

The Rabbit



Erik said, "I found a rabbit."
"Let's keep it," Sonia said.
"We should put it in a box."
"It would not like that.
Rabbits like to run around,"
Erik said.



"Can it live in my house?" Sonia asked.
Erik said, "I do not think so. But the rabbit
likes the garden between our houses. It
can live there."
And it did.

Build Comprehension

A Read each question. Write *a* or *b*.

1. What is this story about?
 - a. How to be good to animals
 - b. How to find animals
2. Who knows what rabbits like?
 - a. Sonia knows.
 - b. Erik knows.
3. Where do Erik and Sonia live?
 - a. In the same house
 - b. Next door to each other
4. Why should the rabbit live between the houses?
 - a. Because it likes the houses
 - b. Because it likes the garden
5. What does Sonia learn?
 - a. Rabbits do not like to live in houses.
 - b. Rabbits like to live in boxes.

Learn about Words

B b + un = bun

Say the word *bun*. Listen to the sound of *un*. Then look at the letters in the box. Add each letter to *un* to make a word. Write the word.

1. f	+un
2. s	
3. r	

C Read the words you wrote. Which one fits in each sentence? Write the word.

4. The rabbit sat in the _____.
5. Erik and Sonia have a lot of _____.
6. Sonia and Erik will _____ in a race.

Focus on Skills

D Here are things people say about rabbits. If the sentence tells why a rabbit likes to be outside, write *Yes*. If it does not tell why a rabbit likes to be outside, write *No*.

1. Rabbits like to run around.
2. Rabbits have long ears.
3. Rabbits eat grass.
4. Rabbits cannot climb trees.

Animals in the Woods

10 Gold 1c
Power Builder



Matt Swinden/500px/Getty Images

Do you know who lives in the woods? Animals! Many different creatures have homes in the woods.

The black bear makes its home in the woods. It makes a den in a hollow log or a cave. The bear sleeps for several months in winter.

Deer live in the woods too. They can find lots of green plants, twigs, and acorns to eat. The mother deer looks for food. She hides her baby on the shady ground. The spots on the baby help it hide.

Squirrels make sturdy nests in the woods. Squirrels pack their nests with sticks and leaves.

Chipmunks make homes in the woods. Some chipmunks dig tunnels in the ground. The tunnels lead to sleeping rooms. The tunnels also lead to rooms for keeping food.

Who else has a home in the woods?



Build Comprehension

A Read each question. Write *a* or *b*.

1. What is this article mostly about?
 - a. Animal statues carved from wood
 - b. Animals that live in the woods
2. Why does the black bear make a den?
 - a. To sleep for the winter
 - b. To hide from predators
3. Why do deer live in the woods?
 - a. Black bears also live there.
 - b. They can find plenty of plants, twigs, and acorns to eat.
4. Why do squirrels use twigs and leaves when building their nest?
 - a. These can be found easily in the woods.
 - b. Birds took all the good nest materials.
5. How do chipmunks use tunnels?
 - a. To go from one town to another
 - b. To sleep and to store food

Learn about Words

B $h + ill = hill$

Look at each row of letters.
Add one letter or group of letters from each row to *ill* to make a word. Write the word.

- | | |
|---------------|-------|
| 1. rh, sp, pl | + ill |
| 2. b, z, c | |
| 3. x, y, g | |
| 4. l, q, w | |
| 5. sk, bl, pr | |



Learn about Words (continued)

C Read the words you wrote. Which one best fits in each sentence? Write the word.

