Corrective Reading
Enrichment Blackline Masters
Decoding A  Word-Attack Basics

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Gary Johnson

Columbus, OH
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**Answer Key**  Lessons 11–65  ............................................................ 111
Corrective Reading
Decoding A
Enrichment Blackline Masters

Note to the Teacher
The activities in this book reinforce the skills taught in the 2008 edition of the Corrective Reading Decoding A program. Each activity provides practice in an essential reading skill, such as
- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences
(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The Blackline Master pages correspond by lesson number to the Decoding A lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school. The first Blackline Master homework assignment appears at Lesson 11.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. Most exercises parallel those that appear in the regular program. Directions for each exercise appear above the exercise. After you pass out the Blackline Master homework assignment, read the directions for each exercise aloud to students before they take the assignment home.

New exercises appear for the first time in these lessons:
11 Match sounds
11 Circle a sound in a row of other sounds (discrimination)
11 Match and complete words with missing letters
11 Match and copy words
11 Match words with pictures
20 Home reading of word lists
24 Home reading of sentences
34 Circle a word in a row of other words (discrimination)
38 Circle one of three sentences that describes a picture
48 Matching completion: Draw the match line before completing the word
50 Copy sentences

Read-at-Home Activities
To provide additional practice in building oral reading fluency, someone at home listens to the student read aloud. This activity begins at Lesson 20. The student reads aloud rows of words. If the student makes no errors in a row, the parent/listener makes a check mark in the box at the end of the row and signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.

Starting at Lesson 24, the student reads rows of words and sentences at home. The parent/listener makes a check mark in the box if the student reads all the words in the row or sentence correctly.
Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group work check.

- For each activity, identify the part, and then read the answers from the annotated answer key beginning on page 111 of this book.
- For exercises that provide practice with single sounds or sound combinations, such as matching and copying sounds and circle-the-sound exercises, refer to each letter or letter combination by its corresponding sound.
- For exercises that require students to fill in the missing letters in words, refer to the letters by their corresponding sounds. (For example: Cats. What missing sounds did you write? t, sss.)

Homework Chart and Point System

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page viii. You may have students record points on the Point Chart that appears at the top of each Decoding A Workbook lesson. Points earned for the homework assignment can be recorded above Box C in the regular Workbook Point Chart.

Points could be awarded as follows:
- completing homework: 2 points
- 0 errors: 2 points
- 1 or 2 errors: 1 point
- more than 2 errors: 0 points

When the read-at-home activities begin at Lesson 20:
- completing the homework reading checkout: 2 points

If you award points for homework assignments, you will need to modify the total number of points students can earn in the regular program. (For a discussion of points, see “Awarding and Recording Points” in the Decoding A Teacher’s Guide.)

An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback about completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.
Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- recognizing the sounds of letters in isolation and in words
- matching and writing letters (referred to as “sounds”)
- discriminating one sound or word from others in a list
- completing words with missing letters
- reading and copying words
- reading words in lists
- reading sentences
- copying sentences

The homework activities begin after the students have completed Lesson 11 in their regular book at school. The first homework assignment is Lesson 11. Each homework assignment consists of two pages. Starting at Lesson 20, the student will read a list of words to you. The list appears at the bottom of the second page. For each row of words, make a check mark in the box if the student makes no errors in the row.

Starting at Lesson 24, the student will read lists of words and sentences to you. Make a check mark in the box if the student reads all the words in the row or sentence correctly.

Here are the kinds of errors a student could make:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “cats” for cat)
- leaving off an ending (for example, reading “fin” for fins)
- rereading part of a sentence

After the student reads to you, sign at the bottom of the page. The student should bring the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Group</th>
<th>Date</th>
<th>Lesson Number</th>
<th>Student</th>
</tr>
</thead>
</table>

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Lesson 11

Part 1
Draw lines to match the sounds.

- r - t
- a - f
- f - a
- t - th
- e - e
- th - r

Part 2
Write in the missing letters.

- sit - ma
- ham - si
- mast - ha

Part 3
Draw lines to match the words and pictures.

- feet -

- cat -

Sound/symbol relationships, word completion, word recognition

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Part 4
Circle the sounds.

th rh dh her hth has mde
mths mhter dath mhthirs

ciamdcsetesdaictcafritm
datifidcaimtsiacdt

ifrdafoidedrfthmrsf
rdcifacdirsfdficfttha

Part 5
Follow the lines and copy each word.

that
this
feed
hat
the

Sound/symbol relationships, copying words
Part 1
Draw lines to match the sounds.

- m - a
- a - t
- s - e
- e - s
- t - r
- r - m

Part 2
Write in the missing letters.

- hid - ree
- hat - ra
- reef - hi
- ram - ha

Part 3
Draw lines to match the words and pictures.

- ram
- hat
- rat

Sound/symbol relationships, word completion, word recognition
Part 4
Circle the sounds.

sh at the emi ham hasht this ise m h
esh am h sh s i e sh a h tr a st

th sat is hae the as eht f i a
ha te th e h se m t s e r s h ae

Part 5
Follow the lines and copy each word.

ham
this
reef
cat
rid
meet

Sound/symbol relationships, copying words

Lesson 12
Part 1
Draw lines to match the sounds.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
</tr>
<tr>
<td>f</td>
</tr>
<tr>
<td>h</td>
</tr>
<tr>
<td>c</td>
</tr>
<tr>
<td>th</td>
</tr>
<tr>
<td>sh</td>
</tr>
</tbody>
</table>

Part 2
Write in the missing letters.

Feed _ c
Cam _ th
This _ h
Hat _ f

Part 3
Draw lines to match the words and pictures.

Mitt
Fist
Mast

Sound/symbol relationships, word completion, word recognition
Lesson 13

Part 4
Circle the sounds.

\[ f \ t \ h \ i \ t \ f \ i \ m \ i \ d \ i \ f \ c \ t \ r \ i \ a \ e \ i \ f \ \\
\[ e \ f \ m \ i \ m \ i \ f \ f \ c \ e \ f \ d \ i \ h \ t \ a \ m \ \\
\[ t \ h \ t \ s \ h \ i \ p \ a \ t \ h \ a \ e \ t \ h \ a \ s \ e \ h \ t \ f \ p \ i \ \\
\[ h \ i \ t \ h \ a \ h \ e \ h \ s \ a \ e \ m \ t \ e \ a \ r \ s \ t \ m \ \\
\[ s \ h \ h \ e \ t \ s \ h \ e \ d \ i \ e \ d \ s \ h \ e \ i \ t \ h \ i \ t \ c \ r \ \\
\[ r \ t \ o \ c \ r \ i \ s \ h \ e \ r \ s \ h \ s \ i \ e \ h \ c \ s \ h \ d \ i \]

Part 5
Follow the lines and copy each word.

- dad
- sham
- sees
- reef
- this
- if

Sound/symbol relationships, copying words

Lesson 13
Part 1
Draw lines to match the sounds.

- m  s
- s  n
- a  i
- n  m
- r  a
- i  r

Part 2
Write in the missing letters.

sad  ha
rim  sa
hams  ri
seem  s

Part 3
Draw lines to match the words and pictures.

- hats
- cast
- rams

Sound/symbol relationships, word completion, word recognition
Part 4
Circle the sounds.

d s i a s i m i s i d s a s i d a m s e
ed s i m s d i d i e d s i s a i e d m

c e s f i p a c f a e c f a s e f c i e s
f i c f a f e f s a e m c f e a p f a c

n a m i n a d i a d s n a i n m n d a o r
r m o s n o m a r o i n s i a n m s i d

Part 5
Follow the lines and copy each word.

- cast
- did
- sees
- reef
- she
- cad

Sound/symbol relationships, copying words
Lesson 15

Part 1
Draw lines to match the sounds.

<table>
<thead>
<tr>
<th>a</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>r</td>
</tr>
<tr>
<td>e</td>
<td>n</td>
</tr>
<tr>
<td>r</td>
<td>a</td>
</tr>
<tr>
<td>m</td>
<td>sh</td>
</tr>
<tr>
<td>sh</td>
<td>e</td>
</tr>
</tbody>
</table>

Part 2
Write in the missing letters.

- sheet
- cast
- that
- fist

Part 3
Draw lines to match the words and pictures.

- man
- cats
- fish

Sound/symbol relationships, word completion, word recognition
Part 4
Circle the sounds.

\[ \text{r m r e a r e m f r i m s a r e m a s e m r e m r r a m e e m i e r a i m} \]

\[ \text{sh c s h i p a t h a e s h a e s h c h p h i s h a h e h s a e m t h e a i s h} \]

\[ \text{a a h i n a m e a m s n a i r h m e n r r h e s n t h a r i n s i a n m h t s i} \]

Part 5
Follow the lines and copy each word.

fin
man
mad
need
am
seem
Lesson 16

Name __________________________________________

Part 1
Draw lines to match the sounds.

- h ____ f
- f ____ n
- n ____ t
- r ____ h
- d ____ r
- t ____ d

Part 2
Write in the missing letters.

- fast ____ ca
- cats ____ t
- tan ____ d
- dim ____ fa

Part 3
Draw lines to match the words and pictures.

- cat
- can
- feet

Sound/symbol relationships, word completion, word recognition

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Lesson 16 11
Lesson 16

Part 4
Circle the sounds.

e h d e a r e h e d a h m a d e f d r
  e h d e f d t i h e i h r e d a i h t 8

t c t h i p a c h a i t h a i t h c h p
  h i t h a h i h t a i m t h i a s h m 6

n a h e n a n e a m s n a e n h m s a
  r h i s n t h a r f e n s e a n r h t 7

Part 5
Follow the lines and copy each word.

sheet
seems
ran
tin
am
she

Sound/symbol relationships, copying words

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Lesson 17

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Lesson
17

Name __________________________________________

Part 4
Circle the sounds.

c c e m e n t e n e n d a n d e t m a n d e a n e

f e p e a c e a t e c f a r t f c p e r e f f a i e f t d e m t f e n d i t r

h a t i h a h i a h s f a i h t a c d t r t c s h d t a r t i h s i a h i s r a

Part 5
Follow the lines and copy each word.

mash
need
sham
fish
dash
him

ash
did
he
she
if
an

Sound/symbol relationships, copying words

Lesson 17
Lesson 18

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Part 4
Circle the sounds.

- o f o a f o s e t o s f a t o s h e f a s
  o s t o s f t o s e i s f r f a o t e f r

- c e f i p o c t o i c d f o i c f e f o d
  h i c f o c i r c o i m c f i o a m c p e

- h a h i n a h i a m s n e i n h a m o r
  r m o s n o h a r o i h s i a n h i n r

Part 5
Follow the lines and copy each word.

- has
- hand
- sees
- and
- fees
- ash

- seeds
- is
- the
- him
- fast
- she

Sound/symbol relationships, copying words
Lesson 19

Part 1
Follow the lines and copy each sound.

o
th
e
sh
a
f

Part 2
Write in the missing letters.

the as
ash ns
fins e
has sh

Part 3
Draw lines to match the words and pictures.

ram

cast

fist

Sound/symbol relationships, word completion, word recognition

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Part 4
Circle the sounds.

h m e n t h m a n t h i n f d h o n f m e n
h r n s m i n d h e m n f t m o n d h s n

Part 5
Follow the lines and copy each word.

hand
mist
rod
that
has
cot
cats
had
she
hits
am
that

Sound/symbol relationships, copying words

Lesson 19

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Lesson 20

Name ________________________________

Part 1
Follow the lines and copy each sound.

\[
\begin{align*}
\text{sh} & \quad \text{f} \\
\text{i} & \quad \text{th} \\
\text{r} & \quad \text{n}
\end{align*}
\]

Part 2
Write in the missing letters.

\[
\begin{align*}
\text{ant} & \quad \text{th} \\
\text{this} & \quad \text{ot} \\
\text{dash} & \quad \text{nt} \\
\text{hot} & \quad \text{da}
\end{align*}
\]

Part 3
Draw lines to match the words and pictures.

\[
\begin{align*}
\text{ant} & \quad \text{cans} \\
\text{man} & \quad \text{man}
\end{align*}
\]

Sound/symbol relationships, word completion, word recognition
Part 4
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>sheet</th>
<th>rid</th>
<th>rod</th>
<th>teeth</th>
<th>not</th>
<th>mash</th>
</tr>
</thead>
<tbody>
<tr>
<td>math</td>
<td>dish</td>
<td>ant</td>
<td>did</td>
<td>this</td>
<td>and</td>
</tr>
</tbody>
</table>

Part 5
Read the words.

<table>
<thead>
<tr>
<th>ram</th>
<th>sheets</th>
<th>fast</th>
<th>dim</th>
</tr>
</thead>
<tbody>
<tr>
<td>cast</td>
<td>she</td>
<td>fish</td>
<td>him</td>
</tr>
<tr>
<td>seeds</td>
<td>feet</td>
<td>did</td>
<td>cat</td>
</tr>
<tr>
<td>am</td>
<td>cats</td>
<td>fins</td>
<td>that</td>
</tr>
</tbody>
</table>

(Parent's/Listener's) signature ________________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.
Lesson 21

Name ____________________________

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Part 4
Follow the lines and copy each word.

Part 5
Read the words.

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

(Parent's/Listener's) signature ___________________________________________ Date ____________
Part 1
Follow the lines and copy each sound.

- ing
- g
- m
- th
- n
- sh

Part 2
Write in the missing letters.

- rims
- teeth
- than
- cash

Part 3
Circle the sounds.

- g t d f e g r i a t r f d g e a o i m n t h
- h a o i n t g h c s h m o f r i g a h t h
- r e i m o n f g s e i h r g f t d m i o g

- o m s t d f c s h o a e r i h t h n m e r f
g o t c i m n r e o f s g h t i a c d o r
a m n e o a r i s r d o g a r s i f t m t

- f d t r f e o g h i a f m n e o h g t r f e
i o n c m f r t i s a g n e a m r f t h g
n m c a d e s a f t i o m n a d f t h e t

- c a e f g c o i m n g f d e s a t r f g c i
m n d f r e a s f c e d o i c a g r t s e
n f g t c a t r i m n o t c o t d i n a m

Sound/symbol relationships, word completion

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Part 4
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>cash</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>cod</td>
<td>deeds</td>
</tr>
<tr>
<td>that</td>
<td>cast</td>
</tr>
<tr>
<td>him</td>
<td>fish</td>
</tr>
<tr>
<td>dish</td>
<td>math</td>
</tr>
<tr>
<td>meets</td>
<td>on</td>
</tr>
</tbody>
</table>

Part 5
Read the words.

<table>
<thead>
<tr>
<th>hand</th>
<th>not</th>
<th>seems</th>
<th>sand</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>is</td>
<td>mash</td>
<td>feed</td>
</tr>
<tr>
<td>dish</td>
<td>rod</td>
<td>sit</td>
<td>teeth</td>
</tr>
<tr>
<td>sheet</td>
<td>shad</td>
<td>math</td>
<td>on</td>
</tr>
</tbody>
</table>

(Parent's/Listener's) signature ____________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.
Lesson 23

Part 1
Follow the lines and copy each sound.

e
a
i
g
f
th

Part 2
Write in the missing letters.

needs
sing
cans
not

ot
can
ds
ing

Part 3
Draw lines to match the words and pictures.

hen
ant
he

Sound/symbol relationships, word completion, word recognition

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Part 4
Follow the lines and copy each word.

Part 5
Read the words.

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

(Parent’s/Listener’s) signature ___________________________ Date ________
Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Follow the lines and copy each word.

Sound/symbol relationships, word completion, copying words
Part 4
Circle the sounds.

Part 5
Read the words and sentences.

them       sing       ant       fits
mash       not       thin       than
got       fast       seems       cot
teeth       his       sand       she

1. Dad did math.
2. She can see that reef.

(Parent's/Listener's) signature ___________________________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

- ring
- meets
- din
- than
- an
- r
- eets
- d

Part 2
Follow the lines and copy each sound.

- g
- e
- n
- o
- c
- sh

Part 3
Follow the lines and copy each word.

- ding
- mad
- dish
- meets
- sham
- got
- shed
- his
- fast
- not
- feed
- has

Word completion, sound/symbol relationships, copying words
Part 4
Circle the sounds.

Part 5
Read the words and sentences.

1. That dash is fast.
2. He has rats and cats.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
**Part 1**
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition

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Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. A cat had sand on his feet.
2. That fish has a fin.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name _______________________

**Part 1**
Write in the missing letters.

- sent ___________ ts
- mats ___________ st
- fast ___________ nd
- mend ___________ nt

**Part 2**
Follow the lines and copy each sound.

- c
- e
- g
- a
- sh
- d

**Part 3**
Follow the lines and copy each word.

- hot
- ring
- ten
- sod
- teen
- tin

- sad
- hit
- cash
- seed
- math
- them

Word completion, sound/symbol relationships, copying words
Part 4
Circle the sounds.

Part 5
Read the words and sentences.

- teen  ten  tan  tin
- end  send  mend  sand
- hit  hat  hot  that
- cash  dash  fast  dish

1. She hid in the hen shed.
2. He met them on the ant hill.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 28

Name ____________________________

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition

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Lesson 28  35
Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. Can she see if it is dim?
2. He had cash in his hand.

(Parent’s/Listener’s) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
**Part 1**
Circle the sounds.

1. g f t r d k s a r m n i o t h g r k o i r
e d k s i o k n m d e f g h k i o m k n
a r e t g h i o m n k d f g k o i r e m h

2. h d t r f e o g h i a f m n e o h g t r f a
i o n c h f r t i s m s t d h c s o a h i
h f n m e h f t g o t c i m n h e o i d e

3. t a g n e c m r f t r g i n m c a d t s a f
t c m n a d h t f m n r a f t c g h i o a
e c d a s t f g r o e a t i r m c e r h o

4. i a s d f i h k g o r e m n c d f g h k i o
d a s m n c d f i e g h i k a e d r o e s
n c r i s a o e d f r i o a i f g h t a m

**Part 2**
Write in the missing letters.

- mast __ nt
- shots __ ti
- tin __ ts
- sent __ st

**Part 3**
Follow the lines and copy each sound.

- c
- ck
- g
- e
- sh
- n

Sound/symbol relationships, word completion

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Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. Did she see the deed?
2. She got sand and ants in the dish.

(Parent's/Listener's) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Follow the lines and copy each word.

Sound/symbol relationships, word completion, copying words

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Lesson 30

Part 4

Circle the sounds.

1. Tell the student to read each row of words and the sentences.

2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Part 5

Read the words and sentences.

