

student edition

Critical Thinking for Life!

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Michael L. Lujan, M.Ed.

Editorial Director

Teresa Sherman, B.S.E.

Production Coordinator

Kim Barnes, B.B.A.

Digital Production Artist

Tammy McDaniel

Illustrators

Gabe Urbina, A.A.S. Sarah DuPree, B.F.A.

Content Development Team

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Content Editorial Team

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Critical Thinking for Life!

PO Box 8843 · Tyler, TX 75711

[p] 800.585.5258 · [f] 800.838.8186

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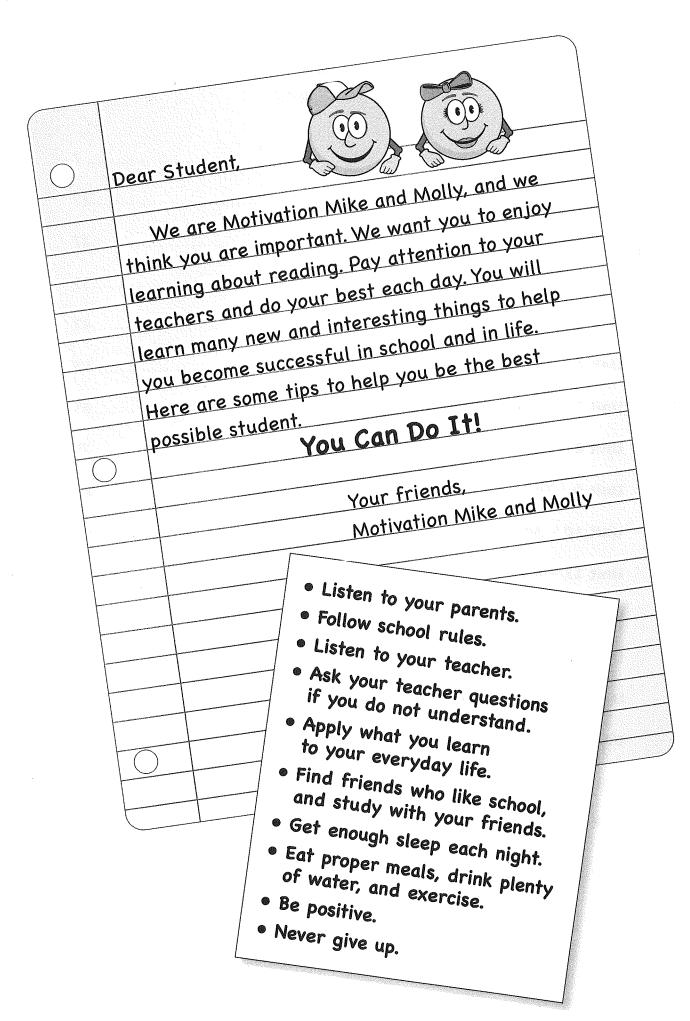
Motivation Reading™, Student Edition

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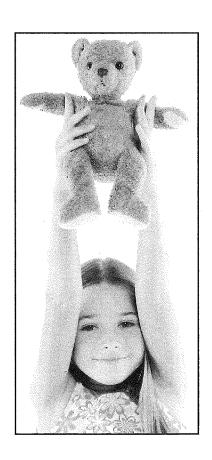
Old Temperature (1971)				



Read the selection. Then choose the best answer to each question.

Show-and-Tell Teddy

- 1 Nikki was excited about Presidents' Day show-and-tell in her classroom. Miss Hill had asked each student to bring an object about a President. Students shared coins, hats, and books with the class.
- 2 Last summer, Nikki's family visited the boyhood home of President Theodore Roosevelt. She learned many things about him. Nikki knew just what to bring for show-and-tell.
- 3 Nikki stood in front of her class. She slowly pulled a teddy bear from her bag. "Did you know the teddy bear was named after President Theodore Roosevelt?" asked Nikki. "His real name was Theodore, but people called him Teddy. Here is a poem that shares about his life."





President Teddy by Jana Kuehn

Before he was President,

Before he grew so tall,

Teddy Roosevelt, the boy,

Was sick and weak and small.

With pains in his stomach
And aches in his head,
Teddy often felt too ill to play,
So he lay in bed and read.

He had trouble with his asthma,

He had problems with his eyes,

Helped by his father,

Teddy learned to exercise.

He was a wrestler and a gymnast,
He rode horses and swam too,
He lifted weights day after day
And finally, Teddy grew.

As a dad and as President,

He acted like a kid,

Teddy played with his six children,

And had fun just like they did.

They threw balloons from the rooftops,

Slid down stairs on kitchen trays,

He laughed to watch his kids

Enjoy their White House days.

15

20

35

40

Unit 1 Selection

25 He was the first U.S. President To take an airplane ride, And he did an Indian war dance When he was given a buffalo hide.

On a hunting trip, he once felt sad 30 For a trapped bear that was old, A toy maker who heard this tale Made stuffed bears to be sold.

Teddy loved the taste of coffee, "It's good to the last drop," he said. The coffee company Maxwell House Used his words in their ad.

All his days, Teddy loved reading, Children, and the outdoors, So full of life was Roosevelt, His face is on Mt. Rushmore.

As Teddy left the White House Where his family happily lived, I think no other President Enjoyed life more than Teddy did.

Nikki's class enjoyed passing the teddy bear. Miss Hill thanked Nikki 4 for teaching the students about President Theodore Roosevelt.



1 Read line 7 of the poem.

Teddy often felt too ill to play,

What is the meaning of the word ill in this line?

- A Sick
- Sleepy
- © Small
- Weak

- **2** In the story, why do some students bring coins for show-and-tell?
 - © Presidents earn money.
 - © Coins are made by the Presidents.
 - (H) Some Presidents' faces are on coins.
 - The first coins are hidden in the White House.

- **3** What lesson might Nikki's classmates learn from the poem "President Teddy"?
 - A Take care of animals.
 - ® Honesty is most important.
 - © Exercise makes you healthy.
 - Be happy no matter what life brings.

4 Read lines 13 through 16 of the poem.

He was a wrestler and a gymnast,

He rode horses and swam too, He lifted weights day after day And finally, Teddy grew.

Which words rhyme in these lines of the poem?

- 🖲 day, too
- @ too, grew
- 🕀 day, finally
- ③ wrestler, weights

- **5** The beat that is spoken when reading the poem is an example of
 - A rhyme
 - ® rhythm
 - © imagery
 - petition
- **6** Read lines 29 through 32 of the poem.

On a hunting trip, he once felt sad

For a trapped bear that was old,

A toy maker who heard this tale

Made stuffed bears to be sold.

Which words rhyme in these lines of the poem?

- (E) trip, trapped
- @ heard, bears
- ® stuffed, sold
- ③ old, sold

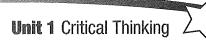
- **7** What causes Nikki to choose a teddy bear for show-and-tell?
 - A The teddy bear is Nikki's favorite toy.
 - ® Nikki's library book is about a teddy bear.
 - © Nikki learned about President Roosevelt on her summer vacation.
 - Nikki's friend brought her a bear from the boyhood home of Theodore Roosevelt.
- 8 What does the photograph tell the reader about Nikki?
 - F Nikki is proud to share her bear.
 - © Nikki is afraid to show the bear to her class.
 - Nikki does not want others to see her bear.
 - ① Nikki is shy about sharing her bear.



Show-and-Tell Teddy

- **9** When did Teddy first begin to love books?
 - **(A)** When he was President
 - ® When he was exercising
 - © When he left the White House
 - When he was sick

- **10** What do the students learn from the poem "President Teddy"?
 - Facts about Nikki's family
 - © Facts about Theodore Roosevelt
 - ⊕ Facts about Presidents' Day
 - Tacts about show-and-tell



Show-and-Tell Teddy



List 3 things that Teddy Roosevelt did to grow bigger and stronger.

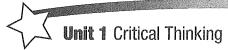
- 1. _____
- 2.
- 3. _____



Draw a picture to show what Teddy Roosevelt did when he was given a buffalo hide.



Write about things you do when you are sick.





Teddy Roosevelt said, "It's good to the last drop." What did he mean?



Do you think it was a good idea for President Roosevelt's children to throw water balloons from the roof of the White House?

No

Explain your answer.		

Yes



The teddy bear was named after President Roosevelt. Design a teddy bear outfit that shows something about President Roosevelt.

Circle your answer.

made using prior knowledge, evidence, or clues."

Motivation Station

Motivation Mike says, "An inference is a conclusion



Write words on the blank lines to complete a poem about yourself.

- 1. My first name
- 2. Two words that describe me
- 3. Two things I am afraid of
- 4. Two things I like to do
- 5. My last name

Journal

Would you like to be President of the United States?

Explain your thinking.



Taylor Crabtree was seven years old when she and her mom began painting hair clips. She wore the clips to gymnastics. Taylor thought the hair clips were pretty. Other people liked them, too. She decided to paint hair clips to sell. Taylor used the money she <u>earned</u> to buy teddy bears. The teddy bears were given to children with cancer. She wanted the children to have something to hug. Taylor sold many clips. She asked her friends to help make and sell the clips. Over the years, she has given more than 30,000 bears to children. Taylor had two goals. One goal was to give sick children teddy bears to love. The second goal was to help kids help others.

- **1** What is the main idea of the paragraph?
 - A Taylor Crabtree sells teddy bears to help cancer patients.
 - B Taylor Crabtree is a good gymnast.
 - © Taylor Crabtree enjoys painting hair clips.
 - Taylor Crabtree helps cancer patients by selling hair clips.
- **2** Why does Taylor give teddy bears to others?
 - F To sell more hair clips
 - © To teach them gymnastics
 - (H) To give them something to love
 - To make her friends help others

3 Read this sentence from the paragraph.

Taylor used the money she earned to buy teddy bears.

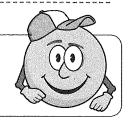
The word <u>earned</u> means about the same as —

- (A) bought
- ® made
- © paid
- gave

4	What	might	you	do	to	help	others?

Parent Activities

- 1. Read books about United States Presidents and their families.
- **2.** Search the Internet to locate charities that collect bears or other toys for children. Learn what you can do to help.



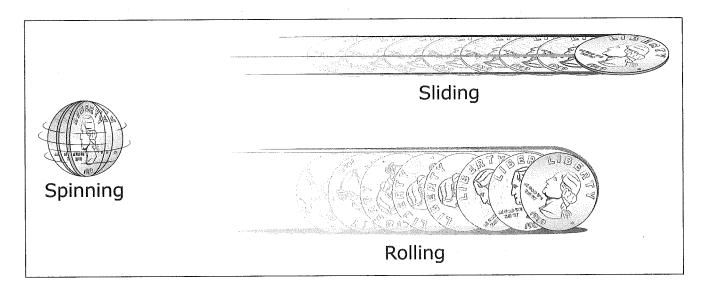


Read the selection. Then choose the best answer to each question.

A second-grade class went on a field trip to Adventure Land. Mr. Carson, the tour guide, used the theme park rides to teach the students about motion.

Science at Adventure Land

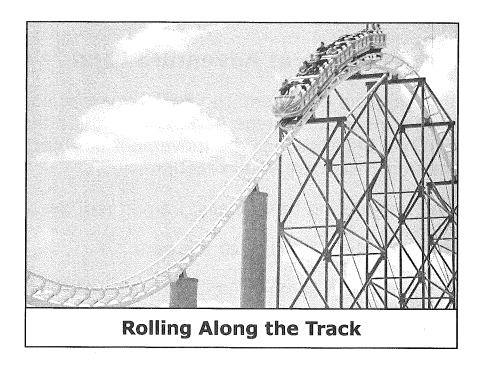
- 1 Mr. Carson: Welcome to Adventure Land! I imagine you've never thought about science at a theme park. Look around the park. What do you see in motion? Motion is the movement of objects. People can also be in motion. When are you in motion?
- 2 Elsie: When I spin during ballet class, I am in motion.
- 3 Art: I am in motion when I slide at the park.
- 4 Lucy: I roll when I turn somersaults. Is that an example of motion?
- 5 Mr. Carson: Spinning, sliding, and rolling are three examples of motion. Many rides at Adventure Land spin, slide, and roll. Before we look at the rides, I want to show you something. Watch this coin spin, slide, and roll. When an object is in motion, it moves in a pattern.



6 **Mr. Carson:** Now, look at the Adventure Land rides. Let's observe the *G-Force* roller coaster. Watch how the cars move. Notice the people riding the roller coaster. Tell me what you see.



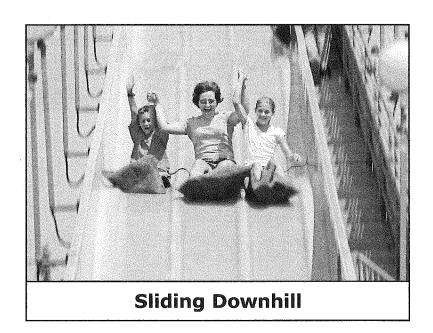
7 **Lexi:** I see the roller coaster. It's making a clicking sound as it climbs slowly up that tall hill on the track. The roller coaster seems to stop at the top. Look! There it goes moving quickly toward the ground!



- 8 Mr. Carson: Great description, Lexi. The roller coaster is pulled up the hill by a chain with a motor. The chain is what makes the "click, click, click" sound. The first hill of this roller coaster is the tallest. After the car reaches the top of the hill, gravity pulls the roller coaster down. This force keeps the roller coaster moving along the track until the ride ends. Did anyone notice the people riding the roller coaster?
- 9 **Jerome:** I saw the riders. They were pushed against the seats when they went up the hill. They moved forward as the roller coaster came down the track.
- 10 Mr. Carson: That's right, Jerome. Forces <u>push</u> the riders against the seats as the roller coaster goes up the hill. As the roller coaster moves down the hill, forces pull the riders in the direction they are moving. That is why they appear to fall forward. Did anyone notice what happened to the riders when the roller coaster stopped?



- 11 Caiden: The riders rocked forward when the brakes screeched, and the roller coaster stopped.
- 12 Mr. Carson: Exactly. A force pushes on the roller coaster causing it to stop. The riders move forward until the force of the seat belts stops them. Okay, who's ready to feel the power of gravity on the roller coaster? Let's ride the coaster.
- 13 Lucy: What a great coaster ride! I think I've had enough of the forces at work on the *G-Force*. Now, may we ride the *Magic Carpet Slide*?
- 14 Mr. Carson: Sure, Lucy. That's one of my favorite rides. While we're waiting in line, watch how the people on the slide move. The sliders sit on their silky carpets and push. The pushing propels them into motion. The riders slide on the smooth surface until they reach the thick grass. The rough surface slows their motion and stops them. Okay, we're next. Hang on to your magic carpets!

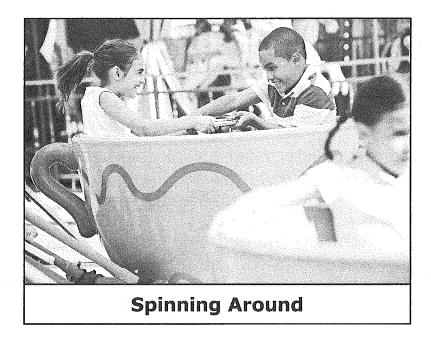


- 15 Lucy: That was fun! What may we ride now?
- 16 Mr. Carson: How about the *Topsy Turvy Teacups*? What do you notice about the pattern of movement on the teacup ride?

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17 **Jerome:** The teacups spin in circles like toy tops.



- 18 Mr. Carson: That's right. If you trace the path of a spinning teacup, your paper will be filled with circles. The teacups move in circular motions. Climb into the teacups and get ready to spin!
- 19 Lucy: Wow, Mr. Carson. After that ride, everything at Adventure Land is spinning, rolling, and sliding.
- 20 Mr. Carson: That's true, Lucy. The theme park is in constant motion. Let's keep moving to discover more science fun at Adventure Land.

- 1 The patterns of movement observed at Adventure Land are
 - A pushing, sliding, circling
 - ® rolling, spinning, sliding
 - © jumping, riding, walking
 - ® spinning, pulling, forcing
- **2** Which word in paragraph 10 has the opposite meaning of the word push?
 - ® pull
 - @ fall
 - ⊕ appear
 - ③ notice
- **3** Which word in paragraph 14 has the opposite meaning of the word smooth?
 - A thick
 - ® silky
 - © magic
 - © rough

- **4** The author writes "Science at Adventure Land" to
 - © convince the reader to visit Adventure Land
 - © explain why people ride rides at Adventure Land
 - (H) describe patterns of movement at Adventure Land
 - ③ show the reader how to plan a visit to Adventure Land

- **5** What is paragraph 5 mainly about?
 - A The motion of people
 - B The spinning of coins
 - © The patterns of movement
 - The sliding of rides



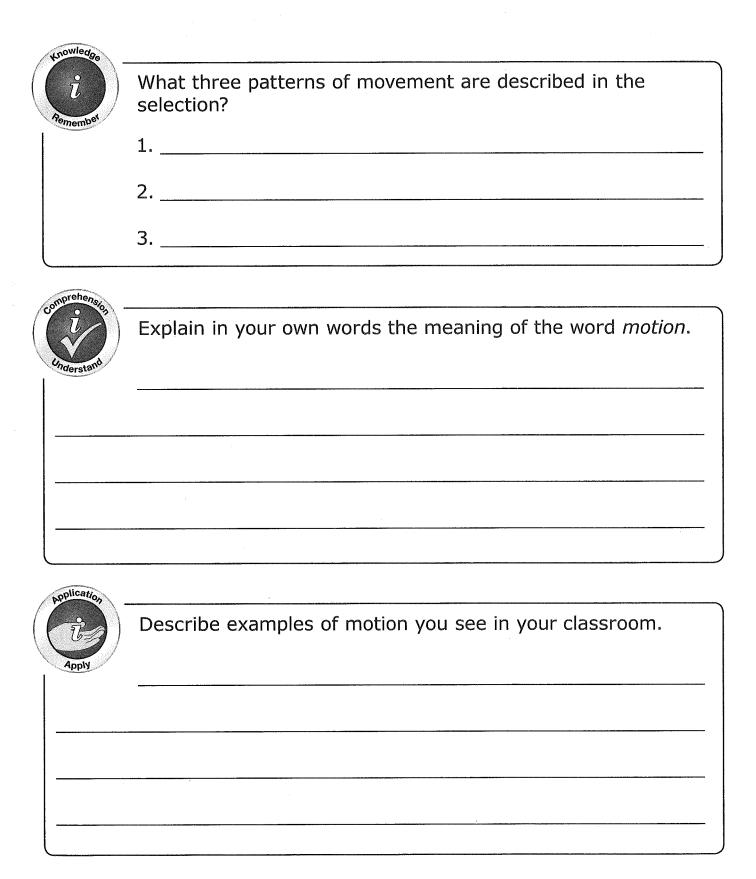
- **6** How does a spinning object move?
 - F It moves end over end.
 - @ It moves in a sliding motion.
 - (H) It moves quickly on a rough surface.
 - ① It moves in a circular pattern.
- **7** What causes a roller coaster to move toward the ground?
 - A The chain
 - ® The motor
 - © The movement
 - The force
- **8** Why does the author use captions?
 - F To describe a science investigation
 - © To explain the photographs
 - (H) To place information in order
 - 3 To give the main idea

- **9** What caption would best match the diagram below paragraph 5?
 - A Patterns of a Coin in Motion
 - ® The Spinning of a Coin
 - © Examples of Gravity
 - Motion at Adventure Land

- **10** Which photograph shows an example of spinning?
 - © The photograph below paragraph 5
 - © The photograph below paragraph 7
 - The photograph below paragraph 14
 - The photograph below paragraph 17



Science at Adventure Land



23







Explain how objects that roll, spin, or slide make work easier.



Do you think the students' visit to Adventure Land was a good way to learn?

Circle your	answer.	Yes	No
Explain your answer.			



Create and sketch an original theme park ride. Label the movements of the ride.

Science at Adventure Land

Unit 2 Creative Thinking

1

Motivation Station

Motivation Molly says, "Antonyms are words with opposite meanings. Synonyms have similar meanings."

Use the words from the box to complete the puzzle.

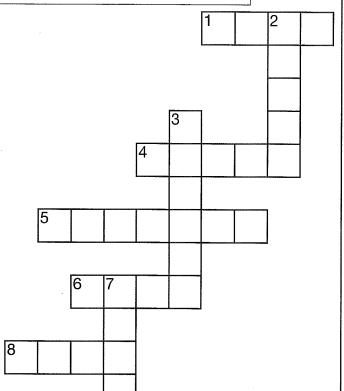
force	push	pull	gravity
motion	roll	spin	slide

Across:

- 1. a force that moves an object away
- 4. something that changes an object's motion
- 5. a force that causes objects to fall
- 6. to move in a circular motion
- 8. to move end over end

Down:

- 2. to move smoothly across a surface
- 3. the action of moving
- 7. a force that moves an object nearer



Journal

What is your favorite ride at a theme park? Describe why it is your favorite.



Mrs. Mayberry's class <u>observed</u> objects in motion. They recorded their observations on this chart.

	Spin	Slide	Roll
Ruler	✓	✓	
Bottle	✓	✓	✓
Toy car	✓	✓	✓
Fork	✓	✓	
Chalk	✓	√	✓

- **1** What is the meaning of the word observed?
 - A Predicted information about the uses of motion
 - ® Recorded information on a chart
 - © Gathered information using the senses
 - © Created information about objects
- **2** What can the reader understand from the information on the chart?
 - F How to read a chart
 - @ How some objects move
 - (H) The causes of motion
 - The force of the objects

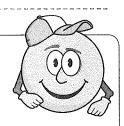
- **3** Look at the chart. Which object does not roll?
 - A The bottle
 - ® The chalk
 - © The toy car
 - The fork

4	What causes th	e bottle and	d the
	toy car to roll?		

 	 ······································		

Parent Activities

- **1.** Have your child gather ten household objects. Test the objects to determine if they slide, roll, or spin.
- **2.** Spin, roll, and slide a coin with your child. Discuss the patterns of movement your child observes.
- 3. Have your child perform movements such as spinning, rolling, and sliding.



Read the selection. Then choose the best answer to each question.

John Henry was an African-American railroad worker. He has been the hero of many stories. The stories about John Henry are known as tall tales. Many of the details are exaggerated because they could not have really happened.

John Henry: Steel-Driving Man

- John Henry was different from other babies. Lightning flashed and the earth shook on the night he was born. People say that John Henry was born with a hammer in his hand.
- 2 John Henry grew from a baby to an eight-foot-tall man the day after his birth. His mama walked into the room. She could not believe what she saw. John Henry was holding his cradle above his head. "We are going to need a bigger house for you!" John Henry's mama said.
- 3 "That's not a problem," said John. He used his hammer and wood to build his mama a new house. The house had two stories and a large front porch.
- When John was 18 years old, he weighed 300 pounds. John had muscles of steel. He could lift a horse with one hand.



- John worked many jobs. He helped everyone he met. One time, John repaired a riverboat. He saved the lives of its crew. People would say, "John Henry is big, but his heart is even bigger."
- Later, John Henry worked on a railroad. Men were building railroads across the nation. Thousands of men were hired to clear the land before the railroad tracks could be laid. The workers chopped trees, moved rocks, and cut through mountains. They used big steel hammers to <u>drive</u> holes into the rocks. Dynamite was placed into the holes. The explosion of the dynamite formed deep tunnels in the mountains.
- "Digging holes sounds like my kind of job," John said. "I want to be a steel-driving man." He could not wait to use his hammer to help build the railroad.
- 3 John Henry was proud of his work. He swung his hammer so fast that a rainbow formed over his shoulder. One day, John's boss was worried. "This rock is so hard. Even dynamite can't crack it. I don't know what to do!" the boss cried.
- 9 "Don't you worry," John Henry said. He struck the rock with his hammer. The rock crumbled. Everyone cheered. The new railroad was built quickly because of John Henry's strength.
- 10 Sometimes, the railroad crew faced challenges. They could not lay tracks over or around the mountains. John's boss said they would have to drill through the mountains.



- One day, a salesman brought a steam-powered drill. "My machine can 11 dig through these mountains in no time at all," bragged the salesman. "If you use my drill, you won't need the railroad workers."
- "Now, wait just one minute!" yelled John. "No machine is going to 12 replace me! I challenge your drill to a contest."
- John Henry raced against the drill with a hammer in each hand. John 13 dug through fourteen feet of rock. The drill only dug through nine feet. John Henry won the contest. All the men cheered.
- "I'm proud to win the contest. No machine can replace a hard-working 14 man," said John. His friends saw that John was growing weak. He fell to the ground. John's big heart stopped beating.
- This hero died that day, but his story lives on. John Henry will be 15 remembered as the best steel-driving man who ever lived.

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1 Read this chart of events from the tall tale.

John Henry builds a house for his mama.

John Henry joins a railroad crew.

John Henry dies.

What event belongs in the empty box?

- A John Henry saves a riverboat crew.
- B John Henry's story becomes a legend.
- © John Henry holds his cradle over his head.
- D John Henry challenges a steam-powered drill to a contest.

- **2** John Henry challenges the drill because he wants to
 - **(F)** be known as a hero
 - © save the jobs of the railroad workers
 - (H) earn money to give to his mama
 - swing his hammer to create a beautiful rainbow

- **3** What happens when John Henry swings his hammer?
 - A People cheer.
 - ® A rainbow forms.
 - © His boss becomes worried.
 - Workers cover their ears.

- **4** What lesson can be learned from "John Henry: Steel-Driving Man"?
 - **(F)** Being strong is important.
 - © Reading tall tales is important.
 - (H) Taking care of parents is important.
 - ③ Helping others is important.
- **5** Which sentence from the tall tale shows that John Henry was a kind person?
 - (A) "We are going to need a bigger house for you!" John Henry's mama said.
 - B John Henry was proud of his work.
 - © People would say, "John Henry is big, but his heart is even bigger."
 - D Later, John Henry worked on a railroad.

6 Read this sentence from paragraph 4 of the tall tale.

John had muscles of steel.

In this sentence, what do the words "muscles of steel" mean?

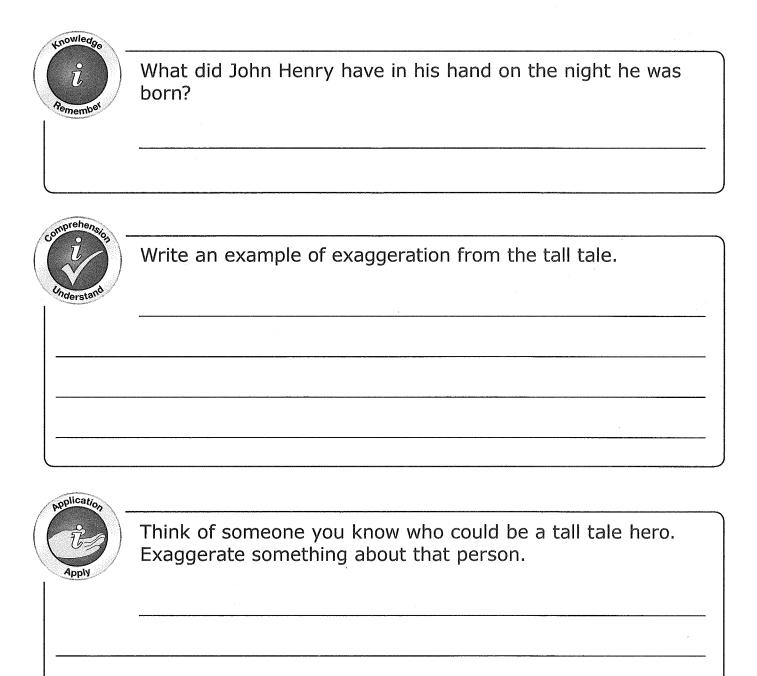
- **®** Strong muscles
- @ Large muscles
- (H) Shiny muscles
- ③ Smooth muscles
- **7** What is the meaning of the word drive in paragraph 6?
 - A Force into
 - ® Steer a vehicle
 - © Carry in a vehicle
 - Travel a short distance



- 8 Which sentence shows that "John Henry: Steel-Driving Man" is a tall tale?
 - © John Henry was different from other babies.
 - © He helped everyone he met.
 - (H) John Henry grew from a baby to an eight-foot-tall man the day after his birth.
 - John Henry won the contest.
- **9** Why might people think John Henry was a hero?
 - A He was a hard-working man.
 - ® He built railroads.
 - © He saved the jobs of many workers.

- **10** Which sentence from the tall tale best matches the illustration of John Henry?
 - (F) John Henry raced against the drill with a hammer in each hand.
 - © He swung his hammer so fast that a rainbow formed over his shoulder.
 - (H) They used big steel hammers to drive holes into the rocks.
 - ① He could not wait to use his hammer to help build the railroad.

John Henry: Steel-Driving Man





How would being as strong as John Henry make a person's life challenging?



In your opinion, what would you enjoy the most and the least about having a tall tale hero as a parent? Explain your reason for each choice.

I would most enjoy	- •
Why?	
I would least enjoy	_ '
Why?	



Explain how your life would change if John Henry was your friend.

Motivation Mike says, "Authors use settings, characters, plots, and themes to share stories."

Motivation Station

Read this poem about John Henry.

John Henry
Helping, building, swinging
On riverboats
Near railroads
Through mountains

He was the strongest steel-driving man of all.

Use this pattern to write a poem abou	ıt a hero.
Line 1 – Name of the hero	
Line 2 – Three verbs telling	
the hero's actions	
Lines 3, 4, and 5 – Three phrases	
telling where the hero might	
be found	·
Line 6 – A sentence about the hero	

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100	-	100700	. B	間 競	-	8.