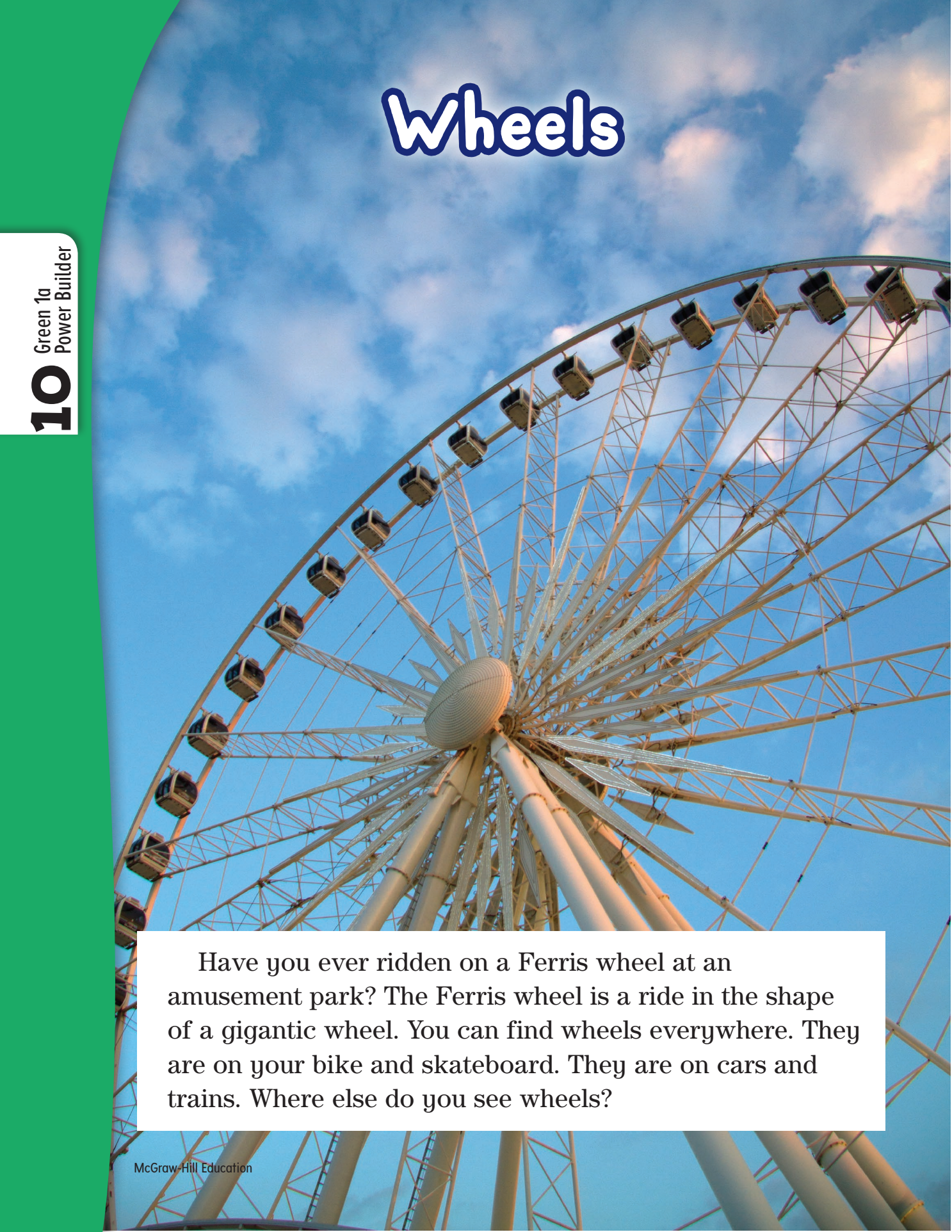
6. This fish's _____ is as small as a sunflower seed.
7. It takes a lot of _____ for a deer to leap over a tall fence.
8. The duck uses its yellow _____ to sip water.
9. If acorns _____ from your bucket, a squirrel might eat them later.
10. The black bear _____ begin to prepare for hibernation in autumn.

Focus on Skills

D Word pictures help you see things more clearly. They tell you more about a story. Choose the sentence that gives a better picture. Write *a* or *b*.

