _____
3. How many syllables does *petroleum* have? _____
4. What is a mural? _____
5. Name two products made from petroleum. _____

Problem and Solution

In most stories, the main character faces some kind of **problem** and must find a **solution**, or a way to solve it. In “Amelia’s Road,” Amelia faces a big problem and smaller ones. Answer each question about the story.

Problems

1. What was the problem with cabin number 12? _____

2. What was the problem with Amelia going to so many different schools?

3. What is the problem with Amelia’s parents not knowing her birthday?

4. The big problem is how Amelia feels because her family moves so often.
How does she feel and why is it a problem? _____

Solutions

5. What did Amelia find that she could call her own?

6. What did Amelia do to make the road and tree her own home place?

Make Inferences

The author of a story doesn't always tell you what a character is feeling. Sometimes you have to **make inferences**, or figure it out, based on what the character says and does.

Answer each question. Tell what Amelia may be thinking.

1. Why does Amelia cry every time her father takes out the map?

2. What does Amelia think when she enters another grim, gray shanty at the labor camp? _____

3. How does Amelia feel when she says she want to settle down and her mother says, "Maybe someday." _____

4. How does Amelia feel when her parents can't remember when or where she was born? _____

5. Why is Amelia in such a good mood the day she finds the tree and the accidental road? _____

6. How do you know Amelia can solve problems? _____

Synonyms and Antonyms

Synonyms are words that mean almost the same thing. **Antonyms** are words that have opposite meanings.

Write a synonym from the list to replace each underlined word.

labored**smiled****strange****cried**

1. The baby sobbed when he was hungry. _____
2. I have visited some weird places. _____
3. The planters worked in the blazing sun. _____
4. The friends grinned at each other when they won. _____

Write an antonym for the underlined word to complete each sentence.

relax**curved****temporary****beautiful**

5. One road was straight, but the other was _____.
6. The old cabin was grim, but the new house was _____.
7. First Jeff would worry, and then he would _____.
8. A rock is a permanent thing, but a flower is _____.

Story Elements

The **plot** is what happens in the story. The **setting** is where and when the story takes place. The **characters** are the people in the story. Read this story and answer each question.

Tony was visiting his cousin, Manolo, who lived on a farm with horses. Tony, a city boy, loved the wide, open fields and the wooded trails. But horses made him nervous. All Manolo talked about was riding. But there was no way that Tony was going to get on a horse. They were so big!

Manolo kept asking Tony to ride. He promised Tony everything would be fine. By the third day, Tony gave in and agreed to go on a trail ride.

Manolo gave Tony a slow, gentle horse named Sam. Sam followed all of Tony's directions. He didn't gallop off or buck. Tony really liked his first ride. The next day Tony got up early so he could groom Sam and then ride him. Manolo had made a rider out of Tony, after all.

1. Who are the characters? _____
2. What is the setting? _____
3. In the first part of the story, Tony feels happy. Then things change and he is scared. Why? _____

4. In most plots, at least one of the characters changes. Who changed in this plot and how did it happen? _____

5. What might happen the next time that Tony feels afraid to try something new? _____

Vocabulary

Write a vocabulary word to replace each underlined word.

reins

eerie

squall

huddled

pesky

overalls

1. At the bottom of the tree, baby squirrels gathered closely together to keep warm. _____
2. Before the storm, a strange, weird stillness told us that the tornado was going to be even more frightening than we expected. _____
3. The new rider sat on the horse and gave the straps a little wiggle to get the animal to move. _____
4. The annoying puppy kept whining for more food or a chance to go out and play. _____
5. When a sudden gigantic wind brings rain along with it, everyone runs for the shelter of their homes. _____
6. The pants with bib and straps cover almost the whole body of the person wearing them. _____

PRAIRIE SQUALL

Sally heard the wind whistle across the prairie as she put on her *overalls* and ran out to her horse in the barnyard. She was frightened as *eerie* clouds darkened the sky. A brief *squall* blew rain into her eyes. Sally's horse was frightened, too, and gave her a hard time. Sally grabbed the horse's *reins* and led the animal into the barn. There the chickens were *pesky* and running around. But the cows *huddled* together, waiting for the storm to end.

1. What kind of clothing is Sally wearing? _____

2. Define what the author means by "*eerie*". _____

3. What word describes the behavior of the chickens in the barn? _____

4. What did the other animals in the barn do during the storm? _____

5. Why did Sally run so quickly out to the barnyard? _____



Story Comprehension

Write the names of the characters that fit each description.

1. All her life, she had lived near the sea. _____
2. They were neighbors who brought chickens. _____

3. He doesn't remember his mother. _____
4. He brought roses for Sarah. _____
5. She knew how to drive a wagon before Sarah did. _____
6. They huddled in the barn during the squall. _____

Answer each question.

7. Why is Caleb worried when Sarah drives away? _____

8. Why do you think it was so important to Sarah that she learn to ride a horse and drive a wagon? _____

Use a Table of Contents and Headings

Answer the questions about the table of contents and the following section.

Table of Contents

UNIT 1 -	Covered Wagons Going West	12
Chapter 1	Planning the Route/Provisions.....	16
Chapter 2	Sleeping and Eating on the Trail.....	36
UNIT 2 -	Prairie Hardship and Happiness	56
Chapter 3	Building and Hard Work.....	60
Chapter 4	The First Winter	82

Weather on the Trails

The weather made life on the trail hard. If it was too hot, the animals could get sick. If it rained too much, the rivers would flood. Winter months were dangerous because of snow storms. But on cool, summer nights, families would gather around the campfire to cook, share food, and sing songs.

- How many chapters are there in this book? _____
- What are the two main parts of the book called? _____
- How is the first unit different from the second unit? _____

- In which chapter might the heading "Weather on the Trails" be found?

- About how many pages are there in a chapter? _____

Story Elements

Character and **setting** are closely linked to the **plot** of “Sarah, Plain and Tall.” Sarah misses her home in Maine, but she also likes her new home on the prairie. Understanding what she likes about both places can help you understand Sarah’s character.

In the chart below list what Sarah misses about her life in Maine and what she likes about her life on the prairie.

Misses About Maine

Likes About the Prairie

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. Use the chart, the details from the selection, and your personal experience to describe the character of Sarah. _____

10. Write a short description of the plot on the following lines. _____

Problem and Solution

Read the story and answer each question.

Molly found a ring on her way to play baseball. “What a pretty ring,” thought Molly. “I should ask if anyone lost it.” Then Molly heard the baseball coach call her name. She shoved the ring in her pocket and took off for baseball practice. Molly forgot all about the ring.

The next day, Molly heard Keisha say she’d lost her ring. Molly had left the ring at her house. She worried all that day because it was a day later and people might think she had wanted to keep the ring. Maybe she should just leave the ring at home and not mention it.

When Molly saw Keisha the next day, she knew she had to give the ring back. Keisha looked so sad. Molly knew it was better to give her the ring, no matter what the others thought.

“My ring!” shouted Keisha as Molly handed her the ring. She hugged Molly. No one asked when Molly had found it. Everyone was just happy Keisha had her ring back. So was Molly!

1. What was Molly’s problem?

2. What solution did Molly think of at first?

3. How did Molly learn that leaving the ring at home was the wrong solution?

4. What solution worked?

5. What would your solution have been?

Synonyms and Antonyms

Synonyms are words that mean almost the same thing. **Antonyms** are words that have opposite meanings.

Write a synonym from the list to replace each underlined word.

noisy	tender	teach	squall	thin
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- Hannah wore a skinny ribbon in her hair. _____
- Tim's mom will show him how to do long division. _____
- David was very gentle with his baby brother. _____
- The loud music kept Jena from concentrating. _____
- A wind blew up just as the game started. _____

Write an antonym for the underlined word to complete each sentence.

cruel	silence	always	arrive	solution
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- First the room was filled with sound and then _____.
- One twin was kind and the other one was _____.
- When Kevin has a problem, he finds a _____.
- As we leave the cafeteria, another class will _____.
- I never eat peas, but I _____ eat carrots.

Main Idea and Supporting Details

The **main idea** tells you what a selection is all about. The **supporting details** in the selection help you to understand the main idea. Read this selection and answer each question.

Beavers are the engineers of the animal world. Engineers are people who use math and science to build bridges, tunnels, and building foundations and frames. Beavers build things, but they don't use math and science. They just know how to build dams and homes.

Beavers build dams to block river or pond water and make it deeper for their homes. Their homes, or lodges, stand partly below the water and partly above. These lodges have a front and back entrance. The lodge is made of logs and sticks plastered together with mud, grass, and moss. Beavers gather the building materials and float them to the lodge site along water channels they also build. Beavers work all the time, cutting down trees and branches to repair their lodges and dams.

1. What is the main idea? _____

2. What supporting detail tells you why beavers are unlike engineers?

3. What supporting detail tells you about the materials beavers use?

4. Human engineers are supplied with building materials. Which supporting detail tells how beavers get their building materials? _____

5. Why do you think we use the expression "busy as a beaver"?

Vocabulary

Substitute the correct word from the list for each underlined word or words.

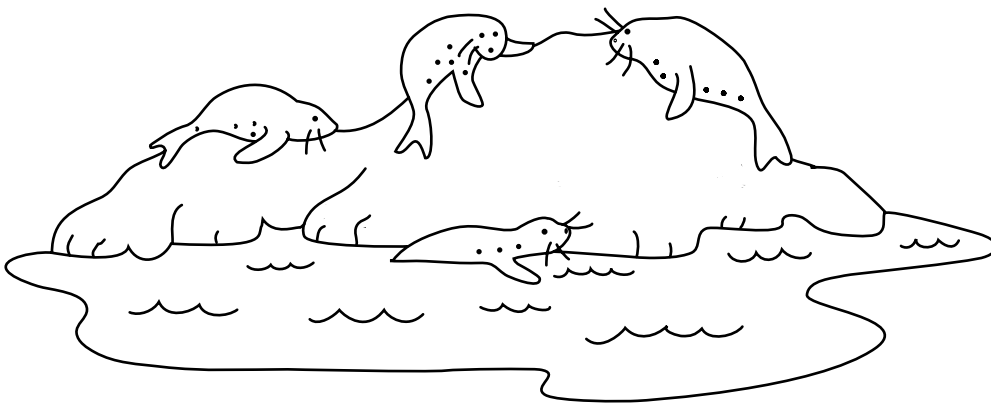
nursery squealed assured horizon jagged mature

1. The baby made a loud, shrill sound as it looked for its mother. _____

2. In a snowstorm, we sometimes cannot see the line where the sky and land meet. _____
3. The adult animals are almost always much bigger than the babies. _____
4. At night, sounds come from the place where babies are cared for. _____

5. Some icebergs have sharply pointed edges. _____

6. Many people are convinced that seals are harmless. _____



A Place for a Boy and His Dog

On warm spring evenings, Matt likes to sit on the dock that stretches out into the lake. He looks at the line where the lake and the sky meet. Then the bright, orange sun sinks below the *horizon*. Sometimes the sunset forms a pattern of brilliant, *jagged* colors. Matt listens to the sounds in the woods behind him. With all the baby birds in the trees, it sounds like a *nursery*. Matt's puppy always *squealed* when he heard the baby birds. Now he's a *mature* dog and is used to those baby birds. Sitting in this beautiful place year after year makes Matt feel *assured* that he will always like it here.

1. What does Matt look at when he sits on the dock? _____

2. What kind of pattern does the sunset form? _____

3. Matt's dog *squealed* as a puppy but has stopped doing it now. Why?

4. What do the baby birds sound like? _____

5. What does Matt feel *assured* about? _____

Story Comprehension

Write an answer in the space provided for the questions about "Seal Journey."

1. Who is the photographer who is telling the story?

2. Who is Jonah? _____

3. Where does the helicopter take Richard and Jonah?

4. Why are these seals called harp seals?

5. How much does a baby seal weigh at the end of 12 days?

6. Why does the mother push the pup into the water?

7. What happens to a seal pup after two weeks?

8. What happens in April when the ice melts?

Use an Index

An **index** is an alphabetized list of topics found at the back of a book. An index tells on what page or pages a particular subject or name can be found. Use this sample index to answer questions.

Galapagos fur seal, 62, 71, 75
Guadeloupe fur seal, 19, 83-87
harbor seal, 22-25
harp seal, 6, 9, 14
hooded seal, 31-36, 42
killer whales, 11-19, 88
krill, 12

1. What are the numbers for pages with information about the harp seal?

2. What are all the page numbers with information about the harbor seal?

3. Why do some page numbers have commas between them while others have dashes? _____

4. Should you look through this book to find information about the gray seal?

Explain. _____

5. Which topic has the greatest number of pages? How many pages?

6. How can an index help you work more quickly?

Main Idea and Supporting Details

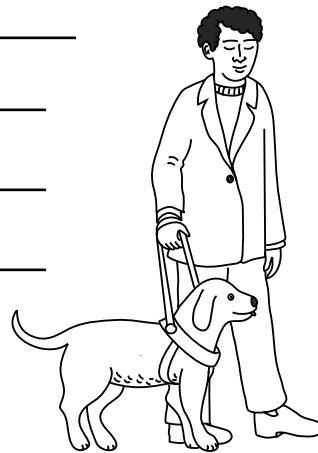
The **main idea** of a paragraph is its most important idea. **Details** in the paragraph help support the main idea. Read the paragraph below. Write the main idea, then the details that support the main idea.

Dogs are trained to do many different jobs. Some dogs are trained to help people who are blind or who can see only a little. They make it possible for people to do many things they couldn't do without them. Other dogs are trained to do police work. Dogs with a sharp sense of smell track people and search for dangerous items. Some dogs are used for hunting. Still other dogs help farmers herd sheep and cows. But many dogs are pets. They are playful. They may also help keep a home safe by barking when strangers come near.

1. Main idea: _____
2. Supporting detail: _____

3. Supporting detail: _____
4. Supporting detail: _____
5. Supporting detail: _____

6. Supporting detail: _____



Make Inferences

An author doesn't always tell you why story characters do what they do. Therefore, you must **make inferences** about characters' actions by "reading between the lines." To make an inference, you can use clues provided by the author and similar experiences that you have had or heard about.

Read the story. Make an inference for each question.

Stacy, Gena, and their mom piled up the camping equipment near the door.

"I'll help you put up the tent when we get there, Mom," said Stacy. "I'm good at that."

Gena sighed as she dropped the knapsack. "I'll stay in the car until you get that tent set up." Gena ran to give her best friend Hannah a last-minute phone call. All her friends were going to Hannah's house that afternoon. Everyone but Gena would be there. Gena sighed again.

Stacy and her mom waited for Gena by the door. "I get excited when I'm about to go camping," said Mom. "When I was little, I couldn't wait to go. Luckily Gramma and Grandpa loved to camp too."

1. Who is going camping? _____
2. How does Gena feel about going camping? How do you know?

3. How does Stacy feel about the camping trip?

4. How might the girls' mom have gotten interested in camping?

5. Who will enjoy the trip the most? _____

Multiple-Meaning Words

Words can have more than one meaning. The sentence can help you know which meaning of the word is being used. Read each sentence below. Then circle the meaning of each underlined word.

1. Kenny will seal the box with tape.
a. large arctic animal b. close up tight
2. There is a spring that makes the toy move.
a. metal wire in circles b. a season
3. Max rose from the floor and threw the basketball.
a. a flower b. stood up
4. We had a picnic on the bank of the river.
a. where money is found b. hill by a river
5. The bark was dark with grooves and roughness.
a. dog sound b. tree trunk cover
6. We saw the butterfly land on the flower leaf.
a. come rest on b. earth
7. When the ball comes toward him, he ducks.
a. bends suddenly b. bird with webbed feet
8. He writes all of his stories with a purple pen.
a. animal cage b. object for writing
9. He got on the scales and saw he had gained 5 pounds.
a. hard, flat pieces on fish skin b. weighing machine
10. We ground the nuts into tiny pieces.
a. surface of the earth b. crushed

Problem and Solution

The main characters in a story often face one or more **problems** that they must solve, or for which they must find **solutions**. Find the problems and solutions in this story. Then answer the questions.

Indira's neighbor, Mrs. Ramos, asked Indira to care for her dog, Tati, while she was away. Indira was afraid of dogs, but she liked Mrs. Ramos. Also, she needed the money. So Indira went to meet Tati. Tati was very friendly and did not bark. Indira took the job.

The next day, Indira put the key in Mrs. Ramos's door. Tati began to bark angrily. Indira could see his big teeth through the door window. Scared, she ran home.

Indira thought about asking her sister, Kamala, to help her, but remembered what Kamala had said. "You know dogs scare you. You had better not take the job." Kamala had warned. Indira didn't want to admit that she had been scared and had run away. But she didn't know what else to do, so she asked her sister for help. Kamala helped Indira take care of Tati for two days. During that time Tati and Indira became friends.

1. What did Tati do when Indira put the key in the lock? _____

2. What is the big problem in the story? _____

3. What was Indira's solution? _____
4. What is a smaller problem in the story? _____

5. How does Indira solve the smaller problem? _____

Vocabulary

Answer each question, and use the vocabulary word in your response.

1. **patients** What type of patients do veterinarians have?

2. **healthy** Will exercise help to keep dogs healthy?

3. **skills** What skills do you need to be a good basketball player?

4. **broad** Does it make a difference if a path is narrow or broad?

5. **reptiles** Name some animals that are reptiles.

6. **fangs** Which snake has poisonous fangs?

Animal Doctor

Right now, my name is Lauren Ayana. When I grow up, my name is going to be Doctor Lauren Ayana, veterinarian to all animals.

I'm already working on my doctoring *skills*. I ask the veterinarian all kinds of questions when I take my pets to his office. I often check my cat and dog to make sure they seem *healthy*. I also care for two *reptiles* — a lizard and one snake with no *fangs*.

Some vets only treat pets or farm animals. That's too narrow for me. I plan to care for a very broad group of animals. My *patients* will include everything from pets to farm animals to wild animals.

1. Why is Lauren learning doctoring *skills*? _____

2. Who does Lauren ask questions about keeping animals *healthy*?

3. What kind of animals does Lauren have in addition to her cat and dog?

4. What kinds of *patients* are in the broad group Lauren plans to treat?

5. Why can you say Lauren will be a good veterinarian?

Story Comprehension

Read statements 1 to 6 below. Write **T** for true if the statement describes “Open Wide, Don’t Bite!” Write **F** for false if it does not.

1. _____ Peter Kertesz went to school to be a dentist for people.
2. _____ Kertesz treats only small cats, never tigers or lions.
3. _____ The dentist gives animals medicine so they won’t feel pain.
4. _____ Large animals are easier for dentists to treat than small ones.
5. _____ A tiger can lose its life from one bad tooth.
6. _____ The teeth of beavers and rats never stop growing.

Write an answer for each question.

7. How was Dr. Kertesz the answer to another vet’s problem?

8. Why do animals have different sizes and shapes of teeth?

Use Headings, Captions, and Sidebars

Foods to Avoid

Certain foods can stick to your braces or even break them. These foods includes sticky candy, apples, and corn-on-the-cob.



Pasta is a good choice of food for people with braces. It is soft and easy to chew. Mashed potatoes and rice are also good choices.

A smoothie shake is a soothing treat if your teeth are sore after a trip to the orthodontist. Just blend a cup of milk with a chopped banana and a handful of ice cubes.

Now answer these questions about the page above.

1. What types of foods should people with braces avoid? _____

2. What information does the sidebar contain? _____

3. How are captions and sidebars alike? _____

4. Write a heading for the sidebar. _____
5. Pretend the picture showed a boy eating an apple. Write a new caption for the picture. _____

Main Idea and Supporting Details

Write the **main idea** in the following passage. Then write the **details that support** the main idea.

Many grown-ups have jobs they enjoy. They are also using the interests they had as children. For example, a designer of electrical kitchen products for a large corporation liked to take apart old can openers and toasters as a girl. Another worker uses big machines to dig huge holes in the earth for the foundations of skyscrapers. He is doing what he has done since he was three years old. When his friends stopped digging in sandboxes, he kept on digging. Even when he was 12 years old, he was still digging and hoping the other kids didn't see. Other examples are twin brothers who liked to pretend they were airplane pilots when they were young. They're not pretending any longer.

1. Main idea:

2. Supporting detail:

3. Supporting detail:

4. Supporting detail:

Multiple-Meaning Words

Some words have **multiple-meanings**. The context of the sentence will tell you which meaning of the word is being used. Read each sentence below. Then circle the meaning of each underlined word.

1. She wears a blue band to hold her hair away from her face.
a. group of musicians b. thin strip of cloth
2. Jeffrey can finish the race even though he is out of breath.
a. is able to b. metal container
3. The pitcher on the table was filled with lemonade.
a. container for pouring liquid b. baseball player
4. Hannah wrote the note on the yellow slip.
a. slide suddenly b. small piece of paper
5. Tim sat at the counter eating a cheese sandwich.
a. person listing numbers b. long table
6. The falling branch gave him a blow on the head.
a. hard hit b. send air from the mouth
7. They had only one match left for two more nights in the woods.
a. stick for starting fires b. things that go together
8. Maria and her sister liked to lie down and look at the stars.
a. say something not true b. be in a flat position
9. They could see the school from the glass-bottom boat.
a. place for learning b. group of fish
10. They stopped at the toll booth before they drove over the bridge.
a. fee b. sound of a bell

Synonyms and Antonyms

Synonyms are words that mean almost the same thing. **Antonyms** are words that have opposite meanings.

Write a synonym from the list to replace the underlined word in each sentence.

sound**several****make****find**

1. This morning, Mark could not locate his homework. _____
2. There was a funny noise coming from the car engine. _____
3. My family makes numerous trips to the grocery store. _____
4. Anthony likes to construct towers of boxes. _____

Write an antonym for the underlined word that completes each sentence.

all**destroy****silence****below**

5. Every time we make block towers, the babies _____ them.
6. I float my kite above the trees, while I stand _____ them.
7. She said she would do none of the work, but she did it _____.
8. I couldn't hear a sound; there was only _____.

Unit 1 Vocabulary Review

- A.** Locate and circle the vocabulary words in the word puzzle below. Words can be spelled from left to right, right to left, top to bottom, bottom to top, and diagonally.

b	s	q	x	z	l	t	c	d	d	c	c	d
e	e	r	i	e	s	s	q	e	s	r	y	d
p	o	h	n	d	r	d	l	l	r	s	x	e
s	i	y	n	m	r	a	m	d	a	o	r	b
t	s	t	v	u	e	r	s	d	y	z	q	r
n	e	h	a	u	i	t	c	u	c	v	a	n
e	l	m	q	o	n	e	p	h	a	e	s	o
i	i	s	t	p	s	d	o	m	i	s	s	s
t	t	o	a	i	o	q	u	u	p	g	u	s
a	p	t	l	s	i	z	u	e	n	v	r	t
p	e	s	k	y	c	c	p	a	w	m	e	r
r	r	o	e	u	n	j	f	q	l	e	d	n
n	v	n	r	d	e	r	o	b	a	l	s	y

- B.** Write the correct vocabulary word in the blank in each sentence.

- I was glad when my vet told me my pet was _____.
- In some northern states, the wind and snow create bad storms known as _____.
- On happy _____, I like to wear bright, sunny colors.
- With my _____ to guide me, I will know which way is north.

Unit 1 Vocabulary Review

Answer each question using the underlined vocabulary word.

1. How can you feel assured that you will pass the test?

2. Which path is the shortcut to your house?

3. What does the weather person mean by a squall?

4. How many patients will your doctor help today?

5. Is it true that they labored hard to clean up the yard?

6. Has he learned the skills to be a great basketball player?

7. Where is that eerie and mournful sound coming from?

8. Is the ice on the rink too rough and jagged for skating?

9. What are the most important occasions in your life?

10. Did you mean to say that or was it accidental?

Make Predictions

As you read a story, you often ask yourself what will happen next. To answer your question, you think about clues in the story and your own experience. Then you **make a prediction**, or a guess, about what will happen.

Read the first part of the story, and make a prediction. Then check your prediction by reading the next part of the story.

Mike's aunt often told him not to read scary books before going to bed. But tonight Mike wanted to finish his book. He had to find out what happened next. Mike was well into the final chapter when he heard something. Was it his aunt downstairs? Was it something in the closet? "Probably just the wind," he thought.

"Lights out, Mike!" called his aunt. Mike put the book down and turned off the light.

1. Why do you think Mike's aunt doesn't want him to read scary stories before going to bed? _____

2. What do you predict will happen after Mike turns off the light?

3. List the clues in the story that helped you make your prediction.

4. Write your own ending to the story using predictions you have made.

Vocabulary

Substitute a vocabulary word for the underlined word or words in each sentence.

guilt resounded festival lingered pranced inspecting

1. The food and music were great at the celebration. _____
2. People stayed long after the party was over. _____
3. Horses strutted to entertain the crowd at the circus. _____
4. Shouts and whistles echoed through the crowd as the show began.

5. Children were looking closely at each other's costumes. _____
6. No one had feelings of
having done something
wrong for staying up so
late. _____



Pete's Prize

Every year our school holds a food *festival*. All the food is made by the students. The food is laid out on tables. The judges take turns *inspecting* and tasting it. Judges *lingered* over the little bowls of Pete's Peanut Pudding. They're my entry. I'm Pete.

For the second year in a row, I took first prize for cooking. Clapping and cheering *resounded* in the crowd when I won. So I pranced around the room letting everyone shake my hand.

"Stop bragging," said my best friend Angel. "Don't you have any *guilt* about showing off?" I thought for a minute. "No, not really," I said. "I won fairly!"

1. What happens at the school every year?

2. What is the job of the judges in the story?

3. What happened in the crowd when Pete won?

4. Why does Angel think Pete should have some guilt?

5. Why should Pete feel happy about what he has done?

Story Comprehension

Read statements 1 to 6 below. Write **T** for true if the statement describes “Justin and the Best Biscuits in the World.” Write **F** for false if it does not.

1. _____ Justin felt guilty when he didn’t help Grandpa wash the dishes.
2. _____ Justin couldn’t make his bed, even though he tried.
3. _____ “Riding the fence” means “sitting on the fence.”
4. _____ A baby deer was in trouble and needed Grandpa’s help.
5. _____ The mother deer attacked Grandpa.
6. _____ Grandpa learned to cook the biscuits when he was a boy.

Write to tell why the following statements are not true.

7. Grandpa told Justin that one thing cowboys never do is cry.

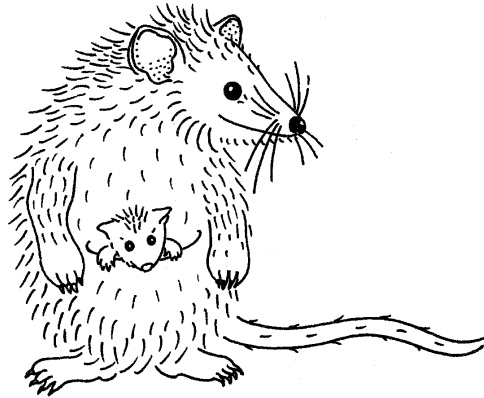
8. Justin loves Grandpa, but he didn’t learn anything new from him.

Use a Dictionary

A **dictionary** is a book of words listed in alphabetical order. A dictionary entry tells you how to spell a word, how to pronounce it, and what it means. Many words have more than one meaning. A dictionary entry also tells you whether the word is a noun, a verb, or another part of speech.

Read the dictionary entry and answer the questions.

opossum A small, furry animal that lives in trees and carries its young in its pouch. When frightened, the *opossum* lies still as if it were dead. **o•pos•sum** (ə pos' əm) *noun, plural opossums.*



1. Where does an opossum live? _____
2. How many syllables does the word opossum have? _____
3. Which syllable gets the emphasis? _____
4. What part of speech is opossum? _____
5. How does looking at the picture help you understand Justin's fear in the story? _____

Make Predictions

When you make a **prediction**, you make a logical guess about what will happen next, based on story clues and your own experiences. As you read on, you find out if you were right. Making and confirming predictions can help you understand why characters act as they do.

Think back to your first reading of “Justin and the Best Biscuits in the World.” Then answer these questions about predictions you made or might have made at different points in the story.

1. At the beginning of the story, did you think Justin and Grandpa were going to get along? Why? _____

2. What did you think would happen when Justin started making his bed while Grandpa watched? _____

3. What happened with Justin and the bed? How did it change what you predicted would happen in the rest of the story? _____

4. What did you think Justin would do when he saw the blood from the doe? _____

5. Write a prediction about Justin’s future visits to Grandpa’s ranch.

Form Generalizations

A **generalization** is a broad statement about something. Generalizations often include words such as *always*, *many*, *most*, *almost*, *all*, *no*, or *none*.

Complete each sentence starter below by writing a generalization based on details from “Justin and the Best Biscuits in the World.”

1. Washing dishes _____
2. A well-made bed _____
3. None of the wrinkled shirts _____
4. The morning sun on the hilltops always _____
5. A doe’s eyes usually _____
6. When Justin’s grandpa was a boy, he _____
7. Cowchips _____
8. Diamondback rattlers _____
9. Some of the best cooks in the world _____
10. On the cattle trail _____

Context Clues

There may be words you don't know in a story you are reading. Sometimes the sentence, or **context** surrounding a word, holds clues that can help you understand the word's meaning.

Write a word from the list that makes sense in each sentence.

shallow	resounded	mustangs	chores	outburst
broadly	cautiously	lingered	surge	assured

1. The night air _____ with sounds of crickets and bat wings.
2. Hannah _____ in the yard after her parents went into the house.
3. Kevin raked the leaves and finished other outdoor _____.
4. Dad showed all his teeth when he smiled _____.
5. Antonio felt a _____ of happiness as he rode the horse.
6. Mei-Li tiptoed _____ so she wouldn't frighten the kittens.
7. When Consuelo spelled the word, she felt _____ of the prize.
8. Keeshawn dug _____ holes near the surface for the flower seeds.
9. Tamara used to tame wild ponies called _____.
10. That was quite an _____ when Chad yelled without thinking.