- fig add get tin shots
- tent cans men teeth nod
- ant hot dash his fish
- leg then them sacks fits

1. An ant is not fast in the dash.
2. Did he get mad at his cats?

(Parent's/Listener's) signature __________________________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name ____________________________

**Part 1**
Write in the missing letters.

- sacks
- dent
- cans
- shots

**Part 2**
Follow the lines and copy each sound.

- c
- k
- ck
- sh
- th

**Part 3**
Draw lines to match the words and pictures.

- rocks
- socks
- sacks

Word completion, sound/symbol relationships, word recognition

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Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

then sit has hid feed
fast tree trim met get
kids socks cash kick this
rags shed she cod sick

1. Can she kick that sack?
2. He did his math as he sat on the mat.

(Parent's/Listener's) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Copying words, reading fluency
Lesson 32

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. Did she get a cast on the leg?
2. Can she sit and fish in the mist?

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

<table>
<thead>
<tr>
<th>when</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
<td>than</td>
<td>tr</td>
</tr>
<tr>
<td>tree</td>
<td>st</td>
</tr>
<tr>
<td>mast</td>
<td>en</td>
</tr>
</tbody>
</table>

Part 2
Follow the lines and copy each sound.

<table>
<thead>
<tr>
<th>w</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
</tr>
<tr>
<td>k</td>
</tr>
<tr>
<td>g</td>
</tr>
<tr>
<td>t</td>
</tr>
<tr>
<td>f</td>
</tr>
</tbody>
</table>

Part 3
Draw lines to match the words and pictures.

- ring
- wheel
- hot

Word completion, sound/symbol relationships, word recognition
Part 5

Read the words and sentences.

<table>
<thead>
<tr>
<th>we</th>
<th>when</th>
<th>wheel</th>
<th>with</th>
<th>this</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>kick</td>
<td>dash</td>
<td>go</td>
<td>street</td>
</tr>
<tr>
<td>go</td>
<td>singing</td>
<td>tree</td>
<td>week</td>
<td>feed</td>
</tr>
<tr>
<td>sheets</td>
<td>shots</td>
<td>hot</td>
<td>how</td>
<td>hands</td>
</tr>
</tbody>
</table>

1. Did sand get in the street?

2. She did not see him.

(Parent’s/Listener’s) signature ________________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 34

Name ____________________________

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Part 4
Circle the words.

his atifoninhishasmeetreeseehisnsoftisthedish
fishandnodhisoddthenwhenhismathcodhisf

at hisherockatmetergoonatamhemeeseematinn
madsitatsockhismashatfastwithatseewinat

miss massreemseemsammissmittfeedrimsmissr
meetmissmassreemmastmissmistmeefteemiss

Part 5
Read the words and sentences.

<table>
<thead>
<tr>
<th>no</th>
<th>not</th>
<th>got</th>
<th>go</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td>had</td>
<td>hand</td>
<td>sent</td>
<td>cans</td>
<td>cast</td>
</tr>
<tr>
<td>trot</td>
<td>tree</td>
<td>street</td>
<td>wheel</td>
<td>we</td>
</tr>
<tr>
<td>ring</td>
<td>ringing</td>
<td>with</td>
<td>math</td>
<td>mash</td>
</tr>
</tbody>
</table>

1. Can she see when it is dim?

2. His fat fish is not fast.

(Parent's/Listener's) signature __________________________________________ Date ______

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

| hands | st |
| cats  | sh |
| fist  | an |
| sheets| ra |
| rags  | ts |

Part 2
Follow the lines and copy each sound.

| d    |
| l    |
| i    |
| w    |
| th   |

Part 3
Circle the words.

| a t h e m e s e e m e t m a d r a m e e t m e t w e t s a m s e m e t s |
| s h e m e t m i s s r e e m s a c k m e t m i s s c a m s c a s t m e t s |

| i n a s a m r a m o n i n i s h o t r o d o n g o t g e t i t i n o n i f i s |
| g o f a s t i f o n h o t g e t o n i s a s a m m a d o n i f i n o n m e e |

| s e e d s i d s e e m s a d s i c k h a d m a d s a d r i d r o d h i d h a |
| m a d o n i f s a d s a c k s e e m r e e f a s a m m a d s o c k s o s a d |

Word completion, sound/symbol relationships, word matching
Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

dash dish fish fist fast

cast cot hot how rods

we win with math then

when wheel rocks sheets rag

1. She is sad and sick.

2. When did the man feed his cats?

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 36

Name ____________________________

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition

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Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. She got wet in the street.
2. When he sings, I get sad.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 37

Part 1
Write in the missing letters.

- cold
- socks
- kits
- hands
- well

- so
- ts
- ld
- ll
- ha

Part 2
Follow the lines and copy each sound.

- ol
- l
- i
- r
- er
- w

Part 3
Circle the words.

- it
- is
- in
- on
- it
- ant
- t
- hat
- s
- eem
- it
ti
- fis
- son
- he
- has
- it
- fas
ton
- it
- i
- n
- o
- n
- d
- the
- itiniso
- n
- wet
got
- f
- in
- win
- ini
ti
- f
- on
- tr
- im
- it
- f

- the
- th
- a
t
- t
- h
- is
- the
- t
- ha
- tre
e
- e
- ag
- st
- heat
- t
- track
- t
- ha
- tric
- k
- t
- he
- his
- tack
- t
- he
- t
- an
- thet
- en
- t

- fit
- f
- ist
- fas
tf
- ins
- fit
- figs
- fish
- fill
- fit
- f
- ist
- fas
tf
- fis
- t
- fill
- f
- in
- f
- it
- fas
- t

Word completion, sound/symbol relationships, word matching

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Part 4
Follow the lines and copy each word.

clam crack sleek mills shed how

went slam with got lend track

Part 5
Read the words and sentences.

get got rags gas cats
trim trees street send hands
sacks lick click lack lands
wet went will wheel when

1. That wheel has wet sand on it.
2. I did not see that shell.

(Parent's/Listener's) signature ________________________________ Date _______

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name ____________________________

**Part 1**
Follow the lines and copy each sound.

- er
- ol
- i
- l
- wh
- ck

**Part 2**
Write in the missing letters.

- mint
- sold
- tree
- sled
- shell

- ee
- sl
- ell
- nt
- so

**Part 3**
Circle the sentence that tells about the picture.

This wheel has a track in it.

This wheel has a tack in it.

This wheel has a rack on it.

**Directions, Part 3:** Read the directions to the student: *Circle the sentence that tells about the picture.*
Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

cold  sold  sled  slam  land
lend  lack  cracks  shack  shell
street  sell  tells  slim  hill
has  hold  how  her  letter

1. Ten cats did not feel well.
2. She slid her sled on the hill.

(Parent’s/Listener’s) signature ____________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

- lock
- sleek
- hold
- wish
- clam

- wi
- am
- lo
- eek
- h

Part 2
Follow the lines and copy each sound.

- p
- g
- ing
- d
- k
- n

Part 3
Circle the sentence that tells about the picture.

He has a cat in his hand.

He has a rat in his hand.

He has an ant in his hand.

Word completion, sound/symbol relationships, sentence reading
Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. How well can she sing?
2. If it is not hot, we will sleep.

(Parent's/Listener's) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

- wh
- w
- th
- p
- ol
- er

Part 2
Write in the missing letters.

- shops
- send
- trim
- cats
- cast

- st
- ts
- tr
- nd
- sh

Part 3
Draw lines to match the words and pictures.

- pig
- flag
- clock

Sound/symbol relationships, word completion, word recognition
Part 4
Follow the lines and copy each word.

meet
last
tracks
how
down
went

then
class
met
lick
now
hot

Part 5
Read the words and sentences.

pig   pet   petting   pack   tack

sing   singer   letter   think   how

has   hats   hand   lands   lend

lip   slip   sleep   sheep   tree

1. That cat is slim and sleek.

2. How fast can he go with that cast?

(Parent's/Listener's) signature ___________________________ Date _______

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name ____________________________

Part 1
Write in the missing letters.

track at
mist ha
hand eep
sheep tra
that mi

Part 2
Follow the lines and copy each sound.

e
wh
r
l
u
w

Part 3
Circle the words.

and sendslamandwillamantanandfanfinandfiantaminonsansamandsendantanandcanandhamant

well sellntwillwellfelltellswellfillclickwellsehillfillwellfellwillwheelwhenwelltellsell

hat hashadheshehatthanhatthothitshedithothathamhatethehashhamsandhathamhishatheedho

Word completion, sound/symbol relationships, word matching
Part 4
Follow the lines and copy each word.

- send
- fist
- pig
- truck
- now
- slap

- sack
- rest
- fits
- so
- hill
- got

Part 5
Read the words and sentences.

<table>
<thead>
<tr>
<th>list</th>
<th>last</th>
<th>mast</th>
<th>pit</th>
<th>pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>peek</td>
<td>sleek</td>
<td>sleep</td>
<td>lip</td>
<td>slip</td>
</tr>
<tr>
<td>not</td>
<td>now</td>
<td>how</td>
<td>hash</td>
<td>cast</td>
</tr>
<tr>
<td>fill</td>
<td>filler</td>
<td>trap</td>
<td>clock</td>
<td>dents</td>
</tr>
</tbody>
</table>

1. Will he mend his socks?
2. Her dad has a hat that fits.

(Parent’s/Listener’s) signature

Date
Lesson 42

Name ______________________

Part 1
Follow the lines and copy each sound.

th  
ck  
x   
a   
u   
ol  

Part 2
Write in the missing letters.

fast  eets
slim  sho
trees  st
sheets  im
shots  tr

Part 3
Circle the sentence that tells about the picture.

Her hand is on her pet pig.
The hat is on her pet pig.
Her pet pig is on the hat.

Sound/symbol relationships, word completion, sentence reading

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Part 5
Read the words and sentences.

1. I sent her a clock last week.
2. That singer will sing at the dinner.
3. The winner got a gold ring.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

lock
truck
under
sleep
picks

Part 2
Follow the lines and copy each sound.

or
ol
er
wh
u
p

Part 3
Circle the sentence that tells about the picture.

She has a lock in her hand.

She has a cast on her hand.

She has a clock in her hand.

Word completion, sound/symbol relationships, sentence reading
Part 5
Read the words and sentences.

1. Meet me on the hill.
2. He has a cast on his leg.
3. How will we get dinner on this ship?

(Parent's/Listener's) signature ___________________________ Date ____________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 44

Part 1
Follow the lines and copy each sound.

d
p
g
ing
n
u

Part 2
Write in the missing letters.

hats
must
sings
cash
fill

Part 3
Circle the words.

then

not

fast

Sound/symbol relationships, word completion, word matching

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Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. Send me the clock this week.
2. No man will rent that shack.
3. Stop filling that gas can with sand.

(Parent’s/Listener’s) signature ____________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 45

Name ____________________________

Part 1
Write in the missing letters.

sleep
pens
flag
runs
trap

pe
ag
ru
ap
leep

Part 2
Follow the lines and copy each sound.

t
k
p
d
ol
l

Part 3
Circle the sentence that tells about the picture.

The cat sat on the truck.
The fish sat on the truck.
The cat sat on the fish.

Word completion, sound/symbol relationships, sentence reading
Part 5
Read the words and sentences.

<table>
<thead>
<tr>
<th>clap</th>
<th>claps</th>
<th>clapping</th>
<th>street</th>
<th>picks</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>form</td>
<td>torn</td>
<td>must</td>
<td>fell</td>
</tr>
<tr>
<td>but</td>
<td>bug</td>
<td>big</td>
<td>dig</td>
<td>dug</td>
</tr>
<tr>
<td>pins</td>
<td>peel</td>
<td>told</td>
<td>tag</td>
<td>flags</td>
</tr>
</tbody>
</table>

1. The old man fell on the dock and got wet.
2. She will sing for the class.
3. His socks fit, but his hat is big.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition
Part 4
Follow the lines and copy each word.

her
his
then
big
and
sleep

that
when
but
gold
under
corn

Part 5
Read the words and sentences.

rip  trip  grip  with  went

dents  dig  bug  bust  dust

how  now  no  so  sold

pin  pinning  sends  winner  winning

1. She is trim and fast.

2. I am a big winner.

3. We will clap if she sings well.

(Parent's/Listener's) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

hats op
shop gr
green ts
fist si
sick st

Part 2
Follow the lines and copy each sound.

ol
or
er
p
d

Part 3
Circle the sentence that tells about the picture.

He ran down the steep hill.
He fell down the steep hill.
He ran up the steep hill.
Part 4
Follow the lines and copy each word.

told
cans
meet
rock
red
sits
hits
for
when
sold
hats
sleep

corn born big bug dust
send sender finger pins pinning
sold fold for horn how
slip sheep shops stop swim

1. He will lend us his tent.
2. She had dinner with us last week.
3. When did the bell ring?

Part 5
Read the words and sentences.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 48

Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the words.

Directions, Part 2: Read the directions to the student: Draw the lines. Then write in the missing letters.
Part 5
Read the words and sentences.

lack slack truck rugs crust
slip fix shed silly happy
yes bell bet fist land
mix fox fits sold short

1. Is she swimming in the pond?
2. The fox is running up the steep hill.
3. That black colt will trot on the track.

(Parent's/Listener's) signature ___________________________ Date _________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 49

Name ____________________________

**Part 1**
Draw the lines. Then write in the missing letters.

- trip . . lo
- send . . or
- lock . . as
- form . . ip
- fast . . en

**Part 2**
Follow the lines and copy each sound.

- u
- r
- h
- sh
- er
- y

**Part 3**
Draw lines to match the words and pictures.

- bed
- sled
- tent

Word completion, sound/symbol relationships, word recognition

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Lesson 49  77
Part 4
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>send</th>
<th>dust</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>mix</td>
</tr>
<tr>
<td>yes</td>
<td>down</td>
</tr>
<tr>
<td>told</td>
<td>fits</td>
</tr>
<tr>
<td>last</td>
<td>dug</td>
</tr>
<tr>
<td>bit</td>
<td>crack</td>
</tr>
</tbody>
</table>

Part 5
Read the words and sentences.

<table>
<thead>
<tr>
<th>cold</th>
<th>creek</th>
<th>fork</th>
<th>fun</th>
<th>funny</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter</td>
<td>lasting</td>
<td>better</td>
<td>drip</td>
<td>pit</td>
</tr>
<tr>
<td>rush</td>
<td>dust</td>
<td>brush</td>
<td>bits</td>
<td>gift</td>
</tr>
<tr>
<td>swim</td>
<td>rub</td>
<td>running</td>
<td>flags</td>
<td>sleep</td>
</tr>
</tbody>
</table>

1. The class will end with a test.
2. When can we swim in the creek?
3. His cat is sleeping in his bed.

(Parent's/Listener's) signature ______________________________ Date __________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

She can not sleep in the short tent.
She can not fit in the short truck.
She can sleep on the short bed.

Sound/symbol relationships, word completion, sentence reading
Part 4
Follow the lines and copy each word.

sits
then
rock
fold
sing
must

Part 5
Copy the sentence.
We will go on a trip.

Part 6
Read the words and sentences.

yes  yell  sent  bet  letter
last  slid  flip  flaps  fork
morning  short  best  when  rush
funny  fill  feel  cold  greets

1. See me sleep in the green grass.
2. The math class did not go well.

Directions, Part 5:
1. Read the directions to the student: Copy the sentence.
2. Tell the student: Copy the sentence just as it is written. Remember to start with a capital letter and to put a period at the end of the sentence.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
**Lesson 51**

Name ____________________________

**Part 1**
Draw the lines. Then write in the missing letters.

- shops  
- truck  
- send  
- dusty  
- fold

**Part 2**
Follow the lines and copy each sound.

- n
- t
- f
- ol
- er
- or

**Part 3**
Circle the words.

than then when that thack then this the than thath than then when the thing than this the tack

**Part 4**
Follow the lines and copy each word.

- under
- grass
- street
- got
- fits
- send
- corn
- her
- fill
- when
- but
- trees

Word completion, sound/symbol relationships, word matching, copying words
Part 5
Copy the sentences.
He will run up the hill.

Her class went to the track meet.

The men will sleep in that tent.

Part 6
Read the words and sentences.

to	is	was	went	wish

cuts	drip	short	felt	fold

yes	hands	smell	steep	drop

black	best	class
dust	green

1. How can he sleep when we sing?
2. That colt trots faster and faster.
3. When they met, they felt happy.

(Parent's/Listener's) signature ___________________________ Date ______

Directions, Part 5:
1. Read the directions to the student: Copy the sentences.
2. Tell the student: Copy each sentence just as it is written. Remember to start with a capital letter and to put a period at the end of each sentence.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Sound/symbol relationships, word completion, word recognition, copying words
Part 5
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>brush</th>
<th>letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td>creek</td>
</tr>
<tr>
<td>stop</td>
<td>short</td>
</tr>
</tbody>
</table>

Part 6
Copy the sentences.
I will sleep in the green grass.

She went to her swimming class.

Part 7
Read the words and sentences.

<table>
<thead>
<tr>
<th>crust</th>
<th>sunny</th>
<th>yet</th>
<th>they</th>
<th>yelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>mats</td>
<td>black</td>
<td>gold</td>
<td>much</td>
</tr>
<tr>
<td>chip</td>
<td>dropping</td>
<td>six</td>
<td>steps</td>
<td>camp</td>
</tr>
</tbody>
</table>

1. When will they stop sending me letters?
2. The green bug was in that tree.
3. They will lock the shed in the morning.

(Parent’s/Listener’s) signature __________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Draw the lines. Then write in the missing letters.

lamp ______ lun
slim ______ am
drops ______ im
click ______ cl
lunch ______ op

Part 2
Follow the lines and copy each sound.

o
r
u
ch
ck
b

Part 3
Circle the sentence that tells about the picture.

The old cat sat on the bed.
The old cat hid under the bed.
The old cat sat in the tree.
Part 4
Follow the lines and copy each word.

rugs

colder

still

left

cuts

happy

Part 5
Copy the sentences.
She sat in her truck.

I am happy in this class.

Part 6
Read the words and sentences.

told to was yet smell

short shore store plant clip

pan faster lend next fix

1. They set up a tent at the creek.

2. The pig got in the mud.

3. He sent me a short letter.

(Parent's/Listener's) signature __________________________ Date ________

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 54

Name ____________________________

Part 1
Follow the lines and copy each sound.

- th
- ch
- n
- a
- or
- ol

Part 2
Draw the lines. Then write in the missing letters.

- colt
- ips
- sling
- sh
- short
- ey
- they
- sl
- chips
- ol

Part 3
Circle the words.

left letter lick left fill fill led leftreef bett left legred left better lend left end tell get left lip li

Part 4
Follow the lines and copy each word.