Describe what ma	ikes a person a ne	ero.	



Pecos Bill was the youngest of eighteen children. He was a strong baby who used a knife for a teething ring. When Bill was a young boy, settlers moved fifty miles from his family's cabin. Bill's parents did not want to live in a crowded area. His family moved. As they were traveling west over the Pecos River, Bill fell out of his parents' wagon. The strong water carried him downstream. He was rescued by coyotes. The wild animals raised Pecos Bill as one of their own pups. He learned to howl at the moon and to run with the pack. Years later, Pecos Bill became a cowhand. He sang cowboy songs to calm the cattle. Other tales have been told of Bill. He rode a cyclone and roped a herd of cows with one lasso. Pecos Bill is a folk hero who showed courage and strength.

- 1 Why does Bill's family travel west?
 - A Their home is destroyed.
 - ® They need new jobs.
 - © They need a larger home.
 - ① Their neighbors live too close.
- 2 How are the tall tales about John Henry and Pecos Bill similar?
 - © Both include events about building railroads.
 - © Both include events that cannot happen in real life.
 - Both include events about cowboys.
 - ⑤ Both include events near rivers.

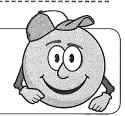
- 3 How does Pecos Bill get his name?
 - A He is named for his father.
 - B He is named for a river.
 - © He is named for a coyote pack.
 - Description
 Descriptio

the paragraph.		
		, , , , , ,

4 Write an exaggeration found in

Parent Activities

- **1.** Use digital or print sources to locate examples of exaggerations. Discuss their meanings and ways they are used in everyday conversations.
- 2. Create a tall tale about your family.



Unit 4 Selection

Read the selection. Then choose the best answer to each question.

Patterns in the Sky

Look into the night sky. What do you see? You may see more 1 twinkling stars than you can count. The poem "The Star" shares that people are curious about these lights in the sky. Have you ever wondered about stars? How do they create patterns in the sky?

The Star by Jane Taylor

Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, Like a diamond in the sky.

- When the blazing sun is gone, 5 When he nothing shines upon, Then you show your little light, Twinkle, twinkle, all the night.
- Day and night is a pattern that repeats every 24 hours. Stars can 2 be seen at night. During the day, the stars seem to disappear. The light from the Sun is so bright that most stars cannot be seen during the day. During daytime, the Sun shines on the part of Earth facing the Sun. At the same time, nighttime occurs on the opposite side of Earth.

3 Have you noticed that stars seem to move across the sky? Follow these steps to note changes in the night sky.

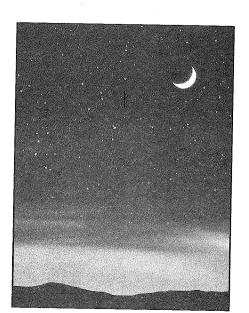
Observing the Sky

Materials

- 3 index cards
- pencil

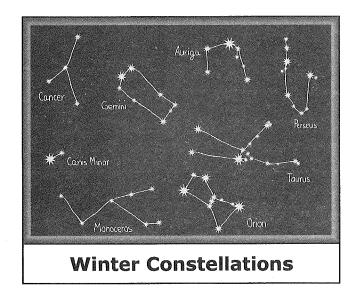
Procedure

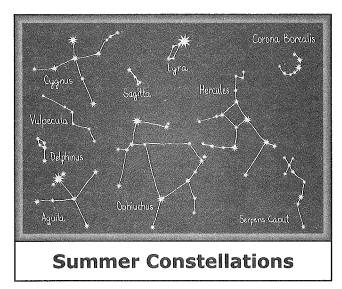
- Step 1: Sketch a picture of your home on the three index cards. Add details such as trees and driveways.
- **Step 2:** Go outside on a clear night. Stand facing your home to observe the sky.



- Step 3: Sketch what you see in the sky on one index card.
- **Step 4:** After one week, sketch what you see in the sky on your second index card.
- **Step 5:** After two weeks, sketch what you see in the sky on your third index card.
- **Step 6:** Look at the sketches on your three cards. Answer these questions.
 - What objects remain the same in all three drawings?
 - What changes do you see in your drawings?
 - What do your observations show?

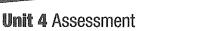
Gaze at the stars in the night sky. They are located far from Earth. 4 This distance makes the stars appear tiny. You may see one star or a group of stars. A group of stars that forms a pattern is a constellation. A constellation is like a dot-to-dot puzzle in the sky. A pattern of stars is named to describe what it looks like. Different constellations can be seen at different times of the year. Stargazing in winter allows a different view than stargazing in summer.





ILLEGAL TO COPY

- The patterns created by stars are useful to people. Long ago, 5 farmers watched the night sky to know when to plant crops. Sailors depended on stars to guide their paths. They followed stars which shone in the north, south, east, and west. The sailors and farmers created names, myths, and legends to explain the patterns of stars.
- 6 Observe the twinkling stars in the night sky. What patterns can you see above the world so high?



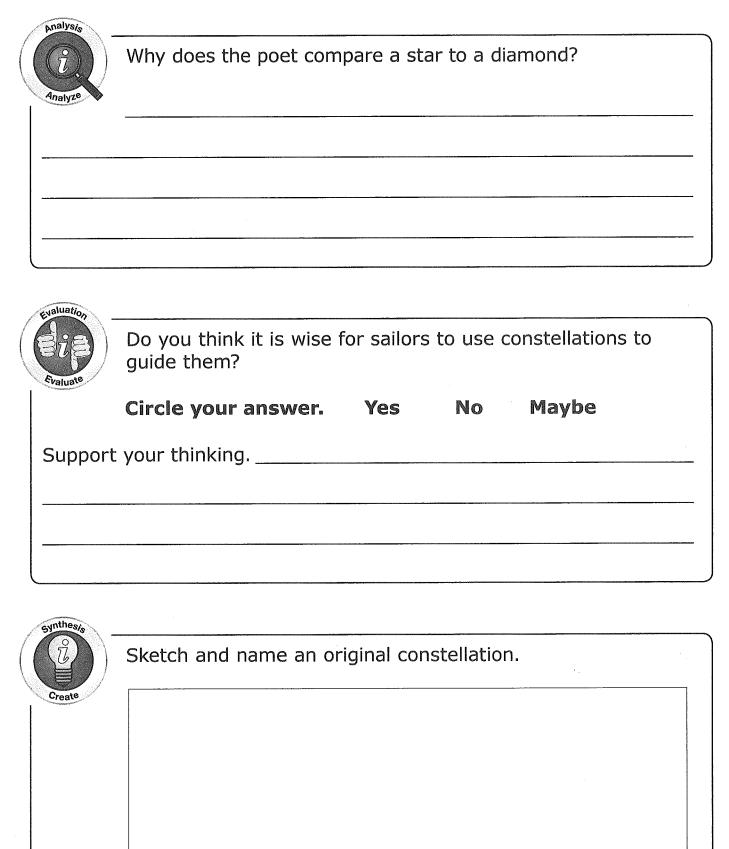


- **9** What is the main idea of paragraph 5?
 - A Stars are useful to people.
 - B A pattern of stars is a constellation.
 - © People enjoy observing stars.
 - Myths are stories about stars.

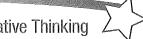
- **10** Which sentence from the selection explains the illustrations below paragraph 4?
 - **(F)** The patterns created by stars are useful to people.
 - © They followed stars which shone in the north, south, east, and west.
 - Here This distance makes the stars appear tiny.
 - ① Different constellations can be seen at different times of the year.

6	knowledge _	
	Remember	A group of stars that forms a pattern is a
		·
1	comprehension -	Eveloin how store hole forms
	Understand	Explain how stars help farmers.
	,	
/	Application	
	Apply	Write about a time you observed something unusual in the sky.





Unit 4 Creative Thinking



Motivation Molly says, "Readers use text features to better understand the meanings of texts and graphics."

Motivation Station	
Write a short myth that explains your original constellation from the <i>Critical Thinking Synthesis/Create</i> activity.	and the same
Name of Constellation:	
Myth:	
	W-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1

-						-
-	O			-		- 15
	6	B 8	200		-	- 88
35881	概 腳	政制	8 1	10 B	67 E	- 10

Brainstorm things that have	patterns.		
		-	



A legend is a story told through the years as if it is true. The Greek people created this legend to explain two constellations.

Orion was a handsome and <u>mighty</u> hunter. He bragged that he was more powerful than all other creatures. The gods grew tired of Orion's boasting. They sent the scorpion named Scorpius to punish him. The scorpion stung Orion on the foot. The hunter learned that he and Scorpius were to be placed among the stars when they died. Orion begged the gods to place him far from the scorpion. The mighty hunter's dying wish was granted. Today, Orion rules the winter skies, and Scorpius rules the summer skies. Therefore, the hunter and the scorpion never appear in the sky at the same time.

- **1** Why is Scorpius sent to punish Orion?
 - A Orion is dying.
 - ® Orion is handsome.
 - © Orion is bragging.
 - Orion is begging.
- **2** Why does Orion beg to be placed far from the scorpion?
 - (F) He is happy with the scorpion.
 - © He grows tired of the scorpion.
 - (H) He is jealous of the scorpion.
 - ③ He fears the scorpion.

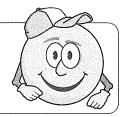
- 3 What is the meaning of the suffix −*y* as used in the word mighty?
 - @ One who
 - B Able
 - © Without
 - Full of

4	Choose and write two words
	from the paragraph. For each
	word, write a word that has a
	similar meaning.

 PERSONNEL STATE	

Parent Activities

- 1. Stargaze with your child. Have your child illustrate what is observed.
- 2. Use the Internet to locate current views of constellations.
- 3. Create a constellation that illustrates something about your family.



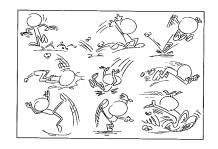
Read the selection. Then choose the best answer to each question.

Justin's teacher asked her second-grade students to write biographies about their favorite authors. Justin wrote about Dav Pilkey.

My Favorite Author - Dav Pilkey

by Justin King

- 1 My favorite author is Dav Pilkey. I love to read his books. The *Captain Underpants* books are funny.
- Dav Pilkey was born on March 4, 1966, in Cleveland, Ohio. He lived with his mom, dad, and older sister Cindy. Dav was a happy boy. He enjoyed drawing pictures. While other children played outside, Dav stayed indoors and drew.
- 3 Dav did not like school. He was often in trouble. Reading was difficult for Dav because he was dyslexic. Children who are dyslexic see words with the letters out of order. Dav played and laughed in class. His classmates thought he was funny. His teacher did not. She moved his desk to the hallway.
- 4 Dav Pilkey sat in the hallway and drew pictures. He wrote stories to match his pictures. Dav stapled sheets of paper together to make books. He created a superhero named "The Amazing Captain Underpants." Captain Underpants flew



around giving wedgies to bad guys. All the students loved Dav's handmade books. His teachers did not enjoy his funny stories. One teacher told Dav to stop wasting time making silly books. That teacher destroyed his books. Dav Pilkey was not discouraged. Instead, he was encouraged by his classmates and his parents to continue writing.



- Dav attended a strict high school. His teachers did not enjoy his creativity. They thought Dav should focus on schoolwork rather than on drawing. The principal told him that he could not earn a living as an artist. Dav became more determined to become an illustrator and a writer.
- In 1984, Dav Pilkey studied art in college. One of his teachers noticed his gift of writing. This teacher thought Dav should write books to be published. Dav was excited about the idea. He decided to write children's books as a career.
- Dav entered a contest. He wrote and illustrated the book World War Won. Dav won the contest, and his book was published. Dav Pilkey was an author!
- 8 Dav Pilkey has written and illustrated many books. My favorites are *Dog Breath* and *The Hallo-Wiener*. I think you would like them, too. As a child, Dav was punished for making others laugh. Now, it is his job.



- **1** The word <u>destroyed</u> in paragraph 4 means
 - (A) closed
 - ® ruined
 - © presented
 - @ read
- 2 The reader can tell that Day Pilkey
 - (F) was a strong student
 - @ enjoyed reading books
 - (H) used his imagination
 - (3) liked school
- 3 Which sentence from the selection shows that Day Pilkey was not easily discouraged?
 - A This teacher thought Dav should write books to be published.
 - ® While other children played outside, Dav stayed indoors and drew.
 - © Reading was difficult for Dav because he was dyslexic.
 - Dav became more determined to become an illustrator and a writer.

- 4 Which sentence from the selection shows that Dav Pilkey is a successful author?
 - © Dav Pilkey sat in the hallway and drew pictures.
 - © He decided to write children's hooks as a career.
 - H Dav entered a contest.
 - ① Dav Pilkey has written and illustrated many books.

- 5 Justin King writes about Dav Pilkey by —
 - A describing how Dav became an author
 - ® comparing Dav and his sister when they were children
 - © explaining how Dav drew pictures when he was a child



6 Read this sentence from paragraph 6.

One of his teachers noticed his gift of writing.

What do the words "gift of writing" mean?

- F A talent for writing
- **©** A present of writing
- (H) Writing for others
- ③ Writing for school
- 7 What is the best summary of "My Favorite Author Dav Pilkey"?
 - Dav Pilkey was a happy boy who liked drawing. He would not play outside. Dav Pilkey began writing books in college.
 - B Dav Pilkey loved laughing and drawing as a boy. He did not enjoy reading. Dav Pilkey became an author and an illustrator.
 - © Dav Pilkey did not enjoy school. His teachers became angry when he would not complete his work. Dav Pilkey often visited the principal.
 - Dav Pilkey entered a writing contest. He wrote a book. Day won the contest.

- **8** Why does Justin King include the drawings in the biography?
 - © To show how Dav learned to read
 - © To show what Dav might have been doing instead of his schoolwork
 - To show how Dav learned to write stories
 - To show what Dav drew for the contest
- **9** What is the name of Dav's book that won a contest?
 - A The Hallo-wiener
 - ® Dog Breath
 - © World War Won
 - © Captain Underpants
- **10** What lesson can be learned from Dav Pilkey?
 - Follow your dreams.
 - @ Be a good student.
 - (H) Listen to your teacher.
 - ③ Reading is fun.

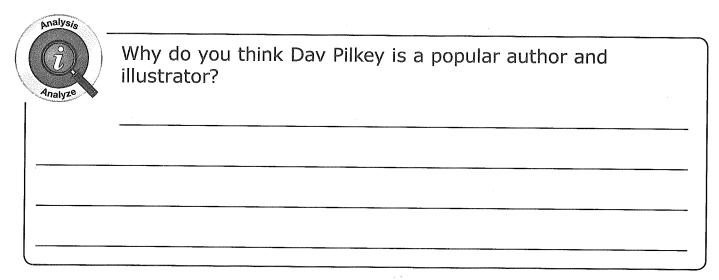


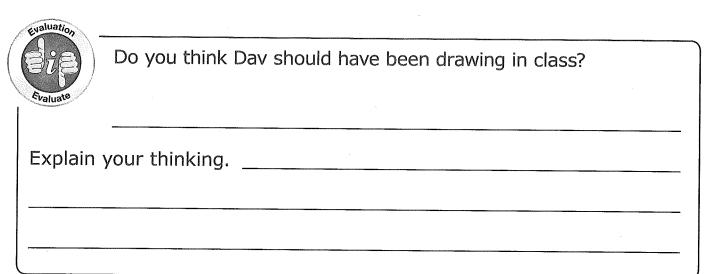
My Favorite Author - Dav Pilkey

d	Knowledge	
	Remember	Where was Dav Pilkey born?
	raho	
	Somprehension Conderstand	Use your own words to explain why Dav did not enjoy reading.
-		
	Market and the second second	
	Apply	Dav Pilkey had the gift of writing. Write about one of your gifts.



My Favorite Author - Dav Pilkey







Sketch and describe a new character for a Dav Pilkey book.

Ν	lame
T,	valle

My Favorite Author – Dav Pilkey

Unit 5 Creative Thinking

Motivation Mike says, "A reader can know the meanings of words by using context clues."

Motivation Station

Use the letters from the words *Captain Underpants* to create as many words as possible. You may only use the letters found in the words. An example is provided for you.

Captain Underpants

Example:	trapped		
		_	

Journal

Write about your favorite book.	
	1



Dav Pilkey used his imagination when writing stories as a child. Use your imagination, old magazines, and the following directions to write a funny story.

Materials:

- magazinesscissors
- glue stick
- pencil

- paper
- markers

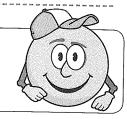
Steps:

- 1. Locate a picture of a person in a magazine who will be the main character of your funny story.
- 2. Cut the picture from the magazine.
- 3. Glue the picture on a sheet of paper.
- 4. Create a name for your main character.
- **5.** Imagine interesting information about the character. What is his/her job? Where does he/she live? What does he/she like to do? What pet does he/she have?
- 6. Write a story using your creative ideas.
- 7. Add details and illustrations to complete your funny story.
- 1 The author uses bullets to
 - A show why the materials are important
 - ® show how to use the materials
 - © show what materials are needed
 - show where to find the materials
- 2 The author includes **Step 5** to
 - P help the reader name the character
 - @ help the reader plan the story
 - $\ensuremath{\boldsymbol{\Theta}}$ help the reader select a picture
 - ① help the reader illustrate the story

- **3** Why does the author use numbers for the steps?
 - A The order of the steps is important.
 - B The time needed for each step is important.
 - © Authors must use seven steps to write a story.
- Write an eighth step to show how you will share your story.

Parent Activities

- 1. Locate articles on the Internet about famous authors to read to your child.
- 2. Read books written by Dav Pilkey with your child.
- 3. Allow your child to write and illustrate books.



Read the selection. Then choose the best answer to each question.

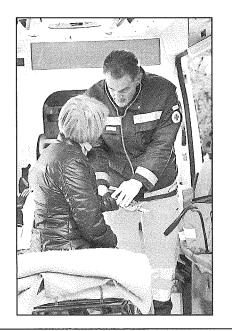
Mrs. Mann invited the mayor to speak to her students about the workers who help their community. Mayor Todd shared this PowerPoint® slide show with the class.





Who are community helpers?

People who work in our city are known as community helpers. These workers provide services for our citizens. Firefighters, police officers, and postal carriers are community workers. Teachers and emergency medical workers also help people in our community. Think of someone you know who works to make our city a



55

1

better place.



How do firefighters help our community?

2

Firefighters help our community. They save homes and businesses from fires. These workers rescue people from burning buildings. Firefighters inspect the equipment. It is important that their tools work properly. Firefighters must lift heavy objects and climb tall ladders. They exercise to remain strong. These helpers

learn new ways to make our city safe. They teach citizens how to prevent fires. Some firefighters provide medical care. Firefighters are brave helpers in our community.



How do police officers help our community?

3

Police officers work day and night to protect our city. These workers want our citizens to be safe. They remind people to obey the laws. Police officers patrol neighborhoods and city streets. They write tickets and make arrests. These helpers direct traffic

and help with emergencies.

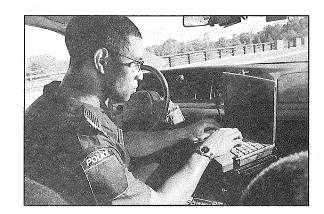
Police officers study crimes.

They share information in court.

Police men and women face

many dangers as they serve

our community.



4

5

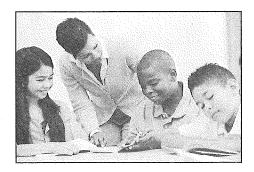
How do postal carriers help our community?

Postal carriers help our community. They deliver mail to homes and businesses. Some workers walk to deliver the mail. Others drive cars or trucks. Postal carriers also collect letters and packages. They take the items to the post office where they are sorted and shipped. Postal workers provide a helpful service for our citizens.



How do teachers help our community?

Many types of teachers serve our community. Teachers are important because they help children and adults learn. They encourage students to work with others. These helpers guide learners to solve problems and to think for themselves. Teachers help students become good citizens. Because of teachers, all helpers are prepared to serve our community.





6

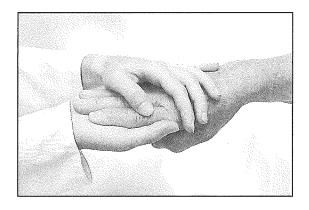
How do emergency medical workers help our community?

Emergency medical workers are brave and helpful. These workers rush to care for people who are sick or injured. They drive ambulances or travel on fire trucks. Emergency medical workers use special equipment to provide aid. These workers take people with injuries to the hospital. Emergency medical workers are ready, willing, and able to serve our community.



Thank you, community helpers!

Life in our city would be different if there were no community helpers. These men and women are needed. They teach, protect, and serve the citizens of our city. We are thankful for the helping hands of our community workers.



7

t \sum

- **1** The word <u>prevent</u> in paragraph 2 means
 - (A) help
 - **®** understand
 - © cause
 - stop
- 2 In paragraph 1, the suffix -ers in the word helpers means
 - **(F)** jobs for
 - @ people who
 - (H) work of
 - 3 time to
- **3** Why does the author write this selection?
 - To explain how workers help the community
 - ® To describe what makes a strong community
 - © To identify dangerous jobs in a community
 - To convince people to move to the community

- 4 The topic of paragraph 4 is
 - **(F)** postal carriers
 - @ police officers
 - (H) firefighters
 - ① teachers

5 Read the sentence from paragraph 5.

Because of teachers, all helpers are prepared to serve our community.

What does this sentence mean?

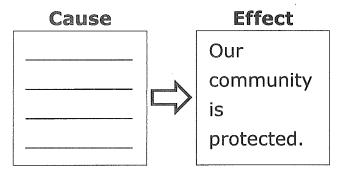
- A Teachers work with all community helpers.
- ® Teachers know the police officers, firefighters, and other community helpers.
- © Teachers live near the helpers in the community.
- © Teachers teach skills that all community helpers need.



- **6** Which sentence from paragraph 2 explains why firefighters exercise?
 - Firefighters help our community.
 - © These helpers learn new ways to make our city safe.
 - (H) Firefighters must lift heavy objects and climb tall ladders.
 - ③ Some firefighters provide medical care.
- 7 Mayor Todd uses a PowerPoint presentation because he wants students to
 - A practice computer skills
 - B hear and see important information
 - © research answers to questions
 - write his presentation
- 8 How does Mayor Todd begin most slides of the PowerPoint?
 - F With a photograph
 - **©** With an answer
 - (H) With a question
 - ③ With a caption

- **9** Why does Mayor Todd include photographs in the PowerPoint?
 - A To show the community workers he describes
 - ® To show where the community workers live
 - © To show how the community workers learn their jobs
 - D To show the community workers he likes best

10 Read the Cause and Effect chart.



What belongs on the blank lines?

- © Teachers help students.
- © Police officers patrol.
- (H) Postal carriers deliver mail.
- The mayor visits the class.



The Helping Hands of Our Community

Knowledge	
((i))	Who presented the PowerPoint to Mrs. Mann's class?
Remember	
oprehen	
Comprehension Comprehension	What is the main idea of the selection?
• • • • • • • • • • • • • • • • • • •	
si .	
Application	
Apply	Explain ways you can help your community.



Unit 6 Critical Thinking

The Helping Hands of Our Community



Use the Venn diagram to record the similarities and differences of the jobs of teachers and police officers.

ces of the jobs of teachers and police officers Teachers Police Officers



Rank the community helpers in order of importance. Use 1 for the most important helper. Use 5 for the least important helper.

firefighter police officer postal carrier
teacher emergency medical worker
Explain your number 1 choice.



62

Create a thank you poster for a community helper.

Unit 6 Creative Thinking

Motivation Molly says, "The main idea of a text is the most important thought."

Motivation Station



Your teacher has asked you to use a print dictionary to locate the meaning of each word in Box 1. Write the words

in alphabetical order in Box 2.				
Box 1	Box 2			
medical				
community				
emergency				
inspect				
patrol				
ambulance				
hospital				
ticket				
neighborhood				
brave				
Use a dictionary words in Box 2.	to locate and write the definitions of the first and last			
First word:	<u> </u>			
Last word:				
Journal				
Write a thank you note to a teacher.				



A search engine is a guide on the Internet used to explore millions of websites and locate information about topics.

Imagine you want a dog. Follow these steps to <u>search</u> for information about choosing the best dog for you.

SEARCH ENGINE

- 1. Brainstorm key words and phrases: pets, dogs, breeds, families, friendly, size, care
- 2. Choose the best search words: dogs, families
- 3. Type the best search words with quotation marks in the search box: "best dogs for families"
- 4. Click the "Search" button.
- 5. Click on the underlined words.

•	Categories: Pets→Dogs→Breeds→Families
	Top 10 Dogs for Families www.animallandmagazine.com/dogs/familiesbest dogs chosen by families are listed on this site to
	The Number One Dog for Busy Families www.familyquestions.com/dogs/families/busychosen as the easiest dog to care for when families h busy schedules
	Vet's Pick for Best Family Dogs www.veterinariantoday.com/dogs/breed/children/family dogs chosen as best with children

- **1** Which step does not need a computer?
 - A Step 2
 - ® Step 3
 - © Step 4
 - © Step 5
- What is the main idea of this selection?
 - A search engine is used to brainstorm key words.
 - © Exact words are used in a search box.
 - (H) Type quotation marks in the search box.
 - ② A search engine is used to gather information from the Internet.

3 What word in the selection means the same as the word search?

'best dogs for families'

- **(A)** Imagine
- **B** Follow
- © explore
- want

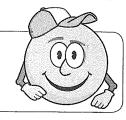
Tasia.

4 Choose a topic. Write three key words or phrases you would use to search about that topic.

Key	word	ds or	phras	es:	

Parent Activities

- 1. Help your child show appreciation to a community helper.
- **2.** Attend community events hosted by the public library, police or fire departments, local museums, or medical facilities.



Read the selection. Then choose the best answer to each question.

A Special Friend

- 1 The last Saturday of each month is Reading Day at the community library.
 On these special days, the librarian selects books or stories to read. Miss
 Jennifer, the librarian, always surprises us with special activities.
- 2 Last week as Mom and I walked into the library, I heard a familiar sound. I heard a barking dog. I squeezed my mom's hand and smiled. I love dogs.
- I joined the children gathered in the reading room. We were chattering with excitement about hearing barking in the library. Everyone was looking for any sign of a dog. At that moment, Miss Jennifer entered the room. She began reciting this funny poem as she led a dog around the room.

Wiggle Waggle, Wiggle Waggle by Unknown

There was a little dog sitting by the fireside;
Out popped a little coal,
And in the little doggie's tail
It burnt a little hole.

- Away ran the little dog, to seek a little pool

 To cool his little tail,

 And for want of a better place,

 He popped it in the pail,

 He popped it in the pail,
- And wiggle waggle, wiggle waggle,
 Wiggle waggle, wiggle waggle,
 Went the doggie's tail.



4 Miss Jennifer knelt on the floor and said, "Sit." The dog quickly followed her command and sat at the librarian's side.



- 5 "How many of you have a dog as a pet?" Miss Jennifer asked the group. Several children raised their hands. I had wished for a dog for a long time, but my parents had not allowed me to have one.
- 6 Miss Jennifer continued, "While I read another poem, I want you to watch my dog."

There Was a Little Dog by Unknown

There was a little dog, and he had a tail,

And he used to wag, wag, wag it!

But when he was sad because he'd been bad,

On the ground, he would drag, drag, drag it!

7 Everyone was amazed. As Miss Jennifer was reading, her dog began to wag his tail. We thought it was magic. Instead, Miss Jennifer explained she had trained her dog to follow commands. We could tell Miss Jennifer and her dog loved each other very much. 8 "Dogs and people can be special friends. My dog, Maggie, is my best friend. This poem shows how my dog and I feel about each other," shared Miss Jennifer.

A Dog Poem by Unknown

You feed me when I am hungry,
You keep water in my dish,
You let me sleep on anything,
Or in any place I wish.

You taught me how to come when called,
You taught me how to roll,
You always let me go outside
So I can take a stroll.

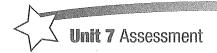
I've been with you through oh, so much,

Through laughter and through tears,

I hope you live to be a hundred. . .

(That's 700 in doggy years!)

- 9 Miss Jennifer and Maggie showed us more tricks. We clapped as Maggie rolled over, gave Miss Jennifer a high-five, and brought her a ball.
- 10 Reading Day ended with each of us being photographed with Maggie. This special dog day at the library is one I will never forget.



- **1** The person telling the story and her mom go to the library to
 - A return books
 - ® check out books
 - © attend Reading Day
 - (D) locate information about dogs

- **2** What is the meaning of the word command in paragraph 4?
 - (F) Control
 - @ Direction
 - (H) Movement
 - ③ Voice

- **3** Which lines from "Wiggle Waggle, Wiggle Waggle" use repetition?
 - A Lines 6 and 8
 - ® Lines 8 and 9
 - © Lines 2 and 3
 - © Lines 11 and 12

- **4** A word from "Wiggle Waggle, Wiggle Waggle" that rhymes with *coal* is
 - © fireside
 - @ tail
 - (H) hole
 - 3 pool



5 Read line 4 of "There Was a Little Dog."

On the ground, he would drag, drag, drag it!

The poet includes this line to show that the dog is —

- unhappy
- ® scared
- © excited
- happy

- **6** The beat of the poem in "There Was a Little Dog" is called
 - **(F)** imagery
 - @ repetition
 - (H) rhyme
 - ③ rhythm

- 7 Which word in "A Dog Poem" tells the reader that the dog is going on a walk?
 - (A) wish
 - ® roll
 - © stroll
 - hundred

- 8 What is the theme of "A Dog Poem"?
 - (F) Be kind to others.
 - © Dogs and people need each other.
 - Dogs do not need people to care for them.
 - ① One good deed deserves another good deed.