Sequence of Events

The **sequence of events** is the order in which things happen in a story. Keeping track of the order helps you understand the plot. Read this story and then number the events 1 to 5 in the order in which they occurred.

It happened a long time ago on a distant planet called Evergreen. This planet took its name from the beautiful trees that covered much of its land. The special thing about the people on Evergreen was that everything they had was made of paper. The paper was made from trees. They had paper clothes, paper toys, paper houses, and paper cars. The people on Evergreen used a lot of trees.

After a thousand years, great bare spots began to appear in the forests of Evergreen. Many trees had been cut down, but none had been replanted. Next, deer, fox, and other animals disappeared from Evergreen. They had no place to live. Finally, the air began to go bad. The great forests had always cleaned the air. There were no more large forests on the planet. It wouldn't be long until all life on Evergreen disappeared.

_____ Deer, fox, and other animals disappeared.

_____ Evergreen was covered with beautiful trees.

_____ It would not be long before all life on Evergreen would die.

_____ Houses, clothes, toys, and cars were made of paper.

_____ The air on Evergreen went bad.

Vocabulary

Label each statement **True** or **False**. If the statement is false, explain why.

1. Objects usually look clear in a morning *haze*.

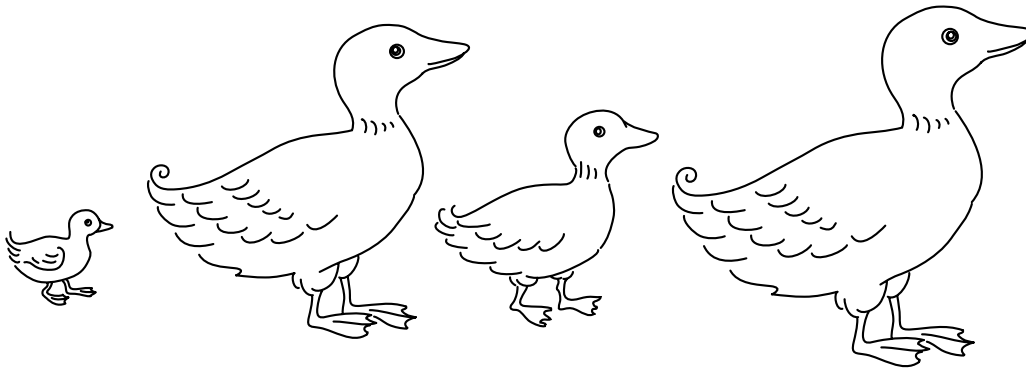
2. A police siren makes a *shrieking* sound.

3. A *foul* smell is pleasant.

4. A word that means the same as *crumpled* is crunched.

5. If groceries are *bulging* out from a bag, a bigger bag is not needed.

6. A duck that *waddled* never swayed from side to side.



In Early Spring

A misty *haze* filled the morning sky. The fresh spring air seemed sweet compared to the *foul* air of winter. Baby birds were *shrieking* for food and attention. Baby ducks *waddled* behind their mothers toward the river. A slight breeze blew the fallen and *crumpled* flowers from last year. At the market, people's shopping bags were *bulging* with garden tools, boxes of tiny plants, and flower and vegetable seeds. Spring was really here.

1. What is another name for *haze*? _____
2. How is the winter air described? _____

3. How are shopper's bags described? _____

4. How did the baby ducks walk? _____
5. Why do you think this story is called "In Early Spring"? _____

Story Comprehension

Complete each sentence with the correct word or phrase. Look back at “Just a Dream” for help.

1. His bed was balancing on the edge of a giant _____.
2. After the party, Walter and his dad planted the _____ present.
3. Walter _____ up the empty bag and threw it at the fire hydrant.
4. The sign read Hotel _____.
5. Walter bought a large jelly-filled _____.
6. This can't be the _____, Walter thought.
7. The ducks had been looking for the _____ for days.
8. Walter couldn't understand why anyone would want a _____ for a present.
9. When Walter first woke up, he was in the middle of a huge _____.
10. The huge trees seemed very _____ next to his bed.

Use a Thesaurus

A **thesaurus** is a book that lists the synonyms of words. You can use a thesaurus when you want to find different words that have the same, or nearly the same meaning.

Below are two thesaurus entries. Read them, then answer the questions.

ridiculous *adjective* absurd, foolish, laughable, preposterous, unbelievable, silly

said *verb* asked, bragged, complained, demanded, exclaimed, mentioned, muttered, questioned, whined, yelled

1. When would you find a thesaurus helpful? _____

2. What are three synonyms for the word ridiculous? _____

3. What part of speech is the word said? _____
4. What do we call words that have the same, or nearly the same meaning?

5. What do we call a book that lists synonyms? _____
6. Write a sentence using different words for ridiculous and said.

Sequence of Events

The **sequence of events** in a story is the order in which things happen. Keeping track of the sequence of events can help you understand what is happening in a story. Ten events from “Just a Dream” are listed out of order below. Number each event to show the correct sequence.

- _____ 1. Walter watched a television show about the future.
- _____ 2. Walter planted a tree on his birthday.
- _____ 3. Walter threw an empty bag at a fire hydrant.
- _____ 4. Walter saw the fishermen catch one small fish.
- _____ 5. Walter got stuck in traffic on the highway.
- _____ 6. Walter went back to sleep in the shade of two trees.
- _____ 7. Walter dumped all the trash into one can.
- _____ 8. Walter woke up on a mountain of trash.
- _____ 9. Walter wished he had robots to work for him.
- _____ 10. Walter saw a man pushing a motorless lawn mower.

Form Generalizations

A **generalization** is a broad statement about something. Generalizations often include words such as *most*, *none*, *everything*, or *all*. Read each passage. Then write a generalization about “Just a Dream” on the line below.

1. When Walter took out the trash, he dumped everything into one can.

He didn't care that there were three cans for three different kinds of trash.

He wanted to get back to watching television.

Generalization: _____

2. In the story, Walter wished that he had his own plane, robot, and a machine to make jelly doughnuts.

Generalization: _____

3. Walter saw houses buried under huge piles of trash. He gasped when he saw the street sign that had the name of his street on it. A man told him no one lived there anymore.

Generalization: _____

4. When Walter was on the edge of a smokestack, he coughed and the smoke burned his throat and made his eyes itch.

Generalization: _____

5. When Walter awoke, he ran outside in his pajamas to find the jelly doughnut wrapper he had discarded earlier that day.

Generalization: _____

Compound Words

A **compound word** is made up of two short words. The two words together may mean something different than what they meant separately. An example would be *head* and *light* making *headlight*.

Put two words from the list together to make a compound word to fill in the blank in each sentence.

skate	book	note	ball	back
flash	thunder	camp	pack	noon
storm	after	fire	board	scraper
basket	sky	brush	light	tooth

- Ivan wrote stories in her _____.
- Bonita delivered papers every _____ after school.
- Teresa carries her books in her _____.
- You often have lightning along with a _____.
- That _____ has 47 floors.
- Chan's brother plays guard on the _____ team.
- Spyros uses his _____ after every meal.
- A _____ is a good thing to have in the dark.
- We put more wood on the _____.
- I can move really fast when I'm on my _____.

Cause and Effect

One event can make or **cause** another event to happen. What happens is the **effect**. Read the following pairs of sentences. In each pair, tell which sentence states a cause and which states an effect. Write **C** for cause and **E** for effect in the blanks.

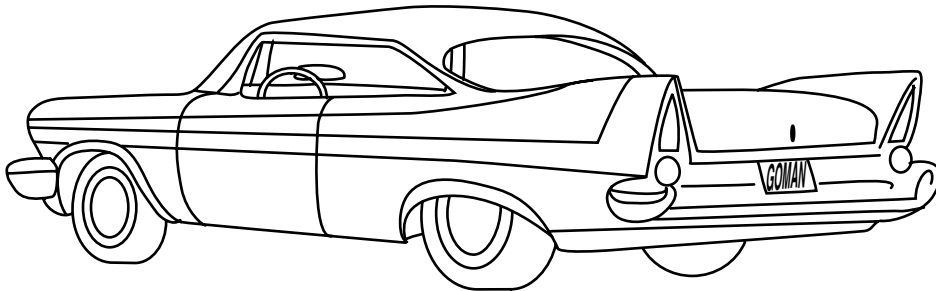
- _____ The movie theater charged only \$2.00 for tickets on Wednesday evenings.
_____ There was a large crowd of people at the theater on Wednesday evening.
- _____ The championship basketball game was cancelled because of bad weather.
_____ A severe blizzard hit the city on the day of the championship basketball game.
- _____ There were less than ten people in most classes last week.
_____ Many students had chicken pox last week.
- _____ Teachers gave students several extra days to make up the work they missed.
_____ Students who were sick fell behind in their class work.
5. How can you tell which sentence in each pair describes a cause and which describes an effect? _____

Vocabulary

Choose the correct word from the box to complete each sentence.

sturdy glistened overflowing county clustered bidding

1. The old car seemed huge and it was very strong and _____.
2. People from all over the _____ wanted the car.
3. At first small groups of people _____ around the car.
4. On the final morning of the fair people were _____ on the car.
5. By the time the new owner was announced, the area was _____ with people.
6. The metal on the car _____ in the sun.



Auction

The *county* decided to hold an auction to raise money for a swimming pool. The morning of the auction, groups of people clustered near the auctioneer. The stage was *overflowing* with furniture, paintings, and a skateboard. “What will you bid for this used but *sturdy* old skateboard?” called the auctioneer. “I’ll start the *bidding* at one dollar.”

Tyrone clutched the money he had saved. The quarters *glistened* in the sun. “I bid two dollars,” he shouted. Tyrone was hoping to take it home.

“Three dollars,” a woman shouted from the crowd.

“Four!” cried Tyrone. That was all the money he had.

Suddenly from the back of the room, a man yelled, “Five hundred dollars,”

Tyrone had lost. As he was about to leave, the man spoke. “This *county* needs a swimming pool. Five hundred dollars is my donation.” Then he handed the skateboard to Tyrone. “Enjoy your new skateboard,” he said. “And enjoy the new pool.”

1. Which part of the government held the auction? _____
2. Which word describes the auction stage? _____
3. At what amount did the auctioneer start the *bidding*? _____
4. What was the skateboard like? _____
5. Why do you think the stage was *overflowing* with so many items?

Story Comprehension

Answer the questions about “Leah’s Pony.”

1. How did the crops grow in the year that Leah got the pony?

2. What would Mr. B say when Leah rode the pony into town?

3. How tall did the corn grow the year the wind was black with dust?

4. How did grasshoppers make conditions worse for the farmers?

5. Papa borrowed money from the bank and couldn’t pay it back. Why?

6. What was going to be sold at auction?

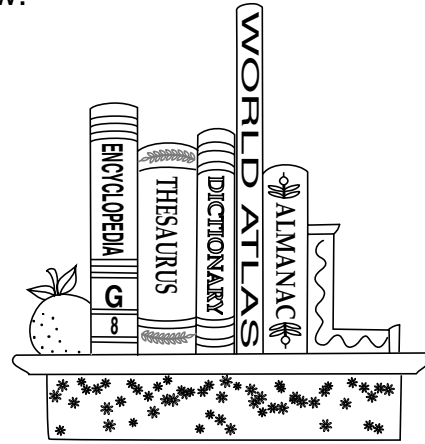
7. How does Leah try to help?

8. Why was Leah’s pony back in the barn the next morning?

Choose Reference Sources

Reference sources are used in order to find information. A source can be a person or the internet. However, most reference sources are books. Some of these books are pictured below.

Answer the questions by writing the correct reference source on each line.



1. Which source do you use to check your spelling and find a short definition of *grasshopper*? _____
2. You have a list of “dust bowl” states that were overrun with grasshoppers. You want to see how large an area this is on a map. Which source might be best? _____
3. Someone told you that crickets, locusts, and walking sticks are types of grasshoppers. What source would you choose? _____
4. You want up-to-date information about whether grasshoppers caused a problem for farmers in Iowa last year. Where do you look?

5. Suppose you need to find more words to describe the dry conditions of the “dust bowl.” Which source might help you find them?

Cause and Effect

One event can cause another to happen. This kind of relationship is called a **cause and effect** relationship. Read the summary below. Then write an effect for each cause.

Leah’s story takes place in the 1930s. During this time the Great Plains of the central United States was called the Great Dust Bowl. There was little or no rain, a condition called a drought. The grass and land dried up.

Heavy winds blew across the dry land — where corn and wheat once grew. The sky filled with dust. Grasshoppers ate the trees bare of leaves.

People piled their families and a few belongings into their old cars and headed west. They had abandoned their farms, leaving the only homes most of them had ever known. The families hoped to find better land for planting crops. They settled in different states. Some of the people had a difficult time, but others created new and successful lives.

Cause

Effect

- | | |
|--|----------------|
| 1. There was little or no rain. | _____ |
| 2. Wind blew across the land. | _____ |
| 3. Grasshoppers ate tree leaves. | _____ |
| 4. Families abandoned their farms. | _____
_____ |
| 5. Families settled in different states. | _____ |

Sequence of Events

Keeping track of the order in which things happen in a story helps you to understand the plot. Read this story and then number the **sequence of events** 1 to 5 in the order in which they occurred.

Curt bounced along in the back seat of the old car his father was driving. Curt's mother comforted his crying little sister. Looking out the window at the flat, dry, dusty land, Curt wondered if they'd ever get to the new home they were looking for.

At sundown, Curt's father pulled into a grove of trees near a stream. There was soft grass and clean air. Maybe things were looking up. Curt helped his father set up the tent. Then they built a campfire and cooked the evening meal. In this fresh, green place, the food tasted delicious.

Curt's mother and his sister went to sleep in the tent. His father stayed by the campfire. "Almost there now," said his father. "It's green like this place. We'll have a good life from now on." Curt smiled. He should have known his father would take care of everything.

- _____ Curt and his father built a campfire and cooked a meal.
- _____ Curt's father says they will have a good life.
- _____ Curt looks at the dry land outside the car window.
- _____ Curt realizes that his father will take care of everything.
- _____ Curt's mother and his sister go to sleep in the tent.

Context Clues

Sometimes the **context**, or words surrounding a word you may not know, will hold clues to help you understand the word's meaning.

Fill in the blanks with the correct word from the choices in parentheses.

1. The mother bought a used bike at the _____. (theater, auction)
2. The fire blackened the grass and _____ the trees. (scratched, scorched)
3. The _____ are made of glass. (windowpanes, windowsills)
4. Juanita _____ the nails. (hammered, hummed)
5. The gardener _____ the flowers. (captures, cultivates)
6. The horses _____ across the Plains. (stampeded, stranded)
7. Carlita's birthday was a great _____. (cantaloupe, celebration)
8. The building rose to a _____ height. (tremendous, transfer)
9. That boy never says anything _____. (recommend, ridiculous)
10. That girl never _____ to help others. (hesitates, haunts)

Make Predictions

When you **make a prediction**, you make a logical guess about what will happen next, based on story clues and your own experience. As you continue to read, you find out whether your prediction was right.

Read the story below and predict what will most likely happen to Pablo.

It is rush hour and Pablo is waiting for the train. He has to meet his mother for dinner at 6:30 P.M. During nonrush hours, the train ride from work to the stop near his house is about 20 minutes. It is now 6:00 P.M. A train arrives at the stop, but it is too crowded to let new passengers on. No other trains are in sight.

1. What do you predict will most likely happen? _____

2. What information did you use from the story to help make your prediction? _____

As you read the following paragraph, think about what will most likely happen.

Kevin is thinking about leaving his homeland and moving to the United States. Like most of the men in his family, he has always been a coal miner. The mine in which he works is closing. His sister Kate lives in Florida and can get him a job in her company. His brother Tim has just moved to Pennsylvania where he has found work as a miner.

3. What do you predict will most likely happen? _____

4. What information did you use to make your prediction? _____

Vocabulary

Substitute a vocabulary word for the underlined word or words in each sentence. Then write your answer in the crossword puzzle.

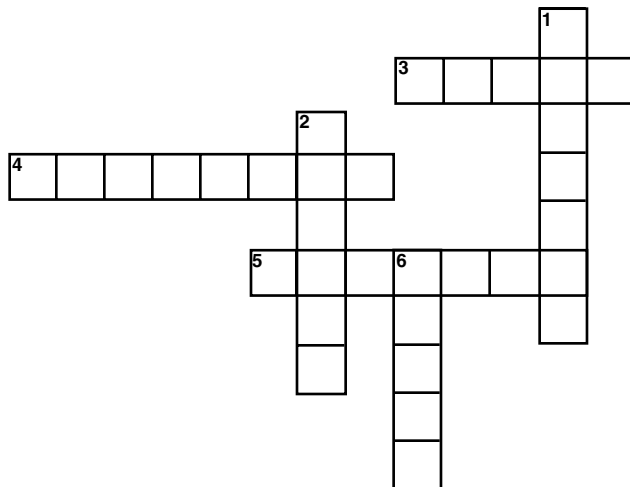
glinting ditches mound inning crate endless

ACROSS

- 3. We covered Dad's legs with a large pile of sand. _____
- 4. The sun is shining off the water. _____
- 5. Water flows off the road into long narrow holes. _____

DOWN

- 1. The fun we had at the beach seemed to have no limit. _____
- 2. We were listening to the ninth part of the baseball game. _____
- 6. I had to stand on an old wooden box to see over the heads of the crowd. _____



Jenelle's Baseball

"I don't know what the big deal is about baseball," said Jenelle. "It's so boring. One part of the game is called an *inning*. That's fine, but there are nine of those innings! I'm telling you, the game is *endless*. Then there's the pitcher who stands on a little hill of dirt called the *mound*. What's that all about? While a player is batting, the team sits down in one of those *ditches* called a dugout. The team keeps a *crate* of juice bottles down there. They never share it with the other team or with any of us watching the game. Sometimes, the game goes on forever. First it's the sun *glinting* off your glasses. Then, before you know it, it's the moon. As for me, I like kickball — no mounds, no ditches, no innings, just lots of fun!"

1. How many parts or *innings* are there in a game? _____
2. What is the *mound* used for? _____

3. Where does one team sit? _____

4. What's another word in the story for shining? _____
5. How would you describe Jenelle's general feeling about the game of baseball? _____

Story Comprehension

Read statements 1 to 6 below. Write **T** for true if the statement describes “Baseball Saved Us.” Write **F** for false if it does not.

1. _____ Many of the Japanese Americans in California were born in the United States.
2. _____ The United States government thought that Japanese Americans couldn’t be trusted.
3. _____ Many Japanese Americans were sent to the camp.
4. _____ The camp guards provided all the baseball equipment.
5. _____ The narrator, or person telling the story, hit a home run at the camp’s championship game.
6. _____ The narrator’s community welcomed him warmly when his family returned from the camp.

Write to tell why the following statements are not true.

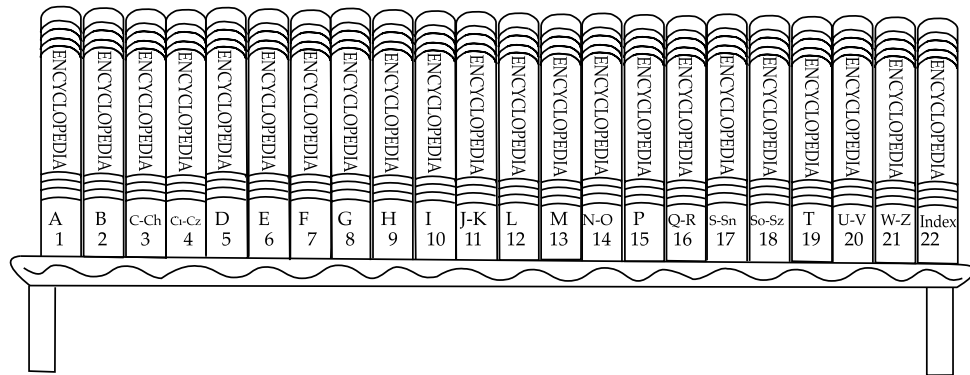
7. The narrator’s family went happily to the camp, which was like a summer camp. _____

8. The narrator didn’t experience any prejudice after he left the camp and returned to school. _____

Use an Encyclopedia

If you want to learn more about Japan or about any other subject, an **encyclopedia** is a good place to start. In most encyclopedias, subject headings appear in alphabetical order. Most encyclopedias also have an index that lists all the topics covered and where to find them. Some information appears under more than one subject heading.

Read the list of topics below. Tell which volume of the encyclopedia you would look in to find them. Usually, each letter in the alphabet is a separate volume. Then write some subject headings under which you might look for information about the topic.



TOPIC	VOLUME	SUBJECT HEADINGS
1. Japan	_____	_____
2. Japanese bullet train	_____	_____
3. Baseball in Japan	_____	_____
4. Trade in China	_____	_____
5. San Francisco	_____	_____

Make Predictions

To make a **prediction**, you can use story clues and your own experience. Read the following. Think about what might happen and answer the questions.

Middle West Weather

Weather in the Middle West can change very quickly. A warm spring day can bring sudden hailstones of ice. Sometimes, during spring or early summer, tornadoes swirl quickly through the area, destroying objects in their paths. People in the Middle West know that when a tornado is sighted, they should seek shelter, preferably in the lowest level of their homes.

It is a clear, sunny Saturday afternoon in May. The Bates family decides to have a cookout. During lunch, Mrs. Bates notices a mass of dark clouds in the distance. The breeze turns brisk.

1. What are some of the things that could happen next? _____

2. What do you think will most likely happen next? _____

3. What clues from the above paragraphs helped you predict what would most likely happen next? _____

4. What are some situations in and out of school when you might have predicted something would happen? _____

Form Generalizations

A **generalization** is a broad statement about something. Generalizations often include words such as *always*, *all*, *everyone*, *none*, *everything*. Read each passage. Then write a generalization.

1. Every Saturday, Maisie goes grocery shopping for her family. As usual, she went next door to ask Mr. Hadley if he needed any milk or other things.

Generalization: _____

2. Carlos picked up the newspapers and put them in the trash. He hung up his little brother's jacket and put away the toys. By the time Carlos' father got home from work, Carlos had straightened the whole house.

Generalization: _____

3. My brother Bobby likes to eat. The other morning he ate breakfast, then crackers, fruit, and cheese just before lunch.

Generalization: _____

4. The coach asked Lee if he would like to have a day off from practice, but Lee said no.

Generalization: _____

5. Each fourth grader in Mrs. Freewell's class has the habit of saying "please" and "thank you."

Generalization: _____

Compound Words

Study the **compound words** below. Write each of the two smaller words that make up each compound. Then write a sentence using the compound word.

1. baseball _____

2. everyone _____

3. anything _____

4. bathroom _____

5. flashlight _____

6. teammates _____

7. sunglasses _____

8. sidewalk _____

9. weekend _____

10. backyard _____

Cause and Effect

One event can cause another event to happen. This kind of relationship is called cause and effect. Read the selection below. Then write an effect for each cause.

The Catawba people lived in the region that is now the Southeastern part of the United States. The warm climate and plentiful forests made this area a good home. The Catawba celebrated the abundance of the land with ceremonies, customs, and skills that have survived for centuries.

One of these skills that has survived to this day is pottery-making. Before Columbus came to the Americas, Catawba women created clay cooking pots and special bowls for important ceremonies. Later on, when the English came, the Catawba traded these beautiful red clay pots for iron tools. Today, Catawba potters continue to use the same techniques that have been handed down from generation to generation for hundreds of years.

Cause	Effect
1. The climate was warm and the land was plentiful.	_____ _____
2. The Catawba celebrated the abundance of the land.	_____ _____
3. The Catawba used special bowls for important ceremonies.	_____ _____
4. Techniques were handed down from generation to generation.	_____ _____ _____ _____

Vocabulary

A. Complete each sentence with a word from the box.

communicate extinct native backgrounds generations century

1. The boy and his dad _____ by using sign language.
2. The number of years in a _____ is one hundred.
3. The students had Spanish, Vietnamese, and French _____.
4. Your _____ language is the first language you spoke.
5. Several _____ of the family lived in the village.
6. The volcano is no longer active, so it is _____.

B. Draw a picture to illustrate a vocabulary word. Then write a caption for your illustration, using as many vocabulary words as you can.

Being Strong

Billy and Mr. Cohales, his next-door neighbor, are from different *generations*. One was born at the beginning of the *century* and the other was born near the end of the century. Their *backgrounds* are different, too. Billy is Polish American. Mr. Cohales is a *Native American* from the Hopi Nation. With the difference in their ages, you wouldn't think that they would *communicate* much with one another. But they did. Mr. Cohales taught Billy a few words in his native language. He explained that it was becoming *extinct*.

One day, as they were talking, Billy said, "When I grow up, I'm going to be very strong. Maybe I'll be a boxer."

"Things were different when I was young," said Mr. Cohales. "The Hopi believed there was a better way to be strong. A man who could make corn seed grow in the desert was strong. I like that idea."

Billy smiled softly. "Me too," he said.

1. Who was born at the beginning of the *century*? _____
2. The fact that Billy is Polish American and Mr. Cohales is Native American means that they have different _____.
3. Having been born at completely different times means that they were from different _____.
4. Why was Mr. Cohales worried about his *native* language? _____

5. How did Billy and Mr. Cohales communicate? _____
6. Why might Billy agree with Mr. Jones that making things in the desert makes someone truly strong? _____

Story Comprehension

Answer the questions about “Will Her Native Language Disappear?” You may look back at the article.

1. What does the expression “native language” mean? _____

2. What is the endangered-language list and why is Choctaw on it? _____

3. What does LeRoy Sealy do to keep the Choctaw language from becoming extinct? _____

4. What does one picture caption tell you about how LeRoy Sealy is keeping the Choctaw language alive in his family? _____

5. What does the group called the Endangered Language Fund do?

6. How do you say, “Good morning, Friend. I’ll see you later,” in Choctaw?

Conduct an Interview

An **interview** is a meeting between an interviewer who asks questions and a person who is being interviewed. That person has information or an interesting story that the interviewer wants to know more about.

Read the interview plan below. Then answer the questions.

- a. Choose a person to interview who you think is interesting.
- b. Think about the person you will interview and what he or she knows. Write good questions to ask that person.
- c. Begin the interview by stating your purpose for interviewing.
- d. Ask polite, clear questions that use words such as *what? why? where? when? how?*
- e. Listen carefully to the answers to your questions and take good notes.

1. On each blank line below write the name of someone you would like to interview:

Family member: _____ Famous person: _____

Neighbor: _____ Owner of a business: _____

2. Choose one person from above. Write what you think would be the most interesting question you could ask that person.

Person: _____

Question: _____

3. Write three questions you would like to ask this person in your interview.

4. State your purpose for interviewing this person.

Form Generalizations

When you make statements that include words such as *everybody*, *all*, *always*, *many*, *most*, *no*, and *none*, you are probably forming a **generalization**.

Read each statement. Write **Yes** if the statement is a generalization and **No** if it is not.

- 1. No one plays with dolls in high school. _____
- 2. Everyone loves the Fourth of July in our town. _____
- 3. Some people can easily learn a new language. _____
- 4. Sometimes, when I see that clown, I start to laugh. _____
- 5. Nobody can memorize new words like Julio. _____

Write one sentence that is a generalization and one that is not.

6. _____

Compound Words

A **compound word** is made up of two words. Use the words in the list to make a compound word for each sentence. Then write your own sentence using the word on the lines that follow.

grounds**one****noon****ice****after****skating****some****air****plane****back****times****every**

1. Anthony flew on an _____ for the first time when his uncle took him to California.
2. Sarah doesn't make lunch often, but _____ she likes to cook for the whole family.
3. The two boys have similar _____ because they both come from the same small village in Italy.
4. Every _____ just before dinner, our family catches up with one another in our native language, Spanish.
5. We hope _____ will take part in Native American Day this September.
6. The new student enjoyed _____ with her new friends every day after school.

Context Clues

There may be words you don't know in a story you are reading. Sometimes, the sentence holds **context clues** that can help you understand the meaning.

Write a word from the list that makes sense in each sentence.

shallow	extinct	prediction	century	sturdy
value	shrieking	magical	lingered	outburst

1. Since dinosaurs don't live any more, they are now _____.
2. The students think highly of, or _____, the top speller in their class.
3. The man is 105 years old and has lived for more than a _____.
4. The musicians _____ at the theater long past closing time.
5. The amusement park was an exciting and _____ place.
6. The teacher was surprised at the _____ of cheering.
7. We could walk far into the lake because the water was so _____.
8. The monkeys at the baby zoo were crying so loud they were _____.
9. The old truck was strong and _____ and could carry a heavy load.
10. The boy attempted to say who might win by making a _____.

Unit 2 Vocabulary Review

A. Read each word in Column 1. Then find the word or words in Column 2 that mean the opposite. Write the letter of the word on the line.

- | | | |
|-------|--------------|-----------------|
| _____ | 1. lingered | a. whispering |
| _____ | 2. foul | b. left quickly |
| _____ | 3. sturdy | c. foreign |
| _____ | 4. native | d. weak |
| _____ | 5. shrieking | e. fresh |

B. Write the correct vocabulary word in the blanks.

haze	pranced	waddled	guilt	crate
ditches	glistened	county	resounded	mound bidding

- The fans' loud cheers _____ in the football stadium.
- Every year we have a _____ fair.
- The drum major _____ proudly, leading the marching band.
- Robert had feelings of _____ for forgetting his dad's birthday.
- Water flows in the long _____ surrounding the corn fields.
- The vase was shipped to us in a large wooden _____.
- Pollution sometimes causes a dark _____ to form in the air.
- The sunlight _____ brightly on the waters of the lake.
- The penguins _____ to the edge of the ice.
- The auctioneer began the _____ for the painting at \$500.
- The team's new pitcher stood on the pitcher's _____.