- bad
- sleep
- then
- cats
- smell
- dust
- when
- dad
- lamp
- stops
- next
- clock

Sound/symbol relationships, word completion, word matching, copying words

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Part 5
Copy the sentences.
I will go to the store now.
A black cat sat in that tree.
She told me how happy she was.

Part 6
Read the words and sentences.

\begin{itemize}
\item bent
\item dents
\item dusty
\item creek
\item muddy
\item sore
\item shore
\item shops
\item chop
\item bath
\item slams
\item champ
\item clamp
\item block
\item picking
\item yelling
\item still
\item fold
\item form
\item pens
\end{itemize}

1. Next week, we will go on a trip.
2. They had fish and chips for lunch.
3. Did he lock the shed yet?

(Parent's/Listener's) signature __________________________________________ Date ________

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 55

Name ________________________

Part 1
Draw the lines. Then write in the missing letters.

cold . . st
self . . co
dust . . lf
creek . . oc
block . . ree

Part 2
Follow the lines and copy each sound.

y
b
n
m
sh
ch

Part 3
Draw lines to match the words and pictures.

dog .
bug .
frog .

Part 4
Follow the lines and copy each word.

send
drips
tack
wish
rust
sold

Word completion, sound/symbol relationships, word recognition, copying words

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Part 5
Follow the lines and copy each word.

help
sits
corn

much
fill
hands

Part 6
Copy the sentence.
We went and sat under the tree.

Part 7
Read the words and sentences.

<table>
<thead>
<tr>
<th>glad</th>
<th>champ</th>
<th>much</th>
<th>such</th>
<th>stump</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>to</td>
<td>dog</td>
<td>frog</td>
<td>form</td>
</tr>
<tr>
<td>letters</td>
<td>north</td>
<td>better</td>
<td>left</td>
<td>list</td>
</tr>
</tbody>
</table>

1. If we rent a truck, we can go on a trip.
2. She will help him lift that big box.
3. His dog was muddy and wet.

(Parent’s/Listener’s) signature ___________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 56

Name ________________________________

Part 1
Follow the lines and copy each sound.

- ch
- wh
- th
- sh
- w
- j

Part 2
Draw the lines. Then write in the missing letters.

- flips
- steep
- then
- town
- stops
- en
- ow
- top
- lip
- eep

Part 3
Circle the sentence that tells about the picture.

This dog sat in the bathtub.
This dog sat in the box.
This frog sat in the box.

Sound/symbol relationships, word completion, sentence reading
Part 4
Follow the lines and copy each word.

- glad
- cold
- drips

- north
- plants
- list

Part 5
Copy the sentences.
I can not fix this truck.

Six men went to the camp.

Part 6
Read the words and sentences.

jump     jam     plants     stand     still
feel     fell     shelf     down     drops
singer   mister   slips     such     next

1. She was the best runner in this town.
2. He said, “Did the cat sleep under the bed?”
3. The tracks led to a shack next to the hill.

(Parent’s/Listener’s) signature ___________________________ Date __________

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 57

Name _________________________________

Part 1
Draw the lines. Then write in the missing letters.

shelf__________________ips__________________
jumps__________________st__________________
stand__________________or__________________
north__________________mp__________________
trips__________________elf__________________

Part 2
Follow the lines and copy each sound.

y__________________
i__________________
w__________________
v__________________
ch__________________
j__________________

Part 3
Draw lines to match the words and pictures.

hands__________________
horns__________________
horse__________________

Part 4
Follow the lines and copy each word.

rims__________________
seem__________________
jump__________________
trick__________________
chop__________________
when__________________

Word completion, sound/symbol relationships, word recognition, copying words

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Part 5
Copy the sentences.
We ran up the steep hill.

She will get jam at the store.

Part 6
Follow the lines and copy each word.

flips
mold
horse
cash
pick
they

Part 7
Read the words and sentences.

grab  grin  singer  sending  smell
clamp  champ  chops  tops  stop
job  born  rust  desk  last

1. That plant will fit on this shelf.

2. His dusty dog needs a bath.

3. She ate ham and corn for dinner.

(Parent's/Listener's) signature ___________________________ Date ______

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

d v i l or ck

Part 2
Draw the lines. Then write in the missing letters.

rest ra
track eep
steep to
slips re
tops ip

Part 3
Circle the sentence that tells about the picture.

The bus went up the street.
The truck went up the street.
The bus went down the street.

Part 4
Circle the words.

bad best bid dad bad bolt born bits bad sad land bad l
f add a s h bad fast mad pal bad sand fast bad bold bet

Sound/symbol relationships, word completion, sentence reading, word matching

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Part 5
Copy the sentences.
The dog sat in the bathtub.

He got a job at that store.

Part 6
Follow the lines and copy each word.

swim
plant
locks
ting
sheets
lunch

Part 7
Read the words and sentences.

to    do    desk    rest    rush    hub
what  when  then  town  swimming
sunny  sleeps  grabs  yes  you

1. His dad said, “Go to the store now.”
2. Six green bugs hid under the rug.
3. I can not smell this plant.

(Parent’s/Listener’s) signature ___________________________ Date _____

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Draw the lines. Then write in the missing letters.

trips
sold
north
black
chops

Part 2
Follow the lines and copy each sound.

n
r
s
a
c
i

Part 3
Draw lines to match the words and pictures.

stamp
stump
lamp

Part 4
Follow the lines and copy each word.

sleeps
born
told
shops
letter
when

Word completion, sound/symbol relationships, word recognition, copying words

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Part 5
Copy the sentences.
We met at the swimming meet.

They will stop for lunch now.

Part 6
Follow the lines and copy each word.

jump

winner

need

fast

more

funny

Part 7
Read the words and sentences.

of what was shelf vest very

jelly just tops you yelling

to thing think blink swimmer

1. She will sell her old truck.

2. His dog sleeps on that red rug.

3. He said, “Hand me the jam.”

(Parent’s/Listener’s) signature ______________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

He has pants that fit.

He has socks that fit.

He has pants that do not fit.

Part 4
Circle the words.

Sound/symbol relationships, word completion, sentence reading, word matching
Part 5
Follow the lines and copy each word.

trees
north
cold

sell
grabs
stop

Part 6
Copy the sentences.
He told me how to get to the store.
Her dog sleeps on that old rug.

Part 7
Read the words and sentences.

check think things told planting
morning grips lunch stuck steep
felt very jumping was wishing

1. She said, “When do you go to class?”
2. They sat down on an ant hill.
3. We will send a gift to her.

(Parent's/Listener's) signature ___________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 61

Part 1
Draw the lines. Then write in the missing letters.

- chops.
- fork.
- jelly.
- under.
- stand.

Part 2
Follow the lines and copy each sound.

- er
- or
- c
- w
- y
- n

Part 3
Circle the sentence that tells about the picture.

The frog sat next to the old truck.
The frog sat on top of the old truck.
The frog sat under the old truck.

Part 4
Circle the words.

- belt

Word completion, sound/symbol relationships, sentence reading, word matching

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Part 5
Follow the lines and copy each word.

- seeds
- store
- check

- plant
- things
- told

Part 6
Copy the sentences.
They had lots of desks in the class.

The horse ran on a dusty path.

Part 7
Read the words and sentences.

- butter
- under
- damp
- after
- mast
- than
- hold
- when
- clocks
- you
- stops
- shop
- what
- lots
- list

1. She was the best singer in town.

2. They sat on a hill next to the pond.

3. He said, “I feel much better now.”

(Parent’s/Listener’s) signature ______________________ Date _______

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

This clock will not run.

This clock will run very well.

This clock did not stop.

Part 4
Circle the words.

wish dish wish cash mix fish list wish will win wish win wish will fish wish mash mist last will wish with
Part 5
Follow the lines and copy each word.

- held
- clamp
- butter
- block
- much
- sheep

Part 6
Copy the sentences.
You left lots of things on her desk.

Six men will camp on that hill.

Part 7
Read the words and sentences.

- things
- winner
- chopping
- what
- after
- slip
- stuck
- silly
- clapping
- spring
- store
- cold
- lucky
- very
- shelf

1. Can we swim in that pond?
2. Bud said, “I will fix a big dinner.”
3. Her left leg is in a cast.

(Parent's/Listener's) signature ____________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Draw the lines. Then write in the missing letters.

hands

dust

sheets

drop

crash

ash
ts
op
st
and

Part 2
Follow the lines and copy each sound.
er

or

n
r
w
v

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

best

fans

crush

things

winner

chops

Word completion, sound/symbol relationships, word recognition, copying words
Part 5
Copy the sentences.
An old truck went down the street.

His black cat sat in his lap.

Part 6
Follow the lines and copy each word.

cold
shelf
down

sleeps
went
after

Part 7
Read the words and sentences.

think spring of slick you

planting things next letters do

stops stamp which hammer grip

1. Help her fix that clock now.
2. His mom said, “What did you do this morning?”
3. When did they get on the bus?

(Parent's/Listener's) signature __________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 64

Name ____________________________

Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Sound/symbol relationships, word completion, word recognition, copying words
Part 5
Copy the sentences.
The wet street is slick.

Her mom lost her green hat.

Part 6
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>born</th>
<th>path</th>
</tr>
</thead>
<tbody>
<tr>
<td>just</td>
<td>better</td>
</tr>
<tr>
<td>chips</td>
<td>crash</td>
</tr>
</tbody>
</table>

Part 7
Read the words and sentences.

funny needs lost stops store

stamps stink quick which shelf

rent swinging what of happy

1. Do not step on that rug with muddy feet.
2. When will we get to the next town?
3. She said, “I did not see you in math class.”

(Parent’s/Listener’s) signature _______________________________ Date ________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 65

Name ________________________________

Part 1
Draw the lines. Then write in the missing letters.

- sleeps
- things
- north
- letter
- hold

- or
- tt
- ol
- ee
- ing

Part 2
Follow the lines and copy each sound.

- er
- w
- or
- wh
- ol
- f

Part 3
Draw lines to match the words and pictures.

- ring
- fin
- tent

Part 4
Follow the lines and copy each word.

- quit
- gift
- best
- green
- lots
- bath

Word completion, sound/symbol relationships, word recognition, copying words

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Lesson 65

Part 5
Copy the sentences.
A skunk sat on that old stump.

They will fix dinner now.

Part 6
Follow the lines and copy each word.

check down store
fold sheets better

Part 7
Read the words and sentences.

lamp then grins think which
of what stops black now
sitting lucky fits jumps lost

1. We got this clock at a junk shop.
2. “Do not fill that tub to the top,” he said.
3. You will do well in the next class.

(Parent's/Listener's) signature  Date

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Answer Key
Lesson 11

Name ____________________________

Part 1
Draw lines to match the sounds.

\[ \begin{align*}
  r & \quad t \\
  a & \quad f \\
  f & \quad a \\
  t & \quad th \\
  e & \quad e \\
  th & \quad r
\end{align*} \]

Part 2
Write in the missing letters.

\[ \begin{align*}
  sit & \quad ma^+ \\
  ham & \quad si^+ \\
  mast & \quad ham
\end{align*} \]

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

\[ \begin{align*}
  \text{th} & \quad \text{rh} & \quad \text{hd} & \quad \text{th} & \quad \text{im} & \quad \text{d} & \quad \text{her} & \quad \text{rh} & \quad \text{as} & \quad \text{m} & \quad \text{de} \\
  \text{m} & \quad \text{th} & \quad \text{sm} & \quad \text{h} & \quad \text{ter} & \quad \text{da} & \quad \text{th} & \quad \text{mt} & \quad \text{irs} & \quad \text{4} \\
  \text{c} & \quad \text{i} & \quad \text{am} & \quad \text{d} & \quad \text{c} & \quad \text{tes} & \quad \text{da} & \quad \text{it} & \quad \text{c} & \quad \text{a} & \quad \text{f} & \quad \text{rit} & \quad \text{m} & \quad \text{d} & \quad \text{at} & \quad \text{e} & \quad \text{f} & \quad \text{id} & \quad \text{c} & \quad \text{aim} & \quad \text{ts} & \quad \text{i} & \quad \text{a} & \quad \text{c} & \quad \text{dt} & \quad \text{4} \\
  \text{f} & \quad \text{i} & \quad \text{fr} & \quad \text{d} & \quad \text{a} & \quad \text{f} & \quad \text{odi} & \quad \text{e} & \quad \text{d} & \quad \text{r} & \quad \text{f} & \quad \text{th} & \quad \text{mr} & \quad \text{s} & \quad \text{f} & \quad \text{r} & \quad \text{d} & \quad \text{c} & \quad \text{i} & \quad \text{a} & \quad \text{c} & \quad \text{d} & \quad \text{irs} & \quad \text{f} & \quad \text{di} & \quad \text{c} & \quad \text{f} & \quad \text{th} & \quad \text{a} & \quad \text{7}
\end{align*} \]

Part 5
Follow the lines and copy each word.

\[ \begin{align*}
  \text{that} & \quad \text{hat} \\
  \text{this} & \quad \text{the} \\
  \text{feed} & \quad \text{that} \\
  \text{hat} & \quad \text{this} \\
  \text{the} & \quad \text{feed}
\end{align*} \]
Lesson 12

Part 1
Draw lines to match the sounds.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

Part 5
Follow the lines and copy each word.

Sound/symbol relationships, copying words

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Part 1
Draw lines to match the sounds.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

Part 5
Follow the lines and copy each word.
**Lesson 14**

### Part 1
Draw lines to match the sounds.

- \(\text{m} \rightarrow \text{s}\)
- \(\text{s} \rightarrow \text{n}\)
- \(\text{a} \rightarrow \text{i}\)
- \(\text{n} \rightarrow \text{m}\)
- \(\text{r} \rightarrow \text{a}\)
- \(\text{i} \rightarrow \text{r}\)

### Part 2
Write in the missing letters.

- sad
- hams
- rim
- seem

### Part 3
Draw lines to match the words and pictures.

- hats
- cast
- rams

### Part 4
Circle the sounds.

- \(\text{d} \rightarrow \text{si} \rightarrow \text{a} \rightarrow \text{si} \rightarrow \text{mis} \rightarrow \text{i} \rightarrow \text{di} \rightarrow \text{a} \rightarrow \text{m} \rightarrow \text{s} \rightarrow \text{e}\)
- \(\text{e} \rightarrow \text{d} \rightarrow \text{si} \rightarrow \text{m} \rightarrow \text{s} \rightarrow \text{di} \rightarrow \text{d} \rightarrow \text{ie} \rightarrow \text{d} \rightarrow \text{si} \rightarrow \text{a} \rightarrow \text{i} \rightarrow \text{ed} \rightarrow \text{m}\)
- \(\text{c} \rightarrow \text{es} \rightarrow \text{f} \rightarrow \text{i} \rightarrow \text{p} \rightarrow \text{a} \rightarrow \text{c} \rightarrow \text{f} \rightarrow \text{a} \rightarrow \text{e} \rightarrow \text{c} \rightarrow \text{f} \rightarrow \text{a} \rightarrow \text{e} \rightarrow \text{c} \rightarrow \text{f} \rightarrow \text{i} \rightarrow \text{e} \rightarrow \text{c} \rightarrow \text{i} \rightarrow \text{s} \rightarrow \text{a} \rightarrow \text{e} \rightarrow \text{m} \rightarrow \text{c} \rightarrow \text{f} \rightarrow \text{e} \rightarrow \text{a} \rightarrow \text{p} \rightarrow \text{f} \rightarrow \text{a} \rightarrow \text{c}\)
- \(\text{n} \rightarrow \text{a} \rightarrow \text{m} \rightarrow \text{i} \rightarrow \text{n} \rightarrow \text{a} \rightarrow \text{i} \rightarrow \text{d} \rightarrow \text{a} \rightarrow \text{i} \rightarrow \text{s} \rightarrow \text{n} \rightarrow \text{a} \rightarrow \text{i} \rightarrow \text{n} \rightarrow \text{m} \rightarrow \text{n} \rightarrow \text{a} \rightarrow \text{d} \rightarrow \text{o} \rightarrow \text{r} \rightarrow \text{m} \rightarrow \text{o} \rightarrow \text{s} \rightarrow \text{n} \rightarrow \text{a} \rightarrow \text{m} \rightarrow \text{a} \rightarrow \text{r} \rightarrow \text{o} \rightarrow \text{i} \rightarrow \text{n} \rightarrow \text{s} \rightarrow \text{i} \rightarrow \text{a} \rightarrow \text{n} \rightarrow \text{m} \rightarrow \text{s} \rightarrow \text{i} \rightarrow \text{d}\)

### Part 5
Follow the lines and copy each word.

- cast
- cad
- did
- sees
- sees
- did
- reef
- she
- she
- cast
- cad
- reef

---

Sound/symbol relationships, word completion, word recognition

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Lesson 15

Part 1
Draw lines to match the sounds.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

Part 5
Follow the lines and copy each word.

Sound/symbol relationships, word completion, word recognition

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Part 1
Draw lines to match the sounds.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

Part 5
Follow the lines and copy each word.
Lesson 17

Part 1

Follow the lines and copy each sound.

Part 2

Write in the missing letters.

Part 3

Draw lines to match the words and pictures.

Part 4

Circle the sounds.

Part 5

Follow the lines and copy each word.

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Name ________________________________

**Part 1**
Follow the lines and copy each sound.

- t — d
- r — i
- f — h
- d — t
- i — r
- h — f

**Part 2**
Write in the missing letters.

- ram — fast
- him — had
- had — him
- fast — ram

**Part 3**
Draw lines to match the words and pictures.

- hand
- he
- she

Sound/symbol relationships, word completion, word recognition

**Part 4**
Circle the sounds.

- o f e a f o s e t o s f at o s h e f a s
  - o s t o s f t o s e i s f r f a o t e f r
- c e f i p o c t o i c d f o i c e f o d
  - h i c f o c i r c o i m c f i o a m c p e
- h a b i n a h i a m s n e i n h a m o r
  - r m o s n o h a r o i h s i a n h i n r

**Part 5**
Follow the lines and copy each word.

- has — hand
- hand — fees
- sees — has
- and — ash
- fees — sees
- ash — and

- seeds — she
- is — fast
- the — him
- him — the
- fast — is
- she — seeds

Sound/symbol relationships, copying words
Lesson 19

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Circle the sounds.

Part 5
Follow the lines and copy each word.

Sound/symbol relationships, word completion, word recognition

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Lesson 20

Name __________________________

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words.

Sound/symbol relationships, word completion, word recognition

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.