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- **9** What does the photograph beside paragraph 10 show the reader about the person telling the story?
 - A The person is a girl.
 - ® The person is Mom.
 - © The person is Maggie.
 - ① The person is Miss Jennifer.

- **10** Lines 5 and 6 are included in "A Dog Poem" to show
 - (F) the dog has been trained
 - (G) the dog is sleeping
 - $\ensuremath{\boldsymbol{\upomega}}$ the dog has been playing
 - ① the dog is hungry



A Special Friend

knowledge C	What is the name of Miss Jennifer's dog?
Comprehension -	
Co C	Use your own words to summarize "There Was a Little Dog."
I I Soon	
Apply	A dog can be a friend. Who or what is your best friend?
Explain	your answer



Analysis Analyze	How are "A Dog Poem" and "Wiggle Waggle, Wiggle Waggle" alike?

Evaluation	Which is your favorite poem from the selection?
Explain	why you chose that poem.

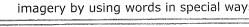


Write an acrostic poem using words and phrases to describe a puppy.

Create	
U,	
P	
P	
Y	

Motivation Mike says, "A poet creates imagery by using words in special ways."

Motivation Station





Complete the chart using words from the selection.

Long-Vowel Words	Short-Vowel Words	Two-Syllable Words	Three-Syllable Words
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Journal
What is your favorite animal?
Would you like to have this animal as a pet?
Explain your answer.



Lassie is a famous dog. The first story about Lassie was written in 1938. Readers enjoyed the story. They wanted to read more stories about this dog. The author wrote a book of Lassie stories. Movies and television shows have been made about this beloved dog. Ten dogs have played the role of Lassie through the years. The dogs that played Lassie had to look the same. This famous dog is a collie. His coat is dark brown and white. He has white fur around his neck. His feet are white. A white mark is on his nose. Lassie is loved because he is loyal, brave, and smart. He also protects his family. It seems everyone might enjoy a dog like Lassie.

- **1** What is the meaning of the word <u>protects</u> as it is used in the paragraph?
 - A Feels happy
 - ® Keeps safe
 - © Plays with
 - Walks beside
- **2** Why does the author write this paragraph?
 - © To describe collie dogs
 - © To entertain the reader
 - ® To begin a Lassie Fan Club
 - To share information about a famous dog

- **3** What is the main idea of the paragraph?
 - A popular book was written about a dog named Lassie.
 - ® Many stories, a movie, and a television show were written about a famous dog named Lassie.
 - © Lassie was brave.
 - A television show was made about a dog named Lassie.

4	Name	other	famous	animals	ir
	movies	or te	elevision	shows.	

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Parent Activities

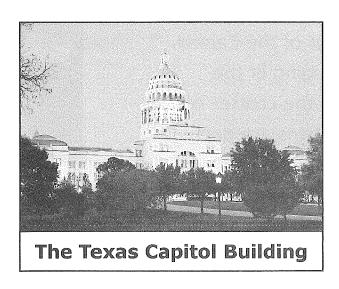
- **1.** Research types of dogs on the Internet. Make a chart of favorite dog types and their characteristics.
- 2. Help your child survey friends and family members about the types of animals they have as pets. Place the information on a graph.



Read the selection. Then choose the best answer to each question.

While on vacation in Austin, Texas, Lin's family toured the Texas Capitol Building.

A Capitol Tour

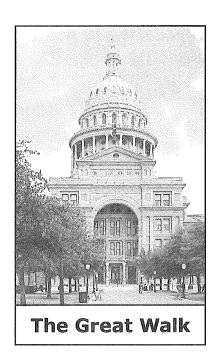


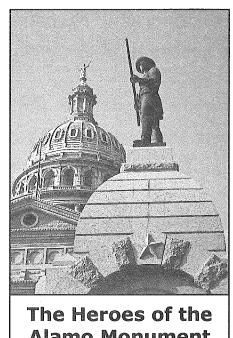
- Good morning. My name is Nikki. I will be your guide today. It looks 1 like everyone is ready, so let's begin our Capitol tour.
- 2 We are standing on the south grounds of the Texas State Capitol. These twenty-two acres of land are deep in the heart of Austin. I will begin by sharing a bit of history about the Capitol Building.
- In 1881, a fire destroyed the Texas Capitol located at Capitol Square. 3 A contest was held to choose a design for a new Capitol Building. Eight people entered the contest. The winning plan was used to build this Capitol on Congress Avenue.
- 4 Construction of the building began in 1882. Red granite was donated from Marble Falls, Texas. You will see the granite on the outside of the building. The Capitol Building was completed in 1888.



The Great Walk

- We are beginning our stroll 5 along the five-hundred foot path known as the Great Walk. It will take us from Congress Avenue to the front door of the Capitol. Listen to the singing of the chickadees and the chatter of the squirrels. The lawns are popular for family picnics. Notice the statues and monuments. They remind us of important people and events in Texas history.
- One of the first monuments 6 built along the Great Walk was the "Heroes of the Alamo." The pink granite structure was placed here in 1891. On top, you see the bronze statue of a soldier. The names of the men who fought and died at the Alamo are written on the columns.







Capitol. "The Goddess of Liberty" stands fifteen feet, seven and one-half inches tall. This aluminum statue makes the Texas Capitol taller than the United States Capitol. You may notice "The Goddess of Liberty" is holding a sword in her right hand. Her left hand raises a star toward the sky.



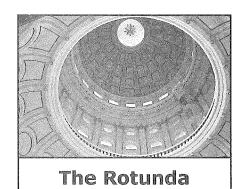
The South Foyer

8 We are now entering the Capitol through the South Foyer. This hall has life-sized statues of two Texas heroes. One statue is of Sam Houston. Houston served as President of the Texas Republic. He also was elected as the first governor of the state of Texas. The other statue is of Stephen F. Austin. Austin is known as "The Father of Texas." Both men are important to the history of Texas.

The Rotunda

We have passed through the entrance of the Capitol Rotunda. Every part of the Capitol connects to this room. The Rotunda may be the most amazing of all the rooms in the Capitol. Paintings of past governors and presidents of Texas can be seen on the walls. High

above the Rotunda floor is the Capitol Dome. When we clap, we can hear the echo from the dome. Notice the star in the center of the dome. Look at the floor. The seals of the six nations that have ruled over Texas are displayed in the tile. The seals are symbols of the history of Texas.





The Senate Chamber

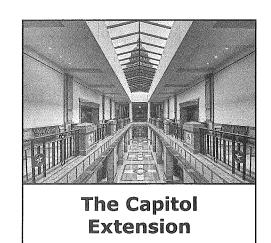
10 Follow me to the second floor and the Senate Chamber. Senators meet in this room to make laws. Look at the ceiling of the chamber. Notice the star points on the lights. They spell the word *Texas*.

The House Chamber

11 Move this way to enter the House Chamber. The Texas House of Representatives meets in this room to make laws. The paintings you see show important events in Texas history. During meetings, a flag from the Battle of San Jacinto hangs in the chamber.

The Capitol Extension

12 Our final stop is the newest part of the Capitol Building. The Capitol Extension was built underground. The area is four stories deep and contains a gift shop and meeting rooms. As you look through the skylights of this extension, you can see the Capitol Dome.



13 We have come to the end of our tour. Thank you for visiting the Texas Capitol. This red granite building is a symbol of the past, present, and future of the great state of Texas.



- **1** The author writes this selection to
 - A describe the Texas State Capitol
 - ® explain how Texas became a state
 - © identify places to visit in Texas
 - highlight famous Texans
- 2 What is the topic of paragraph 4?
 - F The location of the Capitol
 - © How the Capitol was destroyed
 - (H) The building of the Capitol
 - The Who works in the Capitol
- **3** The reader can tell the Alamo is important to Texas history because
 - A the Capitol Dome rises high above the Alamo
 - B there is a statue of Stephen
 F. Austin in the South Foyer
 - © there is a monument honoring the Battle of the Alamo along the Great Walk
 - Description
 There is a flag from the Battle of the Alamo hanging in the House Chamber

- 4 What caused the state of Texas to build a new Capitol Building?
 - F The old Capitol was too small.
 - © The old Capitol burned.
 - (H) The state of Texas had a design contest.
 - The Texas Senators needed a place to meet.

- **5** The author uses headings in bold print to
 - A identify important dates in Texas history
 - B highlight different areas of the Texas Capitol
 - © recognize Texas heroes
 - show different parts of Austin, Texas



- **6** The photographs in the selection show
 - f) the places where laws are made in the Capitol
 - © the construction of the Capitol
 - (H) the history of the Capitol
 - ① the important parts of the Capitol
- **7** Which word in paragraph 8 has the same meaning as the word Foyer?

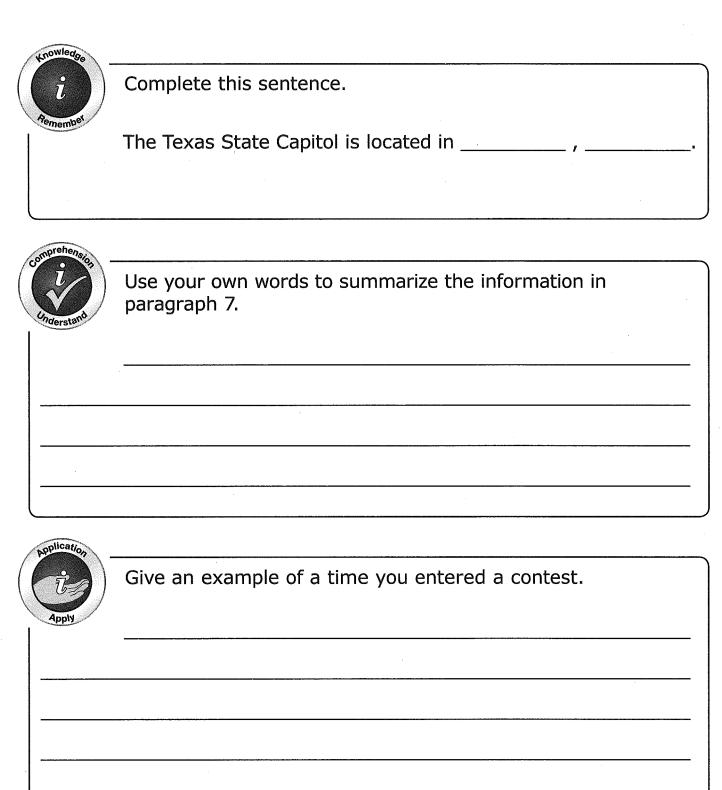
 - ® statue
 - © history
 - (D) hall
- 8 The photograph beside paragraph 6 helps the reader understand the meaning of the word
 - ® men
 - @ Capitol
 - **19** monument
 - ③ building

- **9** The lights with the star points are located in
 - A the House Chamber
 - ® the Rotunda
 - © the Senate Chamber
 - ① the South Foyer

- **10** Which section of the selection describes where the tour begins?
 - **F** The Great Walk
 - **© The Capitol Extension**
 - **H** The South Foyer
 - 3 The Rotunda

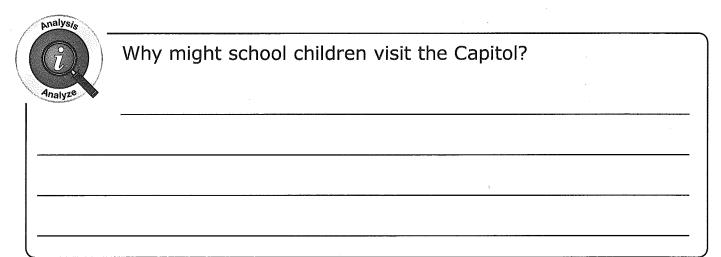
Thinking \(\)

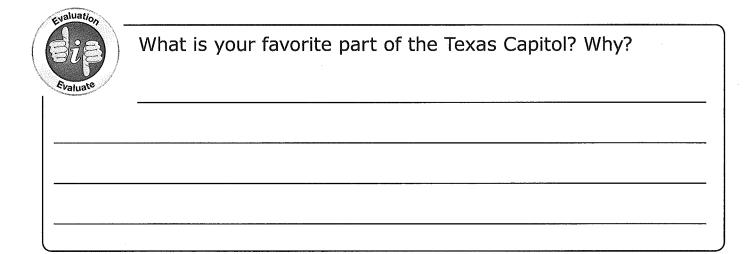
A Capitol Tour





A Capitol Tour







Use words and sketches to create a billboard about the Capitol.

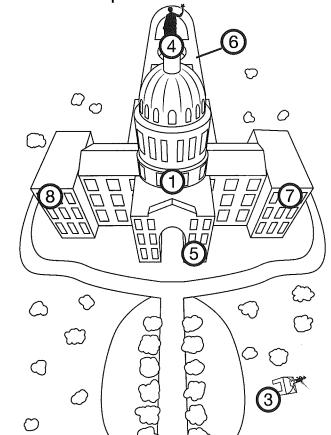
Motivation Molly says, "A photograph is an image that looks exactly like an object."

Motivation Station

Read the Map Key. Follow the directions to complete the picture.

Map Key

- ① The Rotunda
- ② The Great Walk
- ③ Heroes of the Alamo Monument
- 4 The Goddess of Liberty
- 5 The South Foyer
- 6 The Capitol Extension
- 7 The Senate Chamber
- ® The House Chamber
- Color the Great Walk green.
- Color the Capitol Rotunda red.
- Color the Heroes of the Alamo Monument yellow.
- Color the Capitol Extension blue.
- Color the House Chamber purple.
- Color the Senate Chamber orange.
- Color the South Foyer brown.



Journal

Imagine you are a tour guide for your school. List the places and things you would show the visitors.				



Texas Senators and Representatives work in the State Capitol. They make laws for the people of Texas. Study the chart to learn about these lawmakers.

Lawmaker	Number of Members	Years of Service	Location of Meetings	Job
Senators	31	4	The Senate Chamber	to make laws
Representatives	150	2	The House Chamber	to make laws

How	many	members	are	in	the
Texa	s Sena	ate?			

- A 31
- ® 150
- © 4
- ② 2
- **2** What do the Senate Chamber and the House Chamber have in common?
 - © Both are rooms where lawmakers live.
 - © Both are rooms where Representatives meet.
 - (H) Both are rooms where Senators meet.
 - ③ Both are rooms where laws are made.

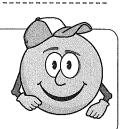
- **3** What do the Senators and Representatives have in common?
 - **A** Number of Members
 - **B** Years of Service
 - © Job
 - **D** Location of Meetings

4	Would you rather be a Texas
	Senator or a Texas Representative?
	Explain your thinking.

 			 ···
 	,		

Parent Activities

- **1.** Use the Internet to identify important places in Texas. Locate the places on a Texas map.
- 2. Use digital or print sources to help your child understand how laws are made.
- 3. Have your child create and sketch a new design for a Capitol Building.



Read the selection. Then choose the best answer to each question.

The Greatest Game

- Today was our last basketball game of the year. My team was playing the Panthers. They were known to be a tough team, but that was not the reason I was nervous. I was worried because my cousin Gavin played for the Panthers. Sometimes, he would make fun of me when he played better than I did.
- While my team was in the locker room getting ready, I began to worry about the game. I was afraid I might make a mistake, and my cousin would laugh at me.
- 3 My coach came into the locker room and said, "Wildcats, this is going to be a tough game. We have to play smart today."
- 4 My team formed a <u>huddle</u> and chanted, "Wildcats! Wildcats! Play hard! Play strong!" We ran out of the locker room and began shooting baskets to warm up. While I was waiting my turn,



I saw Gavin on the opposite end of the court. He was sinking every shot into the net. I felt butterflies dancing in my stomach.

It was finally my turn to take warm-up shots. Every ball I shot went straight into the basket. I was feeling better. Now, I was ready for the game to begin.



The Greatest Game

- The referee blew his whistle. The teams huddled around their coaches to hear which players would take the floor first. I was lucky enough to start in the right post position under the goal. It was my job to shoot the ball into the goal when it was passed to me. I was also there to catch the ball on rebounds and throw it to my teammates.
- 7 The coach assigned each of us a player from the Panthers to guard. Coach said, "Eric, you will guard number 24." Of all the players, I was assigned to guard my cousin.
- 8 The game started. I was playing well and feeling sure of myself. Suddenly, the ball was thrown to me. I turned and saw that no one was between the goal and me. I began dribbling the ball toward the goal. I heard the swoosh as the ball went through the net. It was the perfect shot. Grinning from ear to ear, I turned to see everyone standing and staring at me. Gavin was doubled over in laughter. A sick feeling filled my stomach. I realized I had shot the ball into the other team's basket.
- 9 My coach asked for a timeout. He huddled our team and calmly said, "Eric, you must shake it off. We need you to focus for the rest of the game."
- I was embarrassed, but I knew I owed it to my team to keep playing. The buzzer sounded for the game to continue. It was not long before everyone forgot I had scored points for the other team. Now, I was scoring points for our team.

- \sum
- 11 The game was almost over, and the score was tied. My cousin had the ball. I was guarding him as he dribbled toward the basket. Suddenly, I stole the ball from his hands and dribbled to our goal. I shot the ball into our basket just as the game buzzer sounded. The roaring crowd jumped to their feet and cheered. My team ran onto the court.
- 12 I met my cousin on the court. He said, "Nice shot, Eric! What a way to end the game."
- 13 Gavin and I shook hands and walked out of the gym together. The butterflies in my stomach were replaced with feelings of relief.



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- **1** Why is the person telling the story nervous?
 - A The game is the last of the season.
 - B He is playing against a tough team.
 - © He is playing against his cousin's team.
 - D He does not know how to play the game.
- **2** Read this sentence from paragraph 4 of the story.

My team formed a <u>huddle</u> and chanted, "Wildcats! Wildcats! Play hard! Play strong!"

In the sentence, the word huddle means —

- F play
- @ group
- **B** agreement
- ③ plan

3 Read this sentence from paragraph 6 of the story.

The teams huddled around their coaches to hear which players would take the floor first.

What do the words "take the floor" mean?

- A Rise to speak to the team
- ® Walk onto the basketball court
- © Make a shot from the sidelines
- Wait on the bench until time to play
- **4** Who is player number 24 for the Panthers?
 - **Eric**
 - @ Eric's brother
 - H Eric's cousin
 - 3 Eric's best friend



- **5** What happens after Eric shoots the ball into the Panthers' goal?
 - A Eric's team loses the game.
 - B Eric walks off the basketball court.
 - © Eric's coach takes him out of the game.
 - © Eric's coach encourages him to forget the mistake.

- **6** What lesson might the reader learn from this story?
 - Walk away when you are angry.
 - © Give up when you are embarrassed.
 - ① Ignore the other team when you win.
 - ③ Keep trying when you are discouraged.

- **7** Where is Eric's team when they are chanting?
 - A In the locker room
 - ® On the court
 - © In the classroom
 - In the gym

- **8** The photographs in the story show
 - **(F)** members of the Wildcats
 - © the teams playing in the game
 - (H) members of the Panthers
 - ① the location of the game

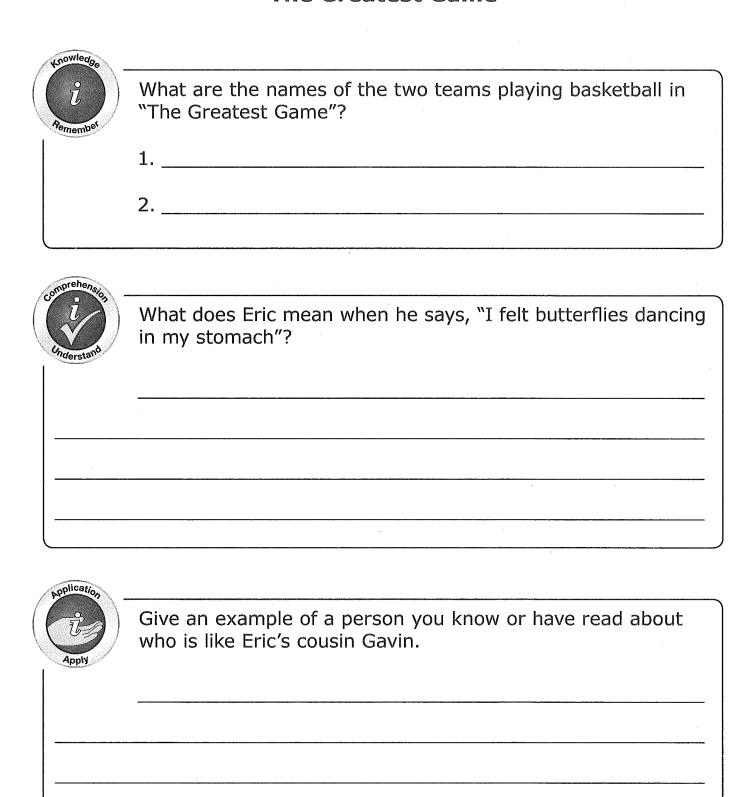


- **9** What words best describe how Eric feels after he shoots every ball into the basket during warm up?
 - A Unsure of his skills
 - ® Sure of his skills
 - © Afraid of losing the game
 - Worried about his cousin

- **10** What happens as the game buzzer sounds?
 - F The coach calls a timeout.
 - © Eric scores a basket.
 - (H) Gavin scores a basket.
 - The team members shake hands.

king \(\setminus \)

The Greatest Game





The Greatest Game



Use the T-chart to compare a good sport and a bad sport.

Good Sport	Bad Sport



After Eric shot the basketball into the Panthers' goal, his coach called for a timeout. Do you think it was a good idea or a bad idea for the Wildcats' coach to call a timeout?

Circle your answer.	Good idea	Bad idea
Explain your thinking.		

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*****	TOUR S	and the same

Write a new end for the story showing the Panthers as the winners.

Unit 9 Creative Thinking

Motivation Mike says, "The main character is the most important person, animal, or thing in a story."

Motivation Station

An acrostic is a poem or a series of lines in which the first letter in each line begins a word or phrase about a topic. Complete the acrostic to describe what it means to be a winner.

W _____

N _____

N _____

R _____

Journal

Write about a time when you were nervous about an event.



The Harlem Globetrotters is a traveling basketball team. They clown around while playing basketball. This team of African-American players was formed in the 1920s. The team was named after Harlem, a neighborhood in New York City. They chose the name Globetrotters because the team wanted to travel around the world. The first team had only five players. They earned just enough money to eat. They spent many nights sleeping in a car. Sometimes, the five players became tired during games. Funny ball-handling routines were used to give the players breaks. When one player was performing a special trick, the others rested. The tricks excited the crowds. Today, the Harlem Globetrotters travel around the world and thrill their fans.

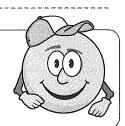
- **1** What does the word <u>routines</u> mean in the paragraph?
 - **A** Boring exercises
 - ® Movements or actions
 - © Ordinary games
 - Regular timeouts
- **2** Why did the Harlem Globetrotters sleep in a car?
 - **(F)** The car was comfortable.
 - @ There were no hotels nearby.
 - (H) They left early each morning.
 - They did not have much money.

- 3 What is the paragraph about?
 - A The Harlem Globetrotters formed in the 1920s.
 - B The Harlem Globetrotters are clowns who play tricks using basketballs.
 - © The Harlem Globetrotters is a basketball team that performs tricks.
 - The Harlem Globetrotters travel throughout the world each year.

4	Create	a new	name	for	the
	Harlem	Globe	etrotter	s.	

Parent Activities

- **1.** Discuss what it means to show good sportsmanship when you win and when you lose.
- **2.** Attend a sports event with your child. Discuss how the athletes demonstrate sportsmanship.





Read the selection. Then choose the best answer to each question.

Earth Notes



August

Vol. 2, Issue 8

America's Sea

by Meri Ann Brown, Staff Writer

The Gulf of Mexico is a large 1 body of water. It borders the coasts of Texas and four other states. Sandy beaches are located along the Gulf Coast.

History

The coast of the Gulf of Mexico was settled by Native Americans. The Indians fished in the gulf waters. They built homes along its shore. Later, explorers from Spain and France claimed the coast. Soon after, Mexico owned the land. The Gulf Coast became a part of Texas in 1845.

Tourism

The Gulf Coast is a popular vacation area. The warm

weather and sunny skies are ideal for family outings. People enjoy swimming in the gulf waters. They go shelling on the sandy beaches. Important places are located near the gulf. The Battleship TEXAS and the San Jacinto Monument allow visitors to learn about Texas history. Gulf Coast tourism is an important business in Texas.



Family Fun in the Sun



Page 2

Natural Features

The Gulf of Mexico is the ninth largest body of water in the world. Water along the shore is shallow. Away from the shore, the water can be three miles deep. Gulf waters are filled with sea life and coral reefs. Sand dunes help form the shore. Sea grasses protect the shoreline from washing into the water. Shells from sea animals are found on the beaches. Oil and gas are found in underwater fields off the Texas coast. More shrimp and oysters live in the Gulf of Mexico than in other ocean waters.



Sand Dunes
Along the Beach

Pollution

The Gulf Coast waters are sometimes polluted. Oil and gas spill into the gulf waters. These spills remove oxygen from the water. Sea animals need oxygen to live. Waste flows into the gulf. It destroys sea life. Trash from the water pollutes the beaches.

Hurricanes

Hurricanes are strong storms. These storms form in the waters along the Gulf of Mexico. Weathermen warn people when hurricanes are moving toward the coast. People leave their homes and travel to safe places. When the hurricanes arrive, strong winds and heavy rains cause damage to homes and buildings.

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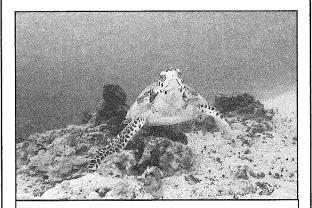
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Page 3

Wildlife and Sea Life

The Gulf of Mexico is home to sea plants and animals. Fish, sharks, and turtles live in its waters. Some birds build nests and spend winters along the coast. Turtles lay their eggs on the sandy beaches.



Sea Turtle

The Gulf of Mexico is known as "America's Sea." People from all parts of the United States vacation along the sandy beaches of Texas. The Gulf of Mexico provides fun in the sun for visitors. Texas is proud to claim this coastal treasure.

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- **1** The author uses headings in bold print to
 - A describe a coastal vacation
 - ® identify important words
 - © explain why living along the coast is dangerous
 - Show what information is in each section

- **2** What is paragraph 2 mainly about?
 - The Native American settlers
 - **©** The history of Texas
 - (H) The explorers from Spain and France
 - The history of the Gulf of Mexico and its coast

- **3** Which word in paragraph 2 helps the reader know the meaning of the word claimed?
 - (A) owned
 - ® built
 - © became
 - fished

- **4** Why do weathermen warn people to leave the coast before a hurricane?
 - F To save the beaches
 - © To prevent homes from being destroyed
 - (H) To protect people from harm
 - To encourage people to travel



- **5** Which sentence from the selection shows there is deep water in the Gulf of Mexico?
 - A The Gulf of Mexico is the ninth largest body of water in the world.
 - ® Away from the shore, the water can be three miles deep.
 - © Water along the shore is shallow.
 - © Gulf waters are filled with sea life and coral reefs.

- **6** Why does the author write this selection?
 - © To explain how to catch shrimp
 - © To describe a family vacation
 - (H) To provide information about the Gulf of Mexico
 - To encourage tourists to visit the Battleship TEXAS

- **7** Which words in paragraph 4 have opposite meanings?
 - (A) body, world
 - ® shrimp, oysters
 - © shallow, deep
 - ® grasses, fields

- **8** Which sentence best supports the idea that the Gulf of Mexico covers a large area?
 - More shrimp and oysters live in the Gulf of Mexico than in other ocean waters.
 - © It borders the coasts of Texas and four other states.
 - Here The Gulf of Mexico is home to sea plants and animals.
 - The Gulf of Mexico is known as "America's Sea."



9 Read the Cause and Effect chart.

Cause	Effect	
Oil and gas spill into the gulf waters.	\Rightarrow	
	1	

Which sentence from the selection belongs on the blank lines?

- A These spills remove oxygen from the water.
- B Sea animals need oxygen to live.
- © Sand dunes help form the shore.
- © Oil and gas are found in underwater fields off the Texas coast.

- **10** What text features are used to explain the photographs in the selection?
 - **©** Captions
 - **©** Headings
 - **®** Titles
 - ③ Underlined words

America's Sea



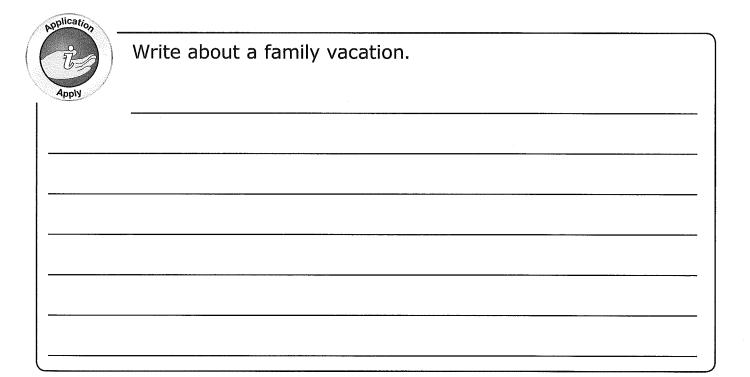
America's Sea

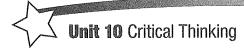


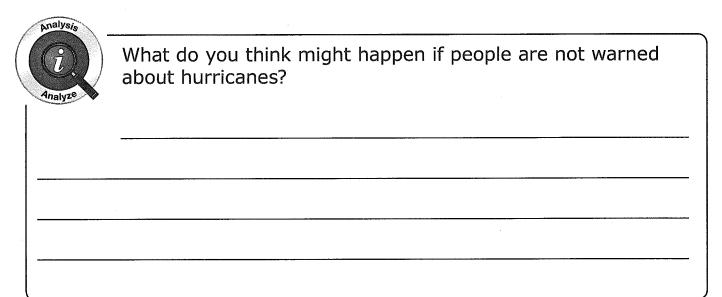
Complete this sentence.