Unit 2 Vocabulary Review

Answer each question with a sentence that includes the underlined word.

1. How can we communicate without saying words? _____

2. What animal can you think of that is now extinct? _____

3. Why would a county hold a harvest festival? _____

4. How many years are there in a century? _____

5. Why might a girl be inspecting her bike? _____

6. How many generations might come together at a family reunion? _____

7. How would a crunched piece of paper look? _____

8. Why can the last inning of a baseball game be the most exciting. _____

9. Why is the bathtub overflowing? _____

10. Why is your backpack bulging so much? _____

Make Judgments and Decisions

Read the story below about Keeshawn and the **judgments and decisions** he makes. Then answer each question.

Entering the soapbox derby, Keeshawn knew he had to build the soapbox car himself. It was the most important rule of the derby. He worked hard all day. Then he went to see his friend, Charles. Charles' older brother was helping Charles build his car. Keeshawn was angry because Charles was cheating. You weren't supposed to have help. Tomorrow he'd report Charles to the judges.

The next morning Keeshawn practiced racing his car. Later, he went to the library to research building cars. He found two ideas to make his car lighter, and therefore faster.

That night, Keeshawn thought again about Charles. Maybe other kids had help building their cars, too. Was Keeshawn going to report everyone? No. Instead he would compete against himself and try his best to win.

1. Who is the main character? _____
2. How did he feel when he saw Charles getting help? _____

3. What did Keeshawn decide to do when he saw Charles' brother helping him? _____
4. What did Keeshawn do to make his car better? _____

5. What new decision did Keeshawn make about Charles, and why did he make it? _____

Vocabulary

Fill in each blank with the correct vocabulary word from the list.

admitted brisk displaying elegantly strolling wharf

1. Many ships were docked at the _____.
2. Some people were _____ slowly down the sidewalk.
3. The queen held her head high and walked _____.
4. My dad was in a rush, so he walked at a _____ pace.
5. She _____ that she was late.
6. We were _____ our art collections so that other classes could view them.



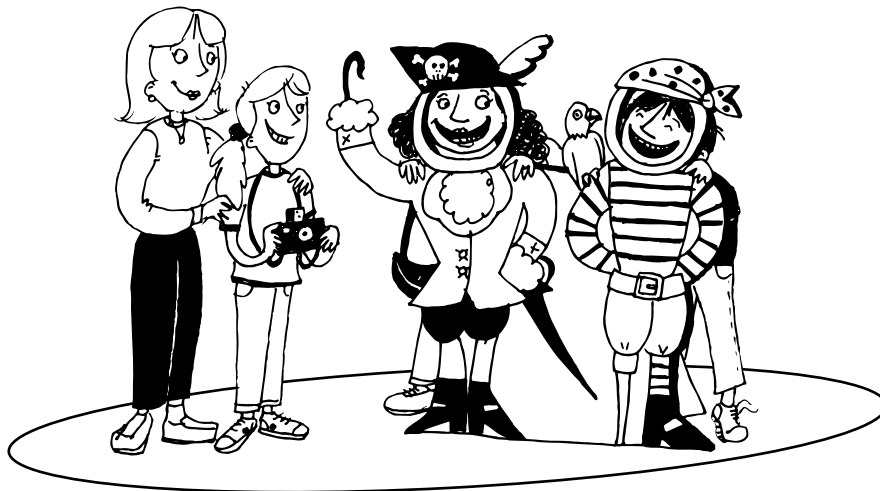
The Wharf Fundraiser

Karla and her mother were active with the community fundraiser to rebuild the *wharf* at the lake. Karla and her mother decided to make huge cardboard cutouts of pirates. The cutouts had no faces, so people could pose as pirates. One pirate was a captain with a hook and was dressed very *elegantly*. The other pirate had a parrot perched on his shoulder.

Business was *brisk*. Many of the people *strolling* on the wharf stopped to have their pictures taken. Laughing, most people *admitted* they looked silly, but they were having fun! *Displaying* their sense of humor and generosity, the people in the community raised enough money to rebuild the wharf.

1. Who was dressed *elegantly*? _____
2. Where did Karla and her mother set up the cardboard cutouts? _____

3. What word in the story describes Karla's business? _____
4. What is another word for people walking slowly? _____
5. Why did Karla and her mother do this project? _____



Story Comprehension

Answer the questions about “The Hatmaker’s Sign.” Look back at the story to help you answer the questions.

1. At the beginning of the story, Thomas Jefferson is reading what he wrote in The Declaration of Independence. What does he think of his writing?

2. What happened when Thomas Jefferson showed The Declaration of Independence to Congress? _____

3. Who tells the story of the hatmaker’s sign? _____

4. How did the sign change from the beginning to the end of the story?

5. What was Benjamin Franklin’s point in telling Thomas Jefferson that story?

Read Signs

Signs communicate messages. Some signs give information while others advertise things. Signs may warn of danger, tell which way to go, or list rules.

Look at the signs below. Write what each one means.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Make Judgments and Decisions

Making **judgments** about the actions of characters is a natural part of reading a story. That is how you make **decisions** about whether or not you like or respect a character. Read each statement, and then tell if the statement is **True** or **False**.

1. Thomas Jefferson believed the people in America should be free. _____
2. Thomas Jefferson believed he was a fine writer. _____
3. The other members of the Continental Congress thought The Declaration of Independence was written perfectly. _____
4. Benjamin Franklin told a story to make Thomas Jefferson feel better. _____
5. The story of the hatmaker and his sign proves that everyone has an opinion about hats. Explain your answer. _____

Use your own ideas from “The Hatmaker’s Sign” to write what you think of Thomas Jefferson and Benjamin Franklin.

6. I think that Thomas Jefferson _____

7. I believe that Benjamin Franklin _____

8. Telling stories such as “The Hatmaker’s Sign” is a good way to get a point across. Choose to agree or disagree, then explain your answer.

Summarize

A **summary** is a short retelling of a story in your own words. In summarizing you should describe the setting, the main characters, and the most important events. Complete the summary of “The Hatmaker’s Sign” below.

When Thomas Jefferson’s wonderful writing was read aloud to the Congress, a noisy (1) _____ broke out. Some members of Congress didn’t like one (2) _____ and others wanted to remove whole (3) _____. Thomas Jefferson looked to (4) _____ for help. He told Thomas Jefferson a (5) _____.

A hatmaker, John Thompson, wrote words on a piece of parchment and then drew a picture of a (6) _____. He decided to take this design to a (7) _____. John Thompson met many people on his way to the sign maker’s shop. Each one said he should (8) _____. By the time the hatmaker got to the sign maker’s shop, his parchment was (9) _____. When the sign maker saw the hatmaker’s parchment, he suggested that the sign should (10) _____

Suffixes

A **suffix** is a group of letters, such as *-ful*, added to the end of a base word, or root word. Use the words below to complete the sentences.

wonderful
plentiful

unlawful
handful

willful
bountiful

thoughtful
surprisingly

1. The harvest was rich and _____.
2. The queen looked _____ as she read the new law.
3. The baker made a chocolate cake that was _____.
4. The number of apples picked was _____, so we shared them with our neighbors.
5. Dumping waste in the river is _____.
6. I could hold only a _____ of those large marbles.
7. Marcus was very _____ and stubborn.
8. The day looks cold, but it is _____ warm.



Fact and Opinion

A **fact** is a statement that can be proven. An **opinion** is a statement that tells what a person thinks about something. Read the following passage. Then write whether you think each underlined statement is a fact or an opinion. Explain the reason for your decision.

Today, people use gas or electricity to cook food and heat their homes. Long ago, people built fires in their stoves to cook and to heat their homes. When the fire went out, the ashes were shoveled into an ashcan and carried outside. Ashcans were useful, but I can't imagine that anyone thought they were beautiful. Therefore, it surprised many people when in the early 1900s, a group of painters called themselves Ashcan school artists. They called themselves Ashcan artists because they painted realistic scenes of poor people, factories, and crowded streets. If you were to see this art, you would probably just love it.

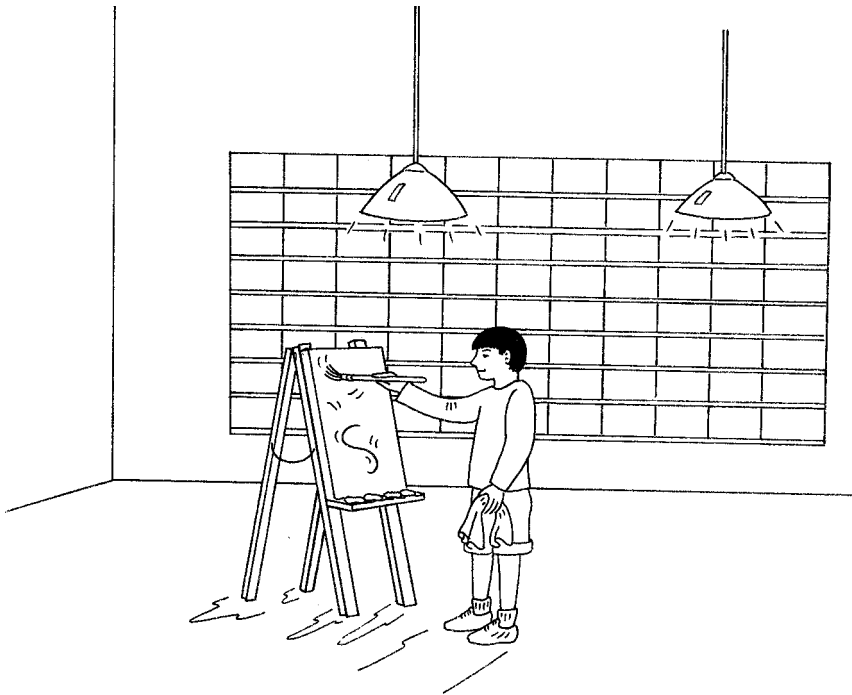
Statement	Fact or Opinion	Explanation of Decision
1. Today people use gas or electricity to heat their stoves for cooking food.		
2. Ashcans were useful, but I can't imagine that anyone thought they were beautiful.		
3. Therefore, it surprised many people when in the early 1900s, a group of painters called themselves Ashcan School artists.		
4. They called themselves Ashcan artists because they painted realistic scenes of poor people, factories, and crowded streets.		

Vocabulary

Fill in the blank with the correct vocabulary word from the list.

exist**image****inspire****loft****reference****sketch**

1. A painting or photograph might be the _____ of a person or animal.
2. One kind of _____ book is an encyclopedia.
3. You can _____ a picture with a pencil and do a detailed drawing later.
4. A beautiful painting can _____ you to draw or paint.
5. Beautiful paintings by very young people do _____.
6. Some artists work in a big room called a _____.



Making Art

Kamal's mom, a professional photographer, knows how to capture the *image* of a wild bird with her camera. Her photographs *inspire* Kamal to do the same thing. Looking up birds in a *reference* book, Kamal *sketches* the bird that he plans to photograph. Climbing into the hay *loft*, Kamal waits patiently until he sees a bird he has studied. It is stunning. Kamal captures the bird's image with his camera. People who will see his photograph will be amazed that this bird does *exist* locally.



1. What *image* does Kamal's mom know how to capture with her camera?

2. What *inspires* Kamal to take a picture of a local bird? _____

3. Why does Kamal use a *reference* book? _____

4. Where does Kamal go to wait for the bird? _____

5. What does Kamal find interesting about what his mother does for a living?

Story Comprehension

Read the statements below about “Pat Cummings: My Story.” Write **T** if the statement is true. Write **F** if the statement is false. Refer to the story if necessary.

1. _____ Pat Cummings began her art by scribbling.
2. _____ Pat Cummings took a bus alone when she was very little.
3. _____ Pat Cummings never cared much for ballerinas.
4. _____ Pat Cummings loved to draw and discovered art could be a good business, too.
5. _____ Pat Cummings only gets her ideas from her friends.

Rewrite the following sentences to make them accurate.

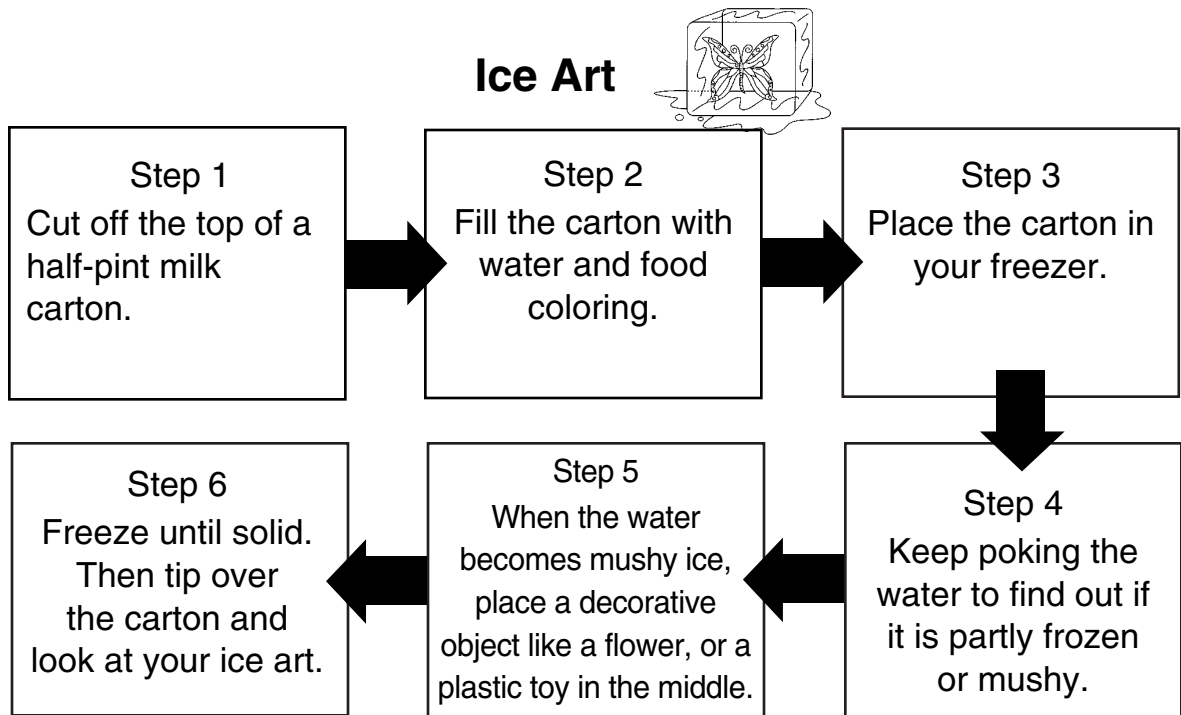
6. Pat Cummings began to draw when she was in high school.

7. Pat Cummings never puts people she knows in her pictures.

8. Cummings draws everything from memory and never looks at other pictures.

Read a Flow Chart

A **flow chart** is a step-by-step description showing how to do something. Picture in your mind the steps as you read through each section of the flow chart below. Then answer the questions.



1. What does this flow chart show? _____

2. How many steps are there in making ice art? _____
3. Is it possible to change the order of the flow chart? _____

4. Which steps ask you to add color and an object to the ice art? _____

5. How might you change the shape of the ice art? _____

Fact and Opinion

When you read, look for information that is true and accurate. This helps you to tell the difference between a **fact** and an **opinion**.

“Pat Cummings: My Story” is a nonfiction story. It is a true story about an artist. Read each of the following statements about Pat Cummings.

Write fact or opinion to describe each statement.

1. The first things Pat Cummings ever drew were scribbles. _____
2. Every person who sees her art would love Pat Cummings’s work. _____
3. I think Pat Cummings likes to draw things that only exist in her imagination. _____
4. Pat Cummings believes it’s important for people to help each other. _____
5. Before the age of eight, Pat Cummings went on a bus alone. _____
6. Pat Cummings believes that traveling helps an artist grow. _____
7. Pat Cummings works in a loft in Brooklyn, New York. _____
8. Pat Cummings uses watercolors, oil paints, and pencils. _____

Summarize

In a **summary**, you tell a story's important events in your own words. Read the passages below about Pat Cummings. Then summarize each passage in one sentence.

1. I have to laugh every time I think about a story Pat Cummings tells. She has such a great sense of humor. She says her mother would tell her she had drawn a nice duck. Then she would inform her mother that it was really a picture of her dad. **Summary:** _____

2. Pat Cummings and her older sister were playing outside when her sister left her alone. Before anyone could stop Pat, she hopped on the bus that had stopped at the corner. **Summary:** _____

3. When the bus stopped in front of a building, everyone got off. Pat followed them into ballet class. Pat loved looking at the young ballerinas, but the teacher looked at Pat as if she had come from another planet. **Summary:** _____

4. Pat Cummings and her family moved every three years. Pat made friends by joining an art club or by drawing posters. Everyone was impressed with her drawing talent, and she made many friends. **Summary:** _____

5. Sometimes ideas for art pieces just jump into Pat's head. Sometimes they happen even when she is sleeping. Jumping out of bed in the middle of the night, Pat will paint her idea. **Summary:** _____

Suffixes

A **suffix** is a group of letters, such as *-ful* or *-ous*, added to the end of a base word. Read the words and their meanings, then complete the sentences. Remember that adding suffixes sometimes causes changes in spelling of the base, or root, word.

beauty — very pretty

beautiful — full of beauty

wonder — feeling caused by something unusual or remarkable.

wonderful — full of wonder

disaster — something that causes suffering

disastrous — something bad

thought — what you think

thoughtful — caring

thank — giving appreciation for something

thankful — full of thanks

1. Getting an A on my report was _____.
2. Her singing was a _____, she had the voice of an angel.
3. Jose shouted out an answer because he _____ he knew it.
4. Celia was _____ when she asked about her friend's sick dog.
5. The diamond was considered a _____.
6. Stephan created a _____ sculpture made from wood.
7. He was so _____ to his mother for buying him the bike.
8. Sean remembered to _____ his aunt for the gift.
9. The race was a _____ because of our poor running.
10. Walking home from the football game was _____ because we got caught in a snowstorm.

Author's Purpose and Point of View

Authors often have a **point of view**, or way of thinking about something. Authors also have a **purpose**, or reason, for writing. An author's purpose for writing might be to persuade, to inform, to entertain, or a combination of the three.

Read the passages below. Then answer the questions.

Wanting to win the annual bicycle race, Narome had gotten up early and practiced for hours. But now that it was time for the race, he was feeling tired. How could he win? "Well, I will just do my best," Narome said. "That will have to be good enough." Narome didn't win, but he placed third and was quite proud of himself.

1. Is the author's purpose to persuade, inform, entertain, or a combination?

2. Author's point of view: _____

The early sun shone brightly on the field of flowers. Turning the field a brilliant shade of pink, the flowers swayed in the morning breeze. The field looked like a velvet cushion, waiting for someone to sink into its folds.

3. Is the author's purpose to persuade, inform, entertain, or a combination?

4. Author's point of view: _____

José looked at the salsa. How could it make vegetables taste so good? Dipping a corn chip into the salsa, José thought it must be the spices that made his mother's salsa so special. Whatever the secret was, José loved it!

5. Is the author's purpose to inform, persuade, entertain, or a combination?

6. Author's point of view: _____

Vocabulary

Replace the underlined words with one of the vocabulary words.

chanted	nipped	pouch	restless	scribbled	stitching
----------------	---------------	--------------	-----------------	------------------	------------------

1. The small boy drew quickly and carelessly on the paper.

2. The mosquitoes made tiny bites at our arms.

3. The class recited the same rhyme over and over again.

4. Each boy had a small bag for carrying marbles or coins.

5. The threads on the arms of her jacket were coming loose.

6. The sisters were tired of waiting and couldn't sit still.

Write 2 sentences in which you use 2 of the vocabulary words in each sentence.

7. _____

8. _____

Backyard Poet

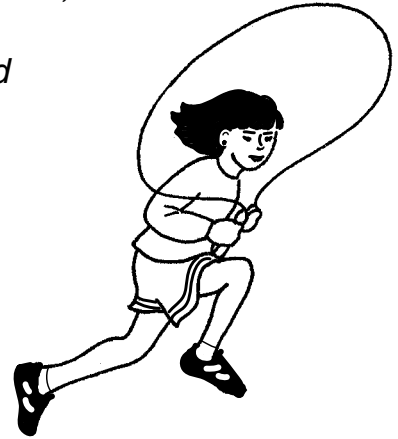
One summer morning, Anna Tong sat in her backyard, waiting for something to happen. Little flies *nipped* at her arms. Anna felt bored and *restless*. She pulled at the yellow *stitching* on her dress. In the background, Anna could hear her little sister as she *chanted* a rhyme and jumped rope.

“Miss Mary Mack, Mack, Mack, all dressed in black, black, black.
Had buttons, buttons, buttons, all down her back, back, back.”

Anna remembered how much she had liked the rhyme. Then she had an idea. Quickly reaching into her small *pouch*, she pulled out a notebook and a pencil. Anna thought for a minute or two. Then she *scribbled* in her notebook. Smiling, she shared her new rhyme with her little sister.

“Little Sister Tong, Tong, Tong, sings the rhyming song, song, song. She is singing sweet, sweet, sweet, all morning long, long, long.”

“It’s sweet, sweet, sweet,” *chanted* Anna’s sister.



1. How can you tell that Anna is restless and uncomfortable?

2. Where does Anna keep her notebook? _____
3. How could you describe the way Anna wrote? _____
4. What was Anna’s sister doing as she jumped rope? _____
5. Why might writing rhymes make a morning fun? _____

Story Comprehension

Answer the questions about “Grass Sandals: The Travels of Basho.”
Look back at the story to help you answer the questions.

1. Basho was one of the great Japanese poets. When and where did he live before he went on his journey? _____

2. Where did Basho usually sit, and what did he do during breakfast?

3. On the first page of the story, there is a haiku poem about morning glories. When do you think Basho may have written it? _____

4. How did Basho prepare for his first walking trip across Japan? _____

5. Why did Basho’s friends give him grass sandals? _____

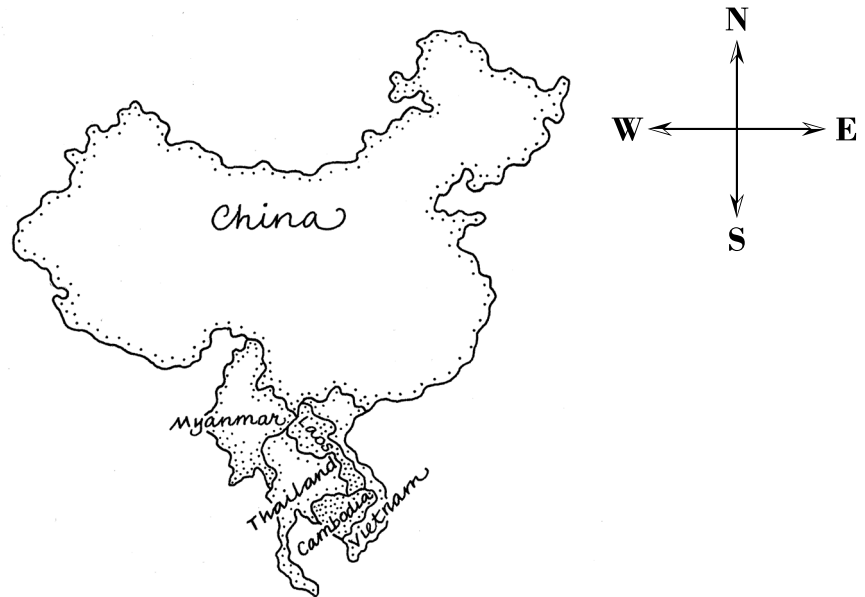
6. What did Basho do when he found a tree that was 1,000 years old?

7. On his journey, Basho met a group of friends in the mountains. What did they do for entertainment? _____

8. Basho looked at everything very carefully as he traveled. How do you think this helped him write poetry. _____

Read a Map

Study the map below. It shows some of the countries in East and Southeast Asia. Use the map to answer the questions below.



1. Six Asian country names are printed on the map. What are the names of the six countries? _____

2. Is China north or south of Vietnam? _____
3. Which country is west of Cambodia? _____
4. Which country borders Myanmar, Laos, and Vietnam? _____
5. Plan a route to visit all the countries shown on the map by using planes, trains, boats, and walking. Tell where you will start, where you will go next, and how you will get there. _____

Author's Purpose and Point of View

Authors often write with more than one **purpose**. They may want to tell an enjoyable story or to give readers ideas to think about. Sometimes, the main character shows the author's personal ideas and feelings. This is the author's **point of view**.

Read each statement below. Write **agree** or **disagree** to show how you think Dawnine Spivak, the author of "Grass Sandals," would feel about the idea. Then give an example from the story to support your answer.

A. Looking out your door at the same scene every day could get boring.

1. Author's point of view: _____

2. Example from the story: _____

B. The main purpose for walking across a country is to exercise and to be healthy.

3. Author's point of view: _____

4. Example from the story: _____

C. There are many beautiful and wonderful things to write about if we look at nature.

5. Author's point of view: _____

6. Example from the story: _____

Make Judgments and Decisions

When we read a story we **make judgments** and form opinions about the characters **decisions**. Read each passage below. Answer the questions about the characters.

Deborah was new to Smithtown Elementary. On her first day, Kenny and Hasan showed her things she needed to know, such as where to put her coat and where to find notebook paper. Kenny and Hasan knew how it felt to be new to a school since they had entered Smithtown last year. Jennifer, who sat next to Deborah in health class wanted to help her too, but she was feeling tired. Tomorrow she hoped to give Deborah any help she needed.

1. Why do you think Kenny and Hasan decided to help Deborah? _____

2. Why didn't Jennifer help Deborah? _____
3. How would you feel about being in school with these students? _____

"Are we there yet?" whined Benjie. That's all the fourth graders heard from Benjie as they hiked to the picnic grounds.

"Benjie," shouted Mario. "Stop it. You're acting like a baby."

"You can do it," said Connor. "Maybe your pack is too heavy. Take something out. I'll carry it for you."

"Thanks," Benjie said. "I'm starting to feel better. I think I'm getting my second wind."

4. Would you like to go on a hike with Benjie? Why or why not? _____

5. Of all those who spoke to Benjie, who was most helpful? Explain. _____

6. How do you think Benjie will react if it begins to rain? How might the others react? _____

Context Clues

You may find words you don't know when you are reading a story. Sometimes the other words in the sentence can help you figure out what the difficult word means. Those other words in the sentence are called **context clues**.

Use the context clues to help you choose a word to complete each sentence.

orchard**adventurers****Basho****reflected****haiku****temple****cricket****morning glories**

1. A great Japanese poet's name was _____, whose name means banana tree.
2. The tourists walked to the beautiful, old _____ and went inside.
3. We went to the _____ to pick apples.
4. The _____ in the garden were purple and became more beautiful as they grew.
5. The full moon was _____ in the water of the lake.
6. The hopping insect that makes sounds at night is the _____.
7. A _____ poem is one with certain numbers of syllables in its three lines.
8. For centuries, many _____ have explored Japan.

Fact and Opinion

A **fact** is a statement that can be proven. An **opinion** is a statement that tells what a person thinks about something. Read the passage below. Then write **fact** or **opinion** after each statement.

By the year 1830, enslaved Africans had been working for many years without pay and freedom. People had been brought from Africa and sold in marketplaces. Many people in the United States believed that slavery was terrible. Slavery was especially strong in the South where there were big farms called plantations. Plantation owners earned enormous profits because they did not have to pay the slaves who worked for them. Everyone enjoyed living on plantations.

In the North, many people were against slavery. These people believed everyone in the United States should be free. They formed the American Anti-Slavery Society to abolish, or do away with, slavery. People, like Frederick Douglass, spoke about the evils of slavery. Everyone thought Frederick Douglass was right. Free blacks in the North belonged to the Society. White people who were against slavery did the same. Anti-Slavery Society members held the belief that people should refuse to buy crops from slave holders. Despite the hard work of the American Anti-Slavery Society, slavery continued until the end of the Civil War.

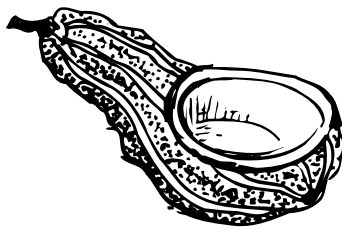
1. Enslaved people were never paid for their hard work. _____
2. Members of the American Anti-Slavery Society felt that all people should be free. _____
3. Plantation owners earned enormous profits because they did not have to pay workers. _____
4. Everyone thought Frederick Douglass was right. _____
5. Slavery ended when the Civil War was over. _____

Vocabulary

Complete the sentences with the correct vocabulary word.