(Parent’s/Listener’s) signature ___________________________ Date ______

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Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words.

Sound/symbol relationships, word completion, word recognition

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Lesson 22

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Circle the sounds.

Part 4
Follow the lines and copy each word.

Part 5
Read the words.

Sound/symbol relationships, word completion

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Lesson 23

Name ____________________________

Part 1
Follow the lines and copy each sound.

- e
- th
- a
- f
- i
- g
- j
- i
- f
- a
- th

Part 2
Write in the missing letters.

- needs
- not
- sing
- cans
- needs
- sing
- not

Part 3
Draw lines to match the words and pictures.

- hen
- ant
- he

Part 4
Follow the lines and copy each word.

- got
- sing
- than
- ring

- sing
- tan
- feet
- than

- him
- him
- not
- feet

- met
- met
- seem
- tin

- needs
- got
- ring
- not

- tan
- needs
- tin
- seem

Part 5
Read the words.

- cod
- meet
- ding
- the
- feet
- nod
- sing
- feed
- ring
- seed
- rod
- than
- cash
- she
- me
- not

(Parent’s/Listener’s) signature ________________________ Date __________

Directions, Part 5:
1. Tell the student to read each row of words.
2. Make a check mark in the box if the student reads all the words in the row correctly.
Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Follow the lines and copy each word.

Part 4
Circle the sounds.

Part 5
Read the words and sentences.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 25

Part 1
Write in the missing letters.

- ring
- meets
- din
- than

Part 2
Follow the lines and copy each sound.

- g
- o
- c
- e
- n
- sh

Part 3
Follow the lines and copy each word.

- ding
- mad
- dish
- meets
- shed
- has
- his
- not
- fast
- feed
- got
- sham

Part 4
Circle the sounds.

c t d f g r i a t r f d g e a o i m n t h f
a e i n t g h c h m o r i e a h t t h e

Part 5
Read the words and sentences.

- need
- mad
- fin
- not
- ant
- sing
- feet
- mist
- is
- mod
- has
- if
- sand
- than
- shin
- got

1. That dash is fast.
2. He has rats and cats.

(Parent’s/Listener’s) signature __________________________ Date __________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 26

Part 1
Follow the lines and copy each sound.

th → c
ing → o
c → d
o → t
d → th
t → ing

Part 2
Write in the missing letters.

them → fits
sand → fast
tem → them
fast → sand

Part 3
Draw lines to match the words and pictures.

fin → shed
shed → ring

Part 4
Follow the lines and copy each word.

she → she
sand → fast
tem → them
had → his

Part 5
Read the words and sentences.

and → cans → meet → sand
fast → dish → rod → fits
meet → hid → cash → hem
sing → his → math → seems

1. A cat had sand on his feet.
2. That fish has a fin.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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**Part 1**
Write in the missing letters.

<table>
<thead>
<tr>
<th>sent</th>
<th>mats</th>
</tr>
</thead>
<tbody>
<tr>
<td>mats</td>
<td>fast</td>
</tr>
<tr>
<td>fast</td>
<td>mend</td>
</tr>
<tr>
<td>mend</td>
<td>sent</td>
</tr>
</tbody>
</table>

**Part 2**
Follow the lines and copy each sound.

<table>
<thead>
<tr>
<th>c</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>c</td>
</tr>
<tr>
<td>g</td>
<td>e</td>
</tr>
<tr>
<td>a</td>
<td>sh</td>
</tr>
<tr>
<td>sh</td>
<td>d</td>
</tr>
<tr>
<td>d</td>
<td>a</td>
</tr>
</tbody>
</table>

**Part 3**
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>hot</th>
<th>tin</th>
</tr>
</thead>
<tbody>
<tr>
<td>ring</td>
<td>ten</td>
</tr>
<tr>
<td>ten</td>
<td>hot</td>
</tr>
<tr>
<td>sod</td>
<td>ring</td>
</tr>
<tr>
<td>teen</td>
<td>teen</td>
</tr>
<tr>
<td>tin</td>
<td>sod</td>
</tr>
</tbody>
</table>

**Part 4**
Circle the sounds.

1. She hid in the hen shed.
2. He met them on the ant hill.
Lesson 28

Name __________________________

Part 1
Follow the lines and copy each sound.

c k
k sh
ck o
e e
sh ck

Part 2
Write in the missing letters.

meet cots
teeth meet+
mash teeth

cots mash

Part 3
Draw lines to match the words and pictures.

ten
tent
teeth

Part 4
Follow the lines and copy each word.

meet mend
men meet
mend send
see sent
send see
sent men

cans and
hot sing
sing dash
odd hot
and odd
dash cans

Part 5
Read the words and sentences.

Sheets shots cots cats cash
Mash fish fist fast mast
See she he me meet
Nod hat hot shot sheet

1. Can she see if it is dim?
2. He had cash in his hand.

(Parent’s/Listener’s) signature ___________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 28
Lesson 29

Part 1
Circle the sounds.

Part 2
Write in the missing letters.

Part 3
Follow the lines and copy each sound.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

Sound/symbol relationships, word completion

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Lesson 30

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Follow the lines and copy each word.

Part 4
Circle the sounds.

d e s m a d t e a d s e m d t e a d
a e d o m d e m s t f e d a h d f e

g m e i g a l e s g e m r s e g l o r
g i l e g r e l s e c g r g e m h a

Part 5
Read the words and sentences.

1. An ant is not fast in the dash.
2. Did he get mad at his cats?

(Parent's/Listener's) signature _____________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

sacks  dent
dent  sacks
cans  shots
shots  cans

Part 2
Follow the lines and copy each sound.
c ck
k sh
ck k
sh c
th r
r th

Part 3
Draw lines to match the words and pictures.

rocks
socks
sacks

Part 4
Follow the lines and copy each word.

hand track
dent hand
seems met
odd dent
track seems
met odd
meet sad
rod meet
get rod
his his
send send
sad get

Part 5
Read the words and sentences.

then sit has hid feed
fast tree trim met get
kids socks cash kick this
rags shed she cod sick

1. Can she kick that sack?
2. He did his math as he sat on the mat.

Word completion, sound/symbol relationships, word recognition

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Copying words, reading fluency

(Parent’s/Listener’s) signature ___________________________ Date ____________
Lesson 32

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

---

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 33

Part 1
Write in the missing letters.

- when __ than
- than __ tree
- tree __ mast
- mast __ when

Part 2
Follow the lines and copy each sound.

- w __ k
- c __ w
- k __ c
- g __ g
- t __ f
- f __ t

Part 3
Draw lines to match the words and pictures.

- ring
- wheel
- hot

Part 4
Follow the lines and copy each word.

- cans __ trot
- sing __ cans
- when __ sing
- trot __ hits
- hits __ red
- red __ when
- that __ did
- did __ fast
- mash __ that
- fast __ send
- send __ has
- has __ mash

Part 5
Read the words and sentences.

- we __ when __ wheel __ with __ this
- sad __ kick __ dash __ go __ street
- go __ singing __ tree __ week __ feed
- sheets __ shots __ hot __ how __ hands

1. Did sand get in the street?
2. She did not see him.

(Parent's/Listener's) signature ________________________________ Date ________________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name ____________________________

Lesson 34

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Sound/symbol relationships, word completion, word recognition

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Lesson 35

Part 1
Write in the missing letters.

hands → fist

cats → sheets

fist → hands

sheets → rags

rags → cats

Part 2
Follow the lines and copy each sound.

d → i

l → l

i → th

w → d

th → wh

Part 3
Circle the words.

met at themes med madrameret met wets am sem ebs

shmet missreemsack met misscam sc cast ebs

on inasram moninishotro donotgetit ingenif is
gof astif onhotget onisasam madonif inonee e

sadseedsidseemsadsickhadmadadsadrid rothid ha

madonif sadsackseemrefasam sadsocks sad

Part 4
Follow the lines and copy each word.

dash → tags

shed → tent

fits → shed

nods → hash

tags → fits

deeds → cots

hams → met

met → deeds

them → end

end → hams

Part 5
Read the words and sentences.

dash dish fish fist fast

cast cot hot how rods

we win with math then

when wheel rocks sheets rag

1. She is sad and sick.
2. When did the man feed his cats?
Lesson 36

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. She got wet in the street.
2. When he sings, I get sad.

Sound/symbol relationships, word completion, word recognition
Lesson 37

Part 1
Write in the missing letters.

cold  √ √ socks
socks  √ √ kits
kits  √ √ cold
hands  √ √ well
well  √ √ hands

Part 2
Follow the lines and copy each sound.

cl  √ l
l  √ ol
i  √ r
r  √ i
er  √ w
w  √ er

Part 3
Circle the words.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

get  √ got  √ rags  √ gas  √ cats
trim  √ trees  √ street  √ send  √ hands
sacks  √ lick  √ click  √ lack  √ lands
wet  √ went  √ will  √ wheel  √ when

1. That wheel has wet sand on it.
2. I did not see that shell.

(Parents/Listener’s) signature ___________________________ Date ____________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 38

Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

- This wheel has a track in it.
- This wheel has a tack in it.
- This wheel has a rack on it.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. Ten cats did not feel well.
2. She slid her sled on the hill.

(Parent’s/Listener’s) signature

Date
Part 1
Write in the missing letters.

lock → wish

sleek → clam → hold

wish → sleek → hold

Part 2
Follow the lines and copy each sound.

\[ \begin{align*}
\text{p} & \rightarrow g \\
\text{g} & \rightarrow k \\
\text{d} & \rightarrow \text{ing} \\
\text{k} & \rightarrow \text{n} \\
\text{n} & \rightarrow \text{p} \\
\end{align*} \]

Part 3
Circle the sentence that tells about the picture.

He has a cat in his hand.

He has a rat in his hand.

He has an ant in his hand.

Part 4
Follow the lines and copy each word.

\[ \begin{align*}
\text{sell} & \rightarrow \text{this} \\
\text{shop} & \rightarrow \text{sell} \\
\text{hot} & \rightarrow \text{cold} \\
\text{cold} & \rightarrow \text{socks} \\
\text{this} & \rightarrow \text{pet} \\
\text{pet} & \rightarrow \text{last} \\
\text{last} & \rightarrow \text{shop} \\
\text{now} & \rightarrow \text{shop} \\
\text{now} & \rightarrow \text{clap} \\
\end{align*} \]

Part 5
Read the words and sentences.

\[ \begin{align*}
\text{this} & \rightarrow \text{than} & \text{then} & \rightarrow \text{when} & \text{well} & \rightarrow \\
\text{fell} & \rightarrow \text{tells} & \text{sad} & \rightarrow \text{sadder} & \text{how} & \rightarrow \\
\text{will} & \rightarrow \text{win} & \text{winner} & \rightarrow \text{lip} & \text{slip} & \rightarrow \\
\text{last} & \rightarrow \text{list} & \text{land} & \rightarrow \text{pet} & \text{pit} & \rightarrow \\
\end{align*} \]

1. How well can she sing?
2. If it is not hot, we will sleep.
Lesson 40

Part 1
Follow the lines and copy each sound.

wh → w
w → wh
th → ol
p → th
ol → er
er → p

Part 2
Write in the missing letters.

shops → cast
send → cats
trim → trim
cats → send
cast → shops

Part 3
Draw lines to match the words and pictures.

- pig
- flag
- clock

Part 4
Follow the lines and copy each word.

meet → tracks
last → meet
tacks → down
how → went
down → how
went → last
then → class
class → now
met → then
lick → hot
now → lick
hot → met

Part 5
Read the words and sentences.

1. That cat is slim and sleek.
2. How fast can he go with that cast?

Sound/symbol relationships, word completion, word recognition

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Parent's/Listener's signature ___________________________ Date ________
Part 1
Write in the missing letters.

track
mist
hand
sheep
that

Part 2
Follow the lines and copy each sound.
e
wh

Part 3
Circle the words.

Part 4
Follow the lines and copy each word.
send
slap
sack
get
rest
fits

Part 5
Read the words and sentences.

1. Will he mend his socks?
2. Her dad has a hat that fits.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Lesson 42

Part 1
Follow the lines and copy each sound.

th  ol
ck  a
x  u
a  th
u  ck
ol  x

Part 2
Write in the missing letters.

fast  sheets
slim  shots
trees  fast
sheets  slim
shots  trees

Part 3
Circle the sentence that tells about the picture.

Her hand is on her pet pig.

The hat is on her pet pig.

Her pet pig is on the hat.

Part 4
Follow the lines and copy each word.

rust  steep
steep  class
fish  lock
lock  rust
cold  truck
cold  truck
luck  lick
lick  luck
well  cold
then  how
how  well

Part 5
Read the words and sentences.

send  sender  sending  rest  last
fold  up  under  stop  truck
step  stem  sleds  clam  crash
fins  fishing  mud  pots  dug

1. I sent her a clock last week.
2. That singer will sing at the dinner.
3. The winner got a gold ring.

Sound/symbol relationships, word completion, sentence reading

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Part 1
Write in the missing letters.

- lock __ picks
- truck __ sleep
- under __ truck
- sleep __ under
- picks __ lock

Part 2
Follow the lines and copy each sound.

- or __ u
- ol __ er
- er __ wh
- wh __ or
- u __ p
- p __ ol

Part 3
Circle the sentence that tells about the picture.

- She has a lock in her hand.
- She has a cast on her hand.
- She has a clock in her hand.

Part 4
Follow the lines and copy each word.

- land __ hill
- slip __ when
- tent __ slip
- hill __ packs
- packs __ land
- when __ tent
- must __ track
- must __ track
- dig __ how
- how __ clap

Part 5
Read the words and sentences.

- rocks __ rocking
- locks __ list
- lip __
- went __ win
- winning __ sending
- sand __
- slap __ clap
- click __ trick
- tracks __
- ran __ run
- sings __ thing
- this __

1. Meet me on the hill.
2. He has a cast on his leg.
3. How will we get dinner on this ship?

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 44

Part 1
Follow the lines and copy each sound.

d  u
p  ing

g  n
ing

Part 2
Write in the missing letters.

hats  fill
must  cash
sings  sings
cash  must
fill  hats

Part 3
Circle the words.

when will went this then weeks seal that the thick
t well when then that wheel thing this that the when

not now how hot not stop sock not that ran needed nots
on ith out no spots not go on hot tro trod how not now

fast cash fish last mast fist mash mist last cast can
fins fics fadd dash last cast mist fish fell fast

Part 4
Follow the lines and copy each word.

rug  claps
stops  rug
well  rock
claps  well
rock  then
then  stops

Part 5
Read the words and sentences.

run  fun  fox  fix  fold

dinner  saddler  letter  pens  runs

week  sings  sleep  slip  sun

mist  must  get  got  dot

1. Send me the clock this week.
2. No man will rent that shack.
3. Stop filling that gas can with sand.

(Parent's/Listener's) signature ___________________________ Date ____________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Write in the missing letters.

Part 2
Follow the lines and copy each sound.

Part 3
Circle the sentence that tells about the picture.

The cat sat on the truck.
The fish sat on the truck.
The cat sat on the fish.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

Word completion, sound/symbol relationships, sentence reading

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Part 1
Follow the lines and copy each sound.

Part 2
Write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. She is trim and fast.
2. I am a big winner.
3. We will clap if she sings well.

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Lesson 47

Part 1
Write in the missing letters.

- hats ______ shop
- shop ______ green
- green ______ hats
- fist ______ sick
- sick ______ fist

Part 2
Follow the lines and copy each sound.

- ol ______ d
- ____ or ______ er
- er ______ or
- p ______ g
- d ______ p
- g ______ ol

Part 3
Circle the sentence that tells about the picture.

- He ran down the steep hill.
- He fell down the steep hill.
- He ran up the steep hill.

Part 4
Follow the lines and copy each word.

- told ______ red
- cans ______ told
- meet ______ sits
- rock ______ cans
- red ______ rock
- sits ______ meet
- hits ______ sleep
- for ______ hats
- when ______ for
- sold ______ when
- hats ______ hits
- sleep ______ sold

Part 5
Read the words and sentences.

- corn ______ born ______ big ______ bug ______ dust
- send ______ sender ______ finger ______ pins ______ pinning
- sold ______ fold ______ for ______ horn ______ how
- slip ______ sheep ______ shops ______ stop ______ swim

1. He will lend us his tent.
2. She had dinner with us last week.
3. When did the bell ring?

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Parent's/Listener's signature ___________________________ Date __________
**Part 1**
Follow the lines and copy each sound.

- a → p
- i → a
- x → u
- p → x
- u → ol
- ol → i

**Part 2**
Draw the lines. Then write in the missing letters.

- big → sleep
- must → big
- sleep → must
- track → went
- went → track

**Part 3**
Circle the words.

- hand
- lend
- send
- pens
- send
- fans
- hams
- an
- sled
- pens
- spans
- send
- cans
- end
- hands
- sled
- end
- his
- that
- then
- his
- ham
- hit
- shammam
- the
- him
- how
- with
- his
- hill
- shin
- his
- with
- that
- will
- him
- his
- hill
- s
- hel
- t
- h
- e
- k
- pot
- stop
- slip
- stop
- slids
- sleck
- stop
- steps
- pots
- when
- wet
- end
- wheel
- week
- when
- that
- then
- well
- when
- wi
- then
- when
- that
- went
- when
- win
- when
- wheel

**Part 4**
Follow the lines and copy each word.

- this → truck
- yell → wish
- creek → this
- fork → yell
- truck → creek
- wish → fork
- but → cold
- cold → short
- six → test
- happy → but
- short → happy
- test → six

**Part 5**
Read the words and sentences.

- lack
- slack
- truck
- rugs
- crust
- slip
- fix
- shed
- silly
- happy
- yes
- bell
- bet
- fist
- land
- mix
- fox
- fits
- sold
- short

1. Is she swimming in the pond?
2. The fox is running up the steep hill.
3. That black colt will trot on the track.

(Parent's/Listener's) signature ____________________________ Date ________

Directions, Part 5:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Draw the lines. Then write in the missing letters.

Part 2
Follow the lines and copy each sound.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Read the words and sentences.

1. The class will end with a test.
2. When can we swim in the creek?
3. His cat is sleeping in his bed.

Word completion, sound/symbol relationships, word recognition
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

Part 4
Follow the lines and copy each word.

Part 5
Copy the sentence. We will go on a trip.

Part 6
Read the words and sentences.