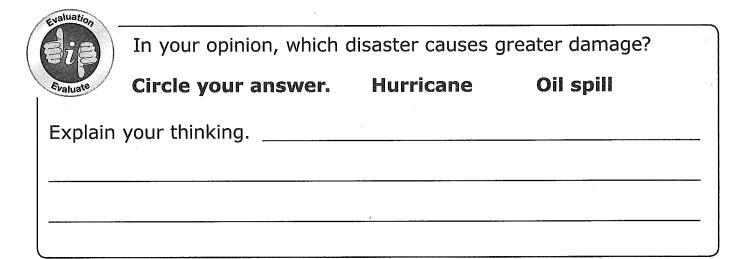
The Gulf of Mexico is a large body of _______.

Comprehension -	Write a summary of paragraph 3.











Sketch a sand castle you might build while on vacation at the beach.

Nar	ne	
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America's Sea

Unit 10 Creative Thinking

Motivation Molly says, "Text features help readers understand information in texts."

Motivation Station

Create and sketch an imaginary sea animal that has more than two arms.

Name the animal.

Write a math problem about your new animal.

Journal

Write about an activity you might enjoy while visiting the Gulf of Mexico.

Coral reefs are like underwater cities. These reefs provide homes for all types of sea life. Small animals and plants live in these ecosystems. The tiny plants in the coral provide food for the animals. They also add color to the reefs. The



animals that live in the reefs die. Their stony skeletons remain in the coral. Coral reefs form in areas of warm water. They are the largest living formation on earth. Three reefs are found in the gulf off the coast of Texas. The reefs protect the shoreline. We must do our part to care for coral reefs.

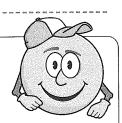
- **1** How are ecosystems like underwater cities?
 - A They are built by people.
 - B They provide food and shelter for living things.
 - © They are places people visit on vacation.
 - They create the Gulf of Mexico.
- 2 After reading the paragraph, the reader can tell that the Gulf of Mexico waters are
 - (F) cool
 - @ deep
 - (H) warm
 - 3 shallow

- **3** Why does the author write this paragraph?
 - A To provide information about the Gulf of Mexico
 - B To describe the shoreline of the Gulf Coast
 - © To entertain the reader with an interesting story
 - D To give information about a type of ecosystem

4	Write	two	facts	about	coral	reefs
	from	the p	paragi	raph.		

Parent Activities

- **1.** Help your child use digital or print sources to locate photographs of different types of reefs.
- 2. Help your child use a Texas map to locate the Gulf of Mexico and the Texas coast. Guide your child to determine the route between your hometown and a city on the Texas coast.
- 3. Help your child draw pictures of coral reefs.



Read the selection. Then choose the best answer to each question.

A Great Idea

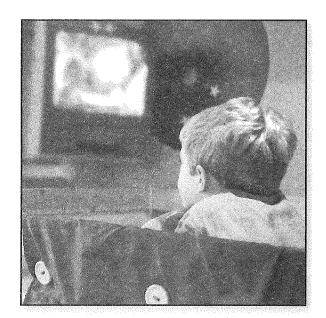
- "Oh my," said Kay. "I can't believe that child is so unhappy. He must want that candy. I'm sure his mom wishes she had not brought him to the grocery store."
- 2 Mom added, "You're right, Kay. The screams are getting louder and louder. His mother looks as if she wants to leave without her groceries."
- 3 "Mom, I hope I didn't act like that when I was younger. I remember asking for cereal I saw on television commercials. Do you remember that?" asked Kay.
- 4 Mom laughed and said, "Yes, I do. Each time you watched cartoons, you enjoyed the commercials. You acted them out. You even sang the songs you heard. Then, you begged for the toys or the foods."
- 5 Kay said quietly, "I know. I'm sorry I did that. Now, I understand. Thank you for teaching me how to make <u>healthy</u> choices."
- 6 "You're welcome, Kay. Those television commercials can cause you to want things. Sometimes, those things may not be the best choices for you," said Mom.



7 "I'm sure that <u>young</u> boy watches television. He might have seen a commercial for the candy he wants. The boy may not know how much sugar is in it. He may not be old enough to understand," said Kay.

- 8 "Children are never too young to learn how to make healthy choices," said Mom. "We talked about good eating habits when you were in preschool."
- 9 "Mom, you also taught me to exercise each day. Some of my friends spend most of their time glued to a screen. They watch television, play video games, and use computers," Kay said.
- 10 "I'm a lucky parent. You know that exercise is important, Kay. You play outside and are active
 - in sports. Other children watch too much television. They snack on unhealthy foods," Mom told Kay.
- "That boy gave me a great idea for the topic of my school report.

 I will write about junk food," Kay said. "I'm glad I came to the store with you."



12 At home, Kay sat at her computer. She typed key words for her computer search.

Search: Junk Food for Kids

About 841,000 results

Facts about Junk Food for Kids

Find out about junk food.

List of Junk Food for Kids

Check out this list of popular junk food.

Worst Junk Food for Kids

Discover new unhealthy food that will soon be in stores.

TV Commercials about Junk Food for Kids

Watch videos that advertise junk food to children.

- 13 Kay found the information she needed for her report on the Internet. She thought, "Maybe I could also use what Mom taught me about television commercials."
- 14 Kay was excited. She wanted to help her classmates learn how to make healthy food choices.



- **1** What is the meaning of the suffix –*y* in the word healthy in paragraph 5?
 - A part of
 - **B** A person who
 - © Full of
 - Without

- **2** What event causes Kay to choose the topic for her report?
 - F Her mother's idea
 - @ The commercials on television
 - (H) The young boy's actions
 - ③ Her Internet research

- **3** In which computer search result might the photograph beside paragraph 9 be found?

 - **®** Worst Junk Food for Kids
 - © List of Junk Food for Kids
 - ⑤ Facts about Junk Food for Kids

- **4** Which word in the story means the opposite of the word <u>young</u> in paragraph 7?
 - **®** glad
 - @ best
 - ⊕ lucky
 - 3 old



5 Which sentence helps the reader know the setting in the beginning of the story?

- (A) "The screams are getting louder and louder."
- ® "He must want that candy."
- © "I can't believe that child is so unhappy."
- "His mother looks as if she wants to leave without her groceries."

- **6** What key words does Kay use to find information for her report?
 - F Junk Food for Kids
 - @ Junk Food on Television
 - (H) Fun Facts about Junk Food
 - ① Making Healthy Food Choices

- **7** What does "A Great Idea" teach the reader?
 - (A) Candy is a healthy food.
 - B When you cry, you get what you want.
 - © Television helps you know what to buy.
 - D Children can learn to make healthy choices.

- **8** What is a healthy choice discussed in the story?
 - **©** Crying loudly
 - © Getting exercise
 - (H) Eating candy and chips
 - Taying inside the house



9 Read this sentence from paragraph 9 of the story.

"Some of my friends spend most of their time glued to a screen."

What is the meaning of the words "glued to a screen" in this sentence?

- Working on arts and crafts projects
- ® Continuing a task until it is complete
- © Looking at a television or a computer for long periods of time
- Searching for information on the Internet

- **10** Why does Kay's mother say she is a lucky parent?
 - (F) Kay has many friends.

 - (H) Kay makes healthy choices.
 - ③ Kay does not beg for toys at the store.

A Great Idea



A Great Idea

Remember -	The commercials in the story were seen on and the
Comprehension –	Use your own words to tell the meaning of a computer search.
Apply Apply	Imagine you are writing a report for school. Name a topic and write the key words you might use for your computer search.
Topic: _ Key Wor	ds:



Unit 11 Critical Thinking

A Great Idea



How might a report about healthy choices help Kay's friends?



Sometimes television commercials are not helpful. Why do you think this might be true?



Use words and sketches to create an advertisement for a healthy food.

Motivation Mike says, "Newspapers, television, and the Internet are media forms that share information."

Motivation Station

Kay, Lynne, Meg, and Allison each bought something they saw on television commercials. The girls bought a doll, a ring, a necklace, and a T-shirt.

Read the clues. Draw a line connecting each girl with the item she bought.

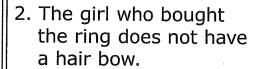


Kay



Clues

1. Kay and the girl who bought the doll have bows in their hair.



3. Meg did not buy the ring or the necklace.



Lynne





Meg





Allison



Journal

Many children spend time watching television or playing video games. Write about an activity you do that is a healthier choice.



Media is everywhere. You read, hear, and see media. Television, newspapers, magazines, video games, and websites are forms of media. The media has three main purposes. The first purpose is to give people information. The second purpose is to entertain people. The third purpose is to convince people to buy or to believe something. Watch a commercial on television. Think about why the commercial is shown. Does it tell you something? Does it make you laugh? Does it cause you to believe something? Does it make you want to buy an item? Find the answers to questions like these before you buy or do something. Always be careful to think about what you read, hear, and see in the media.

- 1 What is the topic of the paragraph?
 - A Examples of media
 - ® The location of media
 - © The purposes of media
 - Questioning the media
- **2** What action is not needed to understand the media?
 - **®** Buying items
 - @ Reading words
 - (H) Seeing pictures
 - ① Hearing sounds

- **3** Why does the author write this paragraph?
 - A To entertain the reader
 - ® To give the reader information
 - © To make the reader buy something
 - D To get the reader to believe television is harmful

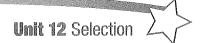
4	What is	your	favorite	form	of
	media?				

Why?	 		

Parent Activities

- 1. Watch television commercials with your child. Discuss how the characters, sounds, and graphics are used to gain the attention of consumers.
- 2. Look at advertisements in magazines or in store displays. Discuss with your child how advertisements influence what consumers think or want to purchase.





Read the selection. Then choose the best answer to each question.

Thank You, Mr. President

- 1 Wigs, hats, log cabins, and cherry tree crafts are signs that Presidents' Day is near. Presidents' Day began as George Washington's birthday. It was celebrated on February 22. This special day honored the country's first President. Later, people thought the work of Abraham Lincoln should be remembered. President Lincoln led the country during the Civil War. His birthday was February 12. The birthdays of both Presidents were celebrated.
- In 1968, American leaders decided to honor all Presidents on the same day. This holiday is known as Presidents' Day. It is celebrated on the third Monday of each February.

February								
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	(18)	19	20	21	22	24		
25	26	27	28					

- 3 Presidents' Day is enjoyed throughout America. George Washington's farewell speech is read in the nation's capital. Cities and towns are decorated in red, white, and blue. Parades and parties are held in parks and neighborhoods. People play <u>patriotic</u> music at concerts. The United States flag proudly waves in the breeze during these celebrations.
- At school, children read biographies of Presidents. The students observe photographs of the Presidents. They read about the Presidents' families, interests, and schooling. Some classes plan and present programs. The children march through the halls of their schools waving flags and singing songs. Students make crafts that share information about the Presidents.

5 Each February, citizens are proud to celebrate the lives of United States Presidents. These men have led the country to be successful and free. On this holiday, Americans pause and say, "Thank you, Mr. President!"

Thank You, Mr. President by Lora Howell

Thank you, Mr. President,
For leading the USA,
To become the great, strong nation,
That we enjoy today.

From Washington to Lincoln,
 And Presidents yet to be,
 We thank you for your service,
 To the land of the brave and free!

1 After reading the selection, what can the reader tell about George Washington and Abraham Lincoln?

- A The men were the first two Presidents.
- B The men were important leaders.
- © The men enjoyed birthday celebrations.
- [®] The men were friends.
- 2 Americans decided to honor all Presidents on one holiday because
 - all Presidents live in the capital city
 - @ all Presidents are special
 - (H) all Presidents are born in February
 - all Presidents have biographies
- **3** Why are cities and towns decorated in red, white, and blue on Presidents' Day?
 - A To show the colors used for crafts
 - B To show the Presidents' favorite colors
 - © To show the colors of the flag
 - D To show the most important colors

- **4** Why does the author write this selection?
 - © To inform the reader about an important holiday
 - © To share poems about Presidents' Day
 - To show how to make decorations for Presidents' Day
 - To explain why people celebrate holidays

- **5** What is paragraph 4 mainly about?
 - A How Presidents' Day is celebrated in the nation's capital
 - ® The history of Presidents' Day
 - © The first Presidents' Day celebration
 - D How school children celebrate Presidents' Day



- **6** A patriot is a person who loves his country. In paragraph 3, the suffix –ic causes patriotic to mean
 - **(F)** near a patriot
 - @ with a patriot
 - (H) not a patriot
 - 3 like a patriot
- **7** What text feature is used on the calendar beside paragraph 2 to show Presidents' Day?
 - **A** Circled number
 - B Caption
 - © Name of month
 - Bold print number
- **8** What holiday was celebrated on February 22?
 - © Uncle Sam's Birthday
 - © Flag Waving Day
 - (H) George Washington's Birthday
 - ③ Presidents' Day

- **9** Which words rhyme in the poem "Thank You, Mr. President"?
 - A nation, today
 - ® President, Lincoln
 - © be, free
 - D you, your

10 Look at the photograph.



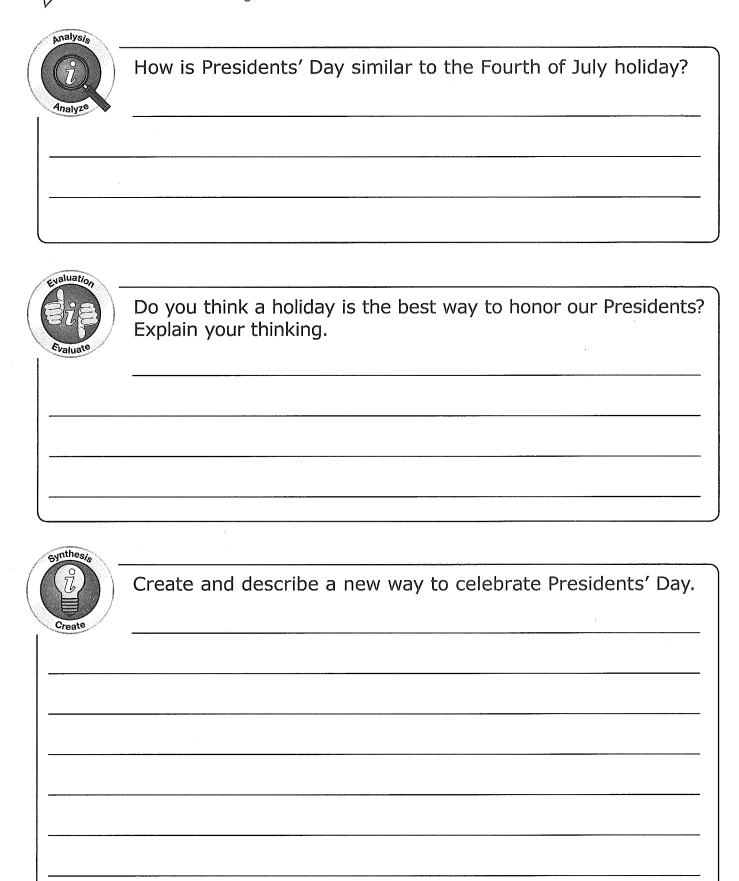
Which paragraph of the selection best matches the photograph?

- © Paragraph 1
- @ Paragraph 2
- ® Paragraph 3
- ② Paragraph 5



Thank You, Mr. President

Knowledge	
Remember	Based on information from the selection, write three ways to celebrate Presidents' Day.
	1
	2
	3
Comprehension	
Understand Linderstand	Explain how Presidents' Day began.
	
·	
Application	
	Write about a day your school celebrates.
Apply	
<u> </u>	



Unit 12 Creative Thinking

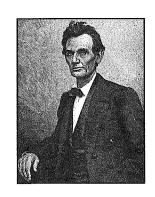


Motivation Molly says, "Readers use evidence from text to support inferences."

Motivation Station

	3
1. don't	4. you'll
2. let's	5. he's
3. we're	6. that's
Choose two contractions from the words above. Write a sentence using both contractions. Illustrate your sentence in the box.	
Journal	
List the materials and steps needs Day craft.	ed to complete an original Presidents'

In 1860, Abraham Lincoln hoped to be elected President of the United States. He received a letter from a girl named Grace. She <u>advised</u> Mr. Lincoln to grow a beard. Grace suggested that whiskers might help him win the election. Mr. Lincoln wrote Grace a letter. His letter explained that he had never had whiskers. However, Lincoln stopped shaving to grow a beard. Mr. Lincoln won



the election. He traveled by train to the White House. The train stopped in Grace's hometown. President Lincoln met Grace and said, "Grace, look at my whiskers. I have been growing them for you." Grace was proud that the 16th President of the United States had followed her advice.

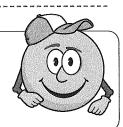
- **1** What does the paragraph help the reader understand about Abraham Lincoln?
 - A He was a friend of Grace.
 - B He enjoyed shaving.
 - © He was afraid of change.
 - He listened to others.
- **2** Which word from the paragraph has the same meaning as the word advised?
 - **©** traveled
 - © stopped
 - **®** suggested
 - ③ received

- **3** The reader can tell the photograph was made
 - A before Abraham Lincoln was elected President
 - ® after Abraham Lincoln was elected President
 - © when Abraham Lincoln traveled to the White House
 - When Abraham Lincoln met Grace

4	What	advi	ice	wou	blu	you	give	the
	Presid	dent	of	the	Un	ited	State	es?

Parent Activities

- **1.** Use digital or print sources to locate photographs of Presidents of the United States.
- 2. Encourage your child to create Presidents' Day crafts and decorations.
- 3. Select a patriotic song. Help your child sing the song.





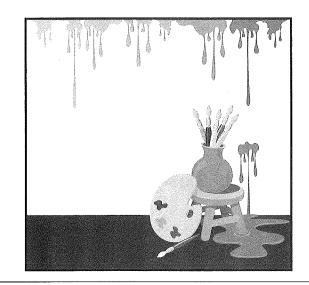
Read the selection. Then choose the best answer to each question.

Miss Polk posted this myth on the class web page. She asked parents to read the myth with their children.

Sunnybrook Elementary School Proudly presents the web page of Miss Polk's second-grade class Home | Mean Homework | Desk of Miss Polk | Calendar | Projects

Rainbow's Gift

- 1 The City of Color was a happy place. A baby girl had been born to the god and goddess of beauty. They named their daughter Rainbow. Soon, the little girl grew to be a <u>lovely</u> young woman. Everywhere she went, Rainbow left beautiful colors. Shades of blue, green, red, and other colors filled the sky. The people were amazed at her artwork. Rainbow's colors made the nights bright. The days glittered with her colors. The people believed her dazzling yellow hair, sparkling blue eyes, and flowing gowns added color to the world. Rainbow was pleased with her creations.
- One morning, Rainbow awakened from her night's rest. The day was misty and gray. Rainbow thought, "I should brighten the day and cheer the people of my city." She found her palette of many colors.





and her paintbrush in the other. As she painted her canvas, the colors began to dance. They formed the shape of an arch. Happy with her design, Rainbow tossed it high into the sky. The colorful creation made its way across the heavens. It brightened the day. Rainbow dusted the arch with silver and gold. The arch peeked through the clouds and sparkled in the sky.



- 4 The people in the City of Color noticed the glowing display.

 They were amazed at Rainbow's creation. "It's as lovely as you are. What shall we call your work of art?" the people asked.
- 5 Rainbow replied, "I'm not sure. Please help me name it."

- The people talked among themselves. The city leader stepped forward and said, "We shall name it Rainbow in honor of you and your beauty. The arch will add cheer to our days."

 Rainbow agreed to share her name with the wonderful arch.
- 7 "Will we always have it to brighten dark days?" the people asked.
- 8 "That's a wonderful idea. I will ask Zeus to grant your wish,"
 Rainbow replied. Rainbow made the long journey to the king
 of the gods. Zeus listened as Rainbow shared her plan. He was
 pleased that she wanted to share her gift with others. Zeus
 granted Rainbow's request.
- 9 On dark and misty days, a rainbow appears in the sky. Its awesome palette of colors decorates the heavens. The rainbow reminds the people of the gift from the goddess of color.



- 1 Rainbow can best be described as —
 - A talented and caring
 - (B) artistic and selfish
 - © happy and greedy
 - D kind and unhappy

- **2** Which of the following is the best summary of the myth?
 - (F) Rainbow is a famous artist. She makes everything beautiful.
 - © Rainbow is the goddess of color. She brightens the lives of the people who live in the City of Color.
 - (H) A beautiful baby girl is born in the City of Color. Zeus grants her a special wish.
 - ③ Rainbow is given a special gift. She brings riches to the people living in her city.

- 3 What happens after Rainbow awakens on a dark, cloudy day?
 - A The god and goddess of the City of Color paint a rainbow.

Rainbow's Gift

- ® Rainbow looks for new colors.
- © Rainbow paints a colorful arch.
- The god and goddess of color name their daughter Rainbow.

- 4 Which word from paragraph 1 has a similar meaning as the word lovely?
 - (E) happy
 - @ flowing
 - (H) sparkling
 - (3) beautiful



- 5 What is the theme of the myth?
 - People can learn new skills if they ask for help from others.
 - B People can use their talents to brighten the lives of others.
 - © People can make others feel happy or sad.
 - D People can ask for advice from others.

- **6** Why is the illustration of the art palette before the illustration of the rainbow?
 - F The first illustration shows that Rainbow paints each day.
 - © The first illustration shows that Rainbow tosses the creation into the sky.
 - The first illustration shows the tools Rainbow uses for her creation.
 - The first illustration shows the artwork Rainbow creates.

- **7** The word <u>journey</u> in paragraph 8 means
 - (A) gift
 - ® city
 - © wish
 - ① trip

- 8 Who is Rainbow's father?
 - F The god of beauty
 - © Zeus
 - The king of the City of Color
 - The king of the gods



- **9** Why does Rainbow create the beautiful arch?
 - A To dust the heavens with gold
 - **®** To glitter the night sky
 - © To brighten the days of the people
 - ① To bring sunshine to the cloudy sky

10 Read this sentence from paragraph 3 of the myth.

The arch peeked through the clouds and sparkled in the sky.

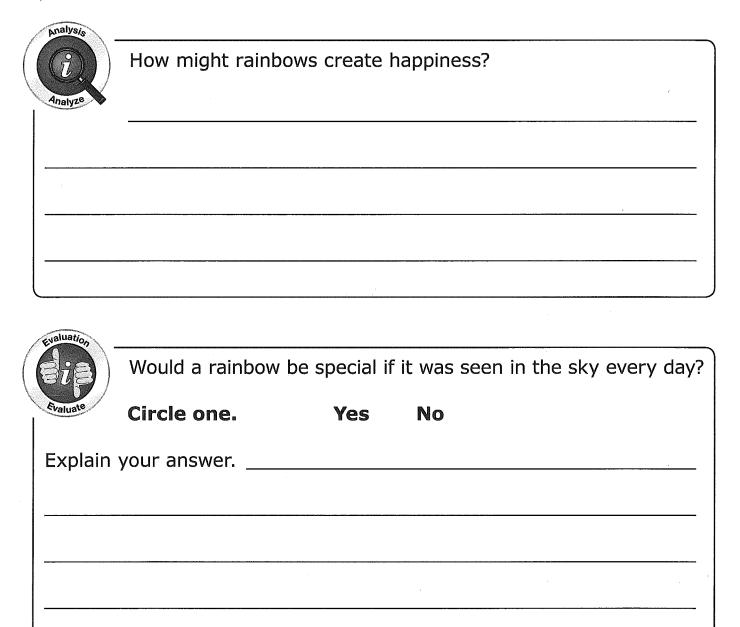
What is the meaning of this sentence?

- (F) The rainbow is near the sun in the sky.
- © The rainbow is not seen in the sky.
- (H) The rainbow is larger than the sun in the sky.
- The rainbow is seen in the sky.



Rainbow's Gift

Knowledge 7 Remember	Where does Rainbow live?
Comprehension	Why does Rainbow visit Zeus?
Apply Apply	Write about something you might do to brighten the days of others.





Describe something you might create to make people happy.

Λ	10	m	\sim
$ \rangle$	ıa	Ш	Θ

Rainbow's Gift

Unit 13 Creative Thinking

Motivation Mike says, "Careful readers use facts and details from stories to answer questions."

Motivation Station

Rainbow was a beautiful young goddess who loved colors.

Draw a picture of how she looked based on information from the myth. Use color and designs to decorate the frame.

Journal

Write about a time you saw a rainbow.

An art palette is an oval tray used by artists to mix colors of paint. An artist squeezes <u>dabs</u> of color from small tubes of paint onto the palette. Then, she places her thumb through a small hole in the tray. The artist balances the palette against her arm as she paints. The artist knows the colors she will need. Different shades of color are made by mixing the dabs of paint. As the artist mixes her paints, the palette appears as a colorful rainbow.



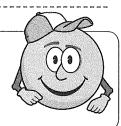
- **1** Why does an artist use a palette?
 - A The artist stores her tubes of paint on a palette.
 - B The artist places her paintbrush on a palette.
 - © The artist mixes her paints on a palette.
 - The artist creates paintings on a palette.
- **2** Why does the author include the photograph?
 - F To show the artist's work
 - © To show how an artist uses a palette
 - (H) To show children how to paint
 - To show which colors are on the palette

- **3** What is the purpose of the hole in the palette?
 - A It helps the artist hold the palette.
 - B It helps the artist balance the paintbrush.
 - © It helps the artist mix the paints.
 - ① It helps the artist create the artwork.

4	Write	а	ser	nte	nc	e t	that	u	se	S	the
	word	da	bs	as	it	is	use	d	in	tł	ne
	parag	jra	ph.								

Parent Activities

- **1.** Search the Internet to locate pictures of rainbows. Identify the colors of the rainbow and their meanings.
- 2. Allow your child to make rainbows with creative materials.
- **3.** Encourage your child to experiment with combinations of colors.



Beaver Builders

Read the selection. Then choose the best answer to each question.

Beaver Builders

1 Beavers are furry mammals. They are members of the rodent family. Other rodents are rats and squirrels. The state of Oregon is known as The Beaver State.



- 2 These mammals are the largest rodents in North
 America. Most adult beavers weigh between 35 and 80 pounds. They
 eat leaves, bark, twigs, roots, and plants. Beavers use their large, sharp,
 front teeth for gnawing. They strip bark from trees to eat and to use for
 building homes.
- 3 Beavers are busy builders. Several beavers work together to build one dam. First, they <u>fell</u> small trees with their powerful front teeth. Next, the beavers break the logs into smaller pieces. They drag the wood to the place where they will build the dam. Then, the beavers place sticks and rocks in the bottom of the stream. They cover the sticks and rocks with roots, leaves, and branches to form the dam. The beavers coat the dam with mud to block the water.
- The beavers use more sticks to build a dome-shaped mound on the dam. This home for the beavers is called a lodge. The beavers build two underwater openings in the lodge. One opening is used for entering the home. The other opening allows a quick escape from enemies. Beavers

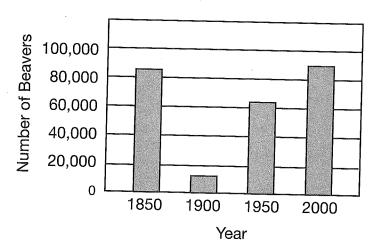
clear the inside of the mound to have a space for air. They build a shelf in this space to provide a dry area. The rodents use this area to store food and to raise their kits, or pups.





- Beavers live mostly under the water. They can swim four minutes before needing air. The beavers' webbed feet and long, flat tails help them swim quickly. They use their tails to slap the water to warn other beavers of danger. The beavers' eyelids are clear. These layers help the beavers see underwater while their eyes are closed. Their eyelids also protect the beavers' eyes from objects floating in the water.
- 6 By 1900, beavers were almost extinct in North America. Many were killed for their fur. Programs to protect beavers have been successful. The beaver population has increased.

Beaver Population in North America





1 Read this sentence from paragraph 3 of the selection.

> First, they fell small trees with their powerful front teeth.

What word might replace fell as it is used in this sentence?

- (A) Bend
- ® Cut
- © Cover
- Push
- 2 The author writes this selection to —
 - (F) convince the reader to protect beavers
 - @ describe beavers and how they build their homes
 - (A) show the reader how to locate beavers and their lodges
 - ① explain why beavers live near water
- **3** What is the meaning of the word extinct in paragraph 6?
 - A No longer living
 - B Easy to see
 - © Having too many
 - Without homes

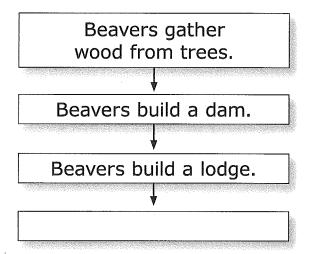
- 4 Study the graph below paragraph 6. What year shows the least number of beavers?
 - © 1850
 - @ 1950
 - (H) 1900
 - **3 2000**
- **5** What caption best matches the photograph of the beavers' home beside paragraph 4?
 - A Dome-Shaped Opening for **Mammals**
 - B An Escape Route for Beavers
 - © A Shelf for Rodents
 - A Beaver Lodge
- 6 Beavers should be protected because —
 - (E) they create ponds
 - © they chop down trees
 - (H) they are the largest rodents in North America
 - They are killed for their fur

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- **7** Which word in paragraph 3 means about the same as the word coat?
 - Place
 - B drag
 - © cover
 - build

- **8** What is the topic of paragraph 5 of the selection?
 - F The bodies of beavers
 - @ The homes of beavers
 - (H) The size of beavers
 - The locations of beavers

9 Read this chart of events from the selection.



What sentence belongs in the empty box?