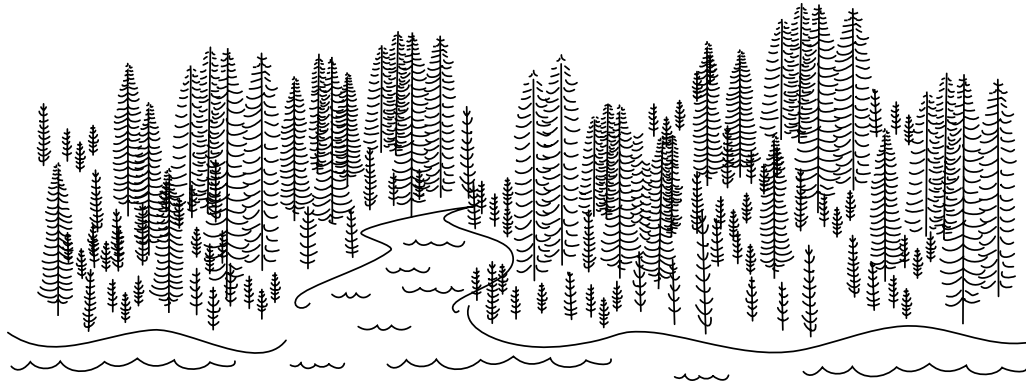
sunrise gourd weary fretted plantation settlement

1. Reiko worried and _____ because she had left her backpack with all of her books at the library.
2. In early times, people sometimes scraped the fruit out of a _____ to make drinking cups or other containers.
3. The vacationers were so _____ from hiking up the mountain that they fell asleep right away when they arrived back at the camp.
4. A _____ is a large farm where crops such as cotton and tobacco are grown for sale.
5. Before _____ the farmer gets out of bed and starts to work on the first of many chores.
6. A new colony, or place away from the country that governs it, is called a _____.



Travelers

The Graham family left the Georgia *plantation* house on horseback at *sunrise*. They rode for a long time past fields of cotton. The family was heading for their new home in a New Jersey *settlement*. Many families were already at the settlement. Both white and black people had come there to live together and start a new way of life. The Graham family rode until late at night. They slept near a river. The next morning they filled drinking *gourds* with water from the river and then they rode off. By the fifth day, they *fretted* that they were lost. Then all of a sudden, the Grahams were there. Friends and relatives ran out to meet them. The Grahams were *weary* but happy to have arrived.



1. What kind of home did the Grahams come from? _____
2. Where were the Grahams going? _____
3. How is a settlement different from a plantation? _____

4. Why were the Grahams so weary? _____

5. Why do you think the Graham family wanted to start a new life? _____

Story Comprehension

Answer the questions about “A Place Called Freedom.” You may need to refer to the story to answer the questions.

1. In what state was the plantation where Mama and Papa worked? _____

2. Why was the family able to leave the plantation? _____

3. How did the family travel and when? _____

4. What did Papa call the pattern of stars that makes up the Little Dipper?

5. Who helped the Starman family when they got to Indiana and why?

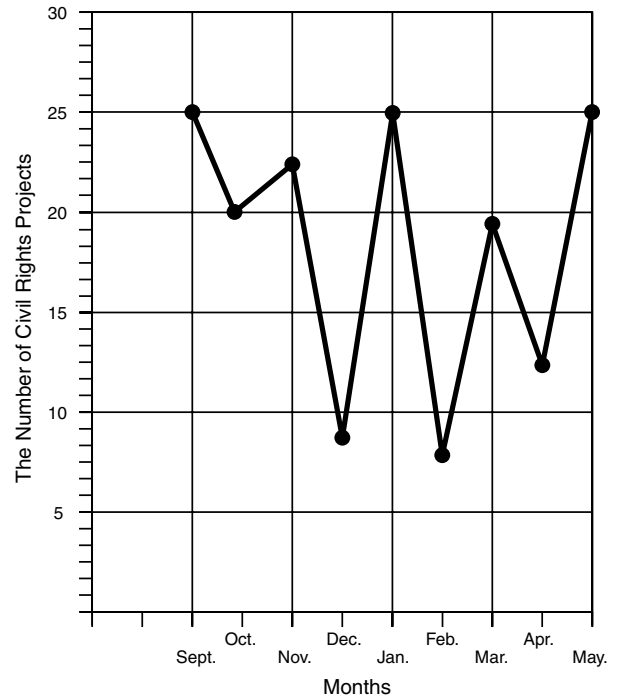
6. How did the Starmans make a living? _____

7. How did Mr. Starman help those left behind at the plantation? _____

8. Why are all the Starmans heroes? _____

Read a Line Graph

A **line graph** can give you information at a glance. Look at each section of the graph to see how you should read it. Ask yourself what the numbers and lines mean. Then answer the questions below the line graph.



To learn about Civil Rights, fourth graders decided to do Civil Rights projects every month. This included reading books on civil rights leaders and events and also writing and drawing posters, stories, and poetry.

- How many Civil Rights projects were completed in September? _____
- How many Civil Rights projects were completed in December? _____
- In what months were 20 or more projects completed? _____

- In what month were the fewest projects completed? _____
- How many more projects were completed in January compared to December?

Fact and Opinion

Read each of the following statements that describe what happened in “A Place Called Freedom.” Write **Fact** or **Opinion** to describe each statement. Look back at the story to help you.

1. At the beginning of the story, James Starman’s parents were enslaved. _____
2. All people in Indiana believed that slavery was bad. _____
3. All Quakers thought that all people should be free to work and live where they wanted. _____
4. A Quaker family helped the Starmans start their new life.

5. After one year, Papa earned enough money to buy his own land.

6. I believe reading is an important skill. _____
7. Relatives from the old Tennessee plantation stayed with the Starmans until they had money to buy their own land and build their own cabins.

8. I think Papa was very brave to rescue his family. _____
9. Many of the people freed from slavery became carpenters and blacksmiths.

10. The people in the settlement wanted to name their town Starman, but Papa wanted to call it Freedom. _____

Summarize

Suppose you are James Starman from the story “A Place Called Freedom.” Complete the letter to your cousin who is still enslaved on the Tennessee plantation. Describe James’ experiences, thoughts, and feelings. Look back at the story to help you **summarize** it.

Dear Cousin:

It was hard saying goodbye to you. I was worried that I would never see you again. Now I know Papa is on his way to get you. You will be here soon. I want to tell you how it will be. Then you will not be afraid or feel strange.

It was dark when we left the plantation that night. I was worried about finding our way. _____

We were ready to cross over to Indiana, but the Ohio River was in the way. _____

A kind Quaker family took us into their house because _____

My Mama and Papa worked hard to _____

Folks wanted to name our town Starman because _____

Love,
Your cousin James

Context Clues

When you read, you may find words you don't know. The other words in the sentence often are **context clues** and can help you figure out the meaning of the word.

melon	enslaved	runaways	launched	blacksmith
carpenter	barrels	tongue	unpack	stable

Complete each sentence with a word from the list.

1. When people are captured and have their freedom taken away, we say they are _____.
2. Enslaved people who escaped were called _____.
3. If you open your mouth and look in the mirror, you can see your _____.
4. The scientists built the rocket, then they _____ it.
5. The horses and the cows are fed in the _____.
6. A _____ uses hot fire to melt and twist iron into horse shoes.
7. Long ago people stored water and food in big wooden _____.
8. After we returned from our vacation, the first thing my sister and I did was _____.
9. One kind of fruit that grows on a vine is a _____.
10. The wooden table and chairs were built by a _____.

Make Judgments and Decisions

Characters have reasons for the **judgments and decisions** they make. Think about this as you read the story below. Then answer each question.

The After-School Club was planning a Saturday trip to the Seaside Amusement Park. “We have to get the maximum amount of fun for our money,” said Paulo. “We can each get a \$21 ticket which gives us seven rides.”

The club then decided to go on two rides together. They all went on the rollercoaster. Everyone likes the rollercoaster because it is scary. The club also chose to ride the free-fall parachute together.

“Wait a minute,” said Lucia. “The rollercoaster and the parachute are our favorite rides. That means they will be the favorite rides of other kids, too. We’ll spend most of the afternoon standing in line.”

The others saw that Lucia was right. They decided to go on the rollercoaster first. Then they would try the parachute. After that, the group would break up in pairs and go on other rides that had shorter lines. Their good planning worked and everyone had a fun day at the amusement park.

1. Where did the After-School Club decide to go on Saturday?

2. What type of ticket did they think was the best deal?

3. What rides did they decide would be good group rides?

4. Who showed good judgment in predicting a problem and what was that problem? _____

5. What decision would you have made about rides if you were in the After-School Club? _____

Vocabulary

Fill in the correct vocabulary word on each line. Then answer each question, using the vocabulary word in your response.

combine challenge contained mazes entertaining requires

1. Why is it a _____ to play a new sport?

2. What would you do if a new sport _____ more rules than any you had ever played? _____

3. If you could _____ your two favorite activities in one day, what would you put together? _____

4. What is the most _____ thing you do on Saturday?

5. Why are _____ sometimes scary?

6. Playing a sport well _____ what from athletes?

First Mazes

My sister and I are experts at going through *mazes*. Being good at mazes *requires* a lot of practice. We started out *entertaining* ourselves by completing the mazes that we found in magazines. Then when we were a little older, our parents gave us the *challenge* of going through a real maze in a botanical garden. This garden was in a big place where they grow different kinds of plants and trees. The maze *contained* paths, little bridges, flowers, and bushes cut into animal shapes. What made the maze really entertaining was that it would *combine* two challenges. The first one was to keep from getting wet. If you stepped in certain spots along the path, water would shoot up at you from the ground. The second challenge was to find your way out of the maze. When we returned home, my mother put up a sign on the refrigerator: James and Camilla Win the Maze Challenge!

1. Where did James and Camilla first discover mazes? _____

2. Why do James and Camilla like mazes? _____
3. How many challenges did the ground maze combine? _____
4. Being good at mazes requires what? _____
5. What do you think should be contained in a maze to make it challenging?

Story Comprehension

Read the statements below. Write **True** if the statement describes “Twisted Trails.” Write **False** if it does not. For the answers that are false, rewrite the sentence to make it a true statement.

1. Adrian Fisher lives in America.

2. Designing mazes is Adrian Fisher’s hobby and not his job.

3. Fisher says he is part scientist and part artist.

4. Being good at math helps in building mazes.

5. Fisher has used live crocodiles in his mazes.

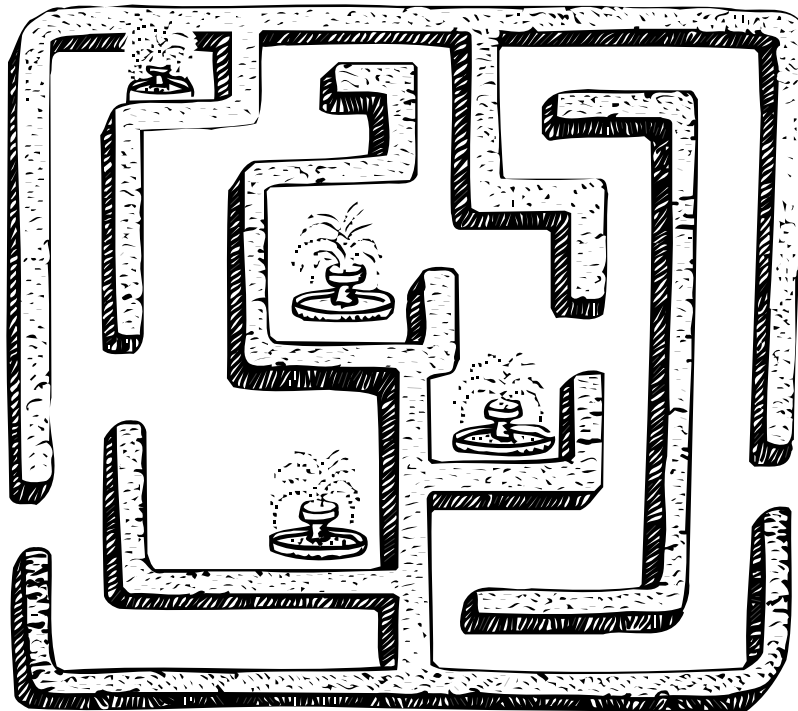
6. Children are better at going through mazes than adults.

7. If you keep getting lost in a maze, one good rule is to always turn right.

8. Building outdoor mazes is rather easy work.

Read a Diagram

A **diagram** can be a picture of how something works or how something is made. A diagram can also be something like a map. It can show you paths to get from one place to another. One kind of diagram is a maze. Use a pencil to complete the following maze from start to finish. Remember what Adrian Fisher said: If you don't know where to go, keep turning left.



Author's Purpose and Point of View

When an author writes an article, he or she may have more than one **purpose**. The purpose might be to entertain, inform, describe, or persuade. As we read the article, we also come to know what the author thinks. That is the author's **point of view**.

Think about the author's purpose and point of view in "Twisted Trails." Then answer each question below.

What are three things about the article that entertained you?

1. _____
2. _____
3. _____

What are three things you learned from reading this selection?

4. _____
5. _____
6. _____

7. What is the author's point of view about having a job building mazes?

8. Do you agree with the author that building mazes is an interesting and exciting job? Or do you think it's a silly job? Explain your answer.

Context Clues

Sometimes when you read, there will be words you don't know. You may be able to figure out what the word means by using the other words in the sentence. These words are called **context clues**.

Use context clues to choose a word from the list to complete each sentence.

maze	fountain	professional	fretted
combine	reflected	entertaining	twisted

1. A series of pathways is called a _____.
2. Something that is not straight is _____.
3. A play, a movie, or a good game can be very _____.
4. A person with a job that requires special education is
a _____.
5. A name for a place that spouts water is a _____.
6. The players worried and _____ until the game was over
and they had won.
7. The moon was _____ in the pond.
8. When you put two things together, you _____ them.

Suffixes

A **suffix** is a group of letters added to the end of a base, or root, word. The suffix changes the meaning of the word slightly or changes the way it is used in a sentence. Choose a word to complete each sentence. Then circle the words with the suffixes.

care	careful	wonder	wonderful	famous
dangerous	colorful	fame	color	danger

1. The boy took _____ so that he would not bump into the baby.
2. The boy was _____ when he held his baby brother.
3. The dog always barks when something is wrong and there is _____.
4. The father asks his children to stay away from _____ places.
5. The students painted every _____ they could find on the scenery.
6. The students' costumes were bright and _____.
7. One thing professional basketball players have is _____.
8. Kids who want to grow up to be baseball players often want to be _____.
9. The fireworks filled the little children with _____.
10. The children called the fireworks _____.

Unit 3 Vocabulary Review

A. Read each word in Column 1. Then find a word in Column 2 that means the opposite. Write the letter of the word on the line.

	column 1	column 2
_____	1. displaying	a. drew
_____	2. strolling	b. boring
_____	3. sunrise	c. sunset
_____	4. entertaining	d. denied
_____	5. scribbled	e. hiding
_____	6. admitted	f. running

B. Write the correct vocabulary word on the lines.

challenge inspire combine chanted plantation contained

1. Reading books can _____ you to write a good story.
2. The little children _____ the rhyming poem.
3. Climbing to the top was quite a _____.
4. The box _____ video games and board games.
5. A huge farm where crops such as cotton or sugar can be grown for sale is called a _____.
6. They will _____ flour and water to make the papier mâché.

Unit 3 Vocabulary Review

Answer each question using the underlined vocabulary word in the answer.

1. What do you think would cause hikers to be so tired and weary?

2. What is the most entertaining type of movie to you?

3. Why is everyone in the class so restless?

4. What is it the teacher requires from us when we leave in the afternoon?

5. What can we combine to make a really good sandwich?

6. Is a storybook or an encyclopedia a reference book?

7. What did you use to make that sketch of your little sister?

8. How can you make an exact image of your friend?

9. How do you move when you go for a brisk walk?

10. What is your greatest challenge in school?

Compare and Contrast

One way to learn about a topic is to **compare and contrast** the ways in which two related things are alike and different.

Think about how owls and ducks are alike and different as you read the following. Then answer the questions.

Owls and ducks are birds. They both have feathers, strong wings that make it possible for them to fly, and they both lay eggs.

Owls are known as birds of prey, which means they hunt and eat small animals, such as mice. A duck is not a bird of prey. It is a swimming bird and often eats plants, insects, and shellfish in the water where it swims. Their feet, as well as other body parts, are made to help them catch the kind of food they eat. Owls have talons, and ducks have webbed feet. Owls are not good nest builders. They like to find old nests made by other birds. Most often, they nest in hollow trees, caves, and barns. Many ducks make nests in tall grass. They often nest near ponds or lakes. Many ducks migrate to warmer climates when it gets cold. Most owls do not migrate.

How are owls and ducks alike?

1. _____
2. _____
3. _____

What information or facts only applies to ducks?

4. _____
5. _____
6. _____

What information or facts only applies to owls?

7. _____
8. _____

Vocabulary

Complete each sentence with a word from the list. Then write a new sentence using the vocabulary word.

affection **climate** **clinging** **methods** **threat** **injury**

1. A cat can be a _____ to a bird because they are natural enemies.

2. The bear was _____ to the side of the tree trunk, getting ready to climb up. _____

3. Pet dogs often show kindness and _____ . _____

4. Polar bears have thick fur to help them stay warm in a very cold _____ . _____

5. When some animals get an _____ , they may lick the wound to heal it. _____

6. Forest rangers have different _____ for tracking and studying animals. _____

Bears of the Far North

In the far north woods, the *climate* is very cold in the winter months. Most bears sleep through the winter. You won't see bears there until spring when the mother bear wakes up from her winter sleep, or hibernation. She will probably have her cubs at her side as she goes out into the woods. They are an interesting sight. But keep your distance. If you come close to her cubs, the mother bear will see it as a *threat*.

You might see a mother bear lying on the ground. The cubs seem to show their mother *affection* by *clinging* to her, appearing to hug her. If the mother bear grows tired of their playing, she will bat her cubs away with her big paw. But the cubs suffer no *injury*; they just roll over. Batting and growling are *methods* the mother bear uses to teach the cubs how to survive in the wild.



1. What is the winter climate like where bears live in the north woods?

2. Why shouldn't we go near a bear and her cubs?

3. How do the cubs show their mother affection?

4. What are some methods the mother uses to teach her cubs?

5. What are some of the things you would see if you could watch a mother bear and her cubs in the spring? _____

Story Comprehension

Answer the following questions about “Scruffy.” For help you may look back at the story.

1. What kind of animal was Scruffy? _____
2. How did the author come to know Scruffy? _____

3. Why was it strange that Scruffy didn't leave his pack and strike out on his own? _____

4. What were the dominant wolves in the pack like? _____

5. How was Scruffy different from the dominant wolves? _____

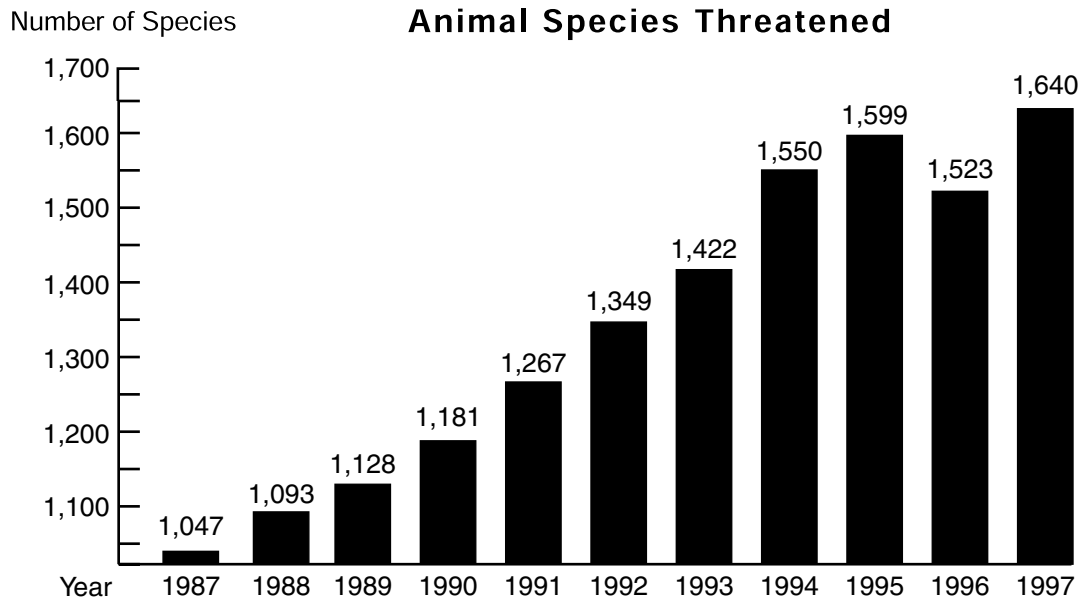
6. What was Scruffy good at doing? _____

7. How were Scruffy's posture and movements different when he worked with the pups? _____

8. This is a true story. How can you tell? _____

Read a Graph

A **graph** is a diagram that helps you see and compare amounts. This graph shows how the number of animals that are endangered has grown in 10 years. The numbers include threatened animals that are not endangered but may soon be. Read the bar graph. Then answer the questions.



Source: *The New York Times Almanac 1998* - from U.S. Fish and Wildlife Service (unpublished data).

- Which year shows the greatest number of endangered animals? The least?

- In which one year period was there the greatest increase in the number of endangered species? _____
- In which one-year-period did the number of endangered animals decrease?

- Why do you suppose it's better in some instances to show information in a graph instead of a paragraph? _____

Compare and Contrast

Review the story "Scruffy." Compare and contrast Scruffy to the other wolves to see how they are alike and how they are different. Then answer the questions.

List 4 ways in which Scruffy was like the other wolves.

1. _____
2. _____
3. _____
4. _____

List 4 ways in which the other wolves were different from Scruffy.

5. _____
6. _____
7. _____
8. _____

Draw Conclusions

Sometimes authors tell us exactly what is happening in a story and why the characters are doing what they do. Sometimes you have to figure it out or draw a conclusion based on what is happening in the story. In order to **draw a conclusion**, you also add what you know from your experiences.

Read the story below. Then draw conclusions to answer the questions.

I love camping. I would go in all kinds of weather. That is why on a crisp, cold night in February, I found myself setting up camp along a frozen river. My tent, sleeping bag, and other equipment would keep me warm.

As the moon rose in the sky, I put on my snowshoes to go for a walk before I bedded down for the night. I was on the river, only about 50 yards from camp when I heard a long howl. I'd know that cry anywhere. It belonged to a timber wolf. Then came another howl answering the first call. More long, mournful howls came from the wolf pack. Chills ran up and down my spine. I knew that wolves usually don't attack people unless they are provoked. Still I felt nervous. I pictured the wolves following me down the frozen river. A sudden noise snapped me out of my dream-like state. It was the pack racing out of the woods towards me. About 80 yards in front of me, they stopped. They sniffed the air trying to get my scent. I didn't move. I barely took a breath. Then suddenly, they turned and ran off along the river bank. I hurried back to camp and climbed into my van.

1. How do you know this isn't the first time the camper has camped in winter?

2. How do you know there is snow at the campsite?

3. How do you know that the camper has heard timber wolves howl before?

4. What conclusions can you draw about the camper's actions the next time he or she camps in the woods in winter?

Prefixes

A **prefix** is a group of letters, such as *dis-* (meaning “not”), *re-* (meaning “again”), and *un-* (meaning “the opposite of”), added to the beginning of a word. Read the words, and choose the correct word to fill in the blanks in the sentences.

Example: dis + ease = disease

disease	reread	unwind
dislike	retry	undo
disappear	rewind	uninvited
disappoint	rewrite	unbelievable
disapprove	retie	unlike

- The dog was sick, but its _____ was curable.
- I like peas, but I _____ beans.
- We waited for the sun to appear, but then we saw it _____ behind clouds.
- I read the story once, but I will _____ it one more time.
- Before we return the video, we have to _____ it.
- I did write the story once, but I will _____ it and change the ending.
- I did tie my shoelace once, but now I have to _____ it.
- I did wind the string around the package, but now I have to _____ it.
- I invited my friends to a picnic, but the ants were _____ guests.
- One story was believable, but the other story was _____.

Fact and Nonfact

A **fact** is a statement that can be proven to be true. A **nonfact** is a statement that cannot be proven to be true.

Read the following passage. Then write **fact** or **nonfact** for each sentence.

A myth is a story that often includes information about a belief of a group of people. Some myths tell about gods and heroes. Myths were also created as explanations for things that happen in nature. Long ago, for example, the Norse people believed that thunder was caused by the chariot of the god Thor as he rode across the sky. The Greeks believed that the movement of the sun was Apollo's chariot racing across the sky. Today what we know about nature comes from science. We know that thunder is the noise we hear during a lightening storm. We know that the sun does not "race across the sky" but that the Earth moves around the sun. Still, people continue to read myths, because they are interesting. You can find books about myths in the library.

1. _____ Today we know more about science than people did long ago.
2. _____ Long ago, people told myths to explain events in nature.
3. _____ Thor's chariot racing in the sky causes thunder.
4. _____ We can learn about people's beliefs by reading myths.
5. _____ The Earth moves around the sun.
6. _____ You can find books about myths in the public library.

Vocabulary

Choose the correct word from the box to complete each sentence.

confusion freeze hilltop lodge messenger praised

1. A small house, or hut, that someone stays in only for a short time is a _____.
2. We stood on the _____ overlooking a valley.
3. The package will be delivered to the hotel by a _____.
4. Sometimes, in early spring, it will get cold and the flowers will _____.
5. Too many people talking at the same time causes _____.
6. We were _____ for setting up the tents and starting to cook dinner.

Write two sentences below using two vocabulary words in each sentence.

7. _____

8. _____

The Snow Surprise

One cold, snowy morning, a *messenger* delivered a message to Elena. It said: “Meet my friends at the ski lodge at big *mountain*. Just so there is no confusion, you will know who they are by the bright red caps and scarves they will wear.” Elena did not know who sent the message.

Dressing in warm clothing so they wouldn’t *freeze*, Elena and her mother drove to the ski area and climbed the steps to the *Hilltop* lodge. They stood in front of the lodge and looked around. They didn’t see anyone with red hats.

“Wait a minute,” Elena said. “The two snowmen in front of the lodge have on red scarves and caps.” Pinned to one snowman’s scarf was a note that said, “Meet me inside for lunch. Love, Dad.”

Elena laughed. Her father was always playing jokes. Inside Elena *praised* her father for the wonderful surprise. Elena would be skiing all weekend. Sitting by a window, they watched others ski as they ate their lunch.



1. Who delivered a message to Elena? _____
2. Where did Elena’s father want her to go? _____
3. Why did the message say “Just so there’s no confusion?” _____

4. Why did Elena and her mother dress in warm clothing? _____

5. What joke did Elena’s father play? _____

Story Comprehension

Look back at “Gluskabe and the Snow Bird.” Then answer the following questions.

1. Who was Gluskabe, and what was he like?

2. Why was Skunk staying in Gluskabe’s lodge with him?

3. What made Skunk want to do great things?

4. Why does snow fall for only part of the year?

5. Why is half the world dark while the other half is light?

6. What does Gluskabe do to Skunk in the end, and why?

Read a Table

The **table** below lists seven different animals, their group names, and their natural homes. Use the information in the table to answer the questions.

Animal	Group Name	Natural Home
Whale	Pod	Arctic and Pacific oceans
Coyote	Band	Deserts, mountains, and prairies of North and Central America
Lion	Pride	Woodlands and grassy plains of Africa and India
Rabbit	Warren	Fields and prairies of Africa, Europe, and North America
Kangaroo	Mob	Deserts, forests, and grasslands of Australia
Ostrich	Flock	Plains and deserts of Africa
Giraffe	Herd	Woodlands of Africa

1. What is a group of kangaroos called? _____
2. Which of the animals group together in flocks? _____
3. Which animals group together in prides? _____
4. Which animal lives in the ocean? _____
5. Which animals have natural homes in Africa?

6. Which is the only animal whose natural home is in Australia? _____
7. Which of the animals have natural homes in North America?

8. Which animals live in desert areas? _____

Fact and Nonfact

Review “Gluskabe and the Snowbird.” Think about each of the statements below. Then write **F** for fact or **N** for nonfact for each of the following.

1. Gluskabe is a giant who really lived. _____
2. No real giants live on Earth. _____
3. Many years ago, the skunk used to be completely white rather than white with a black stripe down its back. _____
4. There was a time when the entire world was in daylight all the time. _____
5. When it is day on one side of the world, it is night on the other side. _____
6. The reason it snows is that a big snow bird opens its wings. _____
7. When the weather is cold, it can snow. _____
8. An eagle is a powerful bird with huge wings. _____
9. When a bird closes its wings, it stops snowing and summer comes. _____
10. Seasons change when the Earth’s position changes. _____

Compare and Contrast

You can **compare** and **contrast** two things to see how they are alike or different.

Make the comparisons and contrasts below.

List some things the skunk in the story and a real skunk have in common.

1. _____
2. _____

List some differences between the story skunk and a real one.

3. _____
4. _____
5. _____

Compare and contrast Gluskabe and Skunk.

6. _____

Compare and contrast Snow Bird and Day Eagle.

7. _____
8. How is this myth different from a true story?

Root Words

Many words in English are formed by adding word parts, such as prefixes and suffixes to a basic word, or **root word**.

For example, the root **phon** means “sound.” All the words that have this root have something to do with sound.

telephone

phonics

gramophone

Read the roots and their meanings below. Then write two words from the list that fit each root and meaning.

century	centipede	popular	population	remember
memory	servant	service	missile	transmit
captain	capital	symphony	megaphone	marine
submarine				

	Root	Meaning	Examples
1.	cent	100	_____
2.	mem	mindful	_____
3.	miss/mit	send	_____
4.	phon	sound	_____
5.	cap	head	_____
6.	serv	serve	_____
7.	mar	sea	_____
8.	pop	people	_____

Draw Conclusions

To **draw a conclusion** about a character or an event in a story, use facts from the story. Also use your own knowledge and experience. Drawing conclusions as you read can help you better understand a story.

Read the story below. Then answer each question.