1. See me sleep in the green grass.
2. The math class did not go well.

Directions, Part 5:
1. Read the directions to the student: Copy the sentence.
2. Tell the student: Copy the sentence just as it is written. Remember to start with a capital letter and to put a period at the end of the sentence.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Draw the lines. Then write in the missing letters.

shops  send
truck  fold
send  shops
dusty  truck
fold  dusty

Part 2
Follow the lines and copy each sound.

\[ \begin{align*}
\text{n} & \rightarrow \text{t} \\
\text{t} & \rightarrow \text{f} \\
\text{f} & \rightarrow \text{n} \\
\text{ol} & \rightarrow \text{er} \\
\text{er} & \rightarrow \text{or} \\
\text{or} & \rightarrow \text{ol}
\end{align*} \]

Part 3
Circle the words.

than when that track then than this that than that than when the thing than this that track

Part 4
Follow the lines and copy each word.

under  fits  corn  her
grass  got  her  corn
street  send  fill  but
when  trees  when  fill

Part 5
Copy the sentences.
He will run up the hill.
Her class went to the track meet.
The men will sleep in that tent.

Part 6
Read the words and sentences.

to  is  was  went  wish

cuts  drip  short  felt  fold
yes  hands  smell  steep  drop
black  best  class  dust  green

1. How can he sleep when we sing?
2. That colt trots faster and faster.
3. When they met, they felt happy.

(Parent’s/Listener’s) signature __________________________ Date __________

Directions, Part 5:
1. Read the directions to the student: Copy the sentences.
2. Tell the student: Copy each sentence just as it is written. Remember to start with a capital letter and to put a period at the end of each sentence.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

<table>
<thead>
<tr>
<th>ch</th>
<th>ck</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>u</td>
</tr>
<tr>
<td>ck</td>
<td>i</td>
</tr>
<tr>
<td>d</td>
<td>ch</td>
</tr>
<tr>
<td>i</td>
<td>f</td>
</tr>
<tr>
<td>u</td>
<td>d</td>
</tr>
</tbody>
</table>

Part 2
Draw the lines. Then write in the missing letters.

<table>
<thead>
<tr>
<th>land</th>
<th>black</th>
</tr>
</thead>
<tbody>
<tr>
<td>bugs</td>
<td>ship</td>
</tr>
<tr>
<td>torn</td>
<td>land</td>
</tr>
<tr>
<td>ship</td>
<td>torn</td>
</tr>
<tr>
<td>black</td>
<td>bugs</td>
</tr>
</tbody>
</table>

Part 3
Draw lines to match the words and pictures.

flags
fox
fork

Part 4
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>chop</th>
<th>sing</th>
</tr>
</thead>
<tbody>
<tr>
<td>luck</td>
<td>wheel</td>
</tr>
<tr>
<td>bent</td>
<td>chop</td>
</tr>
<tr>
<td>wheel</td>
<td>luck</td>
</tr>
<tr>
<td>sing</td>
<td>fast</td>
</tr>
<tr>
<td>fast</td>
<td>bent</td>
</tr>
</tbody>
</table>

Part 5
Follow the lines and copy each word.

<table>
<thead>
<tr>
<th>brush</th>
<th>hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td></td>
</tr>
<tr>
<td>short</td>
<td></td>
</tr>
</tbody>
</table>

Part 6
Copy the sentences.
I will sleep in the green grass.
She went to her swimming class.

Part 7
Read the words and sentences.

<table>
<thead>
<tr>
<th>crust</th>
<th>sunny</th>
<th>yet</th>
<th>they</th>
<th>yelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>mats</td>
<td>black</td>
<td>gold</td>
<td>much</td>
</tr>
<tr>
<td>chip</td>
<td>dropping</td>
<td>six</td>
<td>steps</td>
<td>camp</td>
</tr>
</tbody>
</table>

1. When will they stop sending me letters?
2. The green bug was in that tree.
3. They will lock the shed in the morning.
Part 1
Draw the lines. Then write in the missing letters.

lamp → lunch
slim → lamp
drops → slim
click → click
lunch → drops

Part 2
Follow the lines and copy each sound.

o → u
r → ck
u → r
ch → o
e → b
b → ch

Part 3
Circle the sentence that tells about the picture.
The old cat sat on the bed.
The old cat hid under the bed.
The old cat sat in the tree.

Part 4
Follow the lines and copy each word.

rugs → still

colder → rugs

still → colder

left → left
cuts → happy

Part 5
Copy the sentences.
She sat in her truck.
I am happy in this class.

Part 6
Read the words and sentences.

told → to → was → yet → smell

short → shore → store → plant → clip

pan → faster → lend → next → fix

1. They set up a tent at the creek.
2. The pig got in the mud.
3. He sent me a short letter.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Name ____________________________

Part 1
Follow the lines and copy each sound.

- th
- ch
- n
- a
- or
- ol
- a

Part 2
Draw the lines. Then write in the missing letters.

colt, chips
sling, short
short, they
they, sling
chips, colt

Part 3
Circle the words.

left, letter, lick, fill, fill, filled, filled, Ella, Ella, leg, right, better, lend, lend, lend, tell, tell, filled, li, li

Part 4
Follow the lines and copy each word.

- bad
- sleep
- then
- cats
- dust
- smell
- dust
- smell

Part 5
Copy the sentences.

I will go to the store now.

A black cat sat in that tree.

She told me how happy she was.

Part 6
Read the words and sentences.

bent, dents, dusty, creek, muddy
sore, shore, shops, chop, bath
slams, champ, clamp, block, picking
yelling, still, fold, form, pens

1. Next week, we will go on a trip.
2. They had fish and chips for lunch.
3. Did he lock the shed yet?

(Parent’s/Listener’s) signature ____________________________ Date __________

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
**Lesson 55**

**Part 1**
Draw the lines. Then write in the missing letters.

- cold
- dust
- self
- dust
- creek
- block

**Part 2**
Follow the lines and copy each sound.

- help
- sits
- much

**Part 3**
Draw lines to match the words and pictures.

- dog
- bug
- frog

**Part 4**
Follow the lines and copy each word.

- send
- drip
- wish
- tack
- rust
- send
- sold
- tack

**Part 5**
Follow the lines and copy each word.

- much
- hands

**Part 6**
Copy the sentence.
We went and sat under the tree.

**Part 7**
Read the words and sentences.

- glad
- champ
- much
- such
- stump
- do
- to
- dog
- frog
- form
- said
- letters
- north
- better
- left
- list

1. If we rent a truck, we can go on a trip.
2. She will help him lift that big box.
3. His dog was muddy and wet.
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.
This dog sat in the bathtub.
This dog sat in the box.

Part 4
Follow the lines and copy each word.

Part 5
Copy the sentences.
I can not fix this truck.
Six men went to the camp.

Part 6
Read the words and sentences.

Directions, Part 6:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Sound/symbol relationships, word completion, sentence reading
Part 1
Draw the lines. Then write in the missing letters.

shelf → trips
jumps → stand
stand → north
north → jumps
trips → shelf

Part 2
Follow the lines and copy each sound.

y → i
i → v
w → j
v → y
ch → w
j → ch

Part 3
Draw lines to match the words and pictures.

hands
horns
horse

Part 4
Follow the lines and copy each word.

rims → seem
seem → rims
jump → trick
trick → chop
chop → when
when → jump

Part 5
Copy the sentences.
We ran up the steep hill.
She will get jam at the store.

We ran up the steep hill.
She will get jam at the store.

Part 6
Follow the lines and copy each word.

flips → horse → cash
mold → cash
pick → they

Part 7
Read the words and sentences.

grab → grin → singer → sending → smell
clamp → champ → chops → tops → stop
job → born → rust → desk → last

1. That plant will fit on this shelf.
2. His dusty dog needs a bath.
3. She ate ham and corn for dinner.

(Parent's/Listener's signature) ____________________________ Date ____________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
Part 1
Follow the lines and copy each sound.

d  v
ev
i ck
l or
cck

Part 2
Draw the lines. Then write in the missing letters.

rest track
track steep
steep tops
slips rest

tops slips

Part 3
Circle the sentence that tells about the picture.
The bus went up the street.
The truck went up the street.
The bus went down the street.

Part 4
Circle the words.
bad b e s t b i d d a d b a d b o l t b o r n b i t s b a d s a d l a n d b a d l a f a d d a s h b a d f a s t m a d p a l b a d s a n d f a s t b a d b o l d b e t 6

Part 5
Copy the sentences.
The dog sat in the bathtub.
The dog sat in the bathtub.
He got a job at that store.
He got a job at that store.

Part 6
Follow the lines and copy each word.

swim locks
plant plant
locks swim

Part 7
Read the words and sentences.
to do desk rest rush hub
what when then town swimming
sunny sleeps grabs yes you

1. His dad said, “Go to the store now.”
2. Six green bugs hid under the rug.
3. I can not smell this plant.

(Parent’s/Listener’s signature) __________________________ Date ________
Part 1
Draw the lines. Then write in the missing letters.

- trips
- sold
- north
- black
- chops

Part 2
Follow the lines and copy each sound.

- n s
- r n
- s i
- a r
- c a
- i c

Part 3
Draw lines to match the words and pictures.

- stamp
- stump
- lamp

Part 4
Follow the lines and copy each word.

- sleeps
- born
- told
- shops
- letter
- when

Part 5
Copy the sentences.
We met at the swimming meet.
They will stop for lunch now.

Part 6
Follow the lines and copy each word.

- jump
- winner
- need
- fast
- funny

Part 7
Read the words and sentences.

- of
- what
- was
- shelf
- vest
- very
- jelly
- just
- tops
- you
- yelling
- to
- thing
- think
- blink
- swimmer

1. She will sell her old truck.
2. His dog sleeps on that red rug.
3. He said, “Hand me the jam.”

Word completion, sound/symbol relationships, word recognition, copying words
Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Circle the sentence that tells about the picture.

Part 4
Circle the words.

Part 5
Follow the lines and copy each word.

Part 6
Copy the sentences.

Part 7
Read the words and sentences.

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
3. We will send a gift to her.

(Parent/Listener's signature) ___________________________ Date _____________
Part 1
Draw the lines. Then write in the missing letters.

chops  fork
fork  under
jelly  stand
under  chops
stand  jelly

Part 2
Follow the lines and copy each sound.

er  c
or  y
w  or
c  er
y
n  w

Part 3
Circle the sentence that tells about the picture.

The frog sat next to the old truck.
The frog sat on top of the old truck.
The frog sat under the old truck.

Part 4
Circle the words.

bells bells bells bells bells bells bells bells

Part 5
Follow the lines and copy each word.

seeds  store
store  check
check  seeds
plant  told
plant  things"  told  things

Part 6
Copy the sentences.

They had lots of desks in the class.
The horse ran on a dusty path.

Part 7
Read the words and sentences.

butter under damp after mast
than hold when clocks you
stops shop what lots list

1. She was the best singer in town.
2. They sat on a hill next to the pond.
3. He said, “I feel much better now.”
Lesson 62

Name ____________________________

Part 1
Follow the lines and copy each sound.

- u
- a
- ol
- i
- v
- z
- v
- u

Part 2
Draw the lines. Then write in the missing letters.

- smell
- check
- after
- smell
- hold
- town
- check
- after
- town
- hold

Part 3
Circle the sentence that tells about the picture.

This clock will not run.
This clock will run very well.
This clock did not stop.

Part 4
Circle the words.

- wish
- dish
- wish
- cash
- fish
- list
- wish
- will
- win
- wish
- won

Part 5
Follow the lines and copy each word.

- held
- butter
- clamp
- held
- block
- much
- sheep

Part 6
Copy the sentences.
You left lots of things on her desk.
Six men will camp on that hill.

Part 7
Read the words and sentences.

- things
- winner
- chopping
- what
- after
- slip
- stuck
- silly
- clapping
- spring
- store
- cold
- lucky
- very
- shelf

1. Can we swim in that pond?
2. Bud said, “I will fix a big dinner.”
3. Her left leg is in a cast.

(Parent’s/Listener’s signature) ____________________________ Date ____________

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

Lesson 62

Sound/symbol relationships, word completion, sentence reading, word matching

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Lesson 62

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Part 2
Follow the lines and copy each sound.

Part 4
Follow the lines and copy each word.

Part 7
Read the words and sentences.

Part 5
Copy the sentences.

Part 6
Follow the lines and copy each word.

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Part 1
Follow the lines and copy each sound.

Part 2
Draw the lines. Then write in the missing letters.

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

Part 5
Copy the sentences.

Part 6
Follow the lines and copy each word.

Part 7
Read the words and sentences.

---

Name __________________________

---

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.
3. The student marks if the student reads all the words in the row or in the sentence correctly.

---

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Part 1
Draw the lines. Then write in the missing letters.

sleps, north
things, letter
north, hold
letter, sleps
hold, things

Part 2
Follow the lines and copy each sound.

er, or
w, er
or, f
wh, w
ol, wh
f, ol

Part 3
Draw lines to match the words and pictures.

Part 4
Follow the lines and copy each word.

quit, lots
gift, quit
best, gift
green, bath
lots, best
bath, green

Part 5
Copy the sentences.
A skunk sat on that old stump.
They will fix dinner now.

Part 6
Follow the lines and copy each word.

check, check
down, store
store, down
fold, sheets
sheets, better
better, fold

Part 7
Read the words and sentences.

lamp then grins think which
of what stops black now
sitting lucky fits jumps lost

1. We got this clock at a junk shop.
2. “Do not fill that tub to the top,” he said.
3. You will do well in the next class.

Word completion, sound/symbol relationships, word recognition, copying words

Directions, Part 7:
1. Tell the student to read each row of words and the sentences.
2. Make a check mark in the box if the student reads all the words in the row or in the sentence correctly.

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Corrective Reading

Enrichment Blackline Masters

Decoding B1  Decoding Strategies

Siegfried Engelmann
Gary Johnson

Columbus, OH
## Contents

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**Answer Key  ● Lessons 1–65** 

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Answer Key  ● Lessons 1–65  

117
Corrective Reading
Decoding B1
Enrichment Blackline Masters

**Note to the Teacher**

The activities in this book reinforce the skills taught in the 2008 edition of the Corrective Reading Decoding B1 program. Each activity provides practice in an essential reading skill, such as:

- recognition of sounds and sound combinations
- word identification
- correct spelling of words
- spelling of words with endings, such as *s, ed, ing, er, ly, and en*
- spelling of root words without those endings
- writing compound and other two-part words
- writing sentences
- answering comprehension questions about story passages
- demonstrating comprehension of details in stories
- sequencing activities in a story
- identifying main characters
- building oral reading fluency

Skills are identified at the bottom of each page.

The materials are designed to be completed as study-time homework assignments. The students are not to use the Student Book when completing the Blackline Master. (The Decoding B1 Student Book and Workbook should usually remain at school.) The Blackline Master pages correspond by lesson number to the Decoding B1 lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. In Lessons 1, 2, 4, and 20, a note to the parent at the bottom of the page directs the parent to ask the student what sound should be circled in the first row of letters and what word should be circled in the second row. All other exercises can be completed without additional instructions.

**Timed Reading**

To provide additional practice in building oral reading fluency, someone at home can listen to the student read aloud. These timed readings begin at Lesson 16. The procedure is similar to that of the regular program timed readings, which begin at Lesson 16. The passage that appears in the second page of the Blackline Master for Lessons 16 through 65 is taken from the first part of the story from the previous lesson. For Lesson 16, students read part of the story from Lesson 15 at home, and so forth. The student reads aloud for one minute to a parent or listener who follows along and signals when the student is to stop. The number of words read in one minute and the number of errors are recorded, and the parent/listener signs at the bottom of the page. The student brings the signed page to school on the next school day as part of the daily two-page homework assignment.
Checking Homework

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 117 of this book. Monitor students as they mark their own papers. Scan students’ written responses for accuracy and legibility.

- For exercises that require the writing of whole words or word parts, call on individual students to spell the words as they should appear in the answers.
- For comprehension items, call on individual students to read each question and say the correct answer.
- For activities in which students fill in the missing words in a passage, call on individual students to read the passage aloud and say the word that should appear in the blank.

If the group is large, read the correct answers for each item as students check their own papers.

Homework Chart and Point System

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page viii. Or you may elect to have students record points in the Point Chart in their Workbooks. Points earned can be recorded in the bonus box for the regular lesson.

Points could be awarded as follows:

- completing homework: 2 points
- 0 errors: 2 points
- 1 or 2 errors: 1 point
- more than 2 errors: 0 points

When the timed readings begin at Lesson 16:

- completing the homework reading checkout: 2 points

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of the points and letter grades, see the discussion under “The Management System” in the Decoding B1 Teacher’s Guide.) An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback for completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

Letter to Parents

A letter explaining the general procedures for homework assignments appears on the following page. This letter should be sent home along with the first homework assignment.
Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in important reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- identifying the sounds of single letters and the sounds of letter combinations
- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

For Lessons 1 through 15, students complete one page of homework exercises for each lesson. Starting at Lesson 16, the homework consists of two pages. On the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice on speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly 1 minute. The student starts at the first word of the passage and reads for 1 minute. You count the mistakes the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “plays” for play)
- leaving off an ending (for example, reading “start” for started)
- not stopping at the end of a sentence
- rereading part of a sentence

At the end of 1 minute, stop the student. Write the number of words read in 1 minute and the number of errors in the blanks at the bottom of the page.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.
Name ________________________________

Part 1
Match the words.

- seeds •
- last
- man
- lip
- cat
- seeds
- last
- man
- lip
- cat

Part 2

Directions, part 2: Ask the student, “What sound will you circle in the first row?” (sss) “What word will you circle in the second row?” (clap)

Part 3
Copy the sentences.
Keep a plant in that sack.

Can the cat sleep in a lap?

Fill this pan with sticks.
Part 1
Match the words.

lamp • sleep
feeds • stick
sleep • clap
stick • lamp
clap • feeds

Part 2

i elfaiotrisdeircbpliteaghnhmalianbngreijlde
sit selfitsithatsitinfitsisittisetsifefigmissatisitif
this hitthehimintthisitisiteitheitfithisthatpitdidthisinis

Part 3
Copy the sentences.
Dad can see the cats sleep.

Plant this seed in the sand.

Did that tack stick the cat?

This ant sits in a back pack.

Directions, part 2: Ask the student, “What sound will you circle in the first row?” (i) “What word will you circle in the second row?” (sit) “What word will you circle in the third row?” (this)
Part 1
Copy the sentences.
This cap fits in that pack.

We had no plan for a trip.

That truck can go so fast.

Part 2
Read the sentences in the box.

1. At last she has a black cat.
2. Will that truck slip in mud?
3. Slip this stick in the pack.

Write the first word of these sentences.