- A Beavers build a shelf.
- ® Beavers fell trees.
- © Beavers break logs into pieces.
- Beavers coat the dam with mud.
- **10** Which sentence from the selection helps the reader know that beavers are smart?
 - © The state of Oregon is known as The Beaver State.
 - © They eat leaves, bark, twigs, roots, and plants.
 - ® Beavers are busy builders.
 - The beavers build two underwater openings in the lodge.



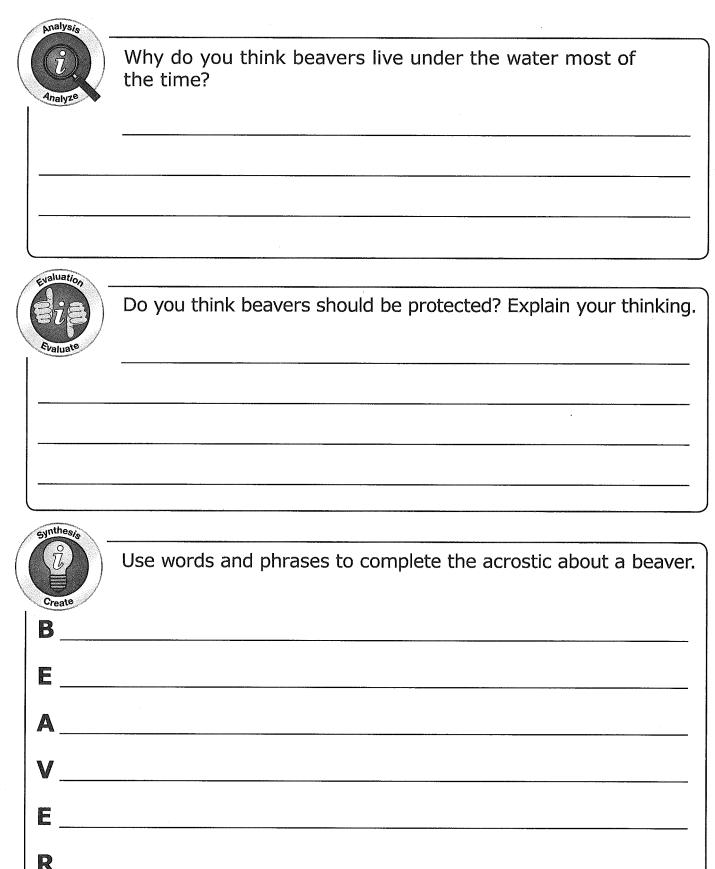
Beaver Builders

R	knowledge _	
	7 Remember	What state is known as The Beaver State?

(
	Comprehensing -	Explain why beavers build a shelf in the lodge.
•	Hoo	
	Apply	If a flood occurred in your community, which room in your house would be the safest? Describe that room and explain why it is safe.
		Water the state of



Name______Beaver Builders

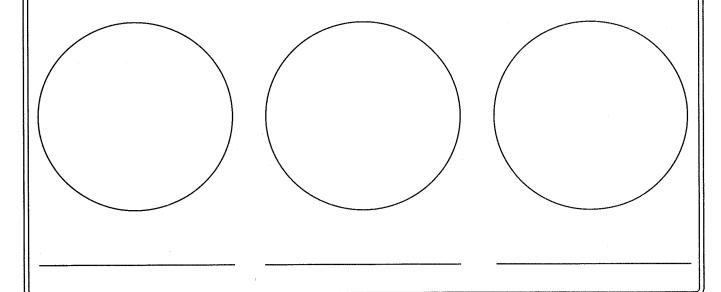


Motivation Station

Motivation Molly says, "An author uses a meaningful order of ideas to help readers understand the text."

Choose a way to sort these animals into three groups. List the animal names in the circles. Label each circle with a caption that describes that group of animals.

horse	COW	sheep	bird
tiger	dog	lion	zebra
fish	penguin	cat	duck



Journal

The words "eager beaver" are used to describe a person who works quickly to complete a task. Describe someone you know who is an "eager beaver."								
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Animals build homes to protect themselves. Bees are master builders. They build beehives in trees or caves. This home usually has a single entrance at the bottom. A honeycomb is inside the beehive. The honeycomb is made of wax. The gueen bee lays her eggs in the honeycomb. She can lay as many as 1,500 eggs in one day. When the eggs hatch, they are fed by female worker



bees. The workers gather food from flowers. This food changes into honey. Beehives give bees a place to raise their young and to make honey.

- 1 What is the main idea of the paragraph?
 - A The gueen bee is the most important member of the hive.
 - Bees build beehives to protect their young and to store food.
 - © The worker bees gather food for the queen bee.
 - Beehives are built in trees and caves.
- **2** Bees gather food from
 - (F) wax
 - © honey
 - (H) flowers
 - ③ caves

- 3 Read the chart of information.
 - The queen bee lays eggs.

 - The worker bees feed the hatched bees.

What belongs on the blank line?

- A The bees make honey.
- ® The bees build honeycombs.
- © The bees build beehives.
- D The eggs hatch.
- 4 Would you rather be a worker bee or a queen bee? Explain your choice.

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Parent Activities

- 1. Locate pictures of beaver dams on the Internet. Discuss their likenesses and differences.
- 2. Use digital or print sources to locate information about animal homes.
- 3. Create an imaginary animal and design its home.



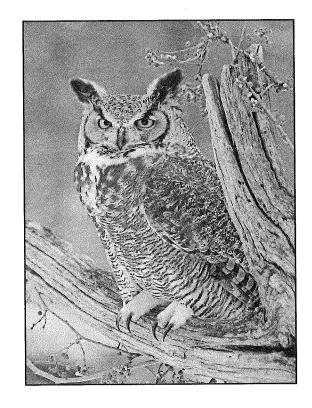
Unit 15 Selection



Read the selection. Then choose the best answer to each question.

The Wink, Blink, and Glow Project

- 1 Bryson, Trey, and Wynne had been friends since kindergarten. The boys often worked as a team on class projects. They could quickly agree on plans and complete assignments.
- 2 Miss Watkins, the boys' teacher, assigned a project that connected reading and science. She asked each group to choose a nonfiction science book. The students were to write a report on that science topic. Then, students were to find one poem about the topic. Finally, students were to write a new poem for the project.
- 3 Choosing the book was easy for Bryson, Trey, and Wynne. The librarian had read a book about owls to their class. The boys talked about what they had learned from the book. They wanted to learn more about owls.
- 4 That week in computer class, the friends <u>researched</u> owls for their project. They located the types of owls that live in the area. Mr. Ortega, the computer teacher, heard the boys



talking. He told them about an owl he had spotted near his home. Mr. Ortega invited Bryson, Trey, and Wynne to visit his farm.

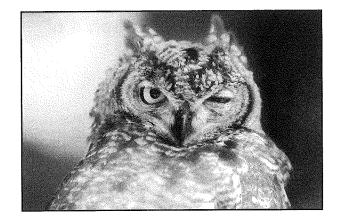


- On Saturday night, Trey's father drove the boys to Mr. Ortega's farm. Mr. Ortega led them to a wooded area. The boys heard an owl hooting. Mr. Ortega pointed to a branch in a tree. There sat an owl with eyes glowing like two full moons in the dark. Blink, glow. Blink, glow. The boys' hearts raced as they quietly watched and listened. Suddenly, they heard a rustling sound. Another owl flew in and settled in the tree. They could not believe their luck! After a short time, the owls flew away. The boys were disappointed. Mr. Ortega reminded them that owls hunt at night.
- The friends and Trey's dad followed Mr. Ortega to his house. He invited them inside for hot chocolate. Mr. Ortega found a website about owls. He said the birds they had seen were Great Horned owls. The boys compared the owls to other owls in the area. Bryson, Trey, and Wynne thanked Mr. Ortega for inviting them to see the owls.
- On Monday, Miss Watkins allowed her students to work on their projects. The boys searched the Internet. They found a poem about owls. Then, they wrote an original poem about the owls at Mr. Ortega's farm.

A Wise Old Owl

by Unknown

A wise old owl sat in an oak,
The more he saw, the less he spoke;
The less he spoke, the more he heard;
Why aren't we all like that wise old bird?



Wink, Blink, and Glow by Bryson, Trey, and Wynne

A Great Horned owl
Hoots in the night
From his roost in the top of a tree.
His eyes glow and blink,

5 And they seem to wink,
As he carefully watches me.

8 Bryson, Trey, and Wynne wrote their report. They printed the poems and made a cover for the project. The next day, the boys shared their report about owls and read the poems to the class. They talked about their experience at Mr. Ortega's farm. Miss Watkins' students enjoyed hearing about Bryson, Trey, and Wynne's owl adventure.



1 Read this sentence from paragraph 5.

There sat an owl with eyes glowing like two full moons in the dark.

What does this sentence show the reader about the owl's eyes?

- A The owl's eyes are blinking.
- B The owl's eyes are moving.
- © The owl's eyes are the color of the night sky.
- D The owl's eyes are large and bright.

- **2** What lesson might the reader learn from the boys?
 - F Always work with others.

 - (H) It is better to listen than to speak.
 - ③ Working as a team leads to success.

- 3 What is the meaning of the word researched in paragraph 4 of the selection?
 - (A) Looked
 - ® Reported
 - © Studied
 - Watched

- **4** What causes the boys to quickly agree on a topic for their project?
 - F Mr. Ortega takes the class on a field trip.
 - © The librarian reads a book about owls.
 - (H) The teacher reads a poem about owls.
 - Trey's dad lives on an owl farm.



- 5 What would have happened if the boys had not visited Mr. Ortega's farm?
 - A They would not have the ideas for the original poem.
 - B They would not have used the Internet.
 - © They would not have researched owls.
 - They would not have seen a barn owl.

6 Read this sentence from paragraph 5 of the selection.

> The boys' hearts raced as they quietly watched and listened.

What does this sentence mean?

- F The boys are excited.
- @ The boys are out of breath.
- (H) The boys are running.
- ① The boys are unhappy.

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- **7** The beat that is spoken when reading the poem "Wink, Blink, and Glow" is an example of —
 - A rhyme
 - B rhythm
 - © repetition
 - imagery

- 8 How does the photograph beside the poem help the reader understand "Wink, Blink, and Glow"?
 - F) The reader can describe a farm owl.
 - @ The reader can see a Great Horned owl.
 - (H) The reader can see the wise old owl in the tree.
 - The reader can compare different types of owls.

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The Wink, Blink, and Glow Project

- **9** Which two words rhyme in "A Wise Old Owl"?
 - (A) old, oak
 - ® more, less
 - © heard, bird
 - D like, wise

- **10** Which lines from the poem "A Wise Old Owl" use repetition?
 - © Lines 1 and 2
 - © Lines 2 and 4
 - H Lines 2 and 3
 - ① Lines 3 and 4



The Wink, Blink, and Glow Project

Knowledge	
Remember	What is the name of the boys' computer teacher?
orehea	
Comprehension	Use your own words to explain why Bryson, Trey, and Wynne often work as a team.
Application	
Apply	Write about a time you read about something and then saw it in person.

	Analysis	
	Analyze Analyze	What lesson does "A Wise Old Owl" teach?
,	Evaluation	
	Evaluate	Do you think the poem "Wink, Blink, and Glow" describes the boys' adventure at Mr. Ortega's farm?
	Explain	your thinking
	•	
	Synthes/s	
	Create	Write a four-line poem about a science topic. Title your poem.
	Processing	

Unit 15 Creative Thinking

Motivation Mike says, "Authors use words

Motivation Station

that help readers see pictures in their minds."

flow know gown clown grown

Read the following -ow words. Write each word in the

column of the chart that matches its sound.

flower fowl grow own WOW

-ow as in owl	-ow as in glow

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Write about someone you think is wise.



Jonah created this chart to share interesting facts about owls.

Question	Answer
How many types of owls are there?	There are around 200 different species of owls.
What do owls eat?	Owls eat mice, rats, snakes, rabbits, possums, raccoons, and insects.
How do owls eat?	Owls do not have teeth. They often swallow their prey whole and later spit up pieces of bone, fur, and feathers that cannot be digested.
How do owls see?	Owls see by turning their heads.
What makes owls' wings special?	Their wings have fuzz to allow them to fly without being heard.
Where do owls live?	Owls live in tree trunks, tree holes, bushes, forests, and buildings.
How do owls use their talons and beaks?	Owls have talons, or claws, and beaks to catch prey.
What sounds do owls make?	Owls hoot, screech, hiss, and scream.
When do owls sleep?	Most owls sleep during the day. They are <u>nocturnal</u> and hunt at night.

- 1 Why do owls eat their prey whole?
 - A They swallow bones and fur.
 - B They cannot chew their prey.
 - © They cannot digest their food.
 - They spit out pieces of the prey.
- **2** Which question from the chart would the reader use to learn how owls fly without being heard?
 - F How do owls eat?
 - © What makes owls' wings special?
 - H How do owls see?
 - ① How do owls use their talons and beaks?

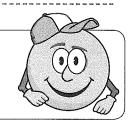
- **3** What is the meaning of the word nocturnal?
 - A Eat during the day
 - ® Active during the night
 - © Hunt during the night

4 Explain what you think makes

owls	unusu	al bire	ds.	
				

Parent Activities

- 1. Use digital or print sources to identify types of owls.
- 2. Visit the zoo or attend a virtual tour of a zoo to observe owls in their natural habitats.





Read the selection. Then choose the best answer to each question.

Brenham's Creamery

- Are you ready to taste the best ice cream in the world? Come to the Blue Bell® Creamery in Brenham, Texas. Enjoy a 45-minute tour offered Monday through Friday. The staff at the creamery is helpful and friendly. The workers are eager to answer questions. The factory is a popular place to visit.
- During a tour of the Blue Bell Creamery, you will observe the process of making ice cream. You will hear the whirring sounds of machines. You will see vats of milky ice cream. You will notice the finished product being emptied into cartons and flash frozen. You will be offered samples of Blue Bell ice cream at the end of the tour. You can choose the flavor you would like to try from dozens of flavors.

From Moo to You How Ice Cream is Made in a Factory

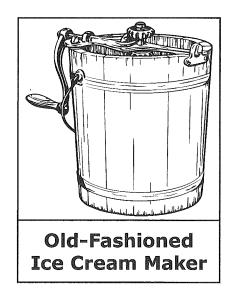


- 1. Tanks are filled with milk and cream from cows.
- 2. Sugar and other ingredients are added to the milk and cream and mixed in large tanks.
- 3. The mixture is heated to kill germs.
- 4. The mixture is made smooth and creamy.
- 5. The mixture is cooled.
- 6. Flavoring is added to the mixture.
- 7. Fruit and nuts are stirred into the mixture.
- 8. Cartons are filled with the ice cream mixture.
- 9. The ice cream is flash frozen.
- 10. The ice cream is shipped.

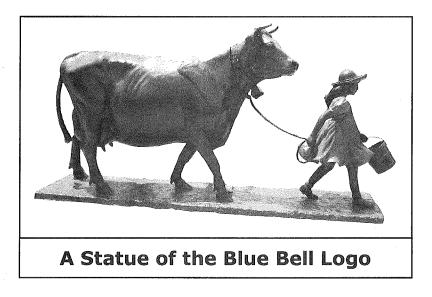




The history of Blue Bell ice cream is interesting. The Brenham Creamery Company was opened in 1907. Local dairy farmers first used the cream from the milk of their cows to make butter. Then, the company began making ice cream in 1911. A hand-cranked ice cream maker was used. Two gallons of ice cream were made each day. The ice cream was sold to friends and neighbors. It was delivered by horse and wagon.



The company was renamed the Blue Bell Creamery in 1930. The freshest products are used to make the ice cream. Blue Bell has a herd of 60,000 cows. The cows produce the milk needed to make 15,000 gallons of ice cream in one hour. Today, the factory makes over 50 flavors of ice cream. The ice cream is sold in Texas and 19 other states. The Blue Bell Creamery slogan is "We eat all we can and sell the rest!" Ice cream lovers are happy this Brenham company is willing to "sell the rest!"



- **1** What is the main idea of paragraph 2 in "Brenham's Creamery"?
 - A Visitors can tour the creamery in Brenham each day of the week.
 - ® The machines in the Blue Bell Creamery are loud.
 - © People can taste Blue Bell ice cream during the tour of the factory.
 - D Visitors see how ice cream is made while touring the Blue Bell Creamery.

- **2** What is the last activity of the tour through the Blue Bell Creamery?
 - ⑤ Seeing vats of the ice cream mixture
 - @ Sampling the ice cream
 - (H) Observing ice cream being placed into cartons
 - ③ Asking questions of the workers

- 3 How many gallons of ice cream are made in one hour at the Blue Bell Creamery?
 - **A** 15,000
 - ® 60,000
 - © 50
 - [®] 19
- **4** The word <u>process</u> in paragraph 2 means
 - (F) cream
 - @ mixtures
 - (H) steps
 - ③ machines
- **5** Why does the author include paragraph 1 in the selection?
 - A To explain how Blue Bell ice cream is made
 - B To invite tourists to visit the Blue Bell creamery
 - © To describe the history of the Blue Bell Creamery
 - ① To show the reasons people like Blue Bell ice cream



- **6** Based on "From Moo to You," the reader can tell
 - f the cream is added after the other ingredients
 - © the sugar is added to the mixture after the cream is heated
 - He ice cream is flash frozen before fruits and nuts are added
 - the mixture is cooled before the flavoring is added
- **7** Read the sentence from paragraph 4.

The ice cream is sold in Texas and 19 other states.

Which detail from the chart supports this sentence?

- A The mixture is cooled.
- ® Flavoring is added to the mixture.
- © The ice cream is shipped.
- The ice cream is flash frozen.

- 8 Which phrase from the selection matches the illustration beside paragraph 3?
 - (F) hand-cranked ice cream maker
 - @ Two gallons of ice cream
 - ® vats of milky ice cream
 - 3 samples of Blue Bell ice cream
- **9** When did the Brenham Creamery Company begin making ice cream?
 - When the company was opened
 - ® After the company made butter
 - © Before the company made butter
 - When the company changed its name
- **10** Which text feature helps the reader understand how ice cream is made in a factory?
 - © Captions
 - @ Title
 - **®** Numbers
 - 3 Underlined word



Brenham's Creamery

Knowledge	
Remember	What product was first made at the Brenham Creamery Company?
rah	
Comprehension -	Using information from the chart, explain how ice cream is made at an ice cream factory.
poplication	
T Apply	Write about a time you visited a special place.



What might happen if the recipe for Blue Bell ice cream was lost?



In your opinion, is it a good idea or a bad idea to offer a free scoop of ice cream to the people touring the Blue Bell Creamery?

Circle your answer. Good idea Bad idea

Explain your thinking.



Create a new flavor of Blue Bell ice cream. Name your ice cream and list the ingredients.

Unit 16 Creative Thinking

Motivation Station

Motivation Molly says, "Informational text includes events written in an order that makes sense."



Read each word. Write the number of syllables within each word on the blank lines. Locate and circle each word in the word search.

cartons	process	favorite	tasty
quality	flavors	pints	herd
tubs	vanilla	recipe	homemade

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W	е	n	0	0	d	t	u	b	S	k	е	t	r	С	٧	n	t
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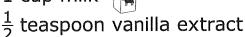
Making ice cream in a bag can be fun. Use the following recipe to make this tasty treat.

Ingredients

2 tablespoons sugar



1 cup milk





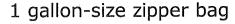
 $\frac{1}{2}$ cup salt



ice cubes



1 pint-size zipper bag



Steps

- **1.** Mix the sugar, milk, and vanilla in the pint-size bag and seal.
- **2.** Fill half of the gallon-size bag with ice and the salt.
- **3.** Place the smaller bag inside the larger bag.
- 4. Seal the gallon-size bag.
- **5.** Shake the bag until the mixture thickens.
- **1** The suffix *-ens* in the word thickens means
 - (A) again
 - ® full of
 - © becomes
 - (D) is not
- **2** Which ingredient is not included in the pint-size bag when making ice cream?
 - ⑤ Sugar
 - @ Salt
 - ® Vanilla
 - ③ Milk

- **3** Which step causes the mixture to become ice cream?
 - **A** Step 2
 - ® Step 3
 - © Step 4
 - © Step 5
- **4** What would happen if **Step 1** and **Step 2** were switched?

Parent Activities

- 1. Make an ice cream treat with your child.
- **2.** Locate Brenham, Texas, on a map. Help your child write travel directions from your home to Brenham.
- 3. Use digital or print sources to locate information on the history of ice cream.

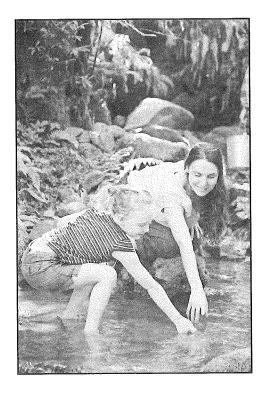




Read the selection. Then choose the best answer to each question.

The Girl Who Cried Help

- One summer morning, Jenny Martin and her family went on a hike in the foothills of the park where they were camping. The weather was beautiful. The morning air was crisp and cool.
- Jenny and her parents stopped by a mountain stream for a drink of clear, cold water. Jenny suddenly yelled, "Ouch! I was just bitten by the biggest black spider I've ever seen. Hurry! My arm is swollen, and it's feeling numb."



- 3 Mom and Dad ran to see Jenny's spider bite. "Jenny, are you sure this is a spider bite? It looks more like a mosquito bite to me," said Dad.
- 4 "Well, I guess it could have been a mosquito on my arm. It wasn't really that big, and now the bite is beginning to itch," Jenny replied.
- 5 "Try not to scratch it," said Mom as the family continued on their way.
- At noon, the family found a picnic table in a grove of towering pine trees. They spread a quilt over the table and unpacked their lunches from the picnic basket. Birds chirped. Small creatures ran through the bushes close to the table. Two chipmunks perched on a fallen log and watched the family.

- 7 After lunch, the Martin family was cleaning the picnic area when Jenny cried, "Ouch! I have a huge splinter in my finger. It hurts, and I can't straighten my finger."
- 8 Mom and Dad ran to Jenny's side. "Let's see," said Mom. "The splinter is probably from that wooden picnic table."
- 9 After looking at Jenny's finger, Dad said, "Jenny, that's not a splinter. It's just a smear of chocolate left on your finger from the s'mores you ate at lunch."
- 10 Soon, Jenny and her parents were walking on the trail toward their campsite. They stopped along the way to pick blackberries. After picking a few berries, Jenny called, "Dad, there's a snake moving in the bushes!"
- 11 Dad rushed over to Jenny. He reached down and picked up a long stick and asked, "Is this the snake you're talking about, Jenny?"
- "It really did look like a snake, Dad. I'm sure I saw it moving," explained Jenny.
- 13 "Come on you two. Let's get back to camp," said Mom.
- 14 The Martin family settled into their campsite. They fried a pan of freshly-caught trout over the fire. While Mom and Dad were cleaning the supper dishes, Jenny explored the area. All of a sudden, Jenny cried, "Mom! Dad! I tripped over a tent stake and cut my knee. It's bleeding like crazy."



- "Uh-oh, another emergency," Dad said as he smiled at Mom. "It's probably just a tiny scrape," he chuckled.
- 16 "You're right," Mom said. "Jenny, there are bandages in the first aid kit. Get one for your knee."
- 17 Just then Dad looked at Jenny. He exclaimed to Mom, "Oh dear, she really does have a gash on her knee."
- 18 The Martin family visited the doctor at the park's emergency care center. After a few stitches, Jenny's knee was almost as good as new.
- 19 In their tent that night, Mom, Dad, and Jenny talked about the day. Mom and Dad were pleased when Jenny shared the lesson she had learned. From now on, she would remember not to exaggerate the truth.



- **1** What is the order of Jenny's exaggerations?
 - A Spider, splinter, snake
 - ® Snake, splinter, spider
 - © Splinter, spider, snake
 - D Spider, snake, splinter

- **2** What word has a similar meaning as the word exaggerate in paragraph 19?
 - © Brainstorm
 - **©** Forget
 - (H) Speak
 - ③ Stretch

- **3** Which event matches the photograph of Jenny?
 - A The picnic lunch
 - ® The mosquito bite
 - © The blackberry picking
 - ① The trip to the emergency care center

- **4** Why does Mom not get the first aid kit for Jenny?
 - © Because of Jenny's exaggerations
 - © Because Mom is cooking
 - Because Dad needs Mom's help
 - Decause the kit is out of supplies



- **5** What is Jenny doing when she is bitten by a mosquito?
 - A Having a picnic
 - ® Drinking water
 - © Cooking fish
 - **D** Swimming in the stream
- **6** What lesson can the reader learn from "The Girl Who Cried Help"?
 - ® Never give up.
 - © Obey your parents.
 - (H) It is always better to tell the truth.
 - ① Look ahead before you take the next step.

- 7 What word best describesJenny's parents in paragraph 8?
 - A Calm
 - **B** Lazy
 - © Worried
 - © Cheerful
- **8** Read this sentence from paragraph 6 of the story.

At noon, the family found a picnic table in a grove of towering pine trees.

What is the meaning of the words "towering pine trees"?

- **(F)** Trees with fruit
- @ Trees with no leaves
- ® Short trees
- 3 Tall trees



- **9** What is the meaning of the word gash as used in paragraph 17 of the story?
 - A few stitches
 - ® A small scrape
 - © A tiny scratch
 - A deep cut

- **10** The splinter in Jenny's finger is a
 - **(F)** smear of chocolate
 - @ piece of wood
 - ⊕ sharp thorn
 - 3 stain from blackberries



The Girl Who Cried Help

Knowledge	
Remember)	Why does Jenny Martin visit the emergency care center?
Comprehension	
Understand Understand	Use your own words to explain how Jenny stretched the truth.
Application	
(P)	Write about a time you stretched the truth.
-	



Why is it difficult to trust some people?

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Do you think Jenny should be trusted in the future?

Circle your answer. Yes No Maybe

Explain your thinking.

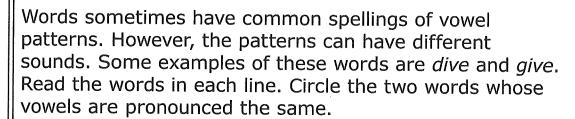


Imagine at the beginning of the story that Jenny hears a sound while she and her family are sleeping in their tent. Write a paragraph to record what Jenny might say to her parents.

Unit 17 Creative Thinking

Motivation Mike says, "The plot is the action or events performed by the characters in a story."

Motivation Station



1. cow	show	row
2. hoe	shoe	toe
3. trout	mouth	young
4. cool	spoon	moon
5. through	though	dough
6. doll	roll	poll
7. mean	spread	dead
8. new	few	sew
9. love	move	shove
10. smear	fear	earth

Journal

Write about	a lesson you	learned from a	mistake.	



A shepherd boy lived in a village. Each day, he led his sheep to eat in the foothills of the mountains. At night, the lad returned the sheep to their pen. One day, the boy shouted, "Wolf! Wolf!" The villagers ran to help. When they arrived, the boy laughed because he had tricked them. He repeated the joke several times. The villagers were not amused. One day, a wolf did attack the boy's herd. He cried, "Wolf! Wolf!" but no one came to help. The wolf ate several of the boy's sheep. The young shepherd was sad when he realized the importance of telling the truth.

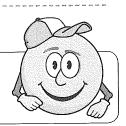
- **1** What lesson does the shepherd boy learn?
 - A Count on others to help when you are in trouble.
 - B When you do not tell the truth, people do not trust you.
 - © A friend will always tell the truth.
 - D Helping others shows you are honest.
- 2 How are the settings of "The Girl Who Cried Help" and the fable similar?
 - © They both occur at campsites.
 - @ They both occur in the foothills.
 - (H) They both occur near villages.
 - They both occur in parks.

- 3 How is the end of "The Girl Who Cried Help" similar to the end of the fable?
 - A Jenny and the shepherd boy are camping.
 - B Jenny and the shepherd boy are hurt.
 - © Jenny and the shepherd boy are not trusted.
 - D Jenny and the shepherd boy are not safe.

4	Write	а	new	end	for	the	fable	Of
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		-						

Parent Activities

- 1. Read fables and discuss the lessons with your child.
- 2. Create an original fable that teaches a lesson about honesty.





Read the selection. Then choose the best answer to each question.

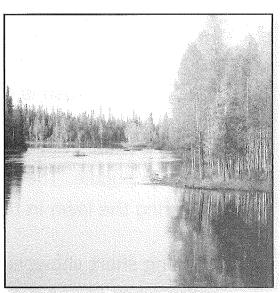
A World of Water

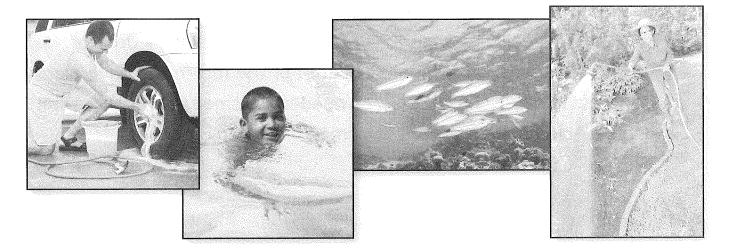
Water Is a Natural Resource

1 A natural resource is a material found in nature that is <u>useful</u> to people. Natural resources are used to meet people's needs. One of the most important natural resources is water.