When Miko and her parents arrived at the beach house, it was late and dark so they went right to bed. It was Miko's first trip to the ocean. All night long, Miko could hear the ocean roaring outside her window. The waves sounded huge and dangerous. Pulling the covers over her head, Miko tried to relax, but it was a long time before she fell asleep. The thought of having to swim in the ocean kept waking her up.

The next day, Miko went down to the ocean with her mom and dad. The ocean sparkled calmly in the morning sun, but to Miko, the ocean looked vast and overpowering. Miko walked slowly behind her parents. As Miko's mom dove into the waves, Miko put her foot in the water. It wasn't very cold. Waves hit her, but they didn't knock her down. Holding her dad's arm, Miko walked deeper into the ocean. It was calmer farther out, not what Miko had expected.

"This is great," yelled Miko as she dove into the ocean.

1. What do you think Miko and her family are doing? _____

2. How do you know Miko is afraid of the ocean? _____

3. How do Miko's parents feel about the ocean? _____

4. How do you know Miko feels safe with her parents? _____

5. What conclusion can you draw about Miko's change in attitude in this story?

Vocabulary

Complete the sentences with the correct word from the list. Then write a new sentence using each word.

connected endangered overcome poisonous sponge haul

1. When only a few of a certain type of animal are left on Earth, we say that the animal is _____.

2. All wires must be _____ correctly if we want the videotape to play. _____
3. Everyone said she couldn't do it, but Gretchen was able to _____ her injury and play in the final game. _____
4. We had to _____ the heavy couch up three flights of stairs.

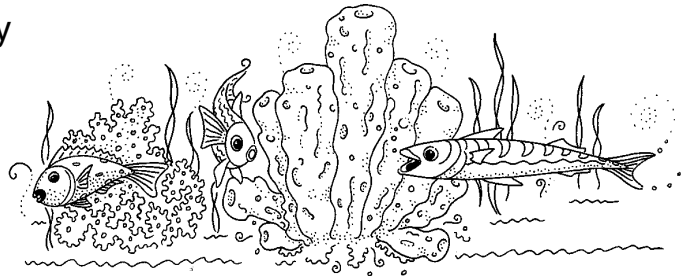
5. A _____ is a water animal that absorbs water and attaches itself to rocks or plants. _____
6. The black widow is a well-known _____ spider.

A Different Animal

Because the sponge has no head or legs, it looks like a lumpy plant with lots of holes. But a sponge is really an animal. Sponges are found deep in the ocean and sometimes in freshwater lakes. The sponge lives *connected* to rocks, plants, or anything it can grab onto in the water.

Sponges are often white, but they can also be other colors, such as black or red. Water flowing through the holes in the body brings the sponge tiny animals and plants for food. Divers are sometimes *overcome* with the size and strange appearance of some sponges. Some divers *haul* these strange-looking sponges to scientists to be studied. Others collect sponges that are made into products to be used by people at home.

Scientists worry that many sponges and other animals will become *endangered* due to the *poisonous* conditions in some parts of the ocean.



1. What are sponges *connected* to? _____

2. Why are divers sometimes *overcome*? _____

3. What may divers do to strange-looking sponges? _____

4. Why are scientists worried about sponges and other sea animals?

5. How might we protect sponges and sea animals from *poisonous* water conditions? _____

Story Comprehension

Answer each question about “Meet an Underwater Explorer.” For help you may look back at the story.

Marine biologists, such as Sylvia Earle, do many fascinating and exciting things. List four important things she has done in her career.

1. _____
2. _____
3. _____
4. _____

Write **T** for true and **F** for false. Then explain your answer.

5. _____ Sylvia Earle is a brave person.

6. _____ Over the years, the ocean has been thoroughly explored.

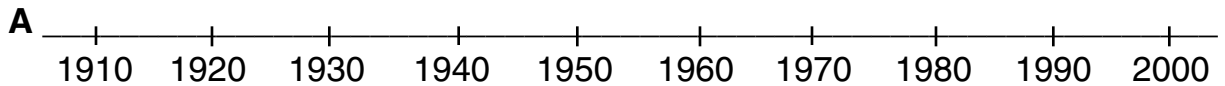
7. _____ Two of the problems divers encounter are that they cannot breathe without oxygen tanks under water and that there is heavy pressure as they go deeper into the water.

8. _____ Earle made a record-breaking dive and walk on the floor of the ocean. The water was dark and inky black, but she was able to see.

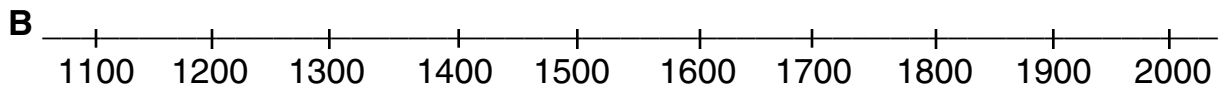
Read a Time Line

A **time line** is a straight line divided into equal parts. A line can stand for any amount of time. Compare the years on the two time lines below. Then answer the questions.

Time Line



Time Line



1. In Time Line A, how many years are between each date?

2. In Time Line B, how many years have passed between the two dates?

3. Which time line is a better one for showing the year you were born?

4. Place the year of your birth on each of the time lines.

5. Why are time lines useful?

Draw Conclusions

When you **draw a conclusion**, you use facts from a story as well as your own knowledge and experience. Drawing conclusions can help you better understand what you read.

Review “Meet an Underwater Explorer.” Then answer each question, using what you know from the selection and from your own experience to draw conclusions.

1. Would you say that Sylvia Earle is not easily frightened? Use information from the article to support your answer.

2. What has been constant about Earle’s life since she was a young child?

3. How do you know that people wearing Jim Suits move very slowly?

4. Why do you think so little of the ocean has actually been explored?

5. Why might the work of a marine biologist be an interesting job to have?

Fact and Nonfact

Read each sentence. Write **Fact** if the information can be proven. Write **Nonfact** if the information cannot be proven.

Review the article “Meet an Underwater Explorer” to help you.

1. People can actually swim with dolphins. _____
2. A lionfish is poisonous. _____
3. All marine biologists are probably very brave. _____
4. An all-woman science team lived in a special home on the ocean’s floor for two weeks. _____
5. Both men and women study to be marine biologists. _____
6. Almost every person would enjoy swimming with sharks and dolphins. _____
7. Two-thirds of our planet is covered with water. _____
8. Diving into very deep water without a diving suit will not hurt anyone. _____
9. When you dive very deep in the ocean, you need lights to see. _____
10. A Jim Suit is a suit worn only in shallow waters. _____

Root Words

Roots are parts of words to which we can add prefixes and suffixes. The same root can appear in many different words. Knowing this may help you to define words.

The root *bio* means “life.” Whenever you see the prefix *bio* in a word, you know that the word’s meaning probably has something to do with life.

biologist - a person who studies living things

biology- the science of living things

biography - the story of someone’s life

biosphere - the part of Earth and its atmosphere where life is found

The root *mar* means “the sea” or “the ocean.” Whenever you see *mar* in a word, you know the word will probably be related to the sea.

marine biologist - a person who studies plants and animals of the sea

submarine- a boat that can travel below the ocean surface

maritime - a word describing a town or anything else close to the ocean

mariner - person who navigates a ship at sea

Complete each sentence using a word from above.

1. Juanita read a _____ of Abraham Lincoln.
2. Someone who studies fish and seaweed is a _____.
3. The U.S. Coast Guard enforces _____ laws.
4. Pollution is a great problem for living things in the _____.
5. The old _____ had been captain of his ship for many years.
6. Some sailors in the Navy travel beneath the water in a _____.
7. The study of plants and all living things is _____.
8. Someone who studies biology is a _____.

Steps in a Process

Think about the steps you take when you plan and carry out a project. Writing down the steps will help you remember them. A series of steps you follow in order is called **steps in a process**.

Read the passage below. Then answer the questions.

Luisa had never entered the science fair before. Doing a project for the fair was going to take careful planning. First, Luisa looked through many books for project ideas. She decided that measuring the effects of sunlight and lamplight on the growth of plants sounded like an interesting project. She bought two ivy plants and two tomato plants. She put one tomato and one ivy plant on the windowsill in a bright, sunny room. She put the other two plants under a lamp. Luisa measured the growth of the plants in the sun and the plants in the lamplight every three days. She wrote down their height in her notebook.

During the week before the science fair, Luisa made posters explaining her experiment. On the day of the science fair, Luisa set up her experiment on a table in the gym. Luisa's experiment showed that the ivy plant and the tomato plant that grew in the sun were taller than the plants that grew under the lamp.

What was Luisa's first step in the process of planning her a science fair project?

1. _____

What were the steps in completing the project?

2. _____

3. _____

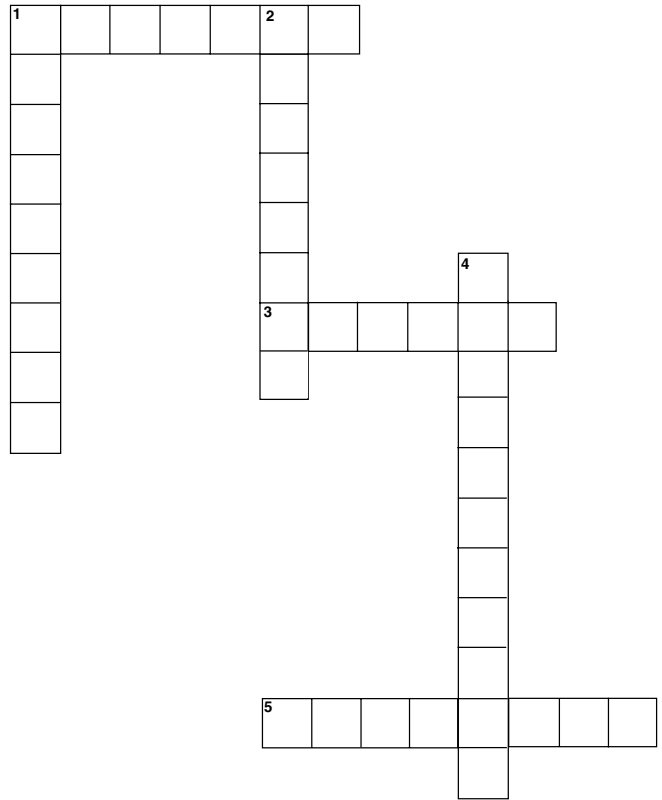
4. _____

5. _____

Vocabulary

Complete the crossword puzzle using the vocabulary words below.

abandon available research traditional absorb original



Across

- 1. The passengers were ordered by the captain to _____ ship.
- 3. Plants _____ the water in the soil.
- 5. Kumar used three library books to _____ his report.

Down

- 1. The movie she wanted to rent wasn't _____.
- 2. The _____ copy of the book was lost.
- 4. Keiko worked hard learning the _____ Japanese dance.

A Multicultural Festival

The fourth grade class had students whose ancestors came from nine different countries. Their teacher, Mr. Horvath, asked the students if they wanted to share their culture's *traditional* foods and *original art*. The class decided to have a multicultural festival. All the students would do *research* and give reports on different countries. Lots of information on different countries was *available* in the library. Some students found so much information it was hard to *absorb* and remember. But everyone agreed that having a multicultural festival was going to be fun! No one wanted to *abandon* the idea. Three weeks later, the class had their multicultural festival. It was a great success!



1. What is meant by original art? _____

2. What would traditional food be? _____

3. How will the students find more information on different cultures? Why might the information be hard for them to absorb? _____

4. Why didn't the students abandon their multicultural festival? _____

5. What would you have done for a project if your class had a multicultural week? _____

Story Comprehension

Review “On the Bus with Joanna Cole” and answer the questions about the story.

1. Before writing a book, Joanna Cole makes a blank dummy out of typing paper. How and why does she do that? _____

2. Why are videos and television an important part of Joanna Cole’s writing process? _____

3. A writer who writes in the traditional way would take notes on index cards. How does Cole write in a non-traditional way? _____

4. How is a science writer different from a scientist? _____

5. Is it important to Joanna Cole to be interested in the topic she writes about? Explain. _____

6. How would Joanna Cole prepare to write a report if she were a student? _____

Follow Directions

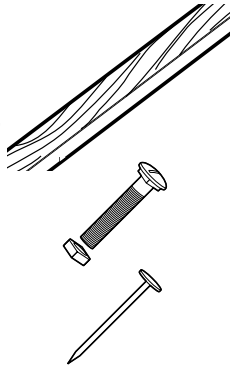
Compost is a mixture of rotting plant matter. It makes a good fertilizer for soil. **Follow the directions** on how to build a bin for compost and answer each question.

Materials:

10 eight-foot pieces
of 2 inch x 4 inch lumber

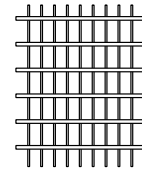
6 five-inch carriage bolts

4 inch-long nails



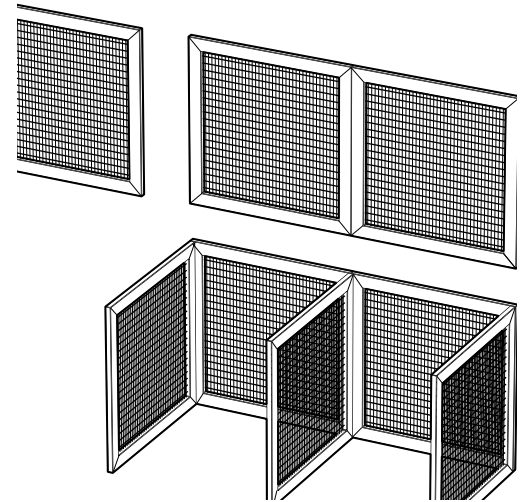
20 feet of 4-foot-tall
dog wire

3/4-inch staples



Directions:

1. Cut fifteen 4-foot strips from the 2 inch x 4 inch lumber.
2. Nail four of these 4-foot pieces together to make a square frame that is 4 feet wide and 4 feet tall.
3. Make two more of these 4 feet x 4 feet frames.
4. Using the staples, attach the dog wire to the sides of all four frames.
5. Make another frame that is 8 feet long and 4 feet tall for the back panel. Nail into this frame a 4-foot long 2 inch x 4 inch piece of lumber vertically in the middle.
6. Using the staples, attach dog wire to the sides of the frame.
7. Use the 5-inch carriage bolts to attach the 3 square panels to the middle strip and sides of the long frame.



1. What are the carriage bolts used for? _____
2. How many 4-foot x 4-foot panels do you need to make the compost bin? _____
3. What comes after making the 4-foot x 4-foot frames? _____

4. How wide and how tall is the back panel? _____
5. What are the staples used for? _____

Steps in a Process

There are steps you take when you plan and then complete a project. These are called **steps in a process**.

Read the recipe and passage below. Then list the six steps in the process described in the passage.

Calvin sat in a chair and looked through many recipe books. He wanted to make himself something that tasted good, but was healthy, too. Here's what Calvin did:

Mixed 1/2 a cup of dry milk, 1/2 cup of peanut butter,
1/2 cup of honey

Added a tablespoon of cocoa and a teaspoon of vanilla

Added a little coconut, raisins, chopped dates, chopped nuts

Mixed the whole thing with clean hands.

Rolled the mixture into a long tube in waxed paper, then placed the tube in the refrigerator to harden. Its shape gave Calvin an idea. "I'll call this my Snack Snake," he said. "Every time I want a treat, I'll just go into the refrigerator, pull off a piece, and watch the snake get smaller."

1. First step: _____
2. Second step: _____
3. Third step: _____
4. Fourth step: _____
5. Fifth step: _____
6. Sixth step: _____

Fact and Nonfact

Think about each of the statements below. Then write **Fact** or **Nonfact** on each of the lines.

1. _____ Joanna Cole is a science writer.
2. _____ Joanna Cole is a scientist, too.
3. _____ Joanna Cole's first book was about spiders and was called "Creepy Crawlies."
4. _____ Librarians can help you find information on a certain subject.
5. _____ Nobody likes to read information in encyclopedias.
6. _____ Joanna Cole has written many different kinds of books.
7. _____ Joanna Cole's dog once chewed up a snake skin.
8. _____ Most people would like to have a snake as a pet.
9. _____ At some point in their lives, most people have wanted to be a writer.
10. _____ When Joanna Cole was a child, she wrote school reports about the same way she writes her books today.

Prefixes

A **prefix** is a word part that can be added to the beginning of a word to change the word's meaning. Knowing the meaning of a prefix helps you to define the word. Often used prefixes are *dis-*, meaning "not" and "the opposite of," and *in-*, meaning "not" or "go into."

Prefix + word	Meaning
<i>dis</i> + appears	to go out of sight
<i>in</i> + side = inside	the inner side

On the lines, write the prefix of each word. Then write the word's meaning, and use the word in a sentence.

1. disappeared

Prefix: _____ Meaning: _____

Sentence: _____

2. dissatisfaction

Prefix: _____ Meaning: _____

Sentence: _____

3. inside

Prefix: _____ Meaning: _____

Sentence: _____

4. incorrect

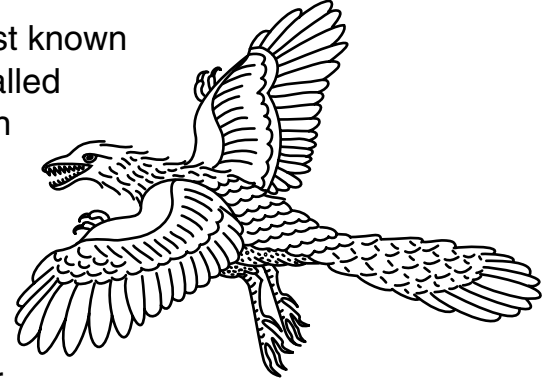
Prefix: _____ Meaning: _____

Sentence: _____

Compare and Contrast

You can **compare** and **contrast** an ancient bird to a modern bird to see how they are alike and different. Read the selection, and then answer the questions.

Birds of today are different from the first known birds. These early birds are in a group called archaeopteryx (är kē op' tē riks). Modern birds have beaks but no teeth. They have two back legs and instead of front legs, strong wings that they use only for flying. Their bodies are covered with different kinds of feathers. Some feathers are soft and close to the skin for warmth, while others are large and strong and help with flying. Most modern birds can fly for many miles.



The first birds lived with other dinosaurs millions of years ago. The archaeopteryx had wings, a beak, and feathers. However, it had teeth and a body more like a reptile than a bird. Its wings were more like front legs, or arms with claws. Some scientists believe these claws helped the birds catch food or climb trees. The build of its body probably made this bird a better runner than a flyer.

1. What are some things modern birds and the first birds have in common?

2. What things help a bird of today to fly?

3. What was different about the mouth of ancient birds?

4. What was probably the function of the claws on the wings of the archaeopteryx? _____

5. Compare and contrast the flying abilities of ancient and modern birds.

Vocabulary

Use the vocabulary words in your answers to each question.

1. Who are your *ancestors*?

2. What part of an animal is the *snout*?

3. Can you name an animal that has *spikes*?

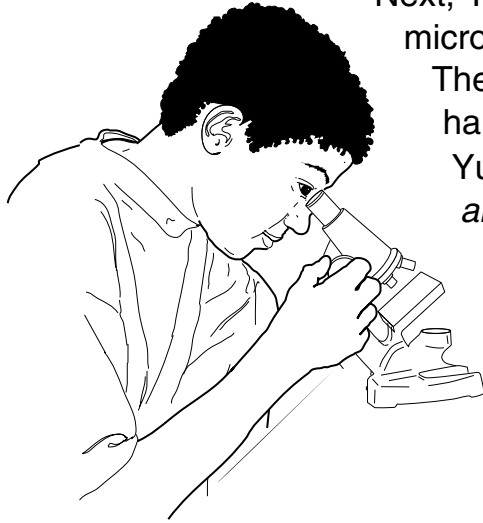
4. Why can a hurricane sometimes cause a *disaster*?

5. Can you name a *weird* sound you have heard?

6. What can you see through the lens of a *microscope*?

The New Scientist

After months of saving, Yusuf finally bought the *microscope* he wanted. He used it right away to look at his own hair. It looked weird. Not at all what he expected it to look like. Then he compared the water from a puddle to the water from the tap. They looked very different.



Next, Yusuf caught a fly and put it under the microscope. The lens made everything so big. The fly looked like it had a huge snout and hard, skinny *spikes* for legs.

Yusuf wants to be a scientist. Some of his *ancestors* were scientists. He has decided he will save up for a chemistry set next. Yusuf's parents told him that one day he might find a cure for a disease or a way to prevent a natural *disaster*. That made Yusuf smile.

1. How did Yusuf get a *microscope*? _____
2. How did Yusuf think his hair looked under a microscope?

3. What did the fly look like under the microscope?

4. What kind of *disaster* might Yusuf find a cure for?

5. Why do you think that Yusuf is so interested in science?

Story Comprehension

Read statements 1 to 6 below. Write **T** for true if the statement describes “Earth’s First Creatures”. Write **F** for false if it does not. Review the story “Earth’s First Creatures” if you need help.

1. _____ There were no animals big enough to be seen on Earth 600 million years ago.
2. _____ The very smallest animals appeared around 500 million years ago.
3. _____ The Cambrian Period took place before the age of the dinosaurs.
4. _____ You could see an anomalocaris at the beach today.
5. _____ No one knows for sure why the Cambrian animals suddenly appeared.
6. _____ Scientists have no fossils of Cambrian animals.

Write sentences to answer the following questions.

7. How big were the creatures who came before the Cambrian animals?

8. Where did all the Cambrian animals live?

Read a Chart

A **chart** is a good way to compare information. The chart below lists several national parks, their locations, dates established, and features.

NATIONAL PARKS			
Name	Location	Established	Features
Acadia	Maine	1919	Mountains and Coastal Scenery
Everglades	Florida	1947	Marshlands and Swamps
Grand Canyon	Arizona	1919	Canyon and Colorado River
Sequoia	California	1890	Giant Sequoia Trees

Use the information in the chart to answer the questions.

1. In what state is Acadia? _____
2. Name a park located in Florida. _____
3. What park was established before 1900? _____
4. What national park does the Colorado River flow through? _____

5. What two parks were established the same year? _____

Steps in a Process

The below statements are **steps in a process**. They are steps in how to make a community garden from an empty lot. Write a number from 1 to 10 next to each step to show the order in which the steps are done.

- _____ Water the freshly planted garden.
- _____ When the lot is clean, begin to turn the soil with shovels.
- _____ Get permission from the owner to use the lot.
- _____ Find an empty lot that would be suitable for a garden.
- _____ Plant your flower and vegetable seeds in the fertilized soil.
- _____ Take turns watering and caring for the growing garden.
- _____ Once you have permission to use the lot, organize the members of the garden project, and get your tools and seeds ready.
- _____ Mix the compost into the freshly turned soil.
- _____ Label the kinds of seeds you've planted so you'll remember where everything is.
- _____ When everyone's tools are organized, begin to clean the lot of garbage or debris.

Prefixes

A **prefix** is a word part that can be added to the beginning of a word to change the word's meaning. Prefixes can have more than one meaning. The prefix *in-* can mean "to go into" or it can mean "not." The prefix *dis-* also means "not."

Prefix + word	Meaning
in + visible = invisible	not visible, can't be seen
dis + covered = discovered	not covered, found

Write the prefix of each word and the word's meaning.
Then use the word in a sentence of your own.

1. **discovered** Prefix: _____ Meaning: _____

Sentence: _____

2. **incurable** Prefix: _____ Meaning: _____

Sentence: _____

3. **invisible** Prefix: _____ Meaning: _____

Sentence: _____

4. **disconnected** Prefix: _____ Meaning: _____

Sentence: _____

5. **disapprove** Prefix: _____ Meaning: _____

Sentence: _____

Root Words

Roots are word parts to which we can add prefixes and suffixes. The same root can appear in many words. Knowing the meaning of the root can help you define a new word.

For example, the root *micro* means “small.” All the words with *micro* have something to do with being small. The root *sphere* means round or around.

Choose the correct word from the list to fill in the blank in each sentence.

sphere atmosphere stratosphere microscope microphone

1. If you look through a _____, you can see very tiny things that you cannot see with just your eyes.
2. A basketball is shaped like a _____.
3. The mass of gases that surround Earth is called the _____.
4. A _____ makes small sounds bigger so we can easily hear them.
5. The _____ is a layer of Earth's atmosphere.

Unit Vocabulary Review

A. Read each word in column 1. Then find a word in column 2 that means the opposite. Write the letter of the word on the line.

- | | | |
|----------|-----------|-------------|
| 1. _____ | weird | a. valley |
| 2. _____ | hilltop | b. order |
| 3. _____ | confusion | c. separate |
| 4. _____ | freeze | d. heat |
| 5. _____ | connected | e. normal |

B. Write the correct vocabulary word from the list on each line.

haul	threat	overcome	sponge	spikes	poisonous
lodge	abandoned	snout	disaster	clinging	

- We hired a truck to _____ our furniture to our new house.
- The _____ of rain kept many people from attending the game.
- The fans were _____ when they handed the coach the trophy.
- I like to ski all day and then have hot chocolate at the _____.
- A _____ is an animal that lives in the sea.
- Most spiders and snakes are not _____.
- Railroad workers hammered big _____ to hold the rails down.
- The governor declared the state a _____ area due to the flood.
- A dog's nose at the end of his _____ is sometimes wet and cold.
- The empty, old house was _____ 50 years ago.
- The kitten was _____ to the tree branch.

Vocabulary Review

Answer each question using the underlined vocabulary word.

1. How can you help to prevent an injury while rollerblading? _____

2. What does it mean to say that you have affection for someone? _____

3. What does it mean to say that someone can absorb information in a book?

4. What would you like to look at under a microscope? _____

5. What would it mean if someone told you that you have an original way of dressing? _____

6. What does it mean when you research something? _____

7. What methods do you have for doing your homework? _____

8. What is the climate like where you live? _____

9. If someone praised you for your test grade, what kind of job would you have done on your test? _____

10. Who are people's ancestors? _____

Sequence of Events

Events in a selection happen in a certain order, or **sequence**. Recognizing the **sequence of events** helps you make sense of the story. Read the story below, and then number the sequence of events.

Once in days gone by a donkey found a lion skin. Immediately the donkey covered himself in the lion skin. Running around growling and making loud noises, the donkey scared all the animals. The donkey was quite proud of himself for he thought that he looked like a ferocious lion.

A monkey came down the street, and he saw that everyone thought the donkey was a lion. "That's not a lion," yelled the monkey. "It doesn't growl like a lion. It doesn't run like a lion." Then the monkey lifted up the lion skin near the head. "Aha!" he cried. "Donkey ears! That's exactly what you sound like when you growl. You sound like a donkey, which is what you are!"

The donkey took off the lion's skin. With his head hanging low, the foolish donkey ran away. The animals were angry that the donkey had scared them. They didn't speak to the donkey for many days. And it took them even longer to trust the donkey again.

1. _____ The donkey ran around growling and scaring everyone.
2. _____ The monkey lifted the lion skin and saw donkey ears.
3. _____ A donkey found a lion's skin and put it on.
4. _____ The animals didn't speak to the donkey for many days.
5. _____ A monkey yelled, "That's not a lion."

Vocabulary

Supply the correct word from the list.

amazement destroyed eldest fowl stake strewn

1. A stick with one sharpened end driven into the ground is called a _____.
2. The cardboard box was completely _____ when it was left in the rain.
3. Someone has _____ gold glitter all over my flower painting.
4. Chickens, turkeys, and ducks are also known as _____.
5. Aunt Lucy is the _____ of the three sisters.
6. We were filled with _____ when we saw the huge bubble that he could make.



The Special Place

There was a small hut next to the house at the lake where Adam spent every summer with his grandparents. The little hut was Adam's special place. It was like a one-person clubhouse. One summer when Adam came back to the lake, he saw a terrible thing. The hut had been partially *destroyed* by a severe storm. Some type of wild *fowl* had come in through a broken window and built a nest. All of Adam's things were *strewn* about the room, and some were broken.

There was only one thing to do; clean it up. Adam's two brothers were coming to visit soon. He felt he had to set a good example, being the *eldest* of the three. Adam found a stick to use as a *stake* for holding the door open. Adam swept and straightened and even did a little painting. Then he invited his grandparents to see what he had done. To their *amazement*, everything was back to the way it used to be, or maybe it was better.



1. What was *destroyed* by the hurricane? _____
2. What was living in the hut? _____
3. What happened to the things Adam had in the hut?

4. How did the grandparents react to Adam's work of cleaning up?

5. Why do you think Adam worked so hard to clean up the hut?

Story Comprehension

Answer the questions about “The Fox and the Guinea Pig.” Refer back to the story if you need help.