2nd sentence _________________
1st sentence _________________
3rd sentence _________________

Part 3
Match the words.

math  •

hill  •
cash  •
truck  •
teeth  •
cash  •
teeth  •
math  •
hill  •
truck  •

Writing sentences, writing words, matching words
Part 1

sh  defaclpoeshseashmnjsasheriplthnzslshfdshfecrqw

flag  dwflageropegczdflagsjherclamclpeflagsaflatvbsp

Part 2

Copy the sentences.
Will that milk last us for a week?

I need a pack for the trip.

Three deer sleep with the sheep.

Part 3

Match the words and complete them.

truck  ●  sh  ●

sheep  ●  mi  ●
milk  ●  ant  ●
drink  ●  ink  ●
plant  ●  tru  ●

Directions, part 1: Ask the student, “What sound will you circle in the first row?” (sh) “What word will you circle in the second row?” (flag)
Part 1
Match the words and complete them.

- stop
- flag
- drink
- truck
- store

- ink
- ore
- fl
- st
- uck

Part 2
Copy the sentences.
We will go for more fish at the store.

She sat with me at the track meet.

Is he free to go with us?

Part 3
Read the sentences in the box.

1. I will fill this gas can.
2. Can we go to the store?
3. She had a fun trip.

Write the first word of these sentences.

3rd sentence
1st sentence
2nd sentence

Writing words, copying sentences
Name ____________________________________________

**Part 1**  
**Copy the sentences.**

The junk did not fit in that truck.

Will Pat feed the cats?

A steep hill had grass on it.

His feet feel sore and cold.

**Part 2**

**Part 3**  
**Read the sentences in the box.**

1. The man told him, “Hop in this truck.”
2. Pat said, “He will feed the cat.”
3. She said, “Fill this sack with fish.”

**Write the first word of these sentences.**

1st sentence __________________________
2nd sentence __________________________
3rd sentence __________________________
Part 1
Match the words and complete them.

sing
hill
cheer
clock
sack

clo
ch
sa
ng
ll

Part 2
Read the sentences in the box.

1. Fold that green rag.
2. How much cash do you have?
3. That man has an old cat.

Write the first word of these sentences.

1st sentence __________________
3rd sentence __________________
2nd sentence __________________

Part 3
Copy the sentences.
How did she do in the math class?

That man has more cats than I have.

Fill this sack with fish.

Will she sell that horse this week?

Writing words, copying sentences

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Name ____________________________________________________________

Part 2
Copy the sentences.
She is sending me to the meeting at the shop.

______________________________________________________________
We do not have the list with us.

______________________________________________________________
His truck has a bad dent in the top.

______________________________________________________________
She ran fast at the track meet.

Part 3
Match the words and complete them.

when • ch
chip • ift
crab • wh
fold • ab

Finding letters, writing sentences, matching words

Lesson 8
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Part 1
Read the sentences in the box.

1. When will we win a track meet?
2. They were not singing.
3. Can you sell that truck?

Write the first word of these sentences.
2nd sentence ____________________
3rd sentence ____________________
1st sentence ____________________

Part 2
Copy the sentences.
The bus went faster than the old truck.

Which letter did you send her?

Bring them back to class in the morning.

That man was the last person on the bus.

Part 3
Match the words and complete them.

shop ● ● ●
ranch ● ● ●
much ● ● ●

lift ● ● ●
sheet ● ● ●

mu ● ● ●
op ● ● ●
eet ● ● ●

ch ● ● ●
li ● ● ●

Writing words, writing sentences, matching words

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Lesson 10

Name ____________________________

Part 1
Copy the sentences.
Were you in the street after the truck crash?

______________________________________________________

The cat will drink the milk in that pan.

______________________________________________________

What did that woman tell you to do?

______________________________________________________

After a nap, he felt much better.

______________________________________________________

Part 2
Read the sentences in the box.

1. Was she with him when you met her?
2. They sell chips in that store.
3. Bring me that glass of milk.

Write the first word of these sentences.

1st sentence ______________________

3rd sentence ______________________

2nd sentence ______________________

Part 3

was  h e w a s d i p s a w  w a s i t  w e s a w  l e t  w a s h o r s e  w a s  a t  m e t  4

you  w e y e s i f  y o u  w h a t  t h e y  t o f o r  y o u  o f  w h a t  y o  w a y  y o u  3

er  a f t e r  d r e s s  c a t  s e r  o  s e l l  e r  s  h e l l  s e t  b  t e r  c l e r  h e s  5

this  a t t a p  t h i s  d a d  t h i f  t h i s  p a n  a m  t h i s  s h e t  h e t h i s h  4

Writing sentences, writing words, finding words

Lesson 10

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Lesson 11

Name ________________________________

Part 1
Match the words and complete them.

rancher • • • •

going • • • •

path • • • •

shelf • • • •

• • • th

eelf • • • •
ranch • • • •
go • • • •

Part 2
Copy the sentences.
The horse jumped over the creek.

Tim fell into the creek when the horse jumped.

Part 3
of on forth stopped after pond y oyhr sect of told on of y

said sands ids said had s ads said s lipsi satsaid slow stop said

how hophot now hoshopf low hophow shoto whs slow c row

Part 4
Read the sentences in the box. Write the last word of these sentences.

1. Just then, his sister yelled.
2. Where is the red broom?
3. He told her what to do.

2nd sentence __________________________
3rd sentence __________________________
1st sentence __________________________

Writing words, copying sentences, finding words, writing words

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Part 1
Read the sentences in the box.

1. Tim went to the trash can.
2. His sister gave orders.
3. He began to sweep.

Write the last word of these sentences.

3rd sentence ______________________
1st sentence __________ can________
2nd sentence ______________________

Part 2
Copy the sentences.
Tim got the broom and began to sweep.

He told his sister what to do.

His sister got mad and yelled at him.

Part 3

Part 4
Match the words and complete them.

where • tra
master • order
trash • mast
orders • ere

Writing words, copying sentences, finding words

Lesson 12
Part 1
Copy the sentences.
What do you think is in this trash can?

She filled a sack with shells.

His mom told him what happened.

Part 2
Read the sentences in the box.

1. These socks go with black slacks.
2. He had red socks for running.
3. His little sister grinned.
4. Ron’s mom was not glad.

Write the last word of these sentences.

2nd sentence ______________________
4th sentence ______________________
3rd sentence ______________________
1st sentence ______________________

Part 3
Match the words and complete them.

there ____________  •
asked ____________  •
before ____________  •
person ____________  •

per ____________  •
fore ____________  •
ked ____________  •
ere ____________  •

Copying sentences, writing words, matching words

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Part 1
Read the sentences in the box.

1. Get that ice out of my pocket.
2. At last, she stopped.
3. Now I will help you.
4. How did she do that?

Write the last word of these sentences.

4th sentence ____________________
2nd sentence ____________________
1st sentence ____________________
3rd sentence ____________________

Part 2
Match the words and complete them.

still
kept
drop
well

pt
ill
ll
dr

Part 3
Copy the sentences.
He had a big chunk of ice in his bag.

She helped the rat hop.

How do you think she did that?

Writing words, matching words, copying sentences
Name ____________________________________________

Part 1
ed  a f t h e s d r l h e r l o e d p n m e v e d w r e a e d t o u d b c i e s  6
lie  c h l d s l i d d n o g u m l i e n o t h e l i e s a t l i p l i e l i f t l i e s  5
are  h o w t h e n a n t a r e a n d a r e r e d c a b a t r a m s a r e r a t s a r e a n  4

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

shipped

slipper

hopping

clapped

Part 3
Read the sentences in the box.
Write the last word of these sentences.

1. Sandy went to the store.
2. The rat ate at a fast rate.
3. She gave the rat oats.
4. The rat chomped and chomped.

4th sentence ____________________________
1st sentence ____________________________
3rd sentence ____________________________
2nd sentence ____________________________

Part 4
Copy the sentence.
She gave the rat oats with gum on them.

Finding words, suffixes, writing words, copying sentences

Lesson 15  

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Part 1
Read the sentences in the box.

1. She got a rat that ate.
2. That rat ate at a fast rate.
3. Sandy dropped the rat into a box.
4. The rat bit Sandy on the nose.

Write the last word of these sentences.

4th sentence __________________________
1st sentence __________________________
3rd sentence __________________________
2nd sentence __________________________

Part 2

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

- slammed
- dropping
- runner
- grinned

Part 4
Copy the sentence.
The fat rat ate oats for seven days.

Writing words, finding words, suffixes, copying sentences

Lesson 16
The Rat That Had a Fast Rate

Sandy had a rat that ate fast. She said, “That rat eats too much. I must make the rat slow down.”

Sandy went to the store and got ten packs of gum. She said, “I will smear the gum on the oats.” Then she gave the oats to the rat. “Here are some oats,” she said. “You will have fun eating them.”

The rat began eating at a very fast rate. But then the rate began to go down.

The rat chomped and chomped. The rat said, “I like oats, but these oats are not fun. I am chomping as fast as I can, but the oats don’t go down.”

Sandy said, “Ho, ho. There is gum on them so that you can not eat at a fast rate.”

The rat said, “Give me the oats that do not have gum on them, and I will eat slowly.”

Sandy said, “I am happy to hear that.”

She gave the rat oats that did not have gum on them. The rat did 2 things. She bit Sandy’s hand. Then she ate the oats at a very fast rate.

Sandy said, “You little rat. You told me a lie.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________ Number of errors _____________

We read the story _____________ times.

(Parent’s/Listener’s) signature _______________________________

Date _______________________________
Part 1
Copy the sentences.
The camp woman gave him a hammer.

She fixed the lamp.

Can you work better than the rest of us?

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

later

timing

shaped

hoping

Part 3

Copying sentences, suffixes, finding words

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Sandy’s Plan for the Rat’s Fast Rate

Sandy’s rat ate at a fast rate. The rat ran at a fast rate. And it even hopped at a fast rate. Sandy had a plan to make the rat’s rate go down. Sandy got a rat that did not eat at a fast rate and did not run fast. This rat was fat. It sat and sat. When this rat ate, it chomped slowly. Sandy said, “I will take this slow rat and show my fast rat how to be slow.” Sandy dropped the fat rat into the box with the fast rat.

The fast rat said, “This fat rat needs help. It is too fat. I will show it how to go fast.” Sandy’s rat bit the fat rat on the nose. “Stop that,” he said. Sandy’s rat said, “Make me stop.” The fat rat began to run after Sandy’s rat. These rats ran and ran and ran. Then the fat rat said, “I must rest. I need to eat some oats.” Sandy’s rat said, “If you don’t eat fast, I will eat these oats and then no oats will be left for you.” “No,” the fat rat said. “I can eat as fast as the next rat.” And it did.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

- canned
- hotter
- grabbing
- runner

Part 2
Copy the sentences.
The man with the faster rate will win.

I can even take a bath faster than you.

Part 3
Match the words and complete them.

- their
- women
- held
- show

- ld
- th
- sh
- men

Part 4
Suffixes, copying sentences, writing words, finding words

day  as d a d a y b a d d a y a t b i d d i d o n d e e r d a y a f t e r d a y d e n 4
bath  b a c k b a t h b a g b i t p a t h b a t h f o r b e a t s a t f o r b e d b a t h b r 3
soon  h o w t h e s o o n t o o s o o n r o o m o f m a k e s o o n b r o o m s o o n s 4
Champ at the Camp

A man named Champ went down a road. He came to a camp. He stopped and said, “I hate to work, but I need to eat. So I will see if I can get a job at this camp.” So Champ went to the woman who ran the camp. Champ said, “Can I work at this camp? I can do lots of jobs here.”

The camp woman said, “Are you a tramp?”
Champ said, “No, I am a champ at camp work.”
“Can you fix lamps?”
“Yes,” Champ said.
“Can you make boat ramps?”
“Yes,” said Champ. “I am the champ at ramps.”

The camp woman said, “Then I will let you work at this camp.” The camp woman gave Champ a hammer. She said, “Take this hammer and make a ramp for these boats.”

Champ got boards and began to hammer. When the sun went down, he had made the boat ramp. He said, “Now I have to eat.”

But the woman from the camp did not let Champ rest. She handed Champ a broken lamp. Then she said, “Take these clamps and fix this lamp.”

So Champ got a clamp to hold the lamp. He fixed the lamp.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

pinned
hotter
clapping
sitter

Part 2
Read the sentences in the box. Write the last word of these sentences.

1. Champ said, “I am your brother.”
2. He said, “You need boaters.”
3. The camp woman clapped.

Part 3
Match the words and complete them.

smell
stand
cheer
bath
eer
ell
th
and

Part 4
Copy the sentences.
The camp woman held her nose.

Bob bent down and began to paddle.

Suffixes, writing words, writing sentences
Champ Has a Meet with Sam

Champ slept at the table. The next day he woke up and felt rested. He went to the woman who ran the camp. The woman held her nose as she said, “You smell, Champ. Will you take a bath?”

“No,” Champ said.

Just then, a big man named Sam came up. He held his nose and said, “Champ, you are not the champ worker at this camp. I am.”

A woman said, “Let’s have a meet between Champ and Sam.”

So the men and women set things up for the big meet. They gave a tamping pole to each man. They said, “We will see how well Champ can tamp.”

They went to the hill. The camp woman said, “Take these tamping poles and see how fast you can pound the ruts from this path.”

Sam and Champ began tamping. They tamped the path for three miles. Sam was a very fast tamper. But Champ tamped faster. The men and women did not cheer for Champ. They said, “Champ can tamp fast, but Sam can make ramps faster than Champ can.”

So Champ and Sam went to the lake. The camp woman said, “Each man will clamp seventy boards and hammer the boards on a frame.”

Listening fluency

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Champ said, “I can not open this door. This door has a ____________ on it.”
   - handle
   - note
   - lock
   - top

2. Big Bob said, “I will ____________ the door in.”
   - fix
   - kick
   - pick
   - lock

3. The old man held a ____________ to his ear.
   - pick
   - handle
   - horn
   - top

4. Big Bob said, “Make a ____________ for the old man.”
   - clock
   - lock
   - horn
   - note

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

| later       |        |
| timing      |        |
| saved       |        |
| hoping      |        |

Part 3
Copy the sentences.
Champ grabbed the handle of the door.

The old man hit the lock with a hammer.

Directions, Part 1: Read the directions to the student. “Read the item and fill in the circle next to the answer. Write the answer in the blank.”
Champ’s Brother Has a Boat Meet

One day a man came to the camp. This man was big and fat. He smelled as bad as a goat. He went up to the camp woman and said, “My name is Bob. I do not like to work, but I have to eat. And I am the best worker you have seen.”

Champ, who was champ of the camp, went up to the camp woman and said, “That is Big Bob, my brother.”

Big Bob said, “No. You can’t be my brother. My brother is fat, and he smells. But you are not fat, and you do not smell.”

Champ said, “But I am your brother.”

The camp woman said, “We do not need more workers in this camp.”

Champ said, “But you need boaters. And Big Bob is the best there is.”

The camp woman held her nose. She said, “We will see how well Big Bob can do in a boat meet with Sam.”

Each man got in a boat. But Big Bob had an old boat that was very slow.

The camp woman said, “When I clap, begin paddling. Paddle as fast as you can to the other shore of the lake.”

The camp woman clapped, and the men began to paddle.
Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. The con man had a box of _______________.
   ○ locks ○ clocks ○ mops ○ tops

2. Champ was a fast _______________ raker.
   ○ slope ○ slop ○ shore ○ shop

3. Champ said, “I will _______________ this mop near the door.”
   ○ prop ○ slop ○ stop ○ bop

4. The con man sold the camp woman _______________ mops.
   ○ seven ○ thin ○ 50 ○ bad

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

   mopping
   grabbed
   dropper
   slipping

Part 3
Copy the sentence.
The con man was glad to sell the mops.
The Clock Maker at the Camp

Champ and his brother Big Bob went to the shed. Champ grabbed the handle of the door. He said, “This door has a lock on it. How will we get in this shed? The hammers and the tamping poles are in here. We need hammers and tampers if we are to work.”

Big Bob said, “Brother, don’t bother with that lock. I will kick the door in.”

“No,” Champ said. “Let’s go to the camp woman and see if she can get in this shed.”

So they went to the camp woman. She said, “I will get a man to fix that lock.”

Later, an old man came to the camp. He had a big bag and a big horn that he held to his ear.

He said, “I am here to fix a clock.”

The men said, “We do not need someone to fix a clock. We need someone to fix a lock. We cannot get in the shed because the door is locked.”

The old man said, “You say the door is clocked?”

Big Bob said, “Make a note for the old man. Even with his ear horn, he cannot hear.”

So Champ got a pen and made a note.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Match the words and complete them.

- matter
- because
- lifted
- shack
- cause
- ck
- ed
- mat

Part 2
Copy the sentences.
Cathy worked in a dress shop.

Cathy and Pam left the shed and sat on a bench.

Part 3
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Pam led Cathy to a ____________.
   - dress shop
   - big camp
   - clock store
   - fish shed

2. The man in a big coat said, “I am a ____________.”
   - cook
   - worker
   - fish packer
   - slop raker

3. The man had a basket of fish in his ____________.
   - shed
   - boat
   - shop
   - store

4. The man in the fish shed gave Pam and Cathy ____________ chips.
   - free
   - five
   - fish
   - flat

Writing words, copying sentences, comprehension items
Champ Meets the Con Man

A con man came to the camp. That con man came up the camp road with a box. The camp woman met him.

The con man dropped his box and held the lid up. He grabbed a mop from the box. He said, “The workers will like this mop. It is fatter than other mops. So a worker can mop faster with this mop.”

The camp woman said, “I will get someone to take that mop and see how well it works.” So the camp woman yelled for Champ.

Champ was on a slope near a shore of the lake. Was he making a ramp? No, he was raking slop near the pond. He was a fast slop raker. He went to the con man and the camp woman. The camp woman handed the mop to Champ.

“Here,” she said. “See if this fatter mop mops faster than other mops.”

Champ said, “I hate to stop slopping to do some mopping.”

The camp woman said, “When I say that you must mop, you must mop. So take this fat mop and begin mopping.”

But Champ did not begin mopping. He went to the eating table and said, “I will prop this mop near the door, and I will sit.”
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- slammed
- dropping
- sitter
- clapped

Part 2
Read the sentence and fill in the circle next to the answer. Write the answer in the blank.

1. When Gretta said, “Ho, ho,” Chee _____________________.
   ○ made a note  ○ sat near the door  ○ became very mad

2. Chee asked Gretta, “Did you ____________________ at your job?”
   ○ work fast  ○ feel sad  ○ have fun  ○ sell fish

Part 3
Copy the sentences.
She got better and better at saying things.