Water Is Needed

All people, plants, and animals need water to live and grow. Water is used for drinking and cooking foods. People use water to wash their cars and to water their lawns. They swim in water.





Water Can Be Conserved

3 It is important to <u>conserve</u> water. Babies born today will need water in the future. There are many things people can do to save water.

A World of Water

- 4 Most people in America use about 100 gallons of water daily.
 Water is sometimes wasted one drop at a time. If faucets or shower heads leak, people should call plumbers to repair them.
- Washing cars at car washes can save water. At home, people use about 140 gallons of water to wash one car. The amount of water used at a car wash is only 35 gallons.
- People should not overwater their yards. Overwatering can cause water to puddle. The water can flow into the street and be wasted. Watering the lawn in the early morning conserves water.
- 7 Taking short showers can also save water. People can use less water when taking baths. Turning off the faucet while brushing teeth will save water. Using dishwashers and clothes washers with only full loads will also conserve water.

Saving Water Makes a Difference

8 Saving in small ways can make big differences. Every drop of water conserved today means children of the future will have plenty of water. If water is used only as needed, this natural resource will be available for many years to come.



- 1 Which sentence from the selection shows why water is important?
 - A natural resource is a material found in nature that is useful to people.
 - ® All people, plants, and animals need water to live and grow.
 - © Water is sometimes wasted one drop at a time.
 - At home, people use about 140 gallons of water to wash one car.

- 2 Why is water a natural resource?
 - F It does not have many uses.
 - © It is something that can be conserved.
 - (H) It is found in lakes, rivers, and oceans.
 - ① It can only help people in the future.

- **3** What is the main idea of the selection?
 - Animals need water for many reasons.
 - ® Plants need water to grow.
 - © A natural resource is something found in nature.
 - Water has many uses and should be conserved.
- **4** What do the four photographs below paragraph 2 show?
 - F Ways to waste water
 - @ Ways to conserve water
 - (H) Locations of water
 - ① Uses of water
- **5** What action does the author suggest when water leaks?
 - A Repair the cause of the drip.
 - ® Wash your car at a car wash.
 - © Use a dishwasher when full.
 - Water your lawn in the morning.



- **6** The author uses headings in this selection to
 - (E) help the reader know the most important ideas about water
 - © explain to the reader why conserving water is important
 - (H) give the reader ideas for using natural resources
 - ① teach the reader steps for conserving water
- **7** Why does the author write this selection?
 - A To answer questions about dripping faucets
 - B To convince people to use water wisely
 - © To describe where people can find water
 - ① To explain how water is used for cooking
- **8** The word <u>conserve</u> in paragraph 3 means
 - (F) add together
 - @ harm
 - (H) use carefully
 - ① waste

- **9** In paragraph 1, the suffix –ful in the word useful means
 - A cause
 - B liking
 - © having
 - (D) again

10 Read this sentence.

Firemen must have water to save homes.

Under which heading would this sentence be found?

- (F) Water Can Be Conserved
- **© Water is Needed**
- Water Is a Natural
 Resource
- Saving Water Makes a Difference



A World of Water

Knowledge	
Remember	Place the correct word on the blank line to complete this sentence.
	is a natural resource.
comprehension -	
Conderstand Understand	Write a definition for natural resource in your own words.
Application	·
Ü	Illustrate a way water can be used or conserved that is not found in the selection.
Apply	
Write a	sentence about your illustration
l	

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Unit 18 Critical Thinking

A World of Water



Look at the photographs from "A World of Water." What might the people in the photographs do if told the water supply is low?



Use the scale of 1, 2, 3 to rate the importance of water to you. Circle the number that shows your rating.

Not so important	Important	Very important
1.	2	3
Support your rating	. <u> </u>	

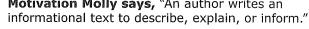
- dobring -

Write directions for an original game or activity in which water is used.

Unit 18 Creative Thinking

Motivation Molly says, "An author writes an

Motivation Station





Circle the words from the word bank in the puzzle below. Look across and down to locate the words.

Water Word Search

а	b	С	0	С	е	a	n	d	е	f	g
h	i	р	0	0		j	k	1	m	n	0
С	p	u	q	r	a	S	t	u	٧		W
r	Χ	d	У	Z	g	S	t	r	е	а	m
е	а	d	b	C	0	d	е	f	g	k	h
е			S	j	0	k		m	n	е	С
k	0	е	е	р	n	q	r	S	t	u	а
٧	W	W	a	t	е	r	f	а			n
Χ	У	Z	a	b	С	b	r	0	О	k	а
d	р	0	n	d	е	f	g	h		j	
k		m	n	0	S	р	r	i	n	g	p
r	е	S	е	r	٧	Ο	i	r	q	r	S

Word Bank

ocean	pond
spring	brook
creek	reservoir
lake	lagoon
stream	waterfall
puddle	canal
sea	pool

Journal

Vrite about ways your f	family can cor	nserve water.	
ı			
		·	



The water on Earth moves in a water <u>cycle</u>. Water falls to the ground as rain, snow, or sleet. It collects in ponds, rivers, streams, and oceans. As the Sun warms Earth, some of the water evaporates. The warm water vapor rises. It cools and forms tiny droplets of water that we see as clouds. This is known as condensation. The clouds become so heavy they cannot hold the water. The water falls to Earth again as rain, snow, or sleet. The water cycle is nature's way of providing water.

- **1** What is the main idea of the paragraph?
 - A Water can be used for fun activities.
 - ® Too much rain and snow can cause floods.
 - © Water pollution is harmful for fish and animals.
 - Water moves from Earth to clouds and back to Earth.
- 2 The author writes this paragraph to
 - © convince readers to study the water cycle
 - © describe what happens after water evaporates
 - (H) answer questions about where water is found
 - ② explain how water moves in nature

3	Read	this	sentence	from	the
	parac	graph	า.		

The water on Earth moves in a water cycle.

What is the meaning of the word cycle in this sentence?

- A Evaporates into the air
- ® Falls from the sky
- © Repeated events
- (D) Having wheels

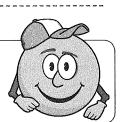
4	Write while				es yo	วน	enjo	У
	vviiiie	10 10	1 (4)1111	91				
								•

B

Parent Activities

1. Discuss why water conservation is important. Brainstorm ways your family can conserve water.

2. Have your child complete a journal showing the daily uses of water.

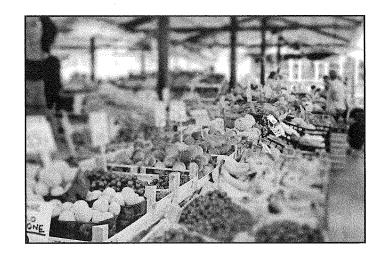


Read the selection. Then choose the best answer to each question.

The True Farm Girl Test

A folktale adapted from "The Princess and The Pea"

1 There once was a farmer named Jed. He drove his pickup truck to a farmers' market hoping to find a wife. He saw stands of okra, peas, corn on the cob, and watermelon. Jed searched the market to find a true farm girl to marry. He met several

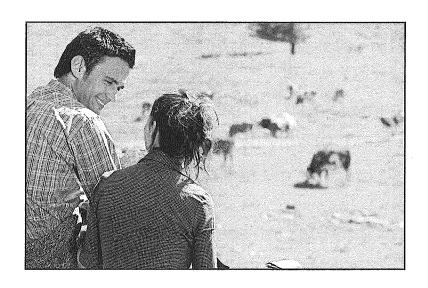


young maidens selling fried peach pies. They wore braids in their hair, jeans, and boots. They looked like farm girls, but Jed was not sure. Finally, Jed went home alone to his old dog Blue.

- Several weeks later, there was a storm with strong winds. The dark sky rumbled. Blue barked loudly when he heard a knock on the front door of the farmhouse. Jed opened the door. On the porch stood a girl dressed in fine clothes. She wore shiny jewelry and high-heeled shoes.
- 3 "Hello, my name is Meg. Those crazy winds blew my car right off the road. Do you mind if I stay here until the storm passes? Your place reminds me so much of my farm back home."
- 4 "She's a farm girl?" Jed whispered to Blue as he opened the screen door for Meg. "We'll see about that!"



- 5 "Meg, why don't you relax here in the living room while I cook something to eat?" Jed said. Quietly, he slipped out the back door into the rain. Jed gathered the farm animals and led them into the house. One by one, the chickens and the cow paraded into the living room.
- 6 When Jed finished cooking bacon, eggs, and biscuits, he called Meg to supper. She walked into the kitchen carrying homemade butter and a bucket of milk. "I knew it must be close to milking time. Besides, I thought we might like some fresh milk and butter with those biscuits," Meg announced.
- "Well, you really are a farm girl!" cried Jed. "Only a true farm girl would know how to milk a cow and churn homemade butter."
- 8 Jed had finally met the farm girl of his dreams. He and Meg married. They lived happily ever after on the farm with their cows, chickens, and old dog Blue.



- 1 Why does Meg go to Jed's farmhouse?
 - A She smells food.
 - B She cannot drive in the storm.
 - © She wants fresh milk and butter.
 - D She once lived in his house.

- 2 Which sentence from the beginning of the folktale tells why Jed is happy to find Meg for his wife?
 - (F) He saw <u>stands</u> of okra, peas, corn on the cob, and watermelon.
 - © Jed searched the market to find a true farm girl to marry.
 - He met several young maidens selling fried peach pies.
 - They wore braids in their hair, jeans, and boots.

- **3** What happens while Jed is cooking supper?
 - (A) Meg takes a nap.
 - ® Meg bakes homemade biscuits.
 - © Meg milks the cow and churns butter.
 - Meg goes to the barn to milk the cow.
- **4** Why does Jed allow the animals in his farmhouse?
 - F To find out if Meg knows about farm animals
 - © To find out if Meg can cook a country meal
 - To keep the animals safe during the storm
 - To keep Meg from coming in the kitchen
- **5** What is the meaning of the word <u>stands</u> as used in paragraph 1 of the folktale?
 - A Places where people speak
 - **®** Tools for holding objects
 - © Groups of trees
 - D Booths where items are sold

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- **6** What can the reader learn from the folktale?
 - (F) When you try to please everyone, you please no one.

 - Do not judge people by the way they look.
 - ③ We learn from the mistakes of others.
- **7** What causes Jed to think that Meg will not pass his farm girl test?
 - A Meg is dressed in fancy clothes.
 - B Meg is afraid of the animals.
 - © Meg is wearing braids in her hair.
 - Meg is afraid of the storm.
- **8** Which word or words does the photograph beside paragraph 1 help the reader understand?
 - f farmhouse
 - © young maidens
 - ⊕ living room
 - 3 farmers' market

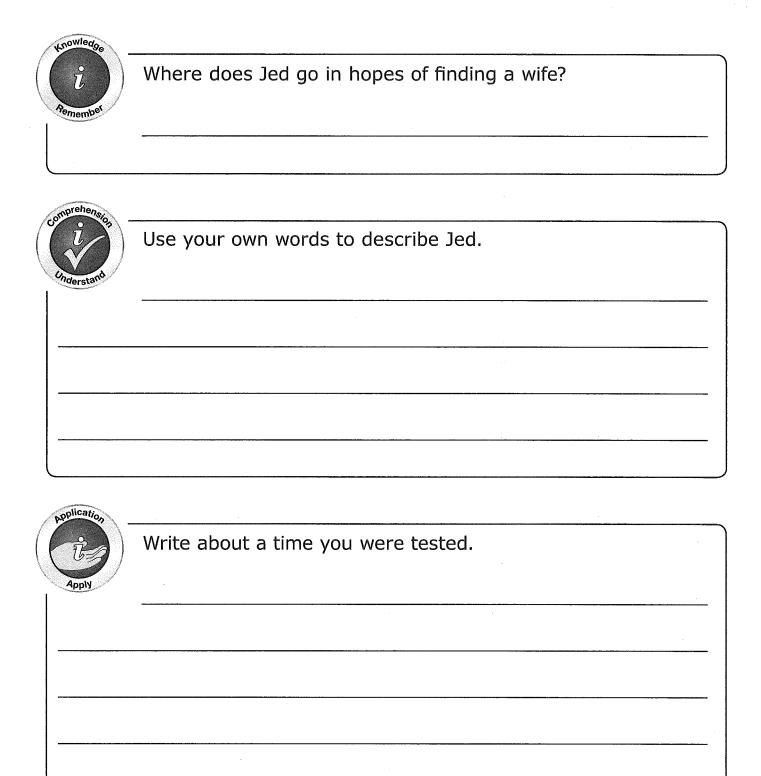
- **9** Which sentence from the folktale best matches the photograph below paragraph 8?
 - A He and Meg married.
 - ® "Well, you really are a farm girl!" cried Jed.
 - © They lived happily ever after on the farm with their cows, chickens, and old dog Blue.
 - "Your place reminds me so much of my farm back home."

10 Read the sentence from paragraph 2 of the folktale.

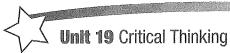
The dark sky rumbled.

What is the meaning of this sentence?

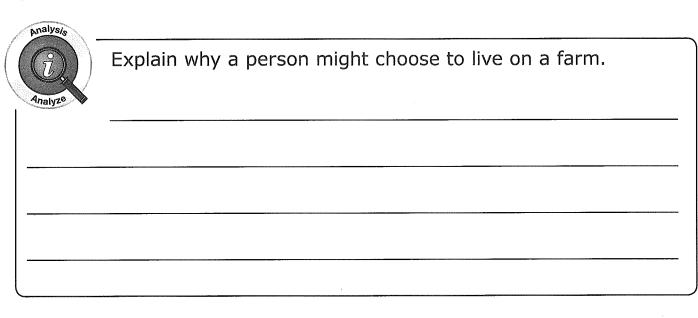
- F The storm brought lightning.
- © The storm brought thunder.
- (H) The storm brought rain.
- The storm brought wind.

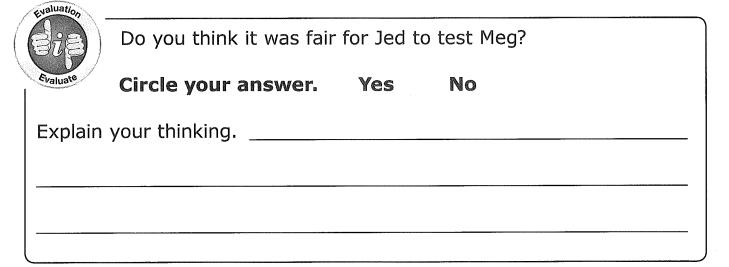


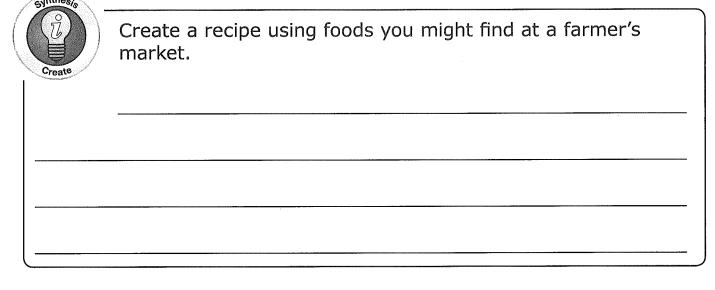
The True Farm Girl Test



The True Farm Girl Test







Unit 19 Creative Thinking

Motivation Mike says, "The theme of a story is often the lesson learned by a character."

Motivation Station

One of the four words in each group does not belong with the other three words. Circle the word that does not belong. Write a word that shows what the other three words have in common. An example is provided.

Journal

Write about a time you were surprised by a storm.				
		· · · · · · · · · · · · · · · · · · ·		



Once upon a time, a mother duck laid six eggs. She discovered a seventh egg. The baby from the new egg hatched and did not look like the other ducklings. He felt sad because he was different from his brothers and sisters. The bird ran away to find other birds like him. One day, he saw birds with large wings, yellow beaks, and long necks. Suddenly, they flew south for the winter. Through the cold months, the bird searched for food and friends. When the snow melted, the bird saw his reflection in the water. He knew he belonged with the beautiful birds he had seen in the fall. When he saw the flock of birds, he joined them. The birds said, "You are a fine, beautiful swan." The swan was happy to know that he was who he was meant to be.

- 1 What is the meaning of the word reflection as used in the paragraph?
 - **A** Family
 - B Image
 - © Thought
 - Wing
- 2 What is the lesson of this folktale?
 - (F) Always be a friend.
 - © Try to be like others.
 - H Be proud of who you are.
 - ③ Run away from problems.

- 3 What is the problem in this folktale?
 - (A) The bird does not feel as if he belongs in his family.
 - The bird's brothers and sisters are mean to him.
 - © The bird is the last egg to hatch.
 - The bird has a long neck.

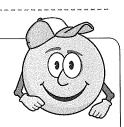
4	write about a	ume yo	ou reit	
	different from	others	around	you.

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Parent Activities

- 1. Read familiar fables and folktales. Help your child create an original fable or folktale.
- 2. Talk with your child about a time you faced a challenge and learned a lesson from the experience.

motivationreading"LEVEL 2



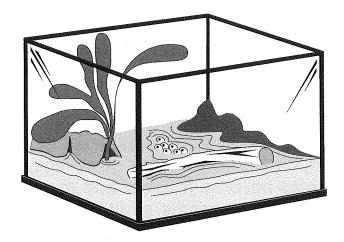


Read the selection. Then choose the best answer to each question.

From Tadpoles to Frogs

- All animals have life cycles. The life cycle of a frog begins when a female frog lays thousands of jelly-covered eggs in the water. Tiny tadpoles hatch from the eggs.
- 2 The tadpoles live in water and breathe through their gills. They have no legs. They use their tails to swim. As tadpoles grow, their back legs appear and their tails begin to shrink. The tadpoles become froglets.
- 3 The froglets continue to develop. Their front legs appear, and they look more like adult frogs. The lungs of the froglets begin to form.

 Their tails shrink. The eyes and mouths of the froglets grow larger.
- The froglets are frogs when they have four legs and breathe with their lungs. Their tails disappear. They climb on rocks and wood out of the water to breathe. The life cycle of a frog begins again when an adult frog lays eggs.



5 The following investigation shows how frogs develop from eggs to tadpoles to froglets to frogs.



The Life Cycle of Frogs

Purpose

The purpose of this investigation is to observe the life cycle of frogs.

Materials

- aquarium
- water
- small rocks or a piece of wood
- goldfish food
- frog eggs

Procedure

- **Step 1:** Prepare the aquarium.
 - Add one gallon of water
 - Add rocks or driftwood
- **Step 2:** Buy frog eggs from a science supply store or a pet store.
- **Step 3:** Place the eggs in the aquarium.
- Step 4: Observe the eggs as they hatch into tadpoles.
- **Step 5:** Feed the tadpoles several pinches of food two times each day.
- **Step 6:** Record observations for fifteen weeks on the observation chart.

Conclusion

The frog's life cycle shows how frogs develop. The eggs hatch and become tadpoles. The tadpoles grow legs, have tails, and swim. The tadpoles become froglets and grow front legs. Their tails disappear. Froglets become adult frogs.



6 The following chart shares possible observations made during the investigation.

Observation Chart			
Week Observation			
Week 1	Eggs in aquarium		
Week 2	Eggs look like jelly		
Week 3	Eggs hatch into tadpoles		
Week 4	Tadpoles swim and begin to eat		
Week 5	Tadpoles swim together		
Week 6	Tadpoles begin to grow legs		
Week 7	Tadpoles appear longer		
Week 8	Bulges appear where front legs will grow		
Week 9	Tadpoles have long tails		
Week 10	Tadpoles are growing		
Week 11	Tails are shorter and tadpoles become froglets		
Week 12	Eyes and mouth appear larger		
Week 13	Froglets continue to grow		
Week 14	Froglets become tailless		
Week 15	Frogs are fully grown		



- **1** A frog has a long tail and gills when it is
 - A an egg
 - ® a tadpole
 - © a froglet
 - (D) an adult frog

- What text feature does the author use to show materials needed in the investigation?
 - (F) Underlined words
 - @ Numbers
 - ® Bold print
 - ③ Bullets

- 3 Why are pieces of driftwood or rocks needed in the aquarium?
 - A To allow the frogs to breathe air
 - B To build a feeding area for the frogs
 - © To provide a hiding place for the frogs
 - To create a warm area for the frogs

- 4 The suffix –ation in the word observation in **Step 6** of the investigation makes the word mean
 - (F) the step of observing
 - @ the act of observing
 - (H) the type of observing
 - ① the time of observing



- **5** What is the topic of paragraph 2?
 - A Frogs
 - B Froglets
 - © Tadpoles
 - D Eggs

- 6 The Observation Chart shows
 - (F) the sizes of the frogs
 - © the number of eggs that hatch
 - (H) the times when the frogs change
 - the important steps of the investigation

- **7** Why does the author write "From Tadpoles to Frogs"?
 - A To inform students of the importance of frogs
 - ® To convince students to follow the investigation about frogs
 - © To describe adult frogs
 - ① To explain the life cycle of frogs

- 8 How does the illustration support the investigation?
 - F The illustration shows how the aquarium might look at the beginning of the investigation.
 - © The illustration shows the size of aquarium to use for the investigation.
 - The illustration shows the kind of water needed in the aquarium for the investigation.
 - The illustration shows how the aquarium might look at the end of the investigation.



- **9** What is the meaning of the suffix *-less* in the word <u>tailless</u> found in the Observation Chart?
 - A Making
 - Without
 - © Over
 - D Like

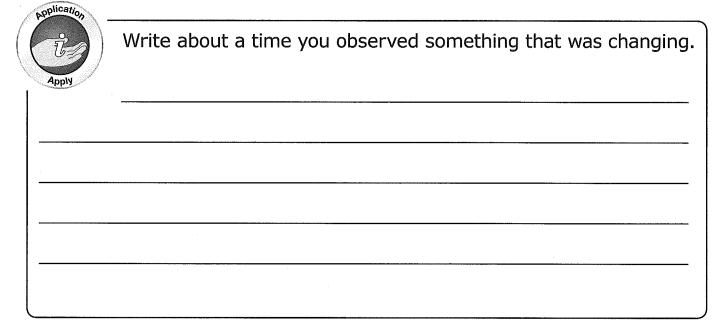
- **10** At what week do tadpoles have long tails?
 - F Week 6
 - © Week 9
 - ® Week 10
 - ③ Week 15

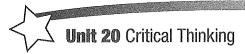


From Tadpoles to Frogs

rowledge ?	Complete the chart to show the life cycle of a frog.
egg → _	

Comprehension -	Use your own words to explain the observations on the chart.





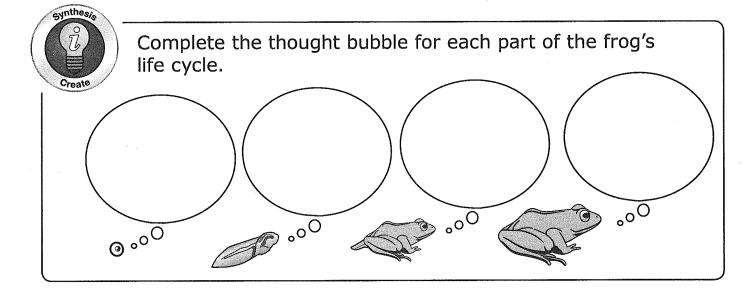


Explain how the life of a frog would be different if it never developed lungs.



Which part of the life cycle of a frog is the most interesting to you?

Circle your answer.	egg	tadpole	froglet	frog
Support your answer.				
,				



Unit 20 Creative Thinking

Motivation Molly says, "A suffix is a letter or a group of letters added to the end of a word."

Motivation Station



Draw a line to connect the baby with the correct adult.

- 1. tadpole < hen 2. cub butterfly
- 3. fawn nanny goat
- 4. colt frog
- 5. puppy deer
- 6. caterpillar goose
- 7. chick bear
- 8. kitten dog
- 9. kid horse
- 10. gosling cat

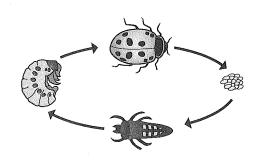
What is your favorite animal baby? _____

batell					P
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200		182 SE	ගත් න	Name :	8 15
1100	10 E		928 82	100	8 B
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write about a time in your me when	something changed.



Frogs are not the only animals that change during their lifetimes. Insects such as ladybugs have life cycles. There are four stages in this life cycle of a ladybug. The parts are egg, larva, pupa, and adult. The female ladybug lays tiny eggs on leaves. Larvas hatch in three to five



days. The larvas have six legs and long bodies. This stage lasts for two to four weeks. The larvas lose their skins and become pupas. The pupa stage lasts for five to seven days before the pupas change to adult ladybugs.

- **1** Which word from the paragraph has the same meaning as the word stages?
 - **(A)** Insects
 - ® parts
 - © lifetimes
 - days
- **2** What stage is not found in the life cycle of a ladybug?
 - **Egg**
 - @ Pupa
 - (H) Tadpole
 - ③ Larva

- 3 Read the chart.
 - Female ladybugs lay eggs.
 - **(4)**
 - Pupas form.
 - Pupas become adults.

What belongs on the blank line?

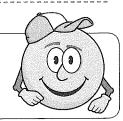
- A Pupas grow legs.
- ® Adults lose skin.
- © Ladybugs appear.
- D Larvas hatch.
- **4** Write a sentence that summarizes the information in the diagram.



Parent Activities

- **1.** Have your child look at photographs from his/her infancy to the present. Discuss the observed changes.
- 2. Use digital or print sources to research life cycles of insects or amphibians.

motivationreading "LEVEL 2



1

2



Read the selection. Then choose the best answer to each question.



Eye on Science Journal

Monthly News for Science Learners

Volume 3, Issue 3

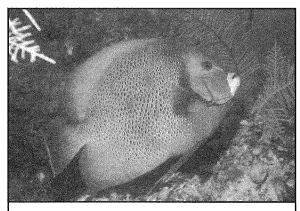
March 1

Survivor - Animal Style

by Sam Gooden, Staff Writer

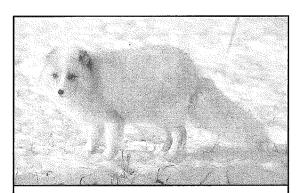
Would you be surprised to see a polar bear in the desert? Could you imagine a parrot living at the North Pole? These sightings would seem strange. These animals are unable to live in these places. Their bodies do not have the special traits to survive in these areas.

Fish have gills and fins. These traits allow them to live in water habitats. Gills help fish breathe underwater. Fins help fish keep their balance and move through the water. Some fish have special markings. These markings help them hide in plants, sand, and rocks. They also help keep the fish safe.



A fish has gills and fins to help it survive in a water habitat.

Desert animals have traits that allow them to live in hot, dry places. Many of these animals dig or burrow into the sandy soil to keep cool. They hunt for food at night. Desert animals are often able to live without water for long periods of time. These animals find water in desert plants such as cactus.



The white fur of an arctic fox helps it hide from its enemies.

The animals that live in cold places have special traits such as thick fur. This fur keeps the animals warm in cold temperatures. Some cold weather animals have fur that changes its color to white during the winter. This special fur helps them blend with the snow and find food.

on where they live or what they eat. The shapes of birds' beaks or bills determine the types of food they eat. Birds that eat meat have bills that are hooked at the end so they can tear the

meat. Birds that eat seeds and grains have bills that are sharp and pointed to break open the seeds. The feet of birds also help them. Water birds have webbed feet that allow them to paddle through the water. Birds that perch on branches have feet that lock into place to keep them from falling. Most ducks, geese, and heron migrate or move to warmer places for the winter. This adaptation helps these birds survive.



Birds migrate to survive cold temperatures.

Think of the animals that live in your area. What special traits allow these animals to survive?

6

5

- **1** What is the main idea of this article?
 - A Most animals live in similar habitats.
 - ® Many animals have thick fur.
 - © Animals have traits that help them survive.
 - Most animals live in deserts.
- 2 Why do fish have gills and fins?
 - (F) To help them live in water
 - © To help them find food
 - (H) To help them feel safe
 - To help them move quickly
- **3** Read this sentence from paragraph 1 of the article.

These animals are <u>unable</u> to live in these places.

What is the meaning of the prefix *un*– in the word <u>unable</u>?

- A Across
- B Not
- © Before
- Self

4 Read this sentence from paragraph 1 of the article.

Their bodies do not have the special traits to <u>survive</u> in these areas.

Which word from the article has a similar meaning as the word survive?

- (F) eat
- @ live
- (H) move
- 3 hunt
- **5** Why does the author write this article?
 - A To describe how gills and fins help fish survive in water habitats
 - ® To convince the reader to study animals that live in polar areas
 - © To entertain the reader with animal stories
 - To explain the traits of some animals



- **6** What text feature helps the reader understand when the article is published?
 - **(F)** The volume
 - @ The caption
 - (A) The title
 - ① The date
- **7** Why do desert animals bury themselves in the sand?
 - A To be cool
 - ® To be warm
 - © To find food
 - D To hide from enemies
- **8** What information do the photographs and the captions help the reader understand?
 - F How the animals use their traits to find food

 - How the animals use their traits to survive in their habitats
 - ① How the animals use their traits to find homes for their young

- 9 Why do birds have hooked bills?
 - A To eat seeds
 - ® To drink water
 - © To tear meat
 - To select food

- **10** What is paragraph 3 mainly about?
 - © Desert animals can live without water.
 - © Desert animals survive in hot, dry places because of their traits.
 - (H) Desert animals can sleep in the sand.
 - ① Desert animals have thick fur that keeps them cool.



Survivor – Animal Style

Remember -	How do webbed feet help birds?
Comprehensics	Explain the meaning of the word <i>traits</i> .
Application	Write about traits you have that help you survive in your
Apply	habitat.