1. Why was Don Emicho so upset at the beginning of the story?

2. Who did it, and how did Don Emicho find out?

3. Why did Don Emicho tie up the guinea pig?

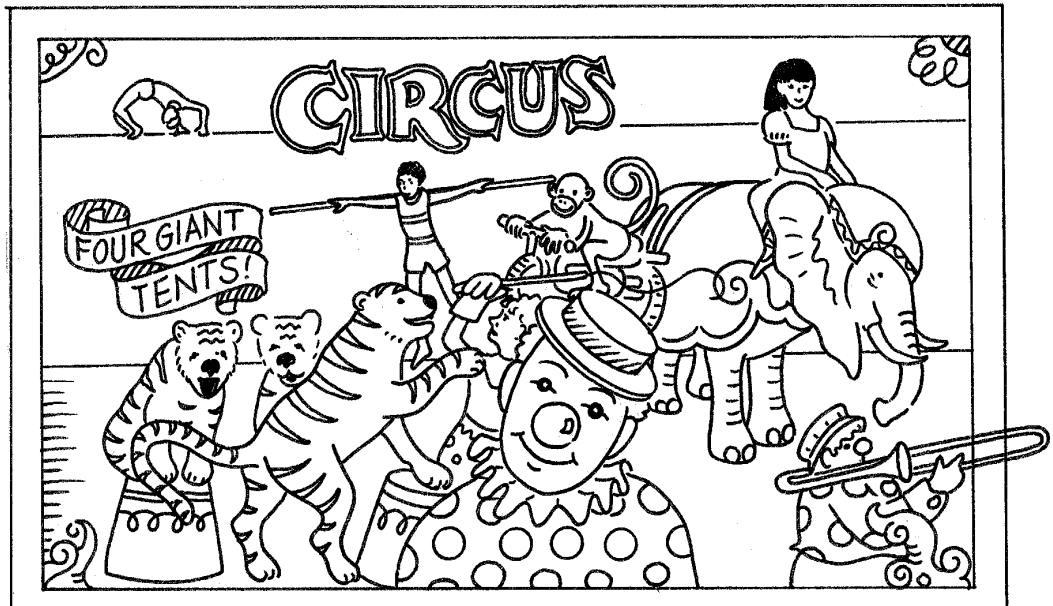
4. What two things was the fox hoping to get when he untied the guinea pig and allowed himself to be tied up?

5. What were the next two tricks the guinea pig played on the fox?

6. Don Emicho laughed very hard when he saw the fox tied up. What part of the story made you laugh?

Read Advertisements

An **advertisement** is a notice that tells people about a product or event. Usually advertisements try to get people to buy something. Below is a circus poster. Look at the poster and write five sentences to attract people to the circus. Mention the different circus acts in your sentences.



1. _____

2. _____

3. _____

4. _____

5. _____

Sequence of Events

Ten events from “The Fox and the Guinea Pig” are listed below, but they are listed out of order. Write the events on the lines to show the proper **sequence** in which they occurred.

- The fox finds the guinea pig tied to a stake.
- Don Emicho is unhappy to see his alfalfa patch chewed up.
- The guinea pig buries the fox under dirt and stones.
- The guinea pig tells the fox he is going to look for a stake.
- Don Emicho makes a smaller trap.
- The fox starts to dig next to the guinea pig.
- The fox unties the guinea pig.
- Don Emicho thinks of guinea pig stew with many ingredients.
- Don Emicho laughs when he hears how the guinea pig fooled the fox.
- The fox finally finds the guinea pig sleeping like a log.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Make Inferences

In “The Fox and the Guinea Pig,” we are not always told what the characters are feeling or why they act as they do. Therefore, you must **make inferences**, or good guesses, about their feelings and the reasons for their actions. To make an inference, you can use clues from the story and experiences you’ve had or know about.

Answer each question by making an inference. Use story clues or personal experiences to make each inference.

1. The guinea pig told the fox that he could marry Don Emicho’s daughter if he took the guinea pig’s place. Why did the guinea pig add the idea of eating chicken to his offer? _____

2. What inference did you make about the fox’s intelligence when he untied the guinea pig and allowed himself to be tied up? _____

3. The guinea pig quickly pretends to be holding up a rock and said the world was falling down. What does that show about the guinea pig?

4. When the fox starts digging right next to the guinea pig, the fox says he’ll help him since they’re friends. Why does the fox call the guinea pig his friend all of a sudden? _____

5. Would you like the guinea pig for a friend? Why or why not?

Context Clues

Sometimes when you are reading, you come to a word that you don't know. Other words in the sentence can give you clues about the meaning of the word. These clues are called **context clues**.

Select the correct word from the choices in parentheses and write the word in the space provided. Use context clues to help make your choice.

1. The two friends often had small arguments and _____ over what games to play. (quibbled, shared)
2. At the newspaper, an _____ checks all the sentences and the spelling. (actor, editor)
3. The little kids were excited and _____ as they waited to start the picnic. (worried, giggly)
4. The heavy box put a lot of _____ on her arm. (bubbles, pressure)
5. Lars said he would draw horses today, because _____ he had only drawn people. (tomorrow, previously)
6. Some lakes are made by people and others are _____ lakes. (natural, polluted)
7. Colin followed the human _____ in the snow. (handprints, footprints)
8. Tiffany didn't mean to break the goldfish bowl. She _____ wanted to fill it with water. (merely, quietly)

Important and Unimportant Information

The selection below contains information about choosing and raising a dog. But how do you know which information is important and which is not? Figuring out the purpose behind your reading can help you sort out **important information** from **unimportant information**.

Read the purpose behind the paragraph. Then, keeping the paragraph's purpose in mind, circle whether the phrases from the paragraph tell important or unimportant information.

Purpose: Explain what you must consider when choosing a dog as a pet.

Choosing a pet dog is a very important decision. The first thing to think about is how the dog was treated by its former owner. Pets that have been abandoned or mistreated may not make good pets. A dog can be nervous and bark frequently. A dog that was abandoned or hurt may take a long time to trust you and your family. It can be a long wait. A nervous dog may never learn to trust a new owner. Getting a puppy from someone you know or a dog breeder is often the best option. A puppy or dog born in a loving home is usually friendly and well-behaved. Such a puppy or dog might make an ideal pet for you. You also have to think about the needs of everyone in your family. What size dog do you want? Who will care for the dog? Do you want a short-haired or long-haired dog? Dog hair is tiring to clean up. Will you have enough time to train and play with the dog? All of these issues need to be answered before you get a dog.

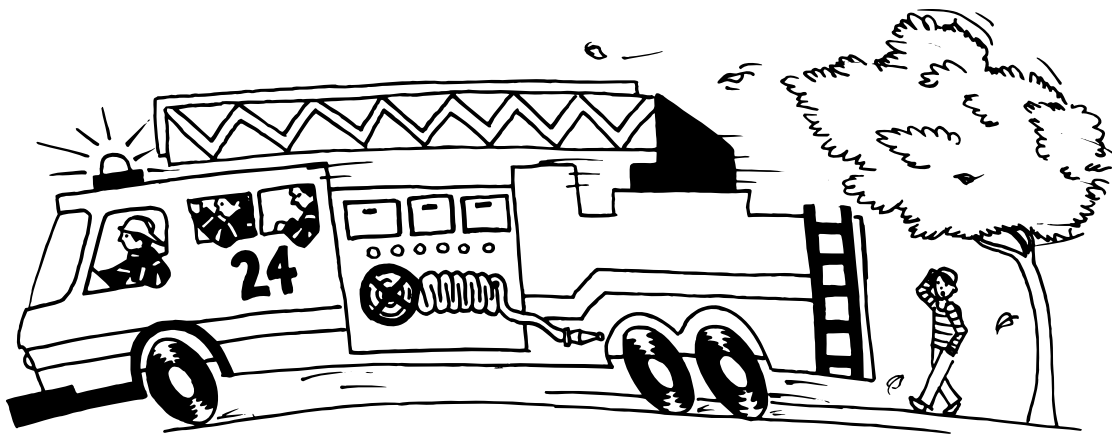
- 1. important / unimportant** The first thing to consider is how the dog was treated by its former owner.
- 2. important / unimportant** Dogs that have been abandoned may not make good pets.
- 3. important / unimportant** It can be a long wait.
- 4. important / unimportant** A well-cared-for puppy or dog is usually friendly and well-behaved.
- 5. important / unimportant** Dog hair is tiring to clean up.

Vocabulary

Supply each sentence with a word from the list.

clippers errands instinct memorizing relieved sirens

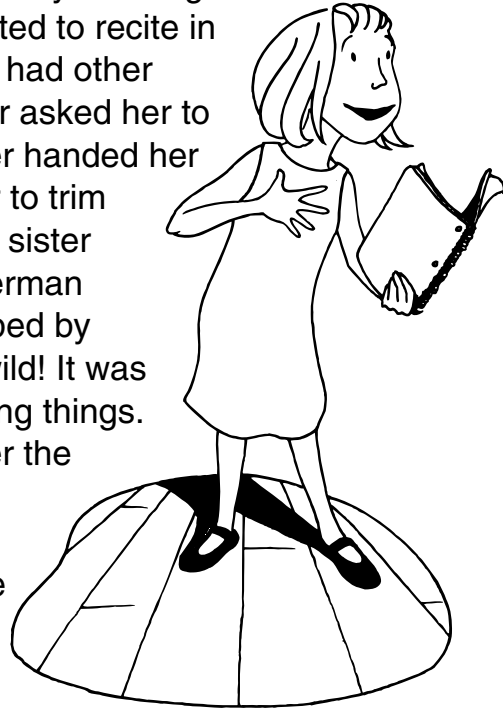
1. A short trip to a store to get something you need is known as an _____.
2. No one teaches a bird to build a nest. The bird has a natural _____ to do it.
3. If you are going to be in a play, you will spend time _____ your lines.
4. There are many different kinds of _____ for cutting hair, bushes, and wires.
5. If you are worried about a test, you feel _____ when it's over.
6. The noise from the firetruck's _____ made us cover our ears.



All Saturday Morning

Molly planned to spend all Saturday morning *memorizing* a poem that she wanted to recite in school on Monday, but her family had other plans for her. First, Molly's mother asked her to run a few *errands*. Then her father handed her the hedge *clippers* and asked her to trim the bushes. After that, Molly's big sister asked her to walk Mabel, their German shepherd. When the fire trucks sped by blaring their *sirens*, Mabel went wild! It was her natural *instinct* to chase moving things. So Molly found herself racing after the firetruck, trying to stop Mabel.

When the chores were finally done, Molly felt *relieved*. Now she could finally do her memorizing. "We'll all help," said Molly's family. That included Mabel, who howled every time Molly recited her poem.



1. What was Molly *memorizing*? _____
2. Who asked Molly to do *errands*? _____
3. What did Molly's father ask her to do?

4. Why did Mabel chase the trucks with the *sirens*?

5. How did all the family members show that they are willing to help each other?

Story Comprehension

Read each statement. Write **T** if the statement describes “Mom’s Best Friend.” Write **F** if the statement does not describe the story.

1. _____ Marit is the old guide dog, and Ursula is the new dog.
2. _____ Mom got both dogs at the Seeing Eye in Morristown, New Jersey.
3. _____ The dogs are born at the Seeing Eye.
4. _____ Mom went away for three months to learn to work with her new dog.
5. _____ Ursula did everything perfectly when Mom got her home.
6. _____ When Mom goes jogging, Ursula stays home because she can’t guide at high speeds.
7. _____ People should not pet a guide dog when they are guiding.
8. _____ The family liked Ursula, but they liked Marit better.

Answer the questions about the story.

9. Who was Pete, and why was he so important to Mom and to Ursula?

10. Why do you think guide dogs need loneliness training?

Use a Newspaper

Read the news article below. Find out *who* and *what* the story is about and *when* and *where* it happened. Then answer the questions.

Local Boy Clowns Around

Denver, Indiana, March 25 — Contest winner David Brent has waited most of his ten years for this opportunity. When the circus opens tomorrow night, David, in full clown costume, will perform with the other clowns. He has one day to learn his act. David says that he is ready and is certain he will do fine.

The Police Association, in connection with Greenwood School, sponsored the contest that David won. Each contestant was asked to write one paragraph

explaining how laughter helps people enjoy life. The prize was the opportunity to participate in opening night of the circus. David's winning entry now hangs in the children's section of the public library.

If you want to see David Brent perform, attend opening night of the circus at the Downtown Armory. Tickets are still available. David will make you laugh and so will his new pals, the circus clowns.

1. Who is this article about, and how old is the person?

2. What did David do?

3. When will David perform? _____

4. Where will the circus take place? _____

5. Why do you think the newspaper ran this article?

Important and Unimportant Information

Read the purpose for each group of details below. Keeping the purpose in mind, write **important** on the blank if the information is important. Write **unimportant** if the information is unimportant.

Purpose: to find out about blind people.

1. _____ navigate with cane
2. _____ use hearing to locate objects
3. _____ make friends with fellow students
4. _____ must practice ten times on route before traveling alone
with guide dog

Purpose: to find out amazing things dog guides can do.

5. _____ stop at a curb to wait for the traffic
6. _____ lead owner around low-hanging tree branches
7. _____ sleep in the bed of children in the family
8. _____ follow complicated routes

Purpose: to find out what happens in a dog-guide training center.

9. _____ The blind person must learn the layout of the school.
10. _____ There are free times for people to exercise and play
the piano.
11. _____ Dog guides live with families for the first 14 months.
12. _____ The student must learn to control and discipline the
guide dog.

Make Inferences

In the story below, the author does not always explain what the characters are feeling or why they act as they do. Therefore, you must **make inferences** about their feelings or actions by using story clues or your own experiences.

Read the story. Then answer each question by making an inference.

The whole family sat around the kitchen table discussing whether they should get a dog. Enrique said that he would walk the dog before school, after school, and before bed every day. He would give part of his allowance towards the dog's food. Juanita said that she would brush the dog, play with him, and teach him tricks. All Juan said was that he remembered being knocked over by a big dog when he was in kindergarten.

Their father remembered that his mother had refused to let her dog in the house because it would have messed it up. Their mother knew how much Enrique and Juanita wanted a dog. The house was already crowded, and even if the dog did mess up the house, it might be nice to have a dog. Everyone listened as she spoke.

1. Who do you think wants most to have a dog? How do you know?

2. How does Juan feel about dogs? _____

3. How do you think Juanita feels? _____

4. Why might the father object to having a dog? _____

5. Will the family get a dog? Why do you think as you do? _____

Figurative Language

Authors use **figurative language** to add interest to what we read by allowing us to picture characters, events, and action. In these two examples, the figurative language in each sentence is underlined.

The soft snow blanketed the brown earth.

Winning the contest was a piece of cake.

Read each sentence about “Mom’s Best Friend.” Think about what the underlined phrase means. Then circle the letter next to the correct answer.

The dog’s death left an empty space in the family.

1. What did the death do to the family?
 - a. made them feel sad
 - b. made them not want to have another dog
 - c. made them feel like someone was missing

Ursula looked too shrimpy to be called big.

2. What did Ursula look like?
 - a. a huge dog
 - b. a tiny dog
 - c. a dog who squeals a lot

My friends thought that dog guides were little robots that carted people around.

3. What did the friends think dog guides actually were?
 - a. something like a golf cart
 - b. something like a sewing machine
 - c. something human

Ursula will have to start thinking like a person.

4. What does thinking like a person mean for a dog?
 - a. be aware of things that are important to people
 - b. walk with the head held as high as possible
 - c. slide under tall objects

Make Predictions

When you **make a prediction** about a story, you make a logical guess about what will happen next, based on story clues and your own experiences. As you go on reading, you find out if you were right. If you were not right, ask yourself why and revise, or change, your prediction.

Read the story, and then make a prediction. Check your prediction by reading the next part of the story.

Hasan loved math and math games. He wished Charles, his third-grade brother, liked math, too. Hasan was always trying to interest Charles in math, but Charles thought it was too boring and hard to do. Charles thought that math was only memorizing numbers and formulas. Now Charles' class was learning multiplication — more facts to memorize. But Hasan had an idea. "You don't have to memorize the multiplication tables for nine," said Hasan. "You can do finger math." Hasan held out both hands flat in front of him. He said, "What is three times nine?" and he folded down the third finger from the left. Charles thought for a minute, then smiled.

1. What does Hasan wish? _____
2. What do you predict will happen? _____

3. What clues are there that help you make that prediction? _____

"Great," said Charles. "Three times nine is twenty-seven. When you hold down the third finger for three, the two fingers to the right stand for the two in twenty-seven, and the seven fingers to the left stand for seven!" Charles tried all the nines with finger math. Charles and Hasan went to the library and looked up all different kinds of math games and tricks. It was Hasan's turn to smile now.

4. How close was your prediction to what happened in the story.

5. Based on what you know about the brothers, will Hasan succeed in keeping Charles interested in math? _____

Vocabulary

Supply a vocabulary word from the list for each sentence.

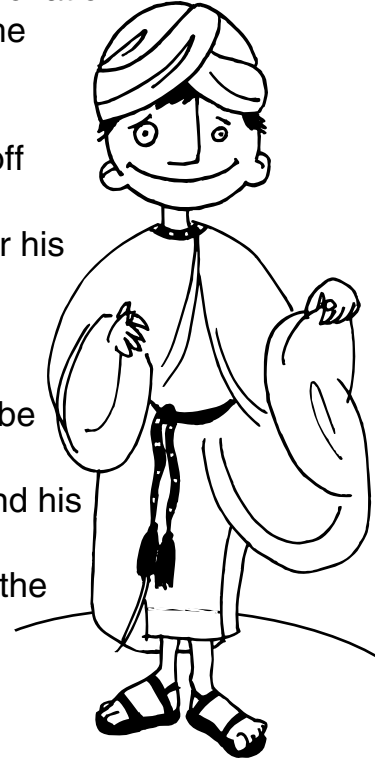
attendants awkwardly celebration knowledge released spice

1. Long ago in India, a Rajah might hold a big _____.
2. Do you have a lot of _____ about India? I don't know a lot about it.
3. In India, curry is a delicious _____ that they use in cooking.
4. A Rajah might have many _____, or servants.
5. Sometimes people would stumble and act _____ in front of the Rajah.
6. Often, at the Rajah's celebration, beautiful birds were _____ into the air.



Celebration

The young prince felt uncomfortable at his coronation *celebration*. Walking *awkwardly* to the front of the castle, he stumbled over his long robes. His *attendants* immediately helped him up and straightened his crown. Luckily, it hadn't fallen off his head. The poor prince was known for his *knowledge* of food and his kind heart, but not for his athletic grace. The prince smiled as his father tapped him on each shoulder and proclaimed him the "Prince of the Kingdom." Soon it would be over and he would be *released* from all these ceremonies. Then he could get back to his research on new *spices* and his project of feeding the hungry. "Helping others is more important than wearing a crown," thought the prince as he waved to the cheering crowd.



1. What kind of party is described?

2. What might be another word for *attendants*? _____

3. How would you describe how the prince walked? _____

4. What is the prince known for? _____

5. What kind of ruler will the prince be? _____

Story Comprehension

Answer these questions about “The Rajah’s Rice.”

1. What is the setting for the story? _____
2. Who is the main character, and what kind of work does she do?

3. Who is another important character in the story? _____
4. Why are the people in the village always so hungry? _____

5. How does Chandra feel about what the Rajah does? _____

Complete the summary below by filling in the blanks with the correct events from the story.

One day, Chandra has a chance to do something for the villagers. When the Rajah’s elephants become sick, she helps them to get better by _____. The Rajah offers Chandra _____ as a reward. Instead, she asks for _____ for the villagers. Chandra’s clever plan uses the _____ on a chessboard and the idea of _____ a number over and over again. Because of Chandra’s plan, the Rajah must give away _____. He also agrees to _____ and take only as much rice as he needs.

Use Recipes

A **recipe** tells you how to make a dish by giving you a set of steps to follow. Read the recipe below. Then answer each question.

Indian Cheese and Nut Dessert Balls

Ingredients

1½ cups cottage cheese (use the kind called “dry curd”)

⅓ cup confectioners sugar

¾ teaspoon grated orange rind

2–4 teaspoons cinnamon

½ cup finely chopped nuts, such as almonds or pistachios

Directions

Put the cottage cheese in a bowl, and add the confectioners sugar, grated orange rind, and cinnamon. Mash with a spoon until smooth. Shape the mixture into a dozen walnut-sized balls. Roll each ball in chopped nuts. Chill for one hour.

1. How much cottage cheese do you need? _____
2. What type of sugar should you use? _____
3. How much cinnamon do you add? _____
4. Which ingredients do you put together in the bowl before mashing them?

5. How should you mash these ingredients? _____
6. What are the final three steps of the recipe?

Make Predictions

When you **make a prediction** about a story, you make a logical guess about what will happen next, based on story clues and your own experiences. As you continue reading, you find out if you were right.

Think back to your first reading of “The Rajah’s Rice.” Then answer these questions about predictions you might have made.

1. Chandra asked for two grains of rice on the first square of the chessboard, four on the second, and so on until the board is filled. How much rice did you think Chandra would receive? Explain your answer.

2. By the end of the third row of the chessboard, the servants had counted out enough rice to fill a large wheelbarrow. How much rice did you think then that Chandra would get? _____

3. By the middle of the fifth row of the chessboard, all of the Rajah’s storehouses were empty. What was your final prediction about how much rice there would be if doubling continued until the 64th square of the chessboard?

4. Did the amount by which the rice increased with each square surprise you? Why or why not? _____

5. As the Rajah began to understand how much rice was needed to fulfill his promise, he became amazed. Did you think he would keep his promise? Why or why not? _____

Make Inferences

The questions below are not answered directly in the story. Read each question. In your answer, use what you know from “The Rajah’s Rice” and from your own experience to **make inferences**.

1. Why does the author give so many examples of Chandra using mathematics in the beginning of the story? _____

2. Why was Chandra able to help the elephants when the nine doctors could not? _____

3. The Rajah offered Chandra any reward she wanted. Why didn’t she just ask the Rajah to give all of his fields to the people of the village?

4. Does the Rajah have any qualities that readers can admire? Explain.

5. What will life in the village be like after the story ends? _____

Context Clues

When you are reading and come to an unfamiliar word, check the rest of the sentence or paragraph for clues to the word's meaning. These **context clues** can help you define the word.

Reread each sentence about "The Rajah's Rice." Write what you think the underlined word means, based on the context clues. Then list the words or phrases you used as context clues.

Sometimes Chandra would stop in the marketplace to help the merchants count their change.

1. **Meaning:** _____

2. **Context clues:** _____

All the sick elephants were lying on the hard ground as still as felled trees.

3. **Meaning:** _____

4. **Context clues:** _____

Chandra wasn't tempted by the shiny and glittering gold necklaces and brilliant sapphires and rubies.

5. **Meaning:** _____

6. **Context clues:** _____

Sequence of Events

Read the story. Below are several story **events** that are out of sequence. Number the events 1 to 5 in the order in which they happened.

Long ago, there was a man with three sons. Winter was coming, and the family needed firewood. The man sent his eldest son, Tom, into the woods to chop firewood. Taking his meat pie with him, Tom set off. In the woods, he met an old man. The old man asked Tom if he could share his meat pie. Tom said, "No, I am very hungry." But before Tom could eat his pie, a branch fell on his head. Tom ran home. His father was angry.

The father sent his next eldest son, Dick, into the woods to chop firewood. Taking his meat pie with him, Dick set off. In the woods, he met an old man. The old man asked Dick if he could share his meat pie. Dick said, "No, I am very hungry." But before he could eat his meat pie, a bear appeared and chased him away. Dick ran home.

Now the father was very angry. He had only his youngest son, Silly Simon, left to send into the woods. But Silly Simon begged to go, so his father sent him. Simon took his meat pie and set off. In the woods, Simon met an old man. The old man asked Simon if he could share his meat pie. "Of course," said Simon. "It's not much, but you can have as much as you want." The old man and Simon shared his meat pie. Then the old man pointed to a large tree and told Simon to chop that tree down. Simon did. Inside the tree, Simon found a pot of gold. Turning to thank the old man, Simon realized he was all alone. He hurried home and shared the gold with his family. His family never called him silly again.

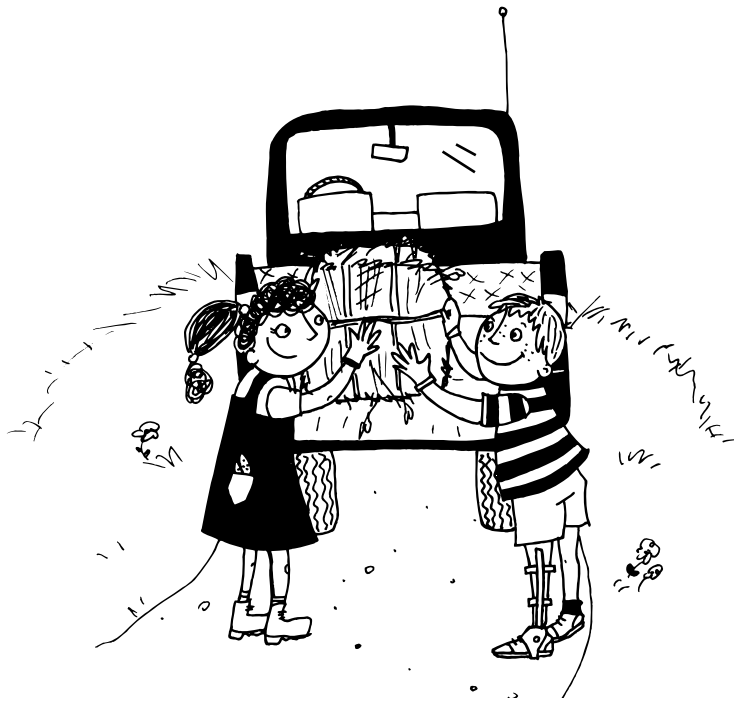
1. _____ The second son, Dick, goes to the forest and refuses to share his food with the old man.
2. _____ Simon finds a pot of gold.
3. _____ The eldest son, Tom, goes to the forest and refuses to share his food with the old man.
4. _____ The old man tells Simon to chop down a certain tree.
5. _____ Simon gives part of his food to the old man.

Vocabulary

Complete each sentence with a vocabulary word.

beloved heaved marveled bid desire permit

1. The father hugged his _____ child.
2. The boy _____ good-bye to his brother and his parents.
3. The mother said her daughter could have her greatest wish
or _____.
4. The teacher will _____ his class to go outside twice today.
5. The sister _____ at how wise her little brother was.
6. The two children _____ a bail of hay off the truck.



Soccer

Kumar *heaved* the soccer ball across the field. His friend, Kenji, marveled at how far he could throw. Kenji knew that soccer was Kumar's most *beloved* game. Kumar played almost every day and was never happier than when he was playing. Kenji had a great *desire* to play as well as Kumar.

"Teach me to play soccer as well as you," said Kenji.

"I will," replied Kumar. "But you will have to do something, too. You will have to concentrate and try over and over, even when things go wrong. Will you *permit* me to criticize your movements?"

"Yes," said Kenji. "I want to learn." They shook hands and Kenji bid goodbye to Kumar.

1. Which word tells how Kumar threw the soccer ball?

2. Which word tells how much Kumar liked the game of soccer?

3. What does *permit* mean in this story? _____

4. What three things will Kenji have to do in order to learn to play well?

5. What do you think it would be like to have Kumar on your team for sports or any other school activity. What makes you think as you do?

Story Comprehension

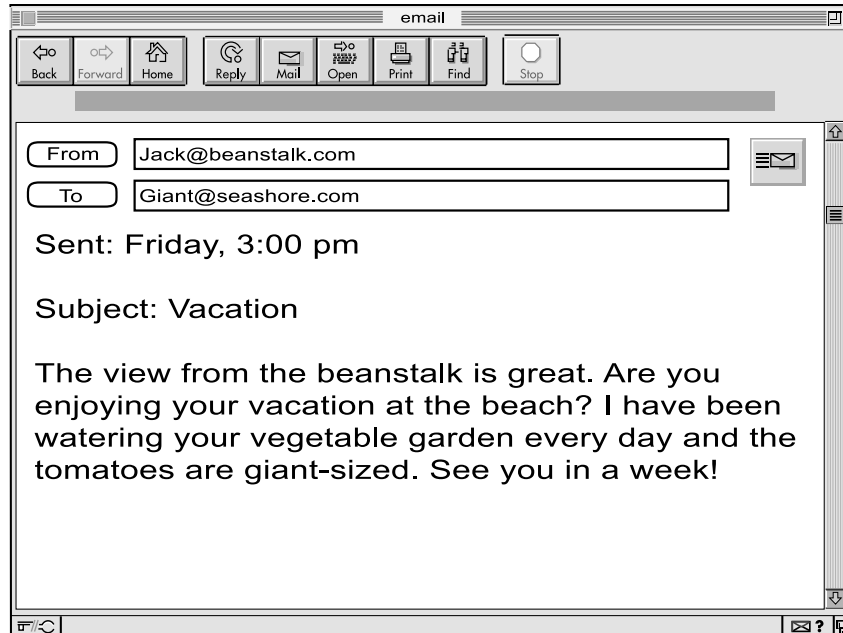
Review “Yeh-Shen.” Then complete the story chart below.

Setting	1.
Characters	2.
Problems Facing Main Character	3.
Events Leading to the Climax, or Turning Point of the Story	4.
End of Story	5.
Message of Story	6.

Read E-mail

E-mail is a fast and easy way to send messages to people by computer. It is cheaper than a long distance phone call and much faster than regular mail. Icons let you easily send, print, or forward messages.

Read this E-mail. Then answer the questions.



1. Who will receive the message? _____

2. What time did Jack send it? _____
3. What is the subject of the E-mail? _____
4. What icon will the giant click on to send a reply? _____

5. How is E-mail useful? _____

Sequence of Events

The **sequence of events** in a story is the order in which things happen. Tracking the sequence of events can help you understand what is happening in a story. Ten events from “Yeh-Shen” are listed out of order in the chart below. Number each event in the correct sequence.

Sequence of Events

- _____ The old man tells Yeh-Shen about the power of the fish bones.
- _____ Yeh-Shen asks the fish bones for clothes to wear to the festival.
- _____ Yeh-Shen runs away from the festival and loses her golden slipper.
- _____ The stepmother kills Yeh-Shen’s only friend, the fish.
- _____ Yeh-Shen’s beautiful clothes turn back to rags.
- _____ Yeh-Shen marries the king.
- _____ The king’s men follow Yeh-Shen home.
- _____ The stepmother and stepsister go to the festival, but Yeh-Shen must stay home.
- _____ Everyone at the festival talks about beautiful Yeh-Shen.
- _____ The king displays the golden shoe and hides to watch who claims it.