I don’t like to stay at home.

He will get a job, too.
Cathy and a Band at the Bend

Cathy worked in a dress shop. One day she said, “I need a rest.” So she went to her pal, Pam. She said, “Pam, let us go to hear a band play. A band is near the bend in the road. They play well.”

Then Cathy and Pam went to hear the band. When they got near the bend in the road, Pam said, “I need to eat. Let me lead you to a little shed. It is near the stream. They sell fish and chips in that shed.”

So Pam led Cathy to the fish shed near the stream. The shack was packed with folks. The folks were yelling, “I was next. Give me my order of fish and chips.”

Pam said, “This is a mess.”

Cathy and Pam left the fish shed and sat on a bench. A man came up to them. He had a net, and he was dressed in a big coat. He set the net in the sand, and then he sat down on the bench. He asked Cathy, “What is the matter?”

Cathy said, “The shed is packed. We will be late to hear the band.”

The man said, “I am a fish packer. If you need fish, let me help you.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

Lesson 23
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

trades
liked
saving
maker

Part 2
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. The clock maker did not ____________ well.
   ○ see   ○ read   ○ hear   ○ feel

2. The con man said, “We will ____________ in the shade.”
   ○ stay   ○ sit   ○ play   ○ work

3. The clock maker said, “I will not ____________ this horn.”
   ○ sell   ○ play   ○ pack   ○ trade

4. The clock maker handed his ____________ to the con man.
   ○ little horn   ○ corn   ○ big horn   ○ pack

Part 3
Copy the sentences.
The con man dressed up like a corn grower.

He stamped up and down.

Suffixes, comprehension items, copying sentences
Chee, the Dog

Gretta got a little dog. She named the dog Chee. Chee got bigger and bigger each day.

On a very cold day, Gretta said, “Chee, I must go to the store. You stay home. I will be back.”

Chee said, “Store, lots, of, for, no.”

Then Gretta said, “Did I hear that dog say things?”

Chee said, “Say things can I do.”

Gretta said, “Dogs don’t say things. So I must not hear well.”

But Chee did say things. Gretta left the dog at home. When Gretta came back, Chee was sitting near the door.

Gretta said, “That dog is bigger than she was.”

Then the dog said, “Read, read for me of left.”

Gretta said, “Is that dog saying that she can read?” Gretta got a pad and made a note for the dog. The note said, “Dear Chee, if you can read this note, I will hand you a bag of bones.”

Gretta said, “Let’s see if you can read.”

Chee said, “Dear Chee, if you can read this note, I will ham you a bag for beans.”

Gretta said, “She can read, but she can’t read well. Ho, ho.”

Chee became very mad. She said, “For note don’t read ho ho.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Match the words and complete them.

felt  
help  
left  
sel

ft  
se  
lit  
he

Part 2
Copy the sentences.
Chee began to say odd things.

She left her home to get a job.

He had tears on his cheeks.

The man came back with his boss.

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

getting  
dropper  
grabbed  
bigger  

Writing words, copying sentences, inflectional suffixes
Part 4

The Old Clock Maker and the Con Man

The old clock maker did not hear well. He left the camp with the lock. He had this lock in his pack. He went down a road from the camp. Then he met a corn grower.

But the corn grower was not a corn grower. He was the con man dressed up like a corn grower. That con man liked conning folks.

The con man said, “Let’s go sit in the shade near my shed.”
“Yes,” the clock maker said, “I will trade for a bed.”
“No, not a bed,” the con man said. “Shed. We will sit near my shed.”
The clock maker said, “Yes, I like a sled, but I don’t see a sled.”
The con man was mad at the clock maker. He yelled, “WE WILL SIT IN THE SHADE.”
“Yes,” the clock maker said. “I am ready to trade.”
The con man led the clock maker to the shade. He held the clock maker’s horn to the clock maker’s ear. Then he said, “Will you trade your pack for some corn?”
“No,” the clock maker said, “I need this horn. So I will not trade this horn. But I will trade my pack for corn.”
The con man got a sack of corn.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

36 Lesson 25
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>worked</th>
<th>well</th>
<th>rode</th>
<th>named</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>best</td>
<td>swam</td>
<td>ran</td>
<td>bent</td>
</tr>
</tbody>
</table>

There was a ranch in the West. The rancher who _____________ this ranch was _____________ Emma Branch. She rode a horse _____________. She chopped _____________, and she swam faster. The men and women who _____________ for Emma Branch liked her. They said, “She is the best in the West.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- named
- timer
- cones
- saving

Part 3
Copy the sentences.
She checked up on the workers.

Get ready to leave now.

This horse is very tame.

Vocabulary/context clues, suffixes, copying sentences
Chee Goes for a Job

Chee felt sad. So she left her home to get a job.
Chee went to a fire station. She went up to the man who ran
the station and said, “I need a job. Can you help me?”
The man said, “Is my hearing going bad, or did that dog say
something to me?”
The dog said, “I did say something. Do you have a job for
me?”
The man said, “Ho, ho. That dog is saying things, but dogs
can’t speak.”
Chee got so mad that she began to say odd things. “Fire
station for of to go,” she said.
The man said, “Ho, ho. This dog is fun. I will keep this dog
with me. I like to hear the odd things that dog can say.”
Chee was so mad at the fireman she said, “From of for,
fireman.”
The fireman fell down and went, “Ho, ho, ho.” He had tears
on his cheeks. His ears got red. Then he patted Chee and said,
“I didn’t mean to make you mad. But you do say odd things.”
Then the dog said to herself, “I will not work here. I can’t
stand to hear that fireman go ‘Ho, ho.’ ”

A Note to the Parent

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date __________________________
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>fastest</th>
<th>packer</th>
<th>stick</th>
<th>plant</th>
<th>old</th>
</tr>
</thead>
<tbody>
<tr>
<td>stackers</td>
<td>slowest</td>
<td>odd</td>
<td>mad</td>
<td>slate</td>
</tr>
<tr>
<td>pack</td>
<td>made</td>
<td>slat</td>
<td>job</td>
<td>stack</td>
</tr>
</tbody>
</table>

Chee got a ____________ at a ____________ plant. When she was not ____________, she did not say ____________ things. The woman who ran the ____________ showed Chee how to ____________ slate. At the end of one year, Chee was one of the fastest ____________.

Part 2
Copy the sentences.
The woman showed Chee how to stack slate.

She worked at the plant for nearly a year.

Set that slab on top of the pile.

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

clapped
running
swimmer
biggest

Vocabulary/context clues, copying sentences, suffixes
There was a big ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She chopped fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, “She is the best in the West.” On her ranch she had sheep, and she had cows. There were goats and horses. There was a lot of grass.

The rancher had a lot of women and men working for her. They worked with the sheep and the goats, and they milked the cows. Each worker had a horse. But the rancher’s horse was the biggest and the best. It was a big, black horse named Flop.

Flop got its name because it reared up. When Flop reared up, any rider on it fell down and went “flop” in the grass. But Flop did not rear up when the rancher rode it. Emma Branch bent near Flop’s ear and said, “Let’s go, Flop.” And they went. She did not have to slap the horse. She didn’t have to jab her heels and yell at Flop. She just said, “Let’s go,” and they went like a shot.

Every day, she checked up on the workers to see what they were doing.
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>leave</th>
<th>shop</th>
<th>sheep</th>
<th>sacks</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>steal</td>
<td>work</td>
<td>shave</td>
<td>plan</td>
<td>faster</td>
</tr>
<tr>
<td>packs</td>
<td>shears</td>
<td>wool</td>
<td>well</td>
<td>fake</td>
</tr>
</tbody>
</table>

The con man said, “I can ________________ a sheep before it sees the ________________. You can ________________, but you cannot get someone who can shave ________________ than me.”

The con man told the rancher to get him ten ________________ for holding the ________________. He did not plan to shear _________________. He planned to ________________ them.

Part 2
Match the words and complete them.

before_________ ● est
steal_________ ● st
still_________ ● eal
chest_________ ● fore

Part 3
Copy the sentences.
He got the shears from his pack.

He planned to pack sheep into sacks.

The rancher sat on the con man and shaved his locks.
Chee went to get a job, but no plant had jobs for dogs that say things. At last, Chee went to a slate plant. Chee said, “I hope that I can get a job here.” Chee went into the plant. Chee went past stacks of slate. She came to the woman who ran the plant. Chee asked, “Do you have a job I can do in this plant?”

The woman looked at Chee. Then the woman said, “Ho, ho, ho. I cannot help going ‘Ho, ho, ho.’”

Chee got so mad that she began to say odd things. “Stop slate for from me, of go so no to do, ho ho.”

The woman fell down and kept going “Ho, ho, ho.”

Chee felt so mad that she did not stop saying odd things.

The woman got sore from going “Ho, ho.” She had lots of tears on her cheeks. Then she stopped ho-hoing and said, “I have seen lots of things, but I have never seen a dog that said odd things.”

Chee was not so mad now. So Chee began to say things that made sense. Chee said, “I told you not to go ‘Ho, ho.’ I told you that I need a job.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature __________________________

Date _______________________

Reading fluency

42 Lesson 28
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>tamps</th>
<th>ranch</th>
<th>rest</th>
<th>pack</th>
<th>old</th>
</tr>
</thead>
<tbody>
<tr>
<td>odd</td>
<td>slop</td>
<td>camp</td>
<td>say</td>
<td>stay</td>
</tr>
<tr>
<td>sack</td>
<td>ramps</td>
<td>hill</td>
<td>lake</td>
<td>leave</td>
</tr>
</tbody>
</table>

Champ worked at the ____________ for nearly a year. He tamped and made ____________.

Now he said, “I will ____________ this camp. Champs don’t ____________ in a camp for more than a year.”

So Champ got his ____________. He told the camp woman, “The work here is getting ____________, and I need a ____________.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- maker
- ropes
- shaved
- riding

Part 3
Copy the sentences.
He worked there for nearly a year.

When the sun comes up, he will shear sheep.

Vocabulary/context clues, suffixes, copying sentences
Part 4

The Con Man and the Sheep Rancher

Emma Branch had a lot of big sheep on her ranch. One day she said, “My sheep need shearing. I will send for a sheep shearer.”

So she told one of her helpers to go to town and get someone who can shear sheep. The helper went down the road to town. But he did not get there. He met the con man on the road. The con man said, “Where are you going?”

The helper said, “The rancher needs her sheep sheared.”

The con man said, “I am the best at shearing sheep. I have shears in my pack.”

So Emma’s helper led the con man back to the ranch. When they got there, Emma yelled from the door, “I hope that man can shear fast.”

The con man said, “I can shave sheep. I can shape. And I can shear.”

“But how is your rate at shearing?” the rancher asked.

“I can go so fast that I can shave a sheep before it sees the shears. You can shop and shop, but you cannot get someone who can shape or shave faster than me.”

So the con man got the job. He told the rancher to get him ten sacks for holding the wool.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

Reading fluency

Lesson 29
Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Champ was sleeping near a sheep ____________.
   ○ camp  ○ shed  ○ shop  ○ ranch

2. Champ felt more like ______________ than shearing.
   ○ sweeping  ○ shaving  ○ yelling  ○ sleeping

3. Emma said, “You have ____________ minutes to shear ____________ sheep.”
   ○ five  ○ 50  ○ 20  ○ ten

4. Emma kept her ____________ with Champ.
   ○ plan  ○ ranch  ○ deal  ○ hand

Part 2
Copy the sentences.
The sun came up in the morning.

________________________________________

The cook will make a good meal.

________________________________________

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

sweeping

reached

helper

Comprehension items, copying sentences, suffixes
Part 4

The Rancher and Champ

Champ had worked at the camp for nearly a year. He had tamped and made ramps. He had fixed lamps and raked slop near the lake. But now he said, “I think I will leave this camp. I am a champ, and champs don’t stay in the same camp for more than a year.”

So Champ got his pack and went to the camp woman. He told her, “I must go now. The work here is getting old, and I need a rest. I will go sit in the shade and eat beans and rest. It is time to go where I do not have to take a bath.”

So Champ left and went down the camp road. When he got to a town, he said, “I see a person on a big black horse. I will ask that rider where I can go to rest in the shade.” Champ went up to the person on the black horse and said, “Tell me, where can I go to rest in the shade?”

The person on the horse was Emma Branch. She was the rancher that shaved the con man. She said, “I help men and women who work well.”

“I work well,” Champ said.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature _______________________________

Date ______________________________

Reading fluency

46 Lesson 30
Part 1
Match the words and complete them.

slow
shame
town
yearly

Part 2
Copy the sentences.
He got slower and slower with each meal that he ate.

Emma went to town and bragged.

Part 3
Read the words in the box. Then fill in the blanks.

like rested said mean time
best look shave shape shade
bad meet good neat seem

The rancher said, “We will have the ______________ at the end of this week. So get in ______________.”

“Yes, yes,” the fat champ said.

“I ______________ it,” the rancher said. “You ______________ to be in ______________ shape. You have ______________ for seven weeks. Now you don’t ______________ like you can do things very fast.”

Writing words, copying sentences, vocabulary/context clues
Champ Shows the Rancher How to Shear

The sun came up in the morning. Champ was sleeping near a big sheep shed. The rancher’s helper came to wake him up. Champ said, “Leave me be. I am sleeping.” So Champ went back to sleep.

The helper ran to Emma and said, “That Champ didn’t get up when I went to wake him up.”

Emma grabbed shears and ran over to Champ. Her helper ran with her. When they got to Champ, the rancher handed her shears to her helper. She said to Champ, “If you don’t get up, my helper will give you a shearing.”

So Champ got up and went to the sheep shed with Emma.

Emma said, “We have a deal. If you can shear 50 sheep as fast as you hammer, you may stay and rest on my ranch.”

Then she handed the shears to Champ. Champ felt more like sleeping than shearing. He said, “I did not sleep well. When I am not rested, I cannot work well. I will have to jump up and down to wake up.” So Champ began to jump up and down.

Then he said, “Now I can shear sheep.”

“Good,” Emma said. “You have 50 minutes to shear 50 sheep.”
Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Shelly made a _____________ of wool as big as a hill.
   ○ pack    ○ sheer    ○ heap    ○ sweep

2. Champ made a pile of wool as big as a _____________ sheep.
   ○ little    ○ fatter    ○ big    ○ short

3. Emma said to Champ, “You will _____________ like a horse.”
   ○ run    ○ go    ○ rest    ○ work

4. Champ had never been _____________ in a meet before.
   ○ shaved    ○ beaten    ○ broken    ○ picked

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- melted
- working
- beaten
- slower

Part 3
Copy the sentences.
She showed the others how fast she was.

He ate big meals of ham and beans.
The Rancher Sets Up a Shearing Meet

Champ had stayed at the ranch for seven weeks. Every day, he had big meals of beef and ham and beans and corn. Every day, he sat in the shade near the lake. And every day, he got a little slower. He got slower and slower with each meal that he ate.

The rancher did not think that Champ was slow. She had seen him go so fast that the helper did not sweep the wool as fast as Champ shaved sheep.

Emma went to town and bragged. She said, “There is a man on my ranch who can shear sheep faster than anyone you have seen.”

When Emma was in town one day, she told a lot of people, “A man on my ranch can beat anyone in a shearing meet.”

A woman named Shelly stepped up to Emma and said, “I think I can beat anyone in a shearing meet.”

“Let’s have a meet,” the others yelled.

“Yes,” the rancher said.

So they set up a meet between Champ and Shelly. A man said, “Let’s make bets. I will bet on Shelly. I have seen her work with shears, and I think she can beat any other worker.”
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- beginning
- planter
- peeking
- worked

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>shaping</th>
<th>shaving</th>
<th>faster</th>
<th>week</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>fatter</td>
<td>sore</td>
<td>sheared</td>
<td>hot</td>
<td>meals</td>
</tr>
<tr>
<td>cold</td>
<td>hands</td>
<td>hammer</td>
<td>made</td>
<td>shape</td>
</tr>
</tbody>
</table>

The rancher gave Champ more work. At the end of the day, Champ was ____________________.

But at the end of the week, he began to get ____________________. His _____________ began to go like a flash. His shears began to get ______________ when he was _____________ sheep. Champ was beginning to get back in ________________.

Part 3
Copy the sentences. His hammer began to go like a flash.

There was no more work at the ranch.
Part 4

The Shearing Meet

The rancher had told Champ to get in shape for the shearing meet. But did Champ get in shape? No. He ate big meals of corn and ham and beans and meat. Then he went to sleep.

Was Champ in shape at the end of the week? No. Champ was out of shape and very slow.

People from town came to the ranch with Shelly. Shelly was in tip-top shape. Before the meet began, she sheared a sheep to show the others how fast she was. Before the wool that fell from the sheep had landed, that sheep was shaved from one end to the other.

The people cheered. “Shelly can beat anyone at shearing,” they yelled.

Champ had to work to pick up the shears. He said, “I may have rested too much, but when I get going, I will speed up.”

The rancher said, “Shelly and Champ will shear all day.”

Champ said to his helper, “I hope you are fast at sweeping. This wool will be dropping very fast.”

The rancher said, “Go,” and the shearing began.

Champ’s shears did not go like a flash. And the wool did not pile up fast. “I must go faster,” he said.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Name

Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Shelly said, “I have never been __________ in a shearing meet.”
   ○ broken   ○ cheered   ○ beaten   ○ shaved

2. At the end of the meet, Champ had sheared __________ sheep.
   ○ 5,000   ○ 9,000   ○ 210   ○ 501

3. Shelly had sheared __________ sheep.
   ○ 5,000   ○ 9,000   ○ 210   ○ 501

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

- cheered
- panting
- beaten
- rancher

Part 3
Copy the sentences.
She is the best worker at the plant.

The people from town waved to Champ.

Her helpers began to bag the wool.

Comprehension items, suffixes, copying sentences

Lesson 34 53
Champ worked and worked at the ranch. Every day, he got up when the sun was peeking over the hill in the east. Champ did not eat a big meal. He went to the sheep shed and sheared sheep. Then he picked corn. Then he ate a little meal. He had an egg and a little bit of ham. He said, “I need more to eat.”

“No more,” the rancher said. “Back to work for you.” She handed Champ a hammer. “Take boards and make a gate,” she said.

After Champ had made a gate, the rancher said, “Now take boards and make a pen for goats.” After Champ had made a pen of boards, she said, “Next, you’re going to dig holes for planting trees.”

So Champ dug ten tree holes. Then he planted three trees. Then he sheared more sheep. At last, the rancher said, “Now you may eat a meal.”