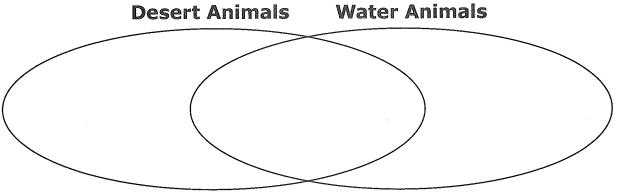


Unit 21 Critical Thinking

Survivor - Animal Style



Use the Venn diagram to write the likenesses and differences of desert and water animals.





What do you think is the most important trait that helps an animal survive?

Explain your thinking.	 	



Imagine that polar bears do not have thick fur. What might you invent to keep them warm? Explain your invention.

Unit 21 Creative Thinking

thought in a written selection is the main idea."

Motivation Station





Read the animal names in the box. Circle the animal name hiding in each sentence below.

camel	panda	dog	seal	ape
bear	owl	emu	bison	

Example: I came late to school.

- 1. Choose a leader for the line.
- 2. I ate soup and a sandwich for lunch.
- 3. I heard a person knocking on the door.
- 4. We must get to the game early.
- 5. The bib is on the baby.
- 6. The students do great things for others.
- 7. Is Bob early this morning?
- 8. The show lasted for two hours.

Journal

Write about a time you found an animal hiding in its habitat.	



The walking stick insect uses camouflage to hide. This insect looks like a stick or a twig with antennae and legs. These traits protect the insect from other animals that might eat it. The walking stick lives on bushes or in small trees. It can change its color to match the environment. The walking stick is nocturnal. It eats the stems of plants at night. This insect does not move often. The walking stick sways like a stem moving in the wind when it walks. It might pretend to be dead or spray a bad-smelling liquid when it is in danger. The walking stick uses its surroundings to hide from its enemies.

- **1** Why does the walking stick insect use camouflage?
 - (A) To hide
 - ® To find food
 - © To attach to branches
 - (D) To spray a bad-smelling liquid
- **2** What might cause danger for a walking stick insect?
 - (F) A bad smell
 - @ A dead tree
 - (H) A moving stem
 - 3 A larger animal

- **3** What is the main idea of the paragraph?
 - A The walking stick is an unusual insect.
 - ® The walking stick eats plants.
 - © The traits of the walking stick help it survive.
 - ① The color of the walking stick helps it live in small trees.

4	N	ame	and	other	an	ımai	and	a	trait
	it	uses	s to	prote	ect	itsel	f.		



Parent Activities

- 1. Use print or digital sources to learn about the adaptations of animals in your geographic area.
- 2. Help your child draw a picture of a habitat with hidden animals.
- 3. Visit a virtual zoo on the Internet to discover additional animal traits.



1

2

3



Read the selection. Then choose the best answer to each question.

Zoo News

News from the Curtis City Zoo

June 1

Volume 5, Issue 6

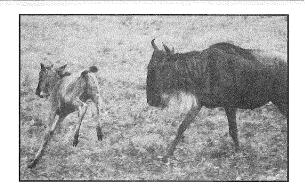
What's Gnu at the Zoo?

by Tammy Stevens, Staff Writer

Zookeepers at the Curtis City Zoo are busy caring for the newest animal. The baby gnu was born on the morning of May 8.

Some people think a gnu is not a pretty animal. It looks like a combination of a cow and a horse. Everybody at the zoo thinks this baby is beautiful.

In the wild, gnus live on the grassy plains of Africa. Another name for a gnu is wildebeest, which means "wild beast." Gnus belong to the same family as cows and goats. Adult gnus eat grass and other plants. Gnus migrate from place to place in search of food and water.



When baby gnus are born, they can walk and run within an hour. This helps them escape lions, cheetahs, and other animals that might prey on them.

The mother gnu named Gnancy has not allowed the zookeepers near her baby. Head zookeeper Scott Daniels says, "The baby looks like he weighs about 120 pounds. This is a normal weight for a newborn gnu. As far as we can tell, the baby is healthy. We will know more in a few weeks."

4



6

The zoo has announced a contest to name the baby gnu. To enter the contest, write the name you wish to give the gnu on a postcard and send it to this address.

Name the Gnu
P.O. Box 555
Curtis, SC 29684

The contest winner will receive a one-year free pass to visit the zoo. All entries must be received by July 30. The winner of the "Name the Gnu" contest will be announced on August 15.



- 1 Which sentence shows why gnus must be able to walk and run within an hour of birth?
 - A Zookeepers at the Curtis City
 Zoo are busy caring for the
 newest animal.
 - ® In the wild, gnus live on the grassy plains of Africa.
 - © Another name for a gnu is wildebeest, which means "wild beast."
 - This helps them escape lions, cheetahs, and other animals that might prey on them.
- **2** What is the main idea of the article?
 - A gnu looks like a combination of a cow and a horse.
 - © A gnu might live in the grassy plains of Africa.
 - A baby gnu is born at the Curtis City Zoo.
 - The Curtis City Zoo has a contest to name the baby gnu.

- **3** Which text feature helps the reader know the topic of the article?
 - A The title of the article
 - B The date of the article
 - © The name of the magazine
 - The name of the staff writer
- **4** Read this sentence from paragraph 3 of the article.

Gnus <u>migrate</u> from place to place in search of food and water.

What is the meaning of the word migrate in this sentence?

- ⑤ Drink
- @ Move
- (H) Live
- ③ Eat
- **5** Why might Gnancy not let the zookeepers near her baby?
 - A The baby gnu is sick.
 - B Gnancy is protecting her baby.
 - © The baby gnu cannot walk.
 - © Gnancy is afraid of the zookeepers.



- **6** Why might Tammy Stevens have written this article?
 - F To share news from the zoo
 - © To encourage people to visit the zoo
 - ① To convince people to care for wild animals
 - To describe the birth of the baby gnu
- **7** Why do some people think gnus are ugly animals?
 - A Gnus have long, thin legs.
 - ® Gnus have shaggy-looking beards.
 - © Gnus look like a combination of cows and horses.
 - © Gnus look like a combination of lions and cheetahs.
- 8 Why might the mother gnu be named Gnancy?
 - ⑤ Because Gnancy means wild beast
 - © Because Gnancy and gnu begin with the same letters
 - Because Gnancy is the name of the zookeeper who cares for the gnus
 - Because Gnancy is the name of the country where gnus live in the wild

- **9** Why did the writer include a photograph of the gnu in the article?
 - A To help the reader identify the Curtis City Zoo
 - ® To help the reader describe the job of a staff writer
 - © To help the reader know how the wildebeest and the gnu are alike
 - To help the reader know how a mother gnu and a baby gnu look

- **10** What is the first step a person should take to enter the "Name the Gnu" contest?
 - Pick up an entry form at the Curtis City Zoo.
 - @ Mail entry after August 15.
 - (H) Write a name for the gnu on a postcard.
 - ① Mail the postcard to P.O. Box 555, Curtis, SC 29684.



What's Gnu at the Zoo?

K	Knowledge _	
	Remember	What is the name of the head zookeeper at the Curtis City Zoo?
į.	Comprehension -	
	Understand	Use your own words to explain how to enter the "Name the Gnu" contest.
į	Application	
	Apply	Write about a time you named something or someone.





List advantages and disadvantages of keeping animals in zoos.

Advantages	Disadvantages

Evaluation -	Do you think "wild beast" is a good description of a gnu?
Explain	your thinking.

Synthes/s O Create	Create a new plan to name the baby gnu.

Motivation Molly says, "A fact is information that can be proven true."

Motivation Station

Some words contain letters that are not heard when the word is spoken. Read this list of words. Circle the consonant in each word that you do not hear when you say the word.

gnat comb knee knit

listen knife numb knob

wrist sign write knot

kneel thumb ballet often

Journal

Write about a time you entered a contest.



There are different types of jobs in zoos. A zoo director is <u>responsible</u> for making the zoo a nice place to visit. This person hires other zoo workers and gives them what they need to do their jobs. Zookeepers are people who care for the animals. These workers must prepare food for the animals each day. They must clean the animals' living areas. The zookeepers are responsible for providing a safe and happy home for the animals. Veterinarians work in zoos to help animals stay healthy. Teachers who work in zoos share information about animals with children and other visitors. Animals in zoos need people to care for their many needs.

1	The word responsible	in	this
	paragraph means —		

- (A) in charge of
- ® tired of
- © to be happy about
- (D) unhappy with work
- **2** Who helps zoo animals stay healthy?
 - **©** Teachers
 - © Visitors
 - ® Zoo directors
 - ③ Veterinarians

- **3** Why might there be different types of workers in zoos?
 - A Because animals need experts to train them
 - Because animals have many needs
 - © Because animals need different kinds of food
 - D Because animals enjoy working with many different people

4	Is it importan	t for tea	chers to	
	work in zoos?	Explain	your ansv	ver.

01

Parent Activities

- **1.** Use print or digital sources to learn about jobs in zoos. Talk with your child about these jobs.
- **2.** Visit a local zoo. Arrange an interview with a zookeeper. Help your child prepare questions in advance for the interview.

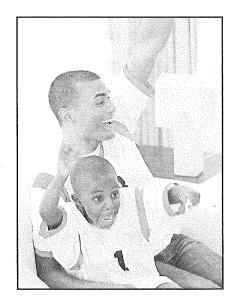




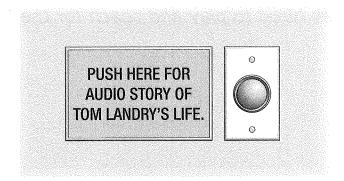
Read the selection. Then choose the best answer to each question.

A Winning Coach

Cowboys football team. Uncle John and I wear our Cowboy jerseys and watch the games on television. Uncle John shares stories about Coach Tom Landry. Mr. Landry was the first coach of the Dallas Cowboys. My uncle describes Tom Landry as a man of honor. He explains that Coach Landry was respected by the players and fans. The Cowboys won many games and became known as "America's Team" when Tom Landry was their coach.

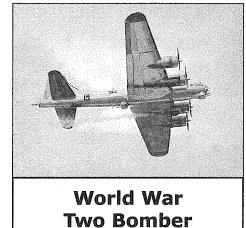


2 Last Sunday, Uncle John surprised me. We went to an exhibit about Texas football coaches. We began our tour at Tom Landry's display. I noticed a Longhorn jersey, a hat, and army medals near a photograph of Tom Landry. I wondered why these objects were a part of the display. I pressed the button to begin the recording of a biography of Coach Landry.





- Thomas Wade Landry was born on September 11, 1924. His parents were Ray and Ruth Landry. His family lived in Mission, Texas. Tom's father was an auto mechanic and the city's fire chief. Tom was the second of four children. He shared a bedroom in the attic of their home with his brothers and sister.
- Tom was a shy boy who was an "A" student in school. He was a 4 star football player for his Mission High School team. When he was a senior in high school, Tom's team won every game.
- 5 Tom attended the University of Texas and played football for the Longhorns. He left college to serve in the Army during World War Two. Tom Landry became a B-17 pilot. This was one of the most dangerous jobs in the Army.
- Tom Landry returned to the University 6 of Texas in 1945. He played football until



he graduated from college. Mr. Landry was offered a job playing football for the New York Yankees. The Yankees paid Mr. Landry a

bonus when he joined the team. During that year, he married his

college sweetheart, Alicia Wiggs. After one year with the Yankees,

Tom Landry was hired to play and coach for the New York Giants.

7 In 1960, Mr. Landry began coaching the Dallas Cowboys. He worked with this team for twenty-nine years. Tom Landry led the Cowboys to play in five Super Bowls. The team was successful because of Landry's creative plays and leadership. Coach Landry was known for his calm personality and the



Fedora Hat

fedora hat he wore during games. When Tom Landry died in 2000, the Cowboys honored the coach by wearing fedora hat patches on their uniforms.

- 8 A statue of Coach Tom Landry was placed at Cowboys Stadium. It reminds people that Mr. Landry was a winning coach and hero.
- 9 Coach Landry led his football team by example. He understood that treating others with respect was more important than football. He taught his players important lessons about the game. Tom Landry also taught them about making good choices. He wanted his players to be winners on and off the field.



Statue of Tom Landry



- **1** What is the meaning of the word <u>plays</u> in paragraph 7 of the selection?
 - A Stories that are acted out
 - ® Turns in a game
 - © Moves or actions in sports

- **2** In paragraph 5, the suffix –ous in the word dangerous means
 - (F) without
 - @ full of
 - (H) becoming
 - ③ one who

- **3** Why did Tom Landry leave the University of Texas the first time?
 - A To protect his country
 - ® To play football
 - © To marry his college sweetheart
 - D To coach football

- **4** The author includes the photograph beside paragraph 5 to show
 - (F) the reason Tom Landry joined the Army
 - © the way Tom Landry traveled to New York
 - (H) the type of airplane Tom Landry flew during World War Two
 - the type of vehicles Tom Landry's father repaired



- **5** Which sentence explains the reason a hat is in Tom Landry's display?
 - (A) Tom Landry became a B-17 pilot.
 - B He played football until he graduated from college.
 - © The team was successful because of Landry's creative plays and leadership.
 - © Coach Landry was known for his calm personality and the fedora hat he wore during games.

- **6** The graphic below paragraph 2 shows
 - F the printed words of the biography
 - (9) how to enter the museum
 - (H) the items in the display
 - ① how to begin the recorded biography

- **7** Based on the information in the biography, Tom Landry can be described as
 - A a man who was interested only in winning
 - ® a man who was respected
 - © a man who thought football was more important than people
 - (D) a man who was unsuccessful

- **8** The author of the biography wrote about Tom Landry by
 - (E) describing Tom's life as he grew from a child to an adult
 - © comparing Tom and other football coaches
 - (H) explaining why Tom decided to become a coach
 - ③ showing how Tom learned to be a coach

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- **9** Where did Tom Landry meet his wife?
 - **A** In Mission, Texas
 - ® In New York City
 - © At the University of Texas
 - At a Dallas Cowboys game

10 Read this sentence from paragraph 9 of the biography.

Coach Landry led his football team by example.

What does this sentence mean?

- © Coach Landry walked in front of the team when entering the stadium.
- © Coach Landry treated his players the way he wanted them to treat others.
- ② Coach Landry played in more football games than his team.



A Winning Coach

Knowledge	
Remember	Where was Tom Landry born?
Comprehension	
Co C C C C C C C C C C C C C C C C C C	Explain how the boy telling the story knew about Tom Landry.
	·
Margaria come con consequence.	· · · · · · · · · · · · · · · · · · ·
Application	Write about a time you were a winner.
Apply	White about a time you were a willien
	·



Unit 23 Critical Thinking

A Winning Coach



What might a person learn from the biography of Tom Landry?



Do you think football players should be paid to play football?

Explain your opinion.



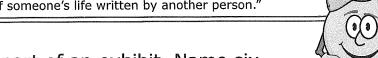
Imagine you are the owner of a new football team. What will you name the team?

What color will you use for the uniforms?

Sketch the uniform for your new team.

Motivation Mike says, "A biography is the account of someone's life written by another person."

Motivation Station



Imagine your biography is part of an exhibit. Name six objects you would include in the exhibit. Explain your reason for choosing each object.

Object	Reason
\$ · · ·	

Company Company				- 6
Jo	10 m 1	an ma	a mile	32 B
888 F A	88888	600 B)	and the	8 B

write about a time you were a good example for others.	

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The Big "D"

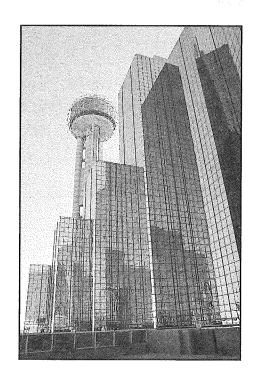
Dallas is in Texas, Known as the Big "D." With fashion, drive-thru banking, And high-tech industry.

- 7-Eleven is from Dallas, And the Southwest's first real zoo, The purple dino Barney Was born in Big "D," too.
- Sports are huge in Big "D,"

 Gigantic malls are near,

 Remember when in Dallas —

 Big things happen here!



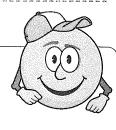
- **1** The beat in the poem is called
 - (A) stanzas
 - ® lines
 - © rhyme
- **2** Which group of words is repeated in each stanza of the poem?
 - **(F)** in Texas
 - **©** in Dallas
 - ⊕ Big "D"
 - ③ Big things

- 3 Which lines of the poem rhyme?
 - A Lines 9 and 10
 - B Lines 9 and 11
 - © Lines 10 and 11
 - D Lines 10 and 12

4	Why	does	the	author	choose	the
	title	of the	poe	em?		

Parent Activities

- 1. Locate biographies of Texans on the Internet.
- **2.** Use print and digital sources to locate information about Tom Landry and other famous coaches.
- 3. Attend a sporting event with your child. Observe and discuss the responsibilities of the coach.



Read the selection. Then choose the best answer to each question.

The Fiesta of May Fifth

- Cinco de Mayo is a holiday. The words *Cinco de Mayo* mean "the fifth of May" in Spanish. The holiday began in 1862. On this date, the Mexican Army defeated the French Army in the Battle of Puebla. It was a surprise that Mexico won this battle. The French Army had more soldiers than the Mexican Army. Cinco de Mayo honors the bravery of these Mexican soldiers who fought for their country.
- 2 Americans celebrate Cinco de Mayo to honor the Mexican <u>culture</u>. This culture is a part of many communities in the United States. Houston, San Antonio, and other cities host Cinco de Mayo celebrations. These events include music, dancing, and parades.
- 3 Cinco de Mayo celebrations also include food from the Mexican culture. Tamales, salsa, and refried beans are all a part of Cinco de Mayo parties. A favorite food is the corn tortilla. The Spanish word tortilla



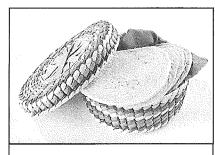
means "small cake." This tasty bread has been made and enjoyed for thousands of years. Follow this easy recipe to make corn tortillas.



Cinco de Mayo Corn Tortillas

Ingredients

- 2 cups corn masa (flour)
- 1 teaspoon salt
- $1\frac{1}{4}$ cup boiling water
- 1 teaspoon shortening



A Basket of Corn Tortillas

Steps

- 1. Mix the masa and salt in a medium-sized bowl.
- 2. Place boiling water and shortening into a separate bowl. Stir until the shortening is melted.
- **3.** Pour the liquid mixture into the bowl of corn flour and salt and stir with a fork.
- 4. Allow the mixture to cool.
- **5.** Use your hands to mix the dough, adding hot water as needed.
- 6. Knead the dough for one or two minutes.
- **7.** Roll small amounts of dough into golf ball-sized pieces.
- **8.** Flatten each ball and place on a preheated cast iron pan or griddle.
- **9.** Cook each side for 45–60 seconds.
- 10. Remove from griddle and serve.
- The tortilla is enjoyed in daily meals throughout the United States. This bread is an example of the influence of the Mexican culture on the lives of Americans. The tortilla is a popular food for Cinco de Mayo celebrations.

- **1** Why is Cinco de Mayo celebrated?
 - A To remember American soldiers
 - ® To honor the Mexican culture
 - © To celebrate the beginning of Mexican communities in America
 - ① To honor the French who fought in Mexico

- **2** What is the meaning of the word culture in paragraph 2?
 - The hopes and dreams of people in a new city
 - © The people who belong in a community
 - The locations of communities of people
 - The beliefs and practices shared by a group of people

- **3** Why does the author write this selection?
 - A To give the reader information about Cinco de Mayo
 - B To explain how to plan a Cinco de Mayo celebration
 - © To convince the reader to celebrate Cinco de Mayo
 - D To share a Cinco de Mayo dance
- **4** What is paragraph 1 mainly about?
 - F The reason Cinco de Mayo is celebrated
 - © How people celebrate Cinco de Mayo
 - (H) How to make tortillas
 - The importance of tortillas
- **5** Why was the Mexican Army surprised when it won the Battle of Puebla?
 - A The battle was fought on the fifth of May.
 - B There were more Mexican soldiers than French soldiers.
 - © The battle was fought in Mexico.
 - D There were fewer Mexican soldiers than French soldiers.



- **6** Which word from the selection means "small cake" in Spanish?
 - © recipe
 - @ tortilla
 - **H** Tamales
 - ③ salsa
- **7** What is the best caption for the photograph beside paragraphs 2 and 3?
 - **A** Mexican Culture
 - ® Cinco de Mayo
 - © Mexican Dancers
 - A Mexican Parade
- **8** What text feature does the author use to show the steps of the recipe?
 - ® Numbers

 - (A) Bullets
 - ③ Titles

- **9** When making tortillas, when do you use your hands to mix the dough?
 - After rolling the dough
 - ® After cooling the mixture
 - © After kneading the dough

- **10** Which step in the recipe matches the photograph beside the recipe?
 - © Step 1
 - © Step 3
 - ® Step 9
 - ③ Step 10

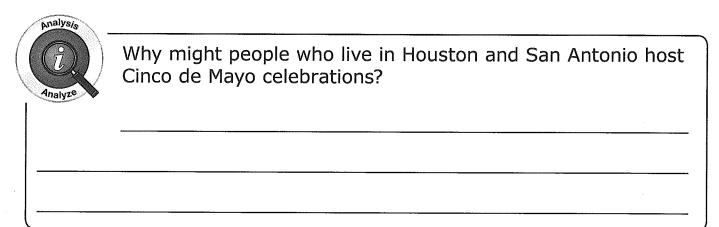


The Fiesta of May Fifth

Knowledge	
Remember	When is Cinco de Mayo celebrated?
Comprehension	
Conderstand	Write a summary of "The Fiesta of May Fifth."
-37	
Application	
Apply Apply	Describe a meal you enjoy that includes tortillas.



The Fiesta of May Fifth





What Cinco de Mayo activity would be your favorite?

Circle one. Dancing Watching a parade

Eating Mexican foods

Explain your choice.	-		
		 ····	



Create a food that could be served at a Cinco de Mayo celebration.

Unit 24 Creative Thinking

Motivation Molly says, "Bullets and numbered steps make procedures easier to read."

Motivation Station



Write the abbreviations for each of the months using the word bank. On the second line, write the name of a holiday for the months in bold print.

Sept.	Mar.	May	Dec.	June	Oct.
Apr.	Aug.	Feb.	July	Nov.	Jan.

Month	Abbreviation	Holiday
January	· · · · · · · · · · · · · · · · · · ·	• ·
February		
March		
April		
May		-
June		· -
July		
August		-
September		<u>.</u>
October		
November		
December		-

Journal

Write about a celebration you attended.

Maracas are musical instruments played at Mexican celebrations. Coconut or gourd shells are filled with dried beans to make the instruments. People create music by shaking maracas. Follow the directions to make maracas.

Supplies:

- 2 paper plates
- 1 scoop of dried beans
- staples and a stapler
- markers

Steps:

- 1. Use markers to decorate the bottom sides of the plates.
- 2. Place 5-10 beans on one of the plates.
- 3. Turn the other plate face down on top of the plate with the beans.
- 4. Staple the edges of the plates together.
- 5. Shake the plates to make music.
- 1 The author identifies each of the supplies needed to make maracas using
 - A bullets
 - B bold print words
 - © numbers
 - (D) italicized words
- **2** When making maracas, the plates are decorated
 - **(F)** first
 - @ second
 - (H) third
 - ③ last

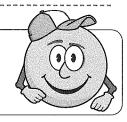
- **3** Which step helps the beans stay inside the plates?
 - A Step 1
 - ® Step 2
 - © Step 3
 - © Step 4

4	When	might	maracas	be	used?

 	 	 _
		,

Parent Activities

- **1.** Use print or digital sources to gather information about celebrations in other countries.
- 2. Prepare foods from other countries.



Unit 25 Selection

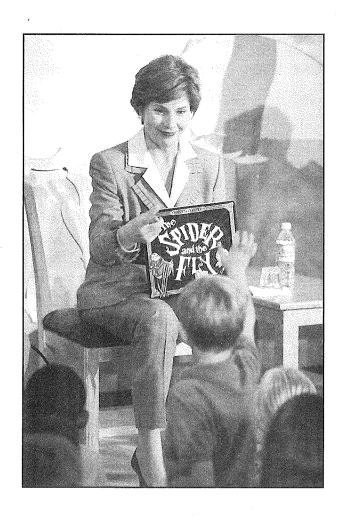


Read the selection. Then choose the best answer to each question.

Laura Bush - The First Lady of Books

- 1 Laura Bush is a wife, mother, and grandmother. She was a teacher and a librarian. Laura is married to President George W. Bush. He was the 43rd President of the United States. As First Lady, Mrs. Bush wanted people to use their talents to teach America's children. She hoped all children would learn to read. Laura Bush believed that reading opened doors.
- 2 Laura was born November 4, 1946, in Midland, Texas. She was the only child of Harold and Jenna Welch. Her father built homes. Her mother was a homemaker who helped with her husband's business.
- 3 As a young girl, Laura enjoyed Girl Scouts and sleepovers. She sang in the church choir and played the piano. However, Laura's favorite activity was reading. Her mother shared her love of books by reading to Laura when she was a baby. She also took Laura to the local library. This love of reading became a lifelong passion for Laura Bush.
- 4 Laura attended school at James Bowie Elementary School. She was a shy but friendly girl. In second grade, Laura had a teacher named Mrs. Gnagy. She was Laura's favorite teacher. Mrs. Gnagy inspired Laura to become a teacher. At home, Laura lined her dolls in rows and pretended to teach them to read.

After high school, Laura studied to become a teacher. She graduated from college and taught students in second and third grades. Laura was a school librarian when she met and married George W. Bush in 1977.



6 Mrs. Bush's favorite color is blue. She enjoys eating chocolate ice cream and likes to garden. *Officer Buckle and Gloria* is one of Mrs. Bush's favorite children's books. Although she no longer works in a school, Laura Bush continues to encourage people to enjoy reading. She raises money for school libraries so all children have books to read. Through her actions, Mrs. Bush teaches Americans how to show kindness to others.



- 1 In paragraph 6, the suffix -ness in the word kindness makes the word mean
 - A to look kind
 - ® make kind again
 - © not kind
 - 1 to be kind
- **2** What word is similar in meaning to the word inspired in paragraph 4?
 - Forced
 - @ Encouraged
 - (A) Needed
 - ③ Wished
- **3** Which sentence shows that Laura Bush wants to share her love of reading with children?
 - A She raises money for school libraries so all children have books to read.
 - ® Laura is married to President George W. Bush.
 - © This love of reading became a lifelong passion for Laura Bush.

- **4** The photograph below paragraph 5 shows that Laura Bush
 - ® plays the piano
 - © raises money for school libraries
 - (H) likes to garden
 - The state of th
- **5** How was Laura's second-grade teacher important to her future?
 - A Her teacher taught her to read.
 - B Laura wanted to write books like her teacher.
 - © Laura wanted to be like her teacher.
 - D Laura's teacher took her to the library.
- **6** How were Laura and her mother alike?
 - F Both were librarians.
 - @ Both were First Ladies.
 - (H) Both enjoyed reading.
 - 3 Both worked as teachers.



- **7** How did Laura practice being a teacher?
 - A She raised money for libraries.
 - B She pretended to teach her dolls to read.
 - © She married a President.
 - She was a Girl Scout.

- 8 Read the chart.
 - Laura was born in 1946.
 - Laura was a Girl Scout.
 - Laura was a teacher.

0

What belongs on the blank line?

- © Laura married George Bush in 1977.
- © Laura was in Mrs. Gnagy's class.
- (H) Laura learned to play the piano.
- ① Laura taught her dolls.

- **9** What lesson can be learned from Laura Bush?
 - A Singing is the best way to learn.
 - B Learning only happens in a library.
 - © Reading helps people to be successful.
 - Teaching is the most important job.

10 Read this sentence from paragraph 1.

Laura Bush believed that reading opened doors.

What does this sentence mean?

- People who visited libraries were better readers.
- © Opening new libraries gave people more books.
- (H) Reading allowed people to learn new things.
- ⑤ Books were enjoyable to read.



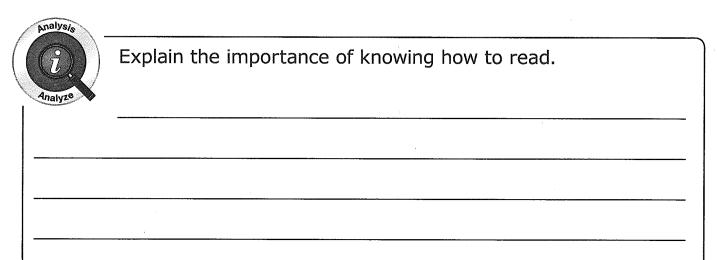
Laura Bush - The First Lady of Books

Knowledge	
Remember	Who was Laura's favorite teacher?
enemo-	
oprehen	
comprehensics -	Use your own words to describe Laura Bush.
Understand	
Application -	
Apply	Describe a talent that you have that can be used to teach others.



Unit 25 Critical Thinking

Laura Bush – The First Lady of Books





In your opinion, which school subject is most important?

Circle your answer.

Math

Reading

Science

Social Studies

Explain y	your choic	ce			



Imagine that Laura Bush is coming to your school. Write questions you would ask her.

Unit 25 Creative Thinking

Motivation Station

Motivation Mike says, "Some biographies are written in time order based on the events of the person's life."

Imagine a person is writing a biography about you. Answer the following questions to provide information for your biography.
What is your name?
What is your birthdate?
Where do you live?
Where do you go to school?
Who is your favorite teacher?
What is your favorite color?
What is your favorite kind of ice cream?
What is your favorite activity?
Write three facts about yourself that others would find interesting.