Make Predictions

Knowing what kinds of events are common to fairy tales can help you **predict** what will happen next as you read a tale such as “Yeh-Shen.” Complete the chart below by writing what you thought would happen after each event in the story. Then write what actually happened that confirmed your prediction or led you to review it.

Story Event	What Did You Think Would Happen Next?	What Did Happen?
Yeh-Shen learns that the bones are magic and can grant her wishes.	1. _____ _____ _____	2. _____ _____ _____
Yeh-Shen attends the festival.	3. _____ _____ _____	4. _____ _____ _____
Yeh-Shen loses a golden slipper at the festival.	5. _____ _____ _____	6. _____ _____ _____
The king begins a search for the owner of the slipper.	7. _____ _____ _____	8. _____ _____ _____
Yeh-Shen puts on the golden slippers and is changed.	9. _____ _____ _____	10. _____ _____ _____

Figurative Language

Authors use **figurative language**, such as colorful comparisons or exaggerations, to make their stories more interesting and lively. That is particularly true for old folktales and fairy tales. In a figurative phrase, words often mean something other than what they ordinarily mean.

Each of these sentences could come from an old folktale or fairy tale. The underlined words are examples of figurative language. Circle the letter of the phrase that has the same meaning as the underlined words.

- The time had come for the three brothers to leave home and seek their fortune.
 - look for a treasure
 - find a new life in the world
 - earn some money
 - build a house
- When King Midas saw his daughter and all the flowers in the garden turned to gold, it stopped him in his tracks.
 - stopped him from talking
 - stopped him on the railroad tracks
 - made him stand still.
 - stopped him from following fox tracks
- The kind old lady begged, "Please lend me your cape. I'm near freezing to death."
 - dead because of the cold
 - feeling a little chilly
 - feeling extremely cold
 - feeling hungry
- The queen was cruel, with a heart of stone.
 - heart that was damaged
 - heart attack
 - diamond shaped like a heart
 - a nature that had no pity for anyone
- The fox wanted to get on the good side of Chicken Little.
 - to gain the good opinion of
 - on the left side of
 - On the side that is cooked
 - ahead in a race with
- The prince was born with a silver spoon in his mouth.
 - a habit of always eating
 - a great deal of wealth
 - missing teeth
 - liking for breakfast cereal

Important and Unimportant Information

The article below contains **information** about life in the sea. How will you know which information is **important** and which is **unimportant**? Having a purpose for reading, or knowing what you want to find out, can help you identify the important information in a story.

Read the purpose and then the article below. Then write *important* or *unimportant* next to each numbered sentence taken from the story.

Purpose: To find out how and where in the ocean plants and animals live and why they live where they do.

Ocean water has the necessary oxygen, minerals, and other chemicals to support life. All animals depend on plants for food. Only plants can make their own food, and they need light to do this. You may not have thought of this before, but it certainly is true. Only shallow waters and the ocean surface get sunlight, and this is where many plants and most animals are found.

Most of the water of the oceans is in the dark. Only a few animals can live in the darkness. Most living things in the open ocean are small and drift with the ocean's currents. These are called plankton. Plankton are very tiny and are food for all sea life. You can hardly see them because they are so small.

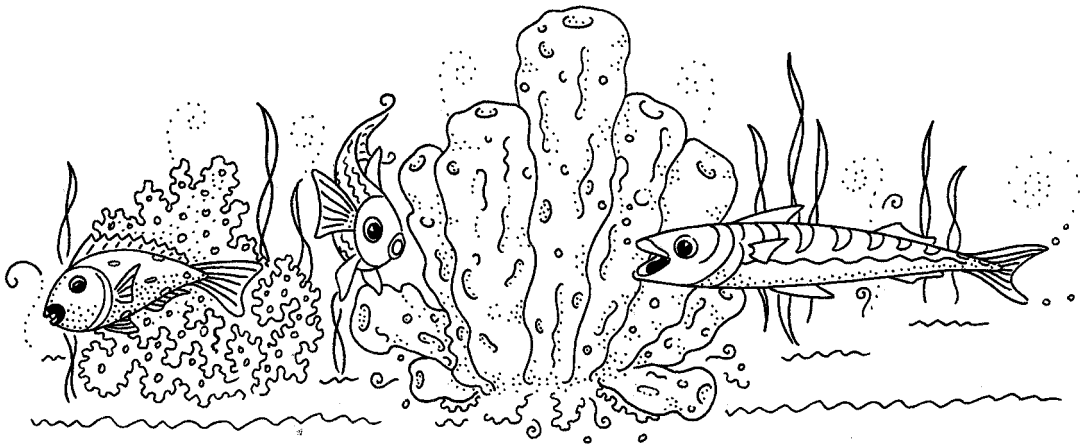
- 1. important / unimportant** Ocean water has the necessary oxygen, minerals and other chemicals that can help a wide variety of plants and animals to live.
- 2. important / unimportant** You may not have thought of it before, but it is certainly true.
- 3. important / unimportant** Plankton are very tiny and are food for all sea life.
- 4. important / unimportant** You can hardly see them because they are so small.
- 5. important / unimportant** All animals depend on plants for food.

Vocabulary

Complete each sentence with a vocabulary word.

loosened damage percent coral reefs ton

1. The tiny sea animal called _____ is very important to the ocean environment.
2. Old shells from young corals, as well as adult corals, are fastened together to form rocky walls called _____.
3. Pollution can cause plant and animal life living in the ocean great _____.
4. The number 50 is one half or 50 _____ of 100.
5. A _____ is a unit of weight equal to 2,000 pounds.
6. They pounded and _____ the bricks in the wall.

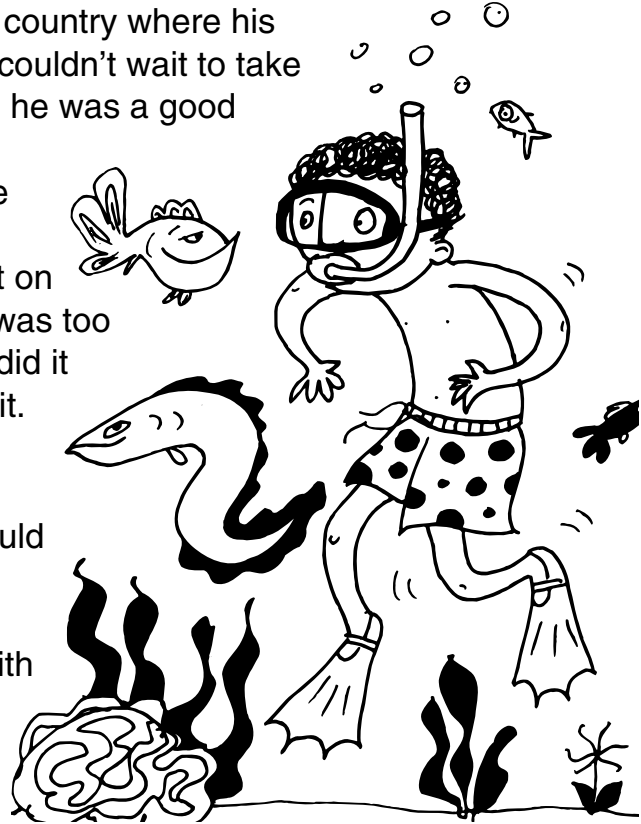


Adventure in Jamaica



This was Patrick's first visit to Jamaica, the country where his parents grew up. Patrick's mother and father couldn't wait to take him snorkeling out by the coral reef. Although he was a good swimmer, Patrick was a little nervous about snorkeling. On the tourist boat, Patrick put the fins on his feet that would help him to swim. They felt like they weighed a ton. Then he put on the face mask to cover his nose and eyes. It was too tight. So his mother loosened the mask. She did it carefully because she didn't want to damage it. Water getting into the mask might scare Patrick.

The boat stopped out at sea, but Patrick could still see the shoreline. "There's a 100 percent chance I could swim to shore if I had to," thought Patrick. Then he was over the side with his Mom and Dad. Patrick swam on the surface with his head and mask under the water. Soon he couldn't believe what was in front of him. The coral reef had to be one of the most beautiful things that Patrick had ever seen in his life.



1. Where were Patrick and his parents going snorkeling?

2. How did the fins feel on Patrick's feet? _____
3. What did Patrick's mother loosen? _____
4. What were Patrick's chances of swimming to shore? _____
5. Why do you think Patrick felt nervous when he was such a good swimmer?

Story Comprehension

Read each statement. Write T if the statement describes "Can We Rescue the Reefs?" Write F if the statement does not correctly describe "Can We Rescue the Reefs?"

1. _____ Coral reefs are made of sea animals called coral that stick together.
2. _____ Although it doesn't look like it, a coral reef is a living animal.
3. _____ There are many coral reefs off the shores of the United States.
4. _____ Coral can look like tall towers, or big bunches of noodles.
5. _____ Some coral reefs can be hundreds of miles long.
6. _____ Some coral reefs are 7,000 years old.
7. _____ Coral reefs protect shorelines against storms.
8. _____ Most damage to coral reefs is done by humans.
9. _____ Coral reefs are healthiest when they are covered over with seaweed.
10. _____ One famous coral reef, the Great Barrier Reef off the coast of Australia, is over 1,000 miles long.

Use a Telephone Directory

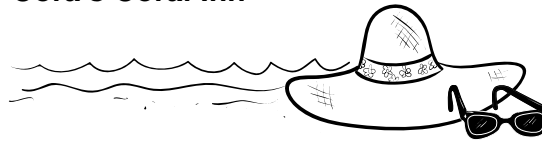
A telephone directory lists the telephone numbers and addresses of people, places, and businesses.

The yellow pages are a list of businesses with their phone numbers and addresses. Businesses are listed in alphabetical order by subject.

Use this sample Yellow Pages to answer the questions.

► Resorts

Cora's Coral Inn



7575 Shoreline Dr. | 675-3200

Marina Inn 88 Sandy Hill Place345-7777
Rico Resort and Yacht Club 1069 Camino Real773-6500

► Restaurants

Cappy Dick's 370 West View St636-2648
Pasta Pete's 9351 E. Laurel Blvd331-1400
Rosa's Mexican Palace 14 Seashell St712-9110

1. What restaurant would you choose for a taco?

2. What inn is located on Shoreline Drive?

3. What number should you call to reach Cappy Dick's?

4. Where is Pasta Pete's located?

5. What resort has a yacht club?

Make Predictions

You can use what you learn about a character in a story to make **predictions** about what the character might do. Read each story. Then answer the questions.

James is one of those people who never gives up. His balance is not great so he had trouble learning to ride his bike. After trying for many months, James became good at riding a bike. Now he wants to learn to swim but, for some reason, he hates putting his face in the water. To get used to it, James fills the bathroom sink with water every night for a week. He submerges his face and opens his eyes. Next week will be James' first swimming lesson.

1. James went to a lot of trouble to learn to ride a bike. How does that help you predict what he will do to learn to swim?

2. Will James be able to put his face in the water at his swimming lessons? How do you know?

Carlotta is so angry she could just scream. As she sits under a tree in the school yard, Carlotta tries to think where she might have left her homework. Then she wonders if she even remembered to do it, which puts Carlotta into a bad mood. She is so angry that she runs into the school leaving her library book on the grass.

3. What will happen when Carlotta wants to hand in her library book?

4. Imagine that Carlotta says, "Okay, enough of this. From now on I'm going pay attention, do my homework, and put my things in the same places so that I can find them." Do you think she will do it? Why or why not?

Figurative Language

Writers use figurative language to give the reader an image of what something looks like, sounds like, or feels like.

Each of the following sentences has an underlined example of figurative language. Circle the letter next to the word or phrase that best explains what the underlined part of the sentence means.

1. His words felt like the sting of a jellyfish.

a. mush

b. hurtful

c. soothing

2. In the twilight, the skyscrapers were the tall towers of a pink and gold coral reef.

a. filled with holes

b. casting shadows

c. colorful and filled with detail

3. Before the race, Samuel had butterflies in his stomach.

a. a fluttering feeling

b. terrible pain

c. a burning feeling

4. Hannah said her team's win was in the bag.

a. not going to happen

b. possible

c. a sure thing

5. It was just sour grapes when the team said the other team played poorly.

a. very sweet

b. purple

c. jealousy

6. The puppy's ears were velvet.

a. huge

b. brown

c. soft

Context Clues

When you are reading and come to an unfamiliar word, try checking the rest of the sentence or paragraph for clues to the word's meaning. These **context clues** can help you figure out what the unfamiliar word means.

Read these passages about "Can We Rescue the Reefs?" Write what you think the underlined word means, based on the context clues. Then write the word or words you used as context clues.

Corals are similar to jellyfish.

1. **Meaning:** _____

2. **Context clues:** _____

Scientists and nature lovers want everyone to understand the importance of protecting Earth's precious reefs.

3. **Meaning:** _____

4. **Context clues:** _____

Reefs form an underwater barrier between shorelines and the open ocean.

5. **Meaning:** _____

6. **Context clues:** _____

The howling cyclone hammered and battered the reef.

7. **Meaning:** _____

8. **Context clues:** _____

Unit 5 Vocabulary Review

A. Read each word in Column 1. Then find a word in Column 2 that means the opposite. Write the letter of the word on the line.

Column 1

1. eldest

2. relieved

3. loosened

4. awkwardly

5. permit

6. memorizing

Column 2

a. tightened

b. forbid

c. forgetting

d. worried

e. gracefully

f. youngest

B. Supply the correct vocabulary for each sentence.

errands	destroyed	fowl	amazement	beloved	ton	strewn	celebration
---------	-----------	------	-----------	---------	-----	--------	-------------

- The parents played with their _____ children.
- The truck carried a _____ of concrete to the building site.
- One kind of _____ is a chicken.
- They stared in _____ as the clown did the trick.
- The baby _____ the tower of blocks with one hit.
- The leaves from the trees were _____ all over the yard.
- After school, he did _____ for his mother.
- Thanksgiving is their biggest family _____.

Unit 5 Vocabulary Review

A. Answer each question, using the bold vocabulary word.

- instinct** What flies in the air and builds its home using instinct?

- damage** What kind of damage can rain and hail do to your yard?

- heaved** Why would someone have heaved the bowling ball down the bowling alley?

- desire** When you have a great desire to do something, what else could you call it?

- marveled** Why would parents have marveled when their baby took his first steps?

- knowledge** How much knowledge do you have about coral reefs?

B. Write the vocabulary word that means almost the same thing as the underlined word.

knowledge attendants released percent stake bid

- I command you to do as I wish. _____
- He gave her a portion of his video games. _____
- The old man used a stick to prop open the barn door. _____
- The servants stood near the king and waited for him to walk. _____
- She has a great understanding of the science of living things. _____
- They caught four beautiful butterflies and then they freed them. _____

Cause and Effect

One event can cause another to happen. This kind of relationship is called **cause and effect**. Read the passage below. Then read each cause. Write the effect each event causes.

Her fans called her FloJo. She was fast. She had style. She is considered one of the great track and field athletes of all time.

Florence Griffith Joyner was born in 1959, the seventh of 11 children. Like many great athletes, Florence learned discipline when she was young. Her mother had strict rules for keeping her children out of trouble and doing their very best. No one was allowed to watch television during the week. Even in high school, the children had to be in bed by 10:00. Florence followed her mother's rules, and she made more rules for herself. She set goals and then worked to achieve them. Florence liked school and books, especially poetry. She also showed talent in creating hair styles and clothing. In her diary, she wrote about her plans and everything she hoped to accomplish.

From the time she was seven years old Florence liked running. She easily won a race for the Sugar Ray Robinson Youth Foundation. Florence never stopped racing. Her mother encouraged her to compete, and she did. In the 1988 Olympics in Seoul, Korea, she won three gold medals. That wasn't enough for her. She has also designed and modeled clothing and has developed a series of books to help children. FloJo was a winner in every way.

Cause	Effect
1. Florence followed her mother's strict rules.	_____ _____
2. Florence liked books and writing in her diary as a child.	_____ _____
3. As a young girl, Florence was interested in hair and clothes styles.	_____ _____
4. Florence's mother urged her to compete in track and field.	_____ _____
5. FloJo entered the 1988 Olympics.	_____ _____

Vocabulary

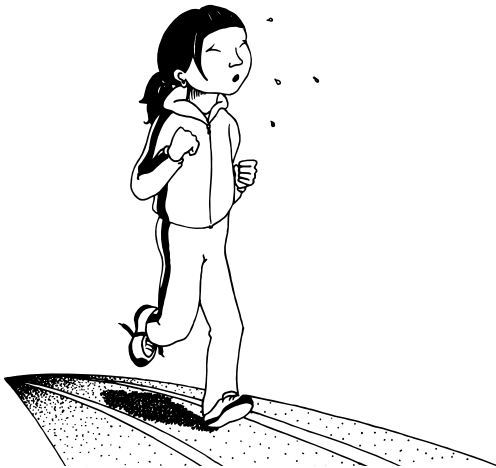
Use context clues to write a definition of the underlined word in each question.

1. Is a rainbow an extraordinary or an unexciting sight?

2. Would a public notice be circulated or kept hidden?

3. Do people in organizations work against each other or together for a common cause? _____
4. If you launched a new program at school, would the program be starting or ending? _____
5. Is your teammate a member of your own team or a fan?

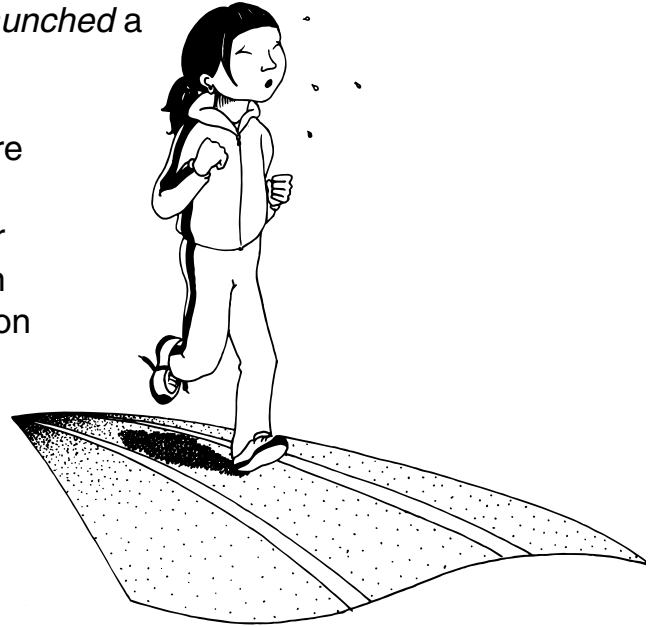
6. Would opponents be on the same side or opposite sides of a contest?



Ordinary and Extraordinary

Clancy was an ordinary girl. At least that's how she saw herself. Her schoolwork could be better. It could also be worse. There was one thing, though, that made Clancy *extraordinary*. She could run like the wind. She ran all the time. Soon Clancy began spending time with another girl and boy in her neighborhood. They could run fast, too. Clancy started a neighborhood track team. Each friend signed up as a *teammate*. Clancy and her team *launched* a campaign for more members. They asked business *organizations* nearby to post advertisements about the team in their store windows.

Clancy *circulated* a handout asking other kids to join the team. Ten kids joined. Then the team looked for *opponents* to race. Soon they were part of a league, racing other teams. The team worked hard. Clancy trained five days a week. Clancy began applying discipline to her school work. Clancy's ordinary school work became extraordinary, too.



1. What was ordinary about Clancy and what was *extraordinary*?

2. Who were the first two *teammates* to sign up for the track team?

3. What did business *organizations* have to do with Clancy's racing team?

4. What kind of paper had Clancy *circulated*, and how did it affect the team?

5. Why do you think Clancy's school work became *extraordinary*?

Story Comprehension

Complete the story chart about "Teammates."

CHARACTERS	
1.	_____
2.	_____
3.	_____
SETTING	
4.	_____
PROBLEMS FACED BY CHARACTERS	
5.	_____

6.	_____

7.	_____

HOW EACH CHARACTER SOLVED HIS PROBLEM	
8.	_____

9.	_____

10.	_____

Use the Card Catalog: Subject Card

Suppose you are looking for a book about board games. You can look under B in the **card catalog**, or you can enter the words “board games” on the computer. You may find a **subject card** like the one below. Suppose you know the name of an author who wrote a book about board games. You can find that person in the card catalog drawer or on the computer.

Use the subject card to help you answer the questions.

SUBJECT CARD		
J 794 D	Board games	call number/subject
	Doney, Meryl	author
	Making and Playing Board Games	title
	New York: Franklin Watts, ©1996	publisher/date
	32 pages illustrations	

1. What is the first line of information on the subject card? _____

2. What is the subject of the book? _____

3. Who is the author? _____
4. How many pages does the book have? _____
5. Is the book illustrated? _____
6. What is the call number of the book? _____

Cause and Effect

Recognizing **cause and effect** can help you understand a story's plot. Review "Teammates." Then add the missing causes and effects to the chart.

Cause	Effect
<p>1. _____ _____ _____ _____</p>	<p>In the 1940s African American baseball players were not allowed to compete in the same league as white players.</p>
<p>2. Branch Rickey, the general manager of the Brooklyn Dodgers, thought segregation was unfair.</p>	<p>_____ _____ _____</p>
<p>3. _____ _____ _____</p>	<p>Branch Rickey hired Jackie Robinson, a talented African American baseball player.</p>
<p>4. _____ _____ _____ _____</p>	<p>When Jackie Robinson arrived for spring training with the Brooklyn Dodgers, crowds of African Americans met him.</p>
<p>5. When Pee Wee Reese heard fans yelling hateful things at Jackie Robinson, he decided to take a stand.</p>	<p>_____ _____ _____</p>

McGraw-Hill School Division

Make Judgments and Decisions

Characters in stories **make judgments and decisions** based on what they see. Read each passage, and then answer each question.

Mr. Garcia, the principal, brought the new student to the fourth grade classroom around 10:00. The class was in the middle of a math test. The whole class looked at Mr. Garcia when he said, "Please help me welcome your new classmate, Charlie Cable." Everybody turned back to their math test. The new student looked scared.

1. What judgment did the storyteller make about Charlie Cable? _____

In gym, teams were chosen for baseball. Everyone was chosen except for Charlie. He went with the last team. Up at bat, Charlie looked nervous. It was obvious that Charlie had never held a bat before. To no one's surprise, Charlie struck out. Matt Carlson remembered when he was the new kid. After gym, he walked back with Charlie, but Charlie didn't talk.

2. What judgment did the storyteller make about Charlie's baseball abilities? _____

3. Why did Matt decide to walk back with Charlie? _____

The next day, everyone chose partners for the field trip. Everyone wanted to be Matt Carlson's partner. Matt chose Charlie Cable. This time Charlie talked a little to Matt on the bus. Everyone could hear Matt laughing like crazy. Everyone was curious. What was so funny? A couple of the kids turned around to listen to Charlie. Pretty soon, they were laughing, too.

4. What judgment did Matt make about Charlie's humor? _____

5. What decision did some of the kids make? _____



Context Clues

Many words have more than one meaning. The **context clues** can help you to define a word. Read each sentence below. Then circle the letter of the meaning for each underlined word.

- The rough and tough coach was really a very sweet man.
a. good-tempered b. sugary tasting
- Each team player trains several hours a day to throw, catch, and hit.
a. practices b. railroad cars
- The umpire called several times to the first baseman.
a. telephoned b. shouted
- The high fly ball went over the fence and onto the street.
a. without touching the ground b. insect with wings
- There was only a light rain so the teams kept on playing.
a. not very much b. lamp
- The pitcher and first baseman talked in the bullpen.
a. writing instrument b. area where pitchers warm up
- The player faced a mountain of criticism for bad sportsmanship.
a. large amount b. steep hill of great height
- The catcher slapped the ball into the palm of his hand.
a. tropical tree b. center portion of a hand
- On a baseball team, race makes no difference among the players.
a. a group of mankind b. a running contest
- Jackie Robinson was a star baseball player.
a. heavenly body visible at night b. a person famous for achievement

At Home: Choose three underlined words above and write pairs of sentences to show two different meanings.

Problem and Solution

In many stories, the main character will often have a **problem** to overcome. There may be more than one **solution** to the problem. Read the short story below. Write what the problem is. Then write three possible solutions to the problem, and choose the final solution.

A long time ago, Pierre was hungry. He was always hungry, and the people in the local village were tired of feeding him. “Why don’t you get a job, and they can pay you with food?” someone said.

“Why don’t you grow a garden?” said another.

“Why don’t you ask the king to feed you?” said someone else.

Pierre thought someone else would feed him as usual, but this time no one did.

The next day, Pierre was really hungry. He knew what he would do. He got a pot almost as big as himself and filled it with water. Then he hauled it to the town square and built a fire under it. Soon everyone wanted to know what he was doing. “Well,” said Pierre. “I’m making soup for my friends. I put in my secret ingredients, and my soup is very delicious. I wish to share it with the village.”

“Ah, how wonderful,” said the people.

“I just need a few more things for my soup,” said Pierre. “Please, give me some meat, a few carrots, and beans. Oh yes, potatoes would be good, too.”

Everyone brought something. When the soup was done, the villagers declared the soup delicious. They asked Pierre to make the soup every day. Pierre was never hungry again.

What was the problem?

1. _____

What were two solutions that were presented to Pierre by the villagers?

2. _____

3. _____

What solution to his problem did Pierre choose?

4. _____

Vocabulary

Choose the correct word from the box to complete each sentence.

cultured feeble fragrance mingled resembled scampered

1. One bird was strong and healthy, and the other was weak and _____.
2. They smelled the wonderful _____ of the rose bushes and other flowers.
3. After the shows, the actors walked around, talked, and _____ with the people.
4. He is known as a very intelligent, _____, and well-mannered boy.
5. The two sisters _____ each other because of their similar hair and clothing.
6. The kindergartners _____ up the hill after the puppies.

Write two sentences that use two vocabulary words in each sentence.

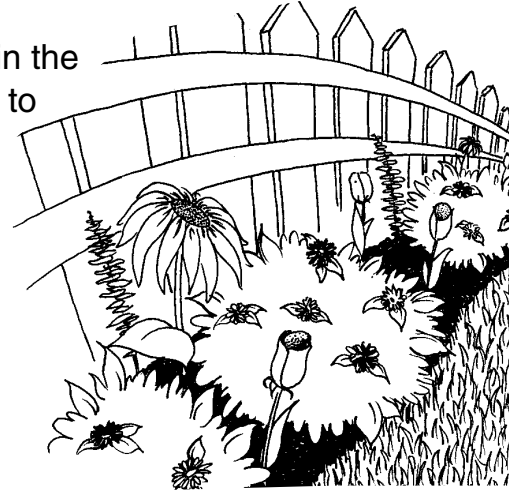
7. _____

8. _____

Andrew's Father

Everyone said Andrew's father was the most *cultured* man in town. He was a gentleman. Andrew's father had studied hard as a boy. He knew about music and paintings. He had read many books.

Andrew's father had something else he was known for. It was his beautiful flower garden. People could enjoy the *fragrance* of his flowers as their scents *mingled* in the air. People brought their dying and *feeble* plants to Andrew's father. He told the people what to do. Soon the plants were strong again. As a small boy, Andrew *scampered* in and out of the garden as his father weeded and planted. Now that he was older, Andrew worked alongside his father, learning everything he could. When Andrew grew up, people remarked about how much he *resembled* his father. That made Andrew feel proud.



1. What makes a person *cultured*?

2. What were the two things Andrew's father was known for?

3. How did the *fragrance* of the flower garden affect people?

4. What kinds of plants did people bring to Andrew's father?

5. How do you think Andrew felt about his father?

Story Comprehension

Read each statement. Write **T** if the statement describes “The Malachite Palace.” Write **F** if it does not describe “The Malachite Palace.”

1. _____ The princess is the only child living in the palace.
2. _____ The queen and the governess do not understand that the princess is lonely.
3. _____ The princess has fun with her governess and the lady-in-waiting.
4. _____ The governess admires the children who live near the palace.
5. _____ The princess thinks the children sound happy as they play outside.
6. _____ The bird only likes rich foods, caviar, and chocolate.
7. _____ The bird can not sing because of an illness.
8. _____ The princess turns the cage into a kind of bird feeder, and the birds come and go as they wish.

Refer to “The Malachite Palace” to help you answer each question.

9. How did the princess prove to be wiser than her governess and lady-in-waiting? _____

10. Describe how the little bird and the princess are alike.

Use the Card Catalog: Author and Title Cards

There are three kinds of cards in the **card catalog**: the **title card**, the **author card**, and the **subject card**. Below are a title and an author card for books by Alma Flor Ada. Look at the cards and answer the questions.

Call Number
Title
Author
Summary
Translator
Publisher/Date
Number of Pages

TITLE CARD

Pic A
 The Malachite Palace
 Ada, Alma Flor
 A tiny yellow bird helps a lonely princess learn the truth about freedom and the children beyond the palace gates. Translation by Rosa Zubizarreta. Illustrations by Leonid Gore.
 New York: Atheneum Books for Young Readers, ©1998
 32 pages

Call Number
Author
Title
Summary
Translator
Publisher/Date
Number of Pages

AUTHOR CARD

J B Ada
 Ada, Alma Flor
 Where the Flame Trees Bloom
 In this biography, Alma Flor Ada tells 12 stories about her early life in Cuba. The stories are of her great-grandmother and other relatives, Samone, their kindly hired hand, and the land and hacienda where she lived.
 Rosa Zubizarreta. Illustrations by Antonio Martorell.
 New York: Atheneum, ©1994
 75 pages

1. Suppose you can't remember the name of the author of "The Malachite Palace." Which card could you use? _____
2. What is the name of another book written by Alma Flor Ada?