1. a. The squirrel gathered things for its nest.
b. The squirrel gathered leaves and twigs for its nest.
2. a. I saw two deer today.
b. I spotted two deer this morning.
3. a. The black bear snuggled in his warm den.
b. The black bear slept in his den.
4. a. The chipmunk scurried through the grass.
b. The chipmunk ran through the grass.
5. a. The woods are full of wild animals.
b. The woods are full of animals.

Wheels

A low-angle, upward-looking photograph of a large Ferris wheel. The wheel's intricate metal lattice structure is the central focus, radiating from a central hub. Several passenger cars are visible along the outer rim. The background is a bright blue sky with scattered white clouds. The overall composition is dynamic and emphasizes the scale and structure of the ride.

Have you ever ridden on a Ferris wheel at an amusement park? The Ferris wheel is a ride in the shape of a gigantic wheel. You can find wheels everywhere. They are on your bike and skateboard. They are on cars and trains. Where else do you see wheels?

Some people consider the wheel to be the most important invention. People think the wheel was invented five thousand years ago, but we don't know very much about the early history of the wheel.

Before people invented the wheel, they had to carry things in baskets. Sometimes they would pull things on sled-like objects. That was hard work.

We do not know who made the first wheel, but we know it was a wooden disk. People carved these disks from trees. These wheels made life easier because people could move heavier things and move more things at once.

The Romans knew how to use wheels. They put them on chariots. They used their chariots for racing, hunting, and carrying people from place to place. The Romans had two-wheeled farm carts. They even had covered carriages with wheels.

Think how different our lives would be if we didn't have wheels. We would not have bicycles or roller skates. We would not have scooters or skateboards. We would not have cars, buses, or trains. We would always have to walk to the store, and when we got to the store, it would not have shopping carts. It would be hard to carry groceries if you could not put them in a cart!

How many wheels are on a school bus? Have you ever counted how many wheels are on a train? Wheels help us move, work, and play. Do you think the wheel was an important invention?



Build Comprehension

A Choose the best ending for each sentence. Write *a* or *b*.

1. This article is mostly about
 - a. Roman chariots.
 - b. the history of wheels.
2. Life was harder before wheels were made because
 - a. people had to hunt for food for themselves.
 - b. people had to move heavy things themselves.
3. Before wheels were made, people most likely
 - a. carried things in baskets.
 - b. never carried anything.
4. You can tell from this story
 - a. that wheels help us work and play.
 - b. that we really don't use wheels much.
5. Shopping at the grocery store is easy because
 - a. the wheels on a grocery cart help us carry food.
 - b. we can get good food there.

Learn about Words

B A contraction is a short way of writing words.
An apostrophe (') shows where letters are left out.

Example: *she is = she's*

Determine the contraction for each pair of words.
Write the contraction.

1. it is
2. who is
3. how is
4. he is
5. here is



Learn about Words (continued)

C Read the new words you wrote. Which one fits in each sentence below? Write the word.

6. _____ the wagon wheel made?
7. _____ made by cutting a round piece of wood.
8. I wonder _____ going to figure out how old this wheel is?
9. My father said _____ not old enough to remember the first car.
10. _____ the spot where I left my tools.

Focus on Skills

D Read each group of words. Choose a word from the box that goes with each group.

tree	grapes	think	easier	train
------	--------	-------	--------	-------

- | | | | |
|-----------|-------|----------|---------|
| 1. plane | car | _____ | wagon |
| 2. better | _____ | smoother | nicer |
| 3. bush | grass | weed | _____ |
| 4. apples | _____ | bananas | peaches |
| 5. _____ | know | wonder | guess |

A Surprise Work of Art



- ¹ Mrs. Lin stood in front of the group. She was displaying a picture filled with a wide variety of colors and textures. “We call this a collage,” she said. “This type of art uses an assortment of materials. I have provided you all with buttons, paper scraps, felt, and yarn at each table to make a collage.”
- ² Owen, José, Grace, Natalie, and Josiah sat at one table. They couldn’t wait to turn their blank papers into colorful works of art.