Journal

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would y	ou enjoy	being a te	eacner? E	xpıaın yol	ır answer.	
	······································					

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A magazine has a cookie contest for the wives of men who want to be President. The recipes are printed in the magazine. Readers vote for their favorite cookies. Laura Bush's Cowboy Cookies won the contest in 2000. Read a recipe for Cowboy Cookies.

Ingredients

- 2 eggs
- 1 cup shortening
- 1 cup sugar
- 1 cup brown sugar
- 2 cups self-rising flour
- 2 cups oatmeal
- 1 teaspoon vanilla
- $\frac{1}{2}$ cup chocolate chips
- 1 cup chopped nuts

Steps

- 1. Preheat oven to 350°.
- 2. Mix together eggs, sugar, and shortening.
- 3. Stir in flour, oatmeal, and vanilla.
- 4. Add chocolate chips and nuts.
- **5.** Drop by spoonfuls onto cookie sheet.
- 6. Bake for 15 minutes.
- **7.** Allow to cool before eating.
- **1** In the steps, what is the meaning of the prefix *Pre* in the word Preheat?
 - **A** Under
 - **B** Between
 - © After
 - Before
- **2** What is added after mixing the flour, oatmeal, and vanilla?
 - © Chocolate chips and nuts
 - © Eggs and shortening
 - (H) Sugar and eggs
 - ③ Shortening and nuts

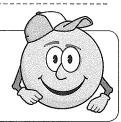
- **3** The author uses numbers to show
 - A the steps for making Cowboy Cookies
 - ® why the recipe for Cowboy Cookies was printed in the magazine
 - © how many ingredients are needed for Cowboy Cookies
 - how many people voted for Cowboy Cookies

4	Describe	your	favorite	cookies



Parent Activities

- **1.** Use print or digital sources to locate information about First Ladies of the United States.
- 2. Visit a library. Help your child locate books of interest.
- 3. Read books with your child. Have your child illustrate events from the stories.



Color Mike or Molly green if your answer was correct or red if your answer was incorrect.

Unit 1: Show-and-Tell Teddy

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(B)	2.9	2.6(A)	2.7(A)	2.7(A)	2.7(A)	2.9(B)	2.16
Question 9	Question 10		•			Total Correct	Total Possible
2.7	2.7						10

Unit 2: Science at Adventure Land

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(A)	2.5(C)	2.5(C)	2.13	2.14(A)	2.14(B)	2.14(C)	2.14(D)
Question 9	Question 10					Total Correct	Total Possible
2.14(D)	2.16						10

Unit 3: John Henry: Steel-Driving Man

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.9	2.9(B)	2.3(B)	2.6(A)	2.9(B)	2.11(A)	2.5(B)	2.6
Question 9	Question 10					Total Correct	Total Possible
2.9(B)	2.16						10

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 4: Patterns in the Sky

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(A) Question 9	2.14(B) Question 10	2.5(B)	2.7(A)	2.13	2.15(B)	2.15(B)	2.14(D)
						Total Correct	Total Possible
2.14(A)	2.16		,				10

Unit 5: My Favorite Author – Dav Pilkey

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(B)	2.10	2.10	2.10	2.10	2.11(A)	2.10	2.16
Question 9	Question 10					Total Correct	Total Possible
2.3(B)	2.6(A)						10

Unit 6: The Helping Hands of Our Community

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(B)	2.5(A)	2.13	2.14(A)	2.14	2.14(C)	2.16	2.16
Question 9	Question 10						
						Total Correct	Total Possible
							10
2.16	2.14(C)						

Color Mike or Molly green if your answer was correct or red if your answer was incorrect.

Unit 7: A Special Friend

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.3(B)	2.5(B)	2.7(A)	2.7(A)	2.7	2.7(A)	2.5(B)	2.6(A)
Question 9	Question 10					Total Correct	Total Possible
2.16	2.7						10

Unit 8: A Capitol Tour

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.13	2.14(A)	2.14(C)	2.14(C)	2.14(D)	2.16	2.5(C)	2.16
Question 9	Question 10						
						Total Correct	Total Possible
							10
2.14(B)	2.14(D)						10

Unit 9: The Greatest Game

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.9(B)	2.5(B)	2.11(A)	2.3(B)	2.9	2.6(A)	2.3(B)	2.16
Question 9	Question 10					Total Correct	Total Possible
2.9(B)	2.9						10

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 10: America's Sea

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(D)	2.14(A)	2.5(B)	2.14	2.14(A)	2.13	2.5(C)	2.14(A)
Question 9	Question 10					Total Correct	Total Possible
							10

Unit 11: A Great Idea

2.14(D)

2.14(C)

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(A)	2.9	2.16	2.5(C)	2.9	2.16	2.6(A)	2.3(B)
Question 9	Question 10					Total Correct	Total Possible
2.11(A)	2.9(B)						10

Unit 12: Thank You, Mr. President

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14	2.14	2.14	2.13	2.14(A)	2.5(A)	2.14(D)	2.14(B)
Question 9	Question 10					Total Correct	Total Possible
2.7(A)	2.16						10

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Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 13: Rainbow's Gift

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
					9/		
2.9(B)	2.9	2.9	2.5(C)	2.6(A)	2.16	2.5(B)	2.3(B)
Question 9	Question 10						
0						Total	Total
(00)	(00)					Correct	Possible
							10
2 9(B)	2 11(Δ)						10

Unit 14: Beaver Builders

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(B)	2.13	2.5(B)	2.16	2.14(D)	2.14(B)	2.5(C)	2.14(A)
Question 9	Question 10						
						Total Correct	Total Possible
							10
2.14(C)	2.14						I V

Unit 15: The Wink, Blink, and Glow Project

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.11(A)	2.6(A)	2.5(B)	2.9	2.9	2.11(A)	2.7(A)	2.16
Question 9	Question 10					Total Correct	Total Possible
2.7(A)	2.7(A)						10

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 16: Brenham's Creamery

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(A)	2.14(C)	2.14(B)	2.5(B)	2.13	2.16	2.16	2.16
Question 9	Question 10						
						Total Correct	Total Possible
							40
2.14(C)	2.14(D)						10

Unit 17: The Girl Who Cried Help

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.9	2.5(C)	2.16	2.9(B)	2.9	2.6(A)	2.9(B)	2.11(A)
Question 9	Question 10					Total Correct	Total Possible
2.5(B)	2.3(B)						10

Unit 18: A World of Water

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14	2.14	2.14(A)	2.16	2.14(B)	2.14(D)	2.13	2.5(B)
Question 9	Question 10					Total Correct	Total Possible
2.5(A)	2.14(D)						10

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 19: The True Farm Girl Test

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
OR !	02	OR.	0	0	028	0	0
2.3(B)	2.9	2.9	2.9(B)	2.5(B)	2.6(A)	2.9(B)	2.16
Question 9	Question 10				•		
OR.	0					Total Correct	Total Possible
						OUTCOL	Jaioco
							10
2.16	2.11(A)					-	

Unit 20: From Tadpoles to Frogs

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(B)	2.15(B)	2.15	2.5(A)	2.14(A)	2.15(B)	2.13	2.15(B)
Question 9	Question 10						
						Total Correct	Total Possible
							10
2.5(A)	2.15(B)						10

Unit 21: Survivor - Animal Style

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(A) Question 9	2.14(B) Question 10	2.5(A)	2.5(C)	2.13	2.14(D)	2.14(B)	2.16
						Total Correct	Total Possible
2.14(B)	2.14(A)						

Color Mike or Molly green if your answer was correct or red if your answer was incorrect.

Unit 22: What's Gnu at the Zoo?

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(B)	2.14(A)	2.14(D)	2.5(B)	2.14	2.13	2.14(B)	2.14
Question 9	Question 10	· · · · · · · · · · · · · · · · · · ·		<u> </u>			
						Total Correct	Total Possible
						OUTEUL	i osabic
							10
216	2 14(C)						

Unit 23: A Winning Coach

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
0	0	0	0	0	0	OR	0
2.5(B)	2.5(A)	2.10	2.16	2.10	2.16	2.10	2.10
Question 9	Question 10						
OR.	OR !					Total	Total
						Correct	Possible
							10
2.10	2.11(A)						10

Unit 24: The Fiesta of May Fifth

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.14(B)	2.5(B)	2.13	2.14(A)	2.14(C)	2.14(B)	2.14(D)	2.15(B)
Question 9	Question 10					Total Correct	Total Possible
2.15	2.15(B)						10

Color Mike or Molly **green** if your answer was correct or **red** if your answer was incorrect.

Unit 25: Laura Bush - The First Lady of Books

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
2.5(A)	2.5(C)	2.10	2.16	2.10	2.10	2.10	2.10
Question 9	Question 10					Total	Total
						Correct	Possible 10
2.6(A)	2.11(A)						10

Reading Glossa

abbreviation - a shortened form of a word with letters left out; usually ends with a period (.)

account - a statement of facts or events

acrostic - a poem or series of lines in which the first letter of each line spells a word or phrase related to a specific topic

act - one of the main divisions of a drama

action – the important events performed by the characters in a literary selection

actual - real and existing as fact

adaptation – a rewritten version of a literary work, often written in a different genre

advantage - a favorable condition or position

adventure - an exciting event or series of events

advertise - to call attention to a product; to provide a public notice

advertisement – a public announcement that provides information about an event or product and that is designed to attract attention

advertisement technique - a method used to target or attract an audience

affix – a letter or a group of letters added to the beginning or end of a word that changes the meaning of the word (e.g., prefix, suffix)

alliteration - the repetition of the same sounds at the beginning of two or more words in a row

alphabetical order - words arranged in the order of the letters of the alphabet

analysis - the act of breaking an idea or object into its parts and studying each part

analyze - to study an idea or object by breaking it into smaller parts

answer - a response to a question or prompt

antonym - a word having the opposite meaning of another word

application - the act of using an understanding of a concept in a new or different situation

apply – to use an understanding of a concept in a new or different situation

appropriate - suitable or correct for the purpose

article - a complete selection of writing that is part of a newspaper, magazine, or book

assess - to determine the value, significance, or quality

audience - the person or group for whom a selection is written or performed

author - a person who writes a literary or informational selection

author's message - the main idea or theme the author wants to share with the reader

author's point of view - the author's viewpoint, attitude, position, or outlook on a topic

author's purpose - the reason an author has for writing a text (e.g., describe, explain, persuade, inform, entertain)

autobiography - an account of someone's life written by that person



base word - a word from which other words are formed by adding a suffix or prefix

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beginning - the first part of a paragraph, selection, or book

biography – an account of someone's life written by another person

blog – a website on which individuals record opinions or information

blog post – information placed on a blog that responds to a comment or question

Bloom's Taxonomy (Original/Revised) – a model used to understand levels of thinking

Knowledge/Remember – the level of Bloom's Taxonomy that involves the recall of facts, ideas, or information

Comprehension/Understand – the level of Bloom's Taxonomy that involves the understanding, interpretation, or summarization of facts, details, or information

Application/Apply – the level of Bloom's Taxonomy that involves the use of an abstract idea in a concrete situation in order to solve a problem or relate it to a prior experience

Analysis/Analyze – the level of Bloom's Taxonomy that involves breaking a concept or idea into parts and showing the relationships among the parts

Evaluation/Evaluate – the level of Bloom's Taxonomy that involves making informed judgments about the value of ideas or materials or expressing opinions using standards or criteria

Synthesis/Create – the level of Bloom's Taxonomy that involves combining parts or elements of knowledge to form a whole and to build relationships for new situations or products

bold print – heavy, dark print used to draw attention to certain words

brainstorm – to think quickly and creatively in order to generate ideas or to solve problems

brochure – a small booklet on a specific topic

bullet – a text feature in the form of a dot that identifies a key detail

bulleted list – a record of similar ideas that are set apart in text using bullets or dots

G

caption – a title or sentence that explains an illustration, photograph, or graphic

cast of characters – the characters acting in a drama

casual language – words used in everyday spoken and written communication

category – a group of items or ideas with similar qualities or characteristics

cause - a reason for an outcome or result

cause and effect – the relationship between two events in which one event makes another event occur

change – to become or to make different

chant - words repeated in a pattern or rhythm

character – a person, thing, or animal in a literary selection

character trait – a description of a character that may include physical appearance, personality, speech, behavior, actions, thoughts, feelings, or interactions with other characters

characteristic – a feature or an attribute that helps identify or describe

chart – a graphic representation of information

cheer – words written or spoken as a short phrase; often expresses excitement or praise

chronological order – an arrangement of ideas or events based on the time they occur

classical literature – literature that is widely known because of its outstanding and enduring qualities

classification – a group or category of items with similar characteristics or features

commercial – an advertisement appropriate for media

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communication – the act of making information known through written or spoken words

compare - to consider or describe as similar

compare and contrast – to study in order to note similarities and differences

compose - to create; to write

comprehend - to understand

comprehension – the ability to understand the meaning of an idea or concept

concept – a general idea or understanding

conclude – to reach a decision; to form an opinion

concluding sentence/paragraph – the final sentence or part of a written or spoken selection that brings closure

conclusion – a judgment or decision reached by reasoning; the closing or end of a written or spoken selection

conflict – a struggle between opposing forces that brings about action important to the plot of a literary selection

connect - to link ideas or topics within texts

connection – the link between two or more topics in a text or among two or more texts

consumer - a buyer of goods or services

contemporary context – a text written in a modern-day setting

context – the words, sentences, or passages that are written before or after another word, sentence, or passage; the circumstances that surround an event, situation, or character

contrast - to consider or describe as different

convince – to cause someone to believe; to persuade

craft - a product that is made by hand

create - to make, form, or produce

criteria – standards, rules, or tests used to make a judgment or decision

cultural context – a text written based on the shared beliefs and values of a group of people

culture – the shared beliefs and values of a group of people

D

define – to provide the meaning of a word or phrase

definition - the meaning of a word or phrase

demonstrate – to explain by the use of examples or experiences

describe – to use words to tell or write about an idea, person, or thing

description – the element of drama that explains how dialogue should be spoken and states the actions characters should perform; usually written inside parentheses

design - to create or to draw plans

detail – a small part of a whole; specific information that supports the main idea of a text

determine – to decide; to locate needed information

develop – to add details to a basic plan or idea

devise - to think of; to plan

diagram – a chart or graph that explains an object; a labeled illustration

dialogue – the words or lines spoken between characters in a fiction story or drama

dictionary – a print or digital reference containing an alphabetical listing of words with information given for each word including pronunciation, syllabication, part of speech, and definition(s)

dictionary entry – a single word recorded in the dictionary that includes its pronunciation, syllabication, part of speech, and definition(s)

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difference - the state of being unlike

different - unlike something else

digital media – electronic communication (e.g., blog, e-mail, discussion group, instant messaging, websites, Internet)

digital source – an electronic reference used to gather or to produce information

direction – an instruction used to complete a task

disadvantage – an unfavorable condition or position

document - a piece of writing

drama – a literary work that shares a story through action and speech and is intended to be performed

dramatic adaptation – the rewriting of a literary selection as a drama

Ē

effect – the result produced by a causeelaborate – to provide more detail

element - a separate part of a whole

elements of drama – the basic and most important parts of a dramatic selection (e.g., setting, characters, scenes, acts, descriptions, stage directions)

elements of fiction – the basic and most important parts of a fiction story (e.g., setting, characters, plot events, theme)

elements of literary nonfiction – the basic and most important parts of a literary nonfiction piece (e.g., fact-based events, theme, setting, characters)

elements of poetry – the basic and most important parts of poems (e.g., meter, rhythm, rhyme)

e-mail - an electronic message

emphasize - to stress; to give importance

end – the last part of a paragraph, selection, or book

evaluate – to make a judgment based on criteria or evidence

evaluation – a judgment based on criteria or evidence

event - a happening in a written selection

evidence – words, phrases, or sentences that provide proof

exaggeration – a spoken or written statement that stretches the truth

example - a model; something to be copied

explain – to make clear; to provide the reason or the cause

expository text – a type of informational text that explains, provides directions, informs, or describes

express - to communicate meaning

extend – to increase by adding information

fable – a traditional story intended to teach a useful lesson

fact – a statement that can be proven

factual information – knowledge or facts that can be proven

fairy tale – a fanciful story about fairies, magical creatures, or legendary deeds

feature – a part of an item or concept that sets it apart

feeling - an expression of emotion

fiction – a genre of writing based on imagination and not always on facts

figurative language – words that create interesting images using language that has a deeper meaning than the literal meaning of the words (e.g., simile, metaphor, hyperbole, personification, idiom)

folktale – a traditional tale or legend passed from generation to generation

foreshadow – a technique used by an author to suggest an event that will occur in the future

formal language – spoken or written words using proper conventions

forms of media – types of media used to convey information (e.g., commercial, speech, advertisement, documentary, Internet, newspaper, television, radio)

forms of poetry – types or patterns of poetry based on the topic, rhyme scheme, or style

free verse poetry – poems written without a pattern of rhyme or rhythm

future event – a happening expected to occur in the time to come

G

genre – a category of writing based on form, technique, or content

glean - to gather information

glossary – an alphabetical listing of words and their meanings found in the back of a book

goal - something wanted or worked for

graph – a diagram that shows connections between two or more items or concepts

graphic – a visual image (e.g., diagram, illustration, symbol, drawing, photograph, graph)

graphic features – features that give meaning to texts (e.g., diagrams, maps, time lines, titles, captions, photographs, charts, numbers, bullets, italics, headings, labels, underlined words)

guide words – words printed at the top of the page of a dictionary or other reference book to indicate the first and last items on that page

H

heading – a word or group of words located at the beginning of a page, section, or chapter

headline – a group of words in large print at the beginning of an article in a newspaper **hero** – a person who is admired for great courage or achievements

historical - from the past

historical account – a report of facts and information from the past

historical context – a text written based on events from the past

homographs – words that have common spellings but have different meanings; may be pronounced differently

homophones – words that are pronounced alike but have different spellings and different meanings

humorous poetry – poetry that has a funny topic and uses comical language

hyperbole – an exaggeration



idea – a thought or plan carefully formed in the mind

identify - to recognize; to name

illustrate – to add pictures or sketches that provide information

illustration – a picture, diagram, drawing, or map used to explain or to decorate

image – a likeness or picture of a person, place, or object

imagery – words or phrases used to form pictures in a person's mind

imaginative story – a story that is creative or original

impact - a strong effect

importance – of great significance or value

index – a list of topics in a book with the page number that shows where the information is located

infer – to arrive at a conclusion or an opinion through the use of reason

inference – a conclusion drawn from prior knowledge and evidence or clues

influence – the effect of a person, thing, or event on another

informal language – language that is appropriate for everyday or casual use

information – knowledge or gathered facts about a specific topic

informational text – a selection written to provide information (e.g., expository, procedural, persuasive)

in-sentence definition – a meaning of a word determined by other words within a sentence

in-sentence example – an example of a word determined by other words within a sentence

interaction – the way a character relates to another character based on dialogue and actions

internal rhyme – a rhyme within the same line of poetry or verse

interpret – to explain the meaning or importance

interpretation – an explanation of meaning or importance

interview – a meeting during which one person asks questions of another person or group of people

invent - to create a new item

issue – something that requires a solution

italics/italicized print – slanted print used to draw attention to certain words



jingle – a catchy verse or song that advertises a product

journal - a personal record of events

journal entry – a written response to a selection, issue, or event

justify – to prove that something is correct or true



key detail – the most important part of a whole; the most important information that supports the main idea

key word – a word in bold print or italics that draws the reader's attention to important information; an important word when using a search engine

knowledge - facts, ideas, or information



label – a word or phrase that identifies or describes; to record a word or phrase that identifies or describes

legend – a story passed from generations that explains an event; a story that is believed by many to be true

lesson – a message learned from a literary selection

letter – a written communication addressed to a person or a group of persons often sent by mail

likely – having or showing a strong chance of occurring; seeming to be true

line – a single row of words in a poem

line break – a pause that divides a poem into lines; allows the poem to be read more smoothly

literal meaning – the basic and unimaginative meaning

literary device – a word or phrase used by an author to produce a desired effect (e.g., imagery, foreshadow, rhythm)

literary language – words used to communicate a message or an effect in a literary selection

literary nonfiction – a type of narrative writing about actual people, places, and events (e.g., biography, autobiography, historical nonfiction, journal)

literary text – a written selection that has artistic value

locate - to find

logical - sensible and based on facts

logical order – a sequence or organization of text that is sensible and based on facts

lyrical poem – a poem that expresses feelings about a specific idea or topic

W

main character – the most important person, animal, or thing in a literary selection

main event – the most important action in a literary selection

main idea – the most important thought in a written selection

map – a visual representation that shows a geographic location

map key – a table that provides the meaning of the symbols on a map

materials – items needed to complete a product or task

meaning - the definition of a word or phrase

media – a means of communicating information (e.g., newspaper, television, radio, billboard, Internet)

media literacy – an understanding of the meaning of the message communicated by the media

media message – the intended meaning presented and communicated by the media

media point of view – the media's point of view based on the way the information is delivered, emphasized, or omitted

media presentation – a production or demonstration using media

media technique – a method used to communicate information (e.g., sound effects, color, graphics, images, music, photographs)

message – a basic theme, lesson, or moral in a literary selection

metaphor – a comparison of two items that does not use the words *like* or as

meter – the rhythmic structure in poetry composed of stressed and unstressed syllables

model - a small copy or likeness

modern-day – having to do with the present time

motivation – the reason a person has for acting a certain way

multiple meaning word – a word that has more than one meaning

mystery – a literary selection that includes plot events that are puzzling until the conclusion

myth – a story passed from generations that explains events in nature, beliefs, or why people behave as they do

V

name - to identify

narrative – a story or description of events that may or may not be true

narrative poetry – poetry that tells a story using characters and plot events

narrator - the person telling a story or sharing
an account

negative impact – an unfavorable effect

nonfiction – a genre of writing that is based on facts

non-literal meaning – a creative or imaginative meaning of a word

number – a symbol that shows how many or the order of steps



observation - the act of viewing or seeing

observe - to view, watch, or see

onomatopoeia – a word that is the name of a sound

opinion – a belief based on thoughts or feelings rather than on facts

opposite - different

order of events – an arrangement of events that is reasonable

order of ideas – an arrangement of ideas that is reasonable

organizing – putting together or arranging in an orderly manner

original – new, creative, and not copiedoriginal text – the literary text from which an adaptation is written

P

paragraph – a group of sentences that supports a main idea

part of speech – the function or usage of a word in a sentence (e.g., noun, verb, adjective, adverb, preposition, conjunction)

passage - a written selection

patterned poetry – poetry that follows a specific pattern of lines, words for each line, or syllables for each line

personal experience – an event a person has taken part in

personification – a description of an object that uses characteristics of a person

persuade – to cause to do or to believe a certain way; to convince

photograph – an image produced by a camera

phrase – a group of words that has meaning but is not a complete sentence **plan** – a method prepared in advance; to design

plot – the sequence of actions or events in a literary selection

poem/poetry – a composition written in verse that often uses rhyme and/or rhythm

poet - the author of a poem

point of view – the position from which an author tells a story

predict – to determine what will occur based
on current information

prediction – the act of telling about in advance

prefix - a letter or a group of letters added to the beginning of a word that changes its meaning

presentation – the act of sharing information orally

presenting - sharing information orally

pretend – to make believe; to imagine

print source – a written reference used to gather or to produce information

problem - a question that must be solved

procedural text – a type of informational text that is written to explain the steps or instructions to complete a task or activity

procedure - a method of using a series of steps to accomplish a task

process – a series of steps or actions that result in an outcome

product – something that is made or createdpronunciation – the way a word is spoken

prop – an object used by a character in a drama

prose - text that is not poetry

provide - to give something that is needed

publication – a text that has been produced in print (e.g., newspaper, brochure, magazine)

purpose – the intended goal of a piece of writing; the reason an author writes

0

question – a written or spoken request for information

quotation – content that is repeated or recorded exactly as it was spoken or written

R

rank - to assign a position using criteria

rap – a musical verse that is spoken with a strong beat

reason – a cause for acting, thinking, or feeling a certain way

recipe – a set of instructions for making a type of food

recommend - to suggest; to advise

record - to write; to note

reflection – a careful thought; a considered idea

relationship – a connection between two or more ideas or objects

relevant – related to the matter being considered

remember - to bring to one's mind; to recall

repetition - the act of saying or doing again

report – a presentation of information; the act of presenting information

research – the careful investigation or study of a topic

resource – a source that provides help or information (e.g., digital, print, person)

response – an answer or a reply expressed in words or actions

retell - to tell again using different words

rewrite - to write again using different words

rhyme – to have the same or similar ending sounds

rhyme pattern/scheme – the arrangement of rhyming lines in poetry (e.g., AABB; ABAB; ABCABC)

rhythm – repeating patterns of sound in poems or songs

role of characters – the function of characters in a story based on what the characters do to advance the plot events

root – the basic part of a word that remains when all affixes have been removed

S

scene – a unit of a drama that describes the action that takes place in a single setting

script - a text of words to be spoken

section - a part of a written text

selection - a written or spoken text

senses – the functions of seeing, hearing, tasting, touching, and smelling

sensory detail – information that describes what is seen, heard, smelled, tasted, or touched

sensory language – words used in literary writing that appeal to the senses of smell, taste, touch, hearing, and sight

sentence – a group of words that expresses a complete thought

sequence – the order in which events or actions occur

setting – the time and place of a literary selection

significance – the importance or meaning of an idea, concept, or element

similar - alike but not exactly the same

similarity – a way in which two or more things are alike

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simile – a figure of speech in which two things are compared using *like* or as

simulation - a representation

sketch – a quickly drawn illustration with little detail

slogan – a motto or advertising phrase used to identify a product or company

song - a set of words that are sung

sort – to arrange by group or type; to classify

sound - something that can be heard

sound effects – sounds created to enhance or emphasize the message or meaning of a selection

source – a person, place, or thing that provides information

speaker – the voice of the person expressing the idea and feeling of a poem

stage directions – descriptive comments that provide information about the dialogue, setting, and action of a drama; usually written inside brackets

stanza – a group of lines that forms a verse of a poem or song

statement – a written or spoken expression that provides a fact or information

step – an action needed to achieve an outcome or goal

story – a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader

strategy - a clever system or plan

structure – the construction of a piece of written text

structure of drama – the written construction of a drama (e.g., dialogue, scenes, acts, descriptions, stage directions)

structure of fiction – the written construction of a story (e.g., sentences, paragraphs, dialogue)

structure of literary nonfiction – the written construction of a biography, autobiography, or historical nonfiction piece (e.g., chronological order, sentences, paragraphs, dialogue)

structure of poetry – the written construction of a poem (e.g., lines, stanzas, verses)

suffix – a letter or a group of letters added to the end of a word that changes its meaning

summarize – to write or to tell the main idea and key details of a text

summary – a brief statement of the main idea and key details of a text

support – to provide evidence; to show to be true

supporting detail – an idea that explains, describes, or defines a topic

syllabication – the process of breaking a word into parts

syllable – a word part that contains a single vowel sound with or without a consonant sound

synonym – a word that has the same or similar meaning as another word

synthesis – the combination of parts of knowledge to form a new whole and to build relationships for a new situation or product

synthesize – to combine parts of knowledge to form a new whole and to build relationships for a new situation or a product

T-chart – a graphic organizer containing two columns used to compare topics

table – an arrangement of information or data in columns

table of contents – a list of the parts of a book or written text

tall tale – an unusual, fanciful, or unrealistic story; often includes exaggeration

technique – a procedure or skill used in a specific task

text - the actual words in a written selection

text feature – a written feature that provides meaning to text (e.g., title, caption, photograph, chart, number, bold print, bullet, italics, heading, label)

textual evidence – support, proof, or reasons located in a text

thematic link – a connection between texts that share similar themes

theme – a central or universal idea of a literary selection that expresses a truth about human behavior

thesaurus – a print or digital reference that contains synonyms

thought bubble – a group of words that shows what a character is thinking

time line – a sequence of related events arranged in chronological order along a line

title - the name given to a written selection

tongue twister – a group of words that is hard to pronounce because of like sounds within the words

topic – the main subject of a written work; usually written as a word or phrase

topic sentence – the sentence that expresses the main idea of a paragraph or selection

traditional literature – stories that were originally spoken and later became written text

trait – a quality that makes one person different from another person

transitional word or phrase – a word or group of words intended to combine or to connect ideas in a written or spoken text

understand - to grasp meaning

understanding – a knowledge or interpretation of meaning

unfamiliar - not known; strange

use - to put into action for a purpose

W

Venn diagram – a graphic organizer used to compare and contrast two or more items or ideas

verse - a stanza of a poem or song

visual – able or intended to be seen by the eyes

visual display – a product that can be observed

vocabulary – words or language associated with a subject or specific area of study or activity

vowel – a letter that is not a consonant; *a* ,*e*, *i*, *o*, *u*, and sometimes *y*

W

web – a graphic organizer used to show relationships

web-based article – a selection that is published on the Internet

web page – an Internet document that can be accessed through a web browser and displayed on a monitor or mobile device

website – a set of related web pages found on the Internet

word - a meaningful unit of sound

writing process – steps a writer completes in order to produce a composition

- planning the first step in the writing process in which the writer gathers ideas and develops an organization system; prewriting
- drafting the step in the writing process in which the writer composes ideas in sentences and paragraphs
- revising the step in the writing process in which the writer evaluates the first draft and rewrites by adding, deleting, and rearranging
- editing the step in the writing process in which the writer checks the technical correctness of grammar, punctuation, spelling, and capitalization
- publishing the step in the writing process in which the writer prepares the written material to be shared