3. Suppose you wanted to find out if your library has any other books by the same author. Where would you look? _____
4. Which book might be for older kids and which would be better suited for younger kids? Why? _____

Problem and Solution

Stories often have **problems** and **solutions**.

Read the problems below. Think about different ways the problems can be solved. Write ways you might solve the problem. Then tell how a similar problem was solved in “The Malachite Palace.”

A. Problem: A child is lonely because she has no one to play with.

Three possible solutions:

1. _____
2. _____
3. _____

Author’s solution in the story:

4. _____

B. Problem: You want a pet that is wild and is not suited as an indoor companion for a child.

Three possible solutions:

5. _____
6. _____
7. _____

Author’s solution in the story:

8. _____

Cause and Effect

Events in a story can often be organized by **cause and effect**. One event causes another to happen. Fill in the missing cause or effect of each event listed in the chart below.

Cause	Effect
1. The governess thought the children outside the palace were rude, ignorant, and common.	_____ _____ _____
2. The princess kept the palace windows tightly closed.	_____ _____
3. _____ _____ _____	The princess and the governess tried to catch the singing bird and put it in a cage.
4. The lady-in-waiting and the governess give the bird in the cage caviar and chocolate	_____ _____ _____
5. _____ _____ _____	The queen planted thick and tall vines so the children couldn't peek in.
6. On a colder day, the princess could hear the children laughing through the vines, so she did something for the bird.	_____ _____ _____ _____
7. The princess made a bird feeder out of the old cage by cutting off the door.	_____ _____ _____
8 The laughter of children playing outside seemed more joyful than ever.	_____ _____ _____

Synonyms and Antonyms

Synonyms are words that mean the same or almost the same thing.

Antonyms are words that mean almost the opposite.

Write a synonym from the list that could replace the underlined word.

rude	joyful	governess	malachite
-------------	---------------	------------------	------------------

1. Luis felt so happy in his new school. _____
2. The prince had a teacher who lived in the palace with him. _____
3. There is never a bad-mannered student in Mrs. Oakley's class. _____
4. The girl wore a bright green bracelet on her wrist. _____

Write an antonym for the underlined word or words to complete the sentences.

rude	interesting	relaxed	ignorant
-------------	--------------------	----------------	-----------------

5. The queen said one person was cultured, and the other person was _____.
6. One person was kind and thoughtful, and the other person was _____.
7. One movie was boring, but the other one was _____.
8. Before the test, many people felt anxious, but after, everyone felt _____.

Make Judgments and Decisions

Making **judgments and decisions** about characters is a part of reading. Read the following story. Then answer each question.

Karen ran around the backyard picking up the toys her little twin brothers had left out on the grass. Karen's friend, Sara, would be coming by to pick her up in a half hour. "These twins are a lot of work," thought Karen.

Back in the house, Karen's mother asked her to watch the twins while she took care of the laundry. "They can stay by themselves for one minute while I change," thought Karen. Suddenly, the twins were screaming.

Karen raced into the living room. Karen's mother ran into the room, too. The twins were fighting over Karen's red magic marker. They had red marks on their faces and arms. Karen decided to tell the truth. "I left them alone for a minute while I changed clothes," said Karen.

Karen's mother thought for a moment and said, "You'd better finish changing, Sara will be here any minute."

1. As she was picking up toys in the yard, what opinion does Karen have of the twins? _____
2. What does Karen decide to do when her mother asks her to watch the twins? _____
3. What was Karen's decision about what to tell her mother? _____
4. What was Karen's mother's opinion about what Karen did? _____
5. What is your opinion of Karen and her mother? _____

Vocabulary

Answer each question using the vocabulary word in your response.

1. **brilliant** Why are some people called brilliant?

2. **successful** What do you need to do to be a successful rope jumper?

3. **gallon** How many quarts are there in a gallon?

4. **expensive** What do you think is an expensive item?

5. **ingredient** What is the most important ingredient in lemonade?

6. **commercials** What type of television commercials do you like best?

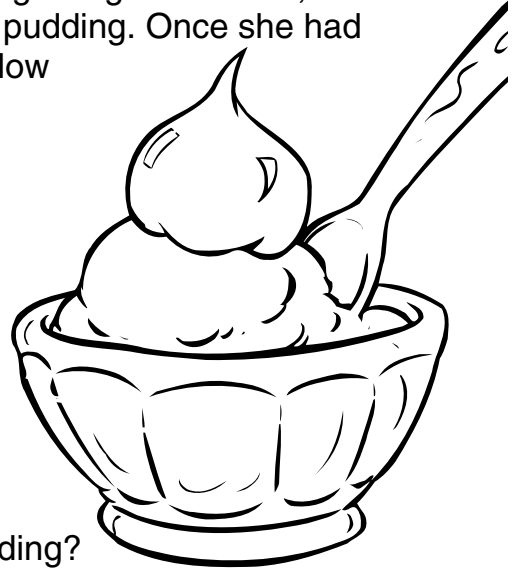


The Never-Ending Pudding

Shanny saw several television *commercials* for instant pudding. “Who needs that,” said Shanny. “I can make pudding from my own recipe.”

Shanny poured a *gallon* of milk into a big pot. Beginning with cocoa, she added each *ingredient* she thought should be in a pudding. Once she had added them all, Shanny cooked the pudding over low heat for half an hour. Then she poured it in a bowl and put it in the refrigerator until dinner time.

Shanny’s efforts were quite *successful*, and her family said that Shanny’s pudding recipe was *brilliant*. “It wasn’t very expensive to make either,” said Shanny, feeling very pleased with herself.



1. Where did Shanny get the idea for making pudding?

2. Which two ingredients in pudding are mentioned in the story?

3. What does it mean that Shanny’s recipe was brilliant?

4. Do you think Shanny was successful?

5. Think of one of your favorite foods for lunch or dinner. Describe the ingredients and how you could make that food in a way that is not expensive. Use as many vocabulary words as you can.

Story Comprehension

Read statements 1 to 6 below. Write **T** for true if the statement describes "The Toothpaste Millionaire." Write **F** for false if it does not.

1. _____ Rufus started making toothpaste because he wanted to buy a boat.
2. _____ Joe Smiley is one of Rufus's best friends.
3. _____ Kate was with Rufus in the drugstore when he decided to make toothpaste.
4. _____ The main ingredient in toothpaste is baking soda.
5. _____ Mr. Conti's math class was very helpful to Rufus.
6. _____ When Rufus's business got bigger, he didn't have to pay rent because he made the toothpaste at home.

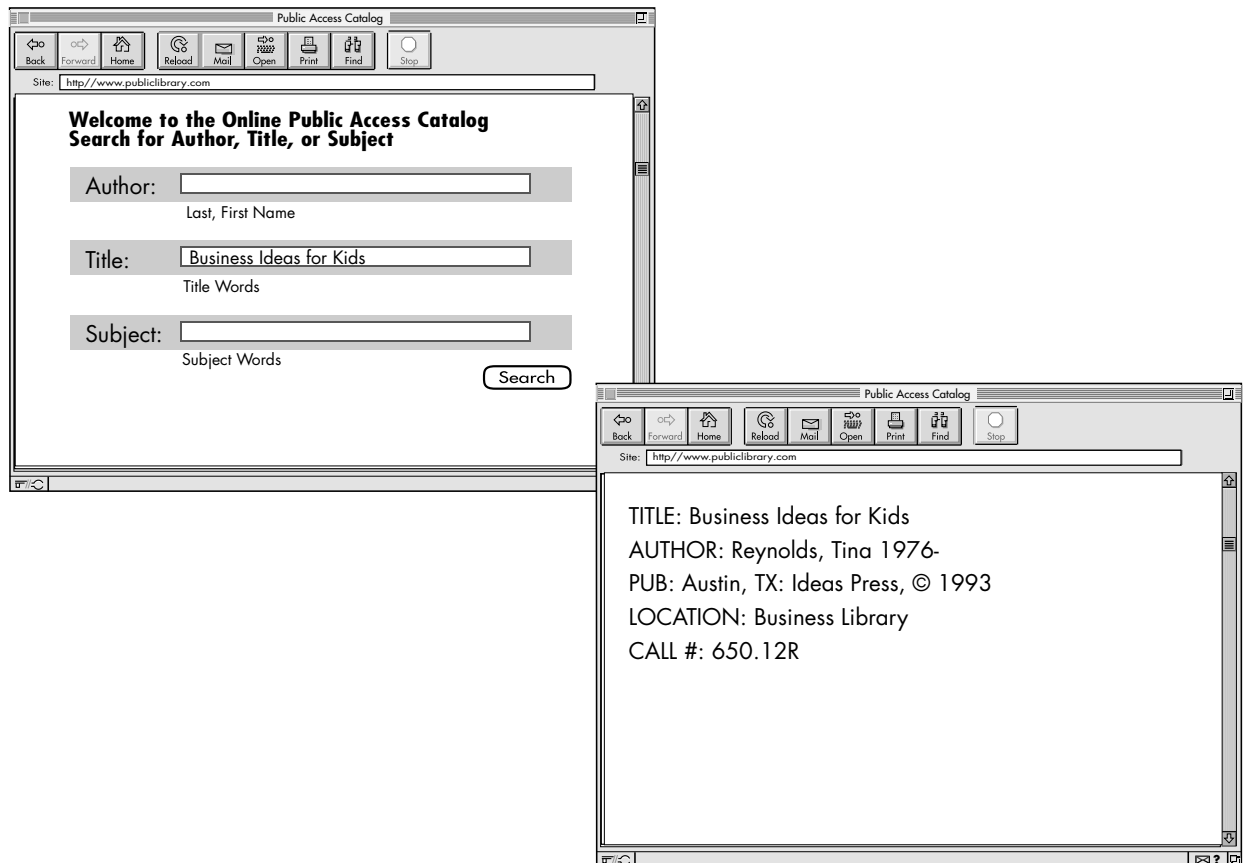
Write to tell why the following statements are not true.

7. If Rufus sold one billion containers of toothpaste charging a dollar for each jar, he could make a million dollars. _____

8. If you are a stockholder in a soap company, you are part of the sales team.

Use an Online Library Catalog

Most libraries have their catalog on a computer. You can choose to search the catalog by subject, title, or author. You can use a title search when you know the title of a book, or some of the words in the title.



Study the screens above to answer these questions.

1. What title was searched for? _____
2. Who is the author of the book? _____
3. When was the book published? _____
4. Where is the book located? _____
5. What is the book's call number? _____

Make Judgments and Decisions

Making judgments and decisions about characters is an important part of reading a story.

Think about "The Toothpaste Millionaire" as you answer the questions below.

1. What did you think of Rufus's decision to make his own toothpaste while he was talking with Kate in the drugstore? _____

2. Was Rufus right? Is toothpaste very simple to make? _____

3. What did you think of Mr. Conti's decision to devote time to Rufus's business in the math class? _____

4. What did you think of Rufus's idea to get his math class involved?

5. Why did Rufus's friends deserve to be stockholders? _____

6. It was the intention of the author, Jean Merrill, to entertain readers but also to help them understand how some businesses are run. In your judgment, do you think the author helped you understand how a business can be run? Explain your answer. _____

Problem and Solution

A story usually has at least one **problem and solution**. There were many problems in "The Toothpaste Millionaire." Rufus solved every one of them.

Read "The Toothpaste Millionaire" again. Then write the solution for each problem.

Problem	Solution
1. Rufus thought the price of toothpaste was too high.	_____ _____
2. Rufus needed a name for his toothpaste.	_____ _____
3. Rufus had so many customers that he couldn't keep up.	_____ _____
4. The people in the math class working hard for nothing.	_____ _____
5. Kate realized they needed tubes.	_____ _____
6. Rufus's company became so big he needed a machine and a factory.	_____ _____
7. Rufus and the stockholders needed \$15,000.	_____ _____
8. The bank wouldn't lend money to Rufus because he was too young.	_____ _____

Synonyms and Antonyms

Synonyms are words with the same or almost the same meaning.

Antonyms are words with opposite meanings.

Write a synonym from the list that could replace the underlined word in each sentence.

expensive business fantastic germ-free clever

1. His ideas for new games are always wonderful. _____
2. She is a brilliant chess player. _____
3. The baby bottles and dishes are all sterilized. _____
4. The Green's grandfather started a successful enterprise many years ago. _____
5. The new clothes for the entire family were costly. _____

Write an antonym for each underlined word from the list.

expensive initiative celebrity upstage minuscule

6. Some shoes are so cheap, and others are so _____.
7. One actor was an unknown, and the other was a famous _____.
8. The girl walked downstage, and the boy walked _____.
9. The elephant was gigantic, but the ant was _____.
10. In doing the project, one girl took the _____ while another girl gave up.

Compare and Contrast

To understand information you may want to **compare and contrast** two things to see how they are alike and different. Compare and contrast as you read the passage below. Then answer the questions.

In 1964, four divers lived in a structure beneath the Atlantic Ocean near Bermuda. This structure, or laboratory, was placed upon an old volcano 192 feet below the surface of the water. The structure was called “Sealab I.” The four divers lived, slept, and worked for 11 days and nights in Sealab I. The men used power tools and poured concrete. They wanted to know what it would be like to build a permanent structure under the ocean. During this time, the men were away from their families, but mail was delivered to them every day. Their mail carrier was a trained dolphin, Tuffy.

Sealab II was planned for the following year. Ten men would live and work 205 feet below the ocean. Sealab II was much bigger than Sealab I. It had hot showers and a galley where the men could cook their meals. New technical advances made it easier to breathe without using helium. Tuffy didn’t work for Sealab II.

1. Compare Sealab I and Sealab II. How were their purposes alike?

2. Contrast the two Sealabs in terms of the number of people they could carry.

3. How might Sealab II have been more comfortable for the people to live and work in? _____

4. Compare how the two Sealabs received mail. _____

Vocabulary

Complete each sentence with a vocabulary word.

mammals	preserve	related	marine	identify	Pods
---------	----------	---------	--------	----------	------

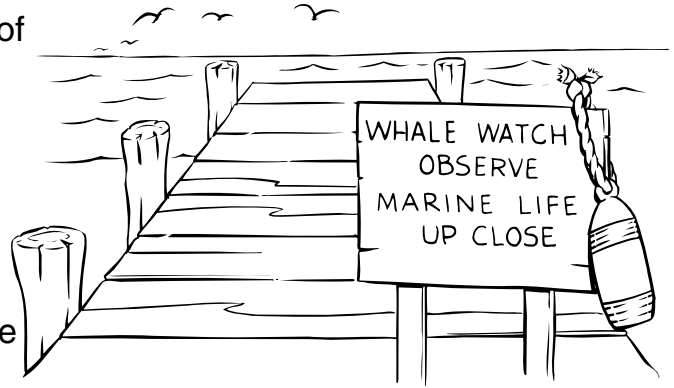
1. A _____ biologist is a person who studies plant and animal sea life.
2. Whales, seals, and other marine life live in groups called _____.
3. Warm-blooded animals, such as dogs, lions, and whales, are _____.
4. My friend is _____ to our baseball coach.
5. The girl put a leaf in a scrapbook to _____ it for a long time.
6. Some people can _____ every kind of flower and leaf in their yards.

Whale Watch Adventure

Nelson Washington stood on the long dock next to the sign that said: “WHALE WATCH! OBSERVE *MARINE* LIFE UP CLOSE.” Nelson and his parents watched as the people got off the boat.

A man and a woman smiled and said to the Washington family, “You’re in for a wonderful adventure! We saw two different *pods* of whales. Two whales were close to our boat—such enormous *mammals*!”

Nelson understood how they felt. He had seen many whales with his parents. He could even *identify* some kinds of whales by name—like orca or baleen. Nelson felt almost *related* to the whale watchers.



During the trip Nelson took a lot of pictures. He wanted to *preserve* this experience.

1. What kind of *marine* life would the boat take people to see?

2. To what animal group do whales belong? _____

3. What could Nelson identify? _____

4. What would the pictures do for Nelson? _____

5. What does the sign “Observe *Marine* Life Up Close” mean?

Story Comprehension

Think about what you've learned about whales. Then complete the outline. Refer to "Whales" for help. Some parts of the outline are already filled in.

I. TOOTHED WHALES

A. Three features of toothed whales

1. _____
2. _____
3. _____

B. Three kinds of toothed whales

4. _____
5. _____
6. _____

II. BALEEN WHALES

A. Three features of baleen whales

7. _____
8. _____
9. _____

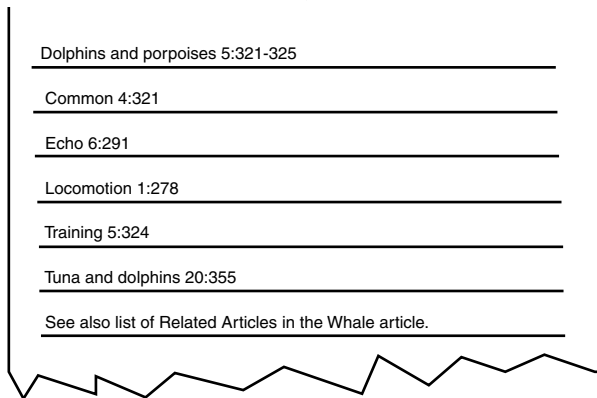
B. Three kinds of baleen whales

10. _____
11. _____
12. _____

Use an Encyclopedia Index

The last book in a set of encyclopedias is an **index**. Every subject in the entire encyclopedia is listed there. In order to find what you are looking for, you would decide on the key word, or most important word in your subject.

Suppose your key word is **porpoises**. You look under **p** in the index, and you find **porpoises**. The listing tells you to look under **d** for Dolphins and porpoises, so you turn to the listing for d in the index. You find the index section below. Look at it, and then answer the questions.



1. What is the main entry? _____
2. On what pages would you find the most information on dolphins?

3. In which volume and on what page would you find information about dolphins' movements or locomotion? _____
4. Does "echo" have anything to do with dolphins? How do you know?

5. Suppose you wanted to write a report with unusual information about dolphins. How might using the key word Dolphins and the index help you think of an idea? _____

Compare and Contrast

When you **compare and contrast** you tell how things are alike and how they are different. You have read about two main types of whales, toothed whales and baleen whales. To see how these whales are alike and different, complete each box below. Look back through “Whales” if you need help.

What do the toothed whales and baleen whales have in common?

1. _____
2. _____
3. _____
4. _____

How would you describe toothed whales?

5. _____
6. _____
7. _____

How are baleen whales different from toothed whales?

8. _____
9. _____
10. _____

Make Judgments and Decisions

Making **decisions and judgments** about characters in a story is an important part of reading. Read the passage below. Think about what the characters are doing and why. Then answer the questions.

A fourth-grade class was asked to think about their favorite school subject and then make a suggestion for a related field trip. Mrs. Canby said the subject could not be recess or lunch.

The students had lots of ideas. Benjamin wanted to go to the natural history museum to observe carpenter ants. Every other person in the class started groaning. Several students who like reading wanted to go to a play. Other kids had never been to a play, and they weren't interested. They would, however, go to a movie. Soon everyone started arguing. So Mrs. Canby made the decision to go to the natural history museum. Almost everyone enjoyed the field trip.

1. Mrs. Canby decided recess and lunch classes could not be used as ideas for a field trip. Why do you think she decided this? _____

2. What would you say to someone who said bugs are boring? _____

3. What do you think about going to a movie for a field trip? Can you think of any movie that might make a good learning experience? Tell why.

4. Are you surprised that everyone enjoyed the museum? Why or why not?

5. Do you think Mrs. Canby should refrain from having students make suggestions for field trips in the future? What are your reasons for thinking as you do? _____

Context Clues

Sometimes you can figure out an unfamiliar word by looking for clues in the nearby words and sentences. These clues are called **context clues**. Context clues help readers to define unfamiliar words.

Use context clues to fill in the blank line with a word from the box. Then write the context clue.

sea siren

manatee

migration

krill

orca

1. The _____ are called sea cows because they have chubby bodies and are gentle.

Context clue: _____

2. The killer whale, or _____ has a strong jaw and teeth shaped like cones.

Context clue: _____

3. Like whales, a _____ has no hind legs and they were mistaken long ago for mermaids.

Context clue: _____

4. The longest-known annual _____ to other waters is made by the gray whale.

Context clue: _____

5. Baleen whales feed on tiny, shrimp-like _____.

Context clue: _____

Cause and Effect

Things you read often include **cause and effect**. Why something happened is the cause. What happened is the effect. Read the selection, and then fill in the missing cause or an effect in the following exercise.

The early colonists and later settlers of our country often built their homes near rivers because they needed rivers for travel and to transport goods. Soon rivers became the country's highways, and boats were the trucks transporting goods and people across the country. As more settlers came, towns near rivers developed.

As towns grew, some settlers drained the lowlands near rivers. They also built homes and towns near rivers that flooded often, causing much damage and even death. To solve the problem, some townspeople built dams and dikes. However, the rivers continued to flood.

Today, people continue to ignore the danger of upsetting the balance of nature. Our cities are spreading up mountains and into deserts and remaining forests. As a result, the land where animals can live is shrinking. As wild animals lose their habitats, some are becoming endangered. Now the federal government and other organizations are studying land use and advising people where they should or should not build.

Cause

Effect

- | | |
|---|---|
| 1. Colonists and settlers who came to this country needed rivers. | _____ |
| 2. _____ | Boats became the trucks carrying people and goods across the country. |
| 3. Settlers built homes and towns near rivers that flooded often. | _____ |
| 4. Today people are continuing to upset the balance of nature. | _____ |

Vocabulary

Choose a word from the list to complete each sentence below.

soggy compares importance lurk wildlife instance

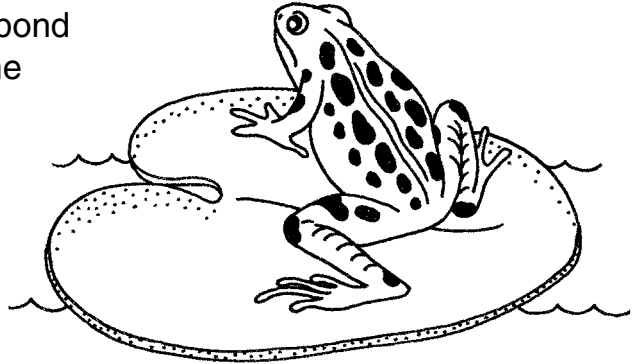
1. The trees, plants, and animals in the forest are called _____.
2. The sponge is _____ because it has soaked up all the water.
3. The class _____ peach seeds to plum seeds to find out how they are the same.
4. The river's _____ to the land is very great.
5. A frog will hide and _____ on the riverbank, waiting for small insects.
6. Some plants such as moss, for _____, need little soil to grow.



The Slippery Frog

Karen and her mother liked to explore the *wildlife* near the pond behind their house. They always had interesting experiences. For *instance*, one time they decided to catch a frog, keep it in the house overnight, and observe it. They wanted to see how a frog living inside compares to one living in the pond.

Karen and her mother knew the *importance* of providing pond water and leaves for the frog so that it would feel at home in the house. Grabbing two small pails, they went down to the pond. Because it had rained the night before, the ground was *soggy*. Karen slipped at the edge of the pond and fell in. As she began to climb out, she saw a frog *lurking* in the lily pads. Before Karen could catch it, the frog leaped back into the pond. Karen's mother fell in the pond trying to catch a frog, too. Karen's mother laughed. After an hour of trying to catch a frog, the only thing they had to compare was their wet clothes.



1. What did Karen and her mother like to do near the pond? _____

2. Give one *instance* of an interesting thing they did. _____

3. What was the *importance* of using pond water? _____

4. What did the rain do to the ground? _____
5. Would you trust Karen and her mother with any animals, wild or tame?
Why or why not? _____

Story Comprehension

Answer the questions about “Saving the Everglades.”
You may look back at the story to help you answer the questions.

1. Where is the Everglades National Park? _____
2. How does it look from a plane? _____
3. What is one word that tells why the Everglades is dying? _____
4. Why did builders drain the swamp land that was part of the Everglades?

5. What happened when the Everglades shrank in size? _____

6. How did the Everglades become polluted? _____

7. Why is the Everglades important to American alligators and crocodiles?

8. How is the Everglades the same and different from places you have visited
or know about? _____

Use the Internet

When you want more information about the Everglades or any topic, you can search for it on the **Internet**. You can also find several topics set up just for kids on the Internet. Look at the website on the computer screen. Then answer the questions.

Special Websites of Interest to Kids:



<http://www.nssl.noaa.gov> --The National Severe Storms Laboratory. This is the place for information about all aspects of severe weather.



<http://www.nasa.gov> --The place to go for news about space, Mars, and all kinds of out-of-the world stuff.



<http://shuttle.nasa.gov/index.html>--This NASA site focuses on real-time launches of the shuttle.



<http://www.whitehouse.gov/WH/kidshome.html>--Visit the President's house, meet his cat and his family, and learn about the history of the white building at 1600 Pennsylvania Avenue.

1. Which website can tell you if there's a severe storm near your neighborhood?

2. In order to get information on Mars, which address would you click on?

3. Which address might interest you if you like cats?

4. What will happen if you change one letter in an address?

Compare and Contrast

In “Saving the Everglades,” the author **compares and contrasts** what this vast wetland was like at the end of the 1800s with what it is like now. Think about how the Everglades are the same and how they are different. Then answer the questions below.

1. Compare the feelings many nature lovers of long ago had about the Everglades to the feelings many scientists and nature lovers have today. How are those feelings the same? _____

2. Contrast peoples’ understanding of what building farms and cities would do to the Everglades. _____

3. Why are scientists today putting rivers back on their winding courses?

4. The Everglades used to be huge, but now the area has been reduced to half its size. Why? _____

5. The Everglades has huge numbers of wild plants, cattails, compared to what there used to be. Why is that? _____

6. How did the animal population change between the 1800s and the 1900s?

Context Clues

When you are reading, you may come to a word that you do not know. You can look for clues to that word's meaning in other words or sentences nearby. These clues are called **context clues**.

Read each sentence or group of sentences. Use context clues to help you figure out the meaning of each underlined word. Then write the meaning on the line provided.

1. It is thrilling to watch the large, white egret as it flies overhead displaying its tufts of long, lacy feathers.

2. If you stand on the high, human-made banks of a canal during flood season, you can watch the water rising as the canal drains the nearby land.

3. Hundreds of people gathered to work on the dikes. These walls, which hold in the river water, must become higher and higher as the river water rises.

4. One town near the river had been flooded last year, but people were hoping that the river water would remain stable. The river water did not stay at the same level. It rose and flooded the same town again.

5. Some students used charts and sketches to explain the water cycle. They showed that in a water cycle, water evaporates into the sky, forms clouds, rains or snows, and raises lakes and rivers, and then evaporates once again. _____

6. There are many native plants in the Everglades that have always grown in that area. _____

Synonyms and Antonyms

Choose a word from the list that means the same thing as the underlined word. Write your answer on the line provided.

saline	immense	wetlands	migrating	reside
---------------	----------------	-----------------	------------------	---------------

1. Swamps are a kind of _____ that contain trees, shrubs, and bushes.
2. The huge Everglades make up an _____ freshwater marsh measuring 4,000 square miles.
3. Marshes and swamps can be important rest areas for birds traveling great distances, such as ducks and other _____ birds.
4. Alligators and crocodiles live side-by-side in the Everglades and _____ there year around.
5. The salt-filled lands near the ocean are home to animals that need a _____ element in their foods.

Choose a word from the list that means the opposite of the underlined word or words. Write your answer on the line provided.

finite	salt water	nutrients	enhance	endangered
---------------	-------------------	------------------	----------------	-------------------

1. Some areas of the wetlands have fresh water while others have _____.
2. Changing the course of rivers can _____ the land, or it can take away many important aspects of the area.
3. The Florida Everglades receives many of its _____ or vitamins from rain water, but it also receives poisons.
4. Some wetland species are _____, while others are already protected by law.
5. Some rivers of grass seem endless, but they are _____ and growing smaller.

Unit 6 Vocabulary Review

A. Read each word in Column 1 and find a word in Column 2 that means the same thing. Then write the letter of the word on the line provided.

	Column 1	Column 2
_____	1. extraordinary	a. water-filled
_____	2. feeble	b. save
_____	3. expensive	c. mixed
_____	4. soggy	d. weak
_____	5. preserve	e. costly
_____	6. mingled	f. unusual

B. Answer each question using the underlined vocabulary word in your response.

7. teammate What is one important quality you like in a teammate for baseball?

8. organizations What organizations are there set up especially for kids?

9. successful Why might one student be more successful in spelling than another?

10. brilliant What is the most brilliant idea you ever thought of?

11. commercials What two commercials on television do you find most enjoyable?

12. gallon How many quarts of milk are there in a half gallon?

Unit 6 Vocabulary Review

- A. Read each word in Column 1. Then find a definition for each word in Column 2. Write the letter of the definition on the line.

	Column 1	Column 2
_____	1. opponents	a. plants and animals in their habitats
_____	2. instance	b. germ-free
_____	3. lurk	c. business
_____	4. wildlife	d. watch in a sneaky manner
_____	5. sterilized	e. people on the opposite team
_____	6. enterprise	f. for example

- B. Write the correct vocabulary word that completes each sentence.

circulated fragrance portable identify successful ingredient

1. I can carry my computer because it is _____.
2. In order to make the sauce for the spaghetti, I need one more _____.
3. Those who did not study were not _____ at completing the project.
4. Hank _____ a paper and asked everyone to read it.
5. Emily can _____ the name of every car on the road.
6. The _____ from the baking bread made everyone hungry.