- ³ Owen said, “Pass the buttons, please, Natalie.” Natalie slid the buttons over to Owen.
- ⁴ “Oops,” she said. The bowl tipped, spilling buttons across the table. A few buttons rolled to the floor. Owen selected some buttons for his picture.
- ⁵ The students arranged materials on their papers, layering, cutting, and gluing. “Oh no, this paper is sticking to my fingers!” cried Natalie.
- ⁶ “Here, I’ll help you remove it,” said José. As he pulled the sticky paper, he brushed a few scraps of paper to the floor.
- ⁷ “Thanks,” said Natalie, reaching across the table for some yarn. Her elbow accidentally knocked a bit of felt onto the floor.
- ⁸ Owen started cutting paper into different shapes and glued them to his collage. The leftover paper scraps drifted to the floor as he snipped. The room grew quiet as the artists concentrated on their collages.
- ⁹ “It’s cleanup time,” said Mrs. Lin. The young artists stopped working and looked around. The floor was a mess!
- ¹⁰ Josiah said, “Who’s responsible for this mess? These buttons are all over the floor.”
- ¹¹ “Who dropped these scraps onto the floor?” said Owen. “I can’t believe how messy some people can be.”
- ¹² “Look at the floor! I would have used that piece of felt if it had been on the table,” said Natalie.
- ¹³ Grace looked around and started to laugh. “I think it was us! I guess we were all so focused on our art that we didn’t realize we were making a mess.”
- ¹⁴ “If you look at it one way, it’s not a mess at all,” José said. “Look, it’s a work of art! We’ve created a collage on the floor!”
- ¹⁵ Everyone laughed and they set right to work cleaning up their surprise work of art.



Build Comprehension

A Choose the best ending for each sentence. Write *a* or *b*.

- The children are working so hard they
 - do not know they had created a collage on the floor.
 - do not have time to clean up the floor.
- You know that Josiah is surprised by what the group had done, because he says
 - “Who’s responsible for this mess?”
 - “It’s cleanup time.”
- You know that Owen doesn’t know he dropped paper because he says,
 - “Who dropped these scraps onto the floor?”
 - “Pass the buttons, please, Natalie.”
- You know the children are not upset about what they had done because
 - everyone laughs.
 - everyone leaves without cleaning up.
- The mess on the floor is like a collage because it
 - is made by accident.
 - contains many different materials.

Learn about Words

B Often you can find out the meaning of a word by seeing how it is used in a story. The other words in the story give you clues.

Find the word in the story that best fits each meaning below. (A paragraph number tells you where to look.) Write the word.

- a variety; a number of different things (1)
- unused; empty; unmarked (2)
- chose (4)
- small pieces; bits (6)
- thought hard; focused (8)

C Complete each sentence with a word from section B.

- Mrs. Lin gave each child a _____ piece of paper.
- The children had an _____ of materials to choose from.
- Josiah _____ some red yarn and orange buttons.
- Grace _____ as she glued blue and yellow shapes in a pattern.
- All the children picked up small _____ of paper from the floor.

Focus on Skills

- D** What happened first in the story? What happened second? What happened third, fourth, and last?

Read the sentences. They tell what happened in the story, but they are not in the correct order. Which word in the box tells when each sentence happened? Write the word.

first second third fourth last

1. Mrs. Lin showed the class a collage.
2. The children worked together to clean up their “work of art.”
3. The children were surprised when they saw the mess on the floor.
4. Grace started to laugh.
5. The children began to make collages.

- E** Most verbs add *-ed* to show that something happened in the past.

This week, I **like** my blue hat.
Last week, I **liked** my red hat best.

Read each sentence. If it could be happening now, write *now*. If it happened in the past, write *past*.

6. Natalie knocks the felt onto the floor.
7. Grace laughed when she saw the mess.
8. The children fill their papers with many different materials.
9. Owen glued shapes onto his collage.
10. The children worked together.