But it was a very little meal. Champ ate it and said, “I need more to eat.”

“No more,” she said. And she gave Champ more work. At the end of the day, Champ was sore. He was sore the next day.

But at the end of the week, he began to get faster.
Name __________________________________________

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>day</th>
<th>packer</th>
<th>speed</th>
<th>rate</th>
<th>packing</th>
<th>plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>quit</td>
<td>week</td>
<td>stacking</td>
<td>year</td>
<td>shearing</td>
<td>rat</td>
</tr>
<tr>
<td>stacker</td>
<td>shack</td>
<td>leave</td>
<td>slacks</td>
<td>sick</td>
<td>time</td>
</tr>
</tbody>
</table>

Chee worked as a slate ______________ for nearly a year. By then, her ______________ of ______________ was very good. But she was getting a little ______________ of her job. “Stack, stack, stack,” she said. “It’s time to do something else.” So she went to the woman who ran the slate ______________ and said, “I think I have to ______________ and get another job.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

waited
stacker
seated
nearly

Part 3
Match the words and complete them.

something ○ ● some ○ ●

person ○ ● low ○ ●
yellow ○ ● ts ○ ●

coats ○ ● son ○ ●

Vocabulary/context, inflectional suffixes, writing words
The Meet with Shelly Is Set

Champ felt he was in shape for the shearing meet. When there was no more work on Emma’s ranch, Champ did some work at the next ranch, so he could stay in shape. He made ten gates. He planted 600 trees. He sheared 950 sheep. The helpers that worked on this ranch said, “He is the fastest worker in the land.”

Shelly did not get in shape. She said, “I am in shape. My hands are fast. I have never been beaten in a shearing meet.”

On the day of the meet, Champ sat near the ranch gate. The people from town came up the road. They waved to Champ. The people said, “We made bets that Shelly will beat you.”

Then they went to the sheep shed and waited.

When Shelly came up the road, the people cheered. “Here’s Shelly,” they yelled.

Just before the meet began, Emma Branch came up to Champ. She said, “If you do not beat Shelly, I will not let you stay here. You will have to get your things and leave this ranch.”

Champ didn’t say a thing. He just sat and waited.

“We are ready for a shearing meet,” a woman yelled. “Let’s go.”
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>eat</th>
<th>slop</th>
<th>run</th>
<th>ran</th>
<th>slabs</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>work</td>
<td>yellow</td>
<td>meat</td>
<td>pick</td>
<td>chomp</td>
</tr>
<tr>
<td>fresh</td>
<td>sleeve</td>
<td>meet</td>
<td>sheet</td>
<td>better</td>
<td>score</td>
</tr>
</tbody>
</table>

Chee had met a ________________ dog in a ________________ plant. The dog was named Rop, and he ________________ the plant. He said that he was ________________ than Chee at doing things. Chee got mad. So a ________________ was set between Rop and Chee.

Rop said, “We will begin by seeing how fast we can ________________.”
Rop told a worker, “Get me 2 ________________ of fresh meat.”

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

- played
- checker
- eating
- handed

Part 3
Copy the sentences.
She told the best joke.

Chee began to stammer and say odd things.

Vocabulary/context clues, inflectional suffixes, copying sentences
Chee worked as a slate stacker for nearly a year. By then, her rate of stacking was very good. But she was getting a little sick of her job. “Stack, stack, stack,” she said. “It’s time to do something else.” So she went to the woman who ran the slate plant and said, “I think I have to quit and get another job.”

The woman said, “You have been a good worker. Good luck.”

Chee left the plant and went looking for work. She came to a sleeve plant. They made sleeves for coats in this plant.

Chee went into the plant and said to the people working in a big room, “Where is the person who runs this plant?”

They went, “Ho, ho. We do not work for a person.”

Chee told them, “You must work for someone. Show me who.”

A man stepped up to Chee. The man said, “Step into that room and you will see who runs this plant. His name is Rop.”

So Chee stepped into the room. Then she stopped. There was no man seated at the desk. There was a yellow dog at the desk.

The yellow dog slapped a stamp on a letter.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Part 1
Cross out the words that don’t have *ea*.

rail mean hear main each sleep
shear began these tail smell beat
seating real pail neck between reach

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>tricking</th>
<th>slapped</th>
<th>lap</th>
<th>sleeves</th>
<th>handed</th>
</tr>
</thead>
<tbody>
<tr>
<td>stammer</td>
<td>making</td>
<td>slabs</td>
<td>slap</td>
<td>store</td>
</tr>
<tr>
<td>stabbed</td>
<td>coats</td>
<td>fast</td>
<td>score</td>
<td>wool</td>
</tr>
</tbody>
</table>

Chee and Rop went into the sleeve-______________ room of the plant. There
Rop said, “I will get the best _____________ for this meet. We will see how fast that
______________ dog can slap sleeves in ______________. The dog that slaps sleeves
fastest will win.”

Rop ______________ Chee a needle. Chee went very fast, but she ______________
herself with the needle.

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

tricking  
ended  
sleeves  
making  

Sound/symbol correspondence, vocabulary/context clues, inflectional suffixes
Rop and Chee Have a Meet

Chee had met a yellow dog in a sleeve plant. The yellow dog was named Rop, and he ran the plant. He said that he was better than Chee at doing things. Chee got mad. So a meet was set between Rop and Chee. Rop said, “We will see if you can beat me in this meet.”

Rop yelled to the workers in the sleeve plant. “Stop sleeving and get in here fast,” he said. The workers ran into the room. Rop said, “Chee and I are going to have a meet. We will begin by seeing how fast we can eat.”

Rop told a worker, “Get me 2 slabs of fresh meat. Drop the slabs on the scale and see that they are the same.”

A woman ran from the plant. She went to the store. She grabbed 2 slabs of meat that were on sale. She got back to the plant and dropped them on the scale. Each slab was the same.

Rop handed a slab to Chee. “Here’s your slab. See if you can keep up with me.” Then he said, “When you hear me say, ‘Go,’ get your teeth into that meat. Get set . . .”

Chee was ready to eat.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

- turned
- drained
- faster
- biggest
- thinner

Part 2
Write the words.

can + not = ____________
any + body = ____________
my + self = ____________
some + one = ____________

Part 3
Copy the sentences.
He sold gas at the boat ramp.

She did not hear waves on the shore.

Inflectional suffixes, compound words, copying sentences
Sleeve Slapping

Chee and Rop went into the sleeve-making room of the plant. There Rop said, “I will get the best score for this meet. We will see how fast that lap dog can slap sleeves on coats. The dog that slaps sleeves fastest will get the best score.”

Rop handed Chee a needle. Rop said, “Take this needle and get set to go. And don’t stab yourself. Ho, ho.”

Chee was mad. She held the needle and waited for Rop to say, “Go.”

Rop said, “Get set . . . go.”

Chee went very fast, but she stabbed herself with the needle. “Ow,” she said.

“Ho, ho,” Rop said, “That lap dog just stabbed herself. Ho, ho, ho, hee, hee.” As Rop was ho-heeing, he did not see where his needle was going, and he stabbed himself. “Ow,” he said. “Ho, hee, hep, hep, hep,” Chee said.

Rop yelled, “Stop. This meet is over. I have slapped seven sleeves on coats. So I am the champ, and I get the best score. Let’s hear it for me.”

“Stop,” Chee said. “I have slapped seven sleeves on coats, too. So my score is the same as yours.”

Chee was sore where the needle went into her, but she was glad that Rop had stabbed himself, too.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature _______________________________

Date ________________________________
Part 1
Cross out the words that don’t have ee.

steered  mean  hear  book  feel  sleep
cheer    began  these  sleeve  smell  beat
seating  wheel  deer  neck  between  steel

Part 2
Write the words.

any  +  one  =  ______________
some  +  body  =  ______________
her  +  self  =  ______________
down  +  hill  =  ______________

Part 3
Copy the sentences.
The boat was in the middle of the sea.

The goat ate a hole in the boat.

Part 4
The words in the first column have endings.
Write the same words without endings in the second column.

holes
baking
ordered

Sound/symbol correspondence, compound words, copying sentences, inflectional suffixes
Sink That Ship

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, “I think that this boat is ready for me to take on the lake.” So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, “That boat cuts like a blade. Do not take the boat on this lake any more. Take it where you will not run into things.”

So Kit did not take her boat to the lake any more. She went to the sea with her boat. She said, “There is a lot of room in the sea. I will not run this boat into any docks.”

So Kit went on the sea with her boat. The nose of her boat went into the waves like a blade. Kit’s boat went faster and faster. She said, “I am a good sailor.”

After a while, she did not see the shore of the sea any more.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

sleeves

cutter

waited

making

Part 2
Cross out the words that don’t have \textit{oa}.


goat mean boat book feel loading

float began these board coat beat

Part 3
Write the words.

\begin{align*}
an + \text{other} &= \underline{} \\
some + \text{one} &= \underline{} \\
\end{align*}

Part 4
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Kit put rocks in the \underline{\text{\text{of her boat.}}}
\begin{itemize}
  \item [○] back
  \item [○] front
  \item [○] top
  \item [○] side
\end{itemize}

2. Kit said, “Things go fast when they go \underline{\text{\text{.}}”}
\begin{itemize}
  \item [○] closer
  \item [○] faster
  \item [○] downhill
  \item [○] through
\end{itemize}

3. The boat made a hole in the \underline{\text{\text{ of the bank.}}}
\begin{itemize}
  \item [○] back
  \item [○] front
  \item [○] slide
  \item [○] side
\end{itemize}
The Goat and Kit's Boat

Kit's boat was in the middle of the sea. It had made a hole in a big ship. The big ship went down. Seventeen men, 47 women, three dogs, and a pet goat got in Kit's boat. So Kit made holes in the bottom of the boat to drain the water from the boat.

And the water did begin to drain, but not very fast. Kit said, "These holes are not letting water out faster than water is coming in the boat. We need a bigger hole in the bottom."

A sailor said, "We left our tools on board the big ship, so we have no way to make bigger holes."

A man said, "So let's just yell for help. HELP, HELP."

"Hush up," Kit said. "We will get back to shore if we just keep our heads and think of a way to make a big hole that will drain water very fast."

An old woman said, "My pet goat likes to eat tin. Maybe he can eat a hole in the bottom of this tin boat."

"Yes," Kit said. "Let's see what that goat can do." Then she ordered everybody to make room for the goat to eat.

Name __________________________________________

Lesson 40

Part 5

Reading fluency

66

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Part 1
Write the words.

- good + bye = ___________
- no + thing = ___________
- any + body = ___________
- down + hill = ___________
- six + teen = ___________

Part 2
Read the words in the box. Then fill in the blanks.

Kit said, “I am going to ___________ this boat and get a ___________.
This boat is ___________ but a ___________.
Then she said to herself, “I can have a lot of fun with a bike. If I get a
______________ bike, it will be very ______________, so I’ll fly over town.”

Part 3
Cross out the words that don’t have ol.

- goat  told  boat  book  fold  loading
- float  began  old  cold  meal  bolted
Kit’s Boat Goes Faster and Faster

This is another story about Kit and her tin boat. Kit had her boat at the dock. She was fixing the hole that the goat made in the boat. She painted her boat green. Then she asked the man who sold gas at the dock, “Where can I get some big rocks?”

The man said, “Why do you need big rocks?”

Kit said, “I will drop them in the front of my boat.”

The man asked, “Why will you do that?”

Kit said, “So that my boat will go faster. I don’t like boats that go slow.”

The man said, “How will the rocks in the front of your boat make the boat go faster?”

Kit said, “Don’t you see? The rocks will make the front of my boat lower than the back of my boat. So my boat will be going downhill. Things go very fast when they go downhill.”

The man said, “Ho, ho. Those rocks will just make your boat go slower.”

But Kit got rocks and dropped them in the front of her boat. Then she said, “Now it is time to see how fast this boat will run.”

The front of the boat was very low in the water.
Part 1
Cross out the words that don’t have sh.

shape with chest shift what
which chop fish much cheer

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

boating
opened
stroked
taken

Part 3
Write the words.

every + thing = ________________
through + out = ________________
good + bye = ________________
with + out = ________________

Part 4
Copy the sentences.
The shop man looked at the motor.

She handed three books to him.
Kit Makes Her Boat Lighter

Kit was in bad shape. She said, “I can fix things up.”

The cop said, “Do not try to bribe us. This is a crime.”

Kit said to her, “I was not trying to bribe you. But you must help me. I need yellow paint.”

The cop said, “Why do you need yellow paint?”

Kit said, “Get me the paint, and you will see.”

So the cop got another cop to run for the paint. The cop stepped in front of Kit and said, “Do not try to leave.” When the other cop came back with the can of yellow paint, Kit smiled.

Then she took the lid from the can and began to paint her boat yellow.

“What are you doing?” the cops asked. “How can it help anything to paint that boat yellow?”

Kit grinned and said, “You will see.”

Kit got in the boat, and the boat began to float up into the sky. The cops said, “Do you see what I see? That boat is floating in the sky.”

Kit smiled. Then she hollered down to the cops, “Goodbye.”

The cops hollered, “Why is that boat floating?”

Kit said, “You see, the boat was green, and now it is yellow.”
Part 1
Write the words.

door + way = __________
home + work = __________
no + thing = __________
some + one = __________

Part 2
Cross out the words that don’t have ck.
cash packing clapped clocks creek trucker
rocked neck chops milked black thinking

Part 3
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>jumped</th>
<th>saw</th>
<th>bolts</th>
<th>tossed</th>
<th>mean</th>
<th>roar</th>
</tr>
</thead>
<tbody>
<tr>
<td>tore</td>
<td>need</td>
<td>smiled</td>
<td>rod</td>
<td>grabbed</td>
<td>worker</td>
</tr>
<tr>
<td>fixed</td>
<td>whispered</td>
<td>motor</td>
<td>rubbed</td>
<td>reader</td>
<td>words</td>
</tr>
</tbody>
</table>

Molly said, “Here is the book. It tells where everything is on the _____________.
Read the book, and it will tell you what you ____________ to know.”

So Molly went to the street and ____________ into her hot rod. She ____________ the wheel, and she ____________ down the street.

Henry took his book and ____________ to himself, “I wish I was a better ____________.”
Henry had a hot rod. He ran his hot rod very fast down the freeway. But he ran it too fast, and—wham!—there went his cam shaft. Henry said, “Now my hot rod will not go.”

A truck came and dragged Henry’s hot rod back to a motor shop. The shop man looked at the motor. Then he rubbed his chin. He said, “I don’t think I can get to this job for three weeks. When do you need this heap?”

Henry said, “That hot rod is not a heap. Why can’t you get to it now?”

The shop man rubbed his chin. Then he said, “I don’t have time.”

The shop man said, “I have three other jobs. When I get them fixed, I can work on your rod.”

Henry said, “Where can I take my hot rod to get it fixed now?”

The shop man said, “There is no shop in town that can do the work now. They have lots of jobs.”

“Why is that?” Henry asked.

“Because people go too fast when they go down the freeway,” the shop man said.

Henry said, “I will not wait. I will fix my motor at home.”

“That seems like the best thing to do,” the shop man said.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature _____________________________

Date ___________________________
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- dragging
- timing
- saying
- tossed

Part 2
Write the words.

- some + body = ____________
- up + side = ____________
- with + out = ____________
- down + town = ____________

Part 3
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Henry was trying to fix a broken cam ____________.
   - ○ shift
   - ○ stick
   - ○ shaft
   - ○ stack

2. After a while, his motor was in little ____________.
   - ○ gears
   - ○ bits
   - ○ rods
   - ○ bolts

3. Molly fixed her hot rod because she was able to ____________.
   - ○ work
   - ○ know
   - ○ bolt
   - ○ read

Inflectional suffixes, compound words, comprehension items
Henry’s Sister Helps Him

Henry got a book on fixing motors. Henry went home with the book. He sat in his hot rod and looked at the words in the book, but Henry did not know how to read those words.

Here is what it said in the book: “There are three bolts that hold this end of the cam shaft.”

Here is what Henry was reading: “Where are there belts that hold this end for a came shaft.”

Henry said, “What does that mean?”

He kept reading. Here is what it said in his book: “When you take the seals from the shaft, you press on them and then lift them from the shaft.”

This is what Henry said when he was reading those words: “Why take and steal I dress and then lifted them of the shaft.”

Henry said, “I don’t know what this book means.” He tossed the book down and said, “I don’t need a book to fix this motor. I have seen people work on motors, and I don’t think it will be a very big job.”

So Henry began to work on his motor. While he was taking some bolts from the motor, a flat strip fell on his foot.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1

Write the words.

some + body = ____________

up + set = ____________

with + out = ____________

door + way = ____________

Part 2

The words in the first column have endings.
Write the same words without endings in the second column.

trenches

fishing

really

traded

Part 3

Read the words in the box. Then fill in the blanks.

rested  tires  sell  ripped  site  grip

crime  bikes  rid  roads  gripe  deal

conned  steal  ships  ready  paths  robbed

Kit said, “I think I will get ____________ of this boat. It makes ____________ sink. It has ____________ up 2 docks. It has made ____________ and trenches. It tore holes in the bank, and that is a bad ____________.”

Kit had a lot to ____________ over. So she said, “I will ____________ the boat.”

Compound words, suffixes, vocabulary/context clues

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Molly Fixes Her Hot Rod

Henry was trying to fix his motor, but he was not doing very well. He was looking at the words in his book on motors, but Henry did not know what they said. The book said: “To turn a cam shaft, you file each cam.”

But this is what Henry said as he was reading: “To turn a cam shaft, you fill each cam.”

Henry said, “What does that mean?” He tossed the book aside and said, “That book is not helping me very much. I can do the job myself.” So Henry worked and worked.

After a while, his motor was in little bits. Now he did not have a motor. He had a heap of steel.

“Where is the cam shaft?” he asked as he looked at the big pile of steel.

He picked up a big gear. “Is this a cam shaft?” he asked. He ran his hand over the teeth of the gear. “These things must be the cams,” he said.

Henry was looking at the gear when a truck came down the street. The truck was dragging his sister’s hot rod.

Molly was mad. She ran over to Henry and said, “Where is that book?”
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>faster</th>
<th>really</th>
<th>lifted</th>
<th>ready</th>
<th>sold</th>
<th>worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>tires</td>
<td>fastest</td>
<td>robber</td>
<td>diver</td>
<td>zip</td>
<td>float</td>
</tr>
<tr>
<td>bikes</td>
<td>traded</td>
<td>back</td>
<td>pile</td>
<td>nose</td>
<td>slower</td>
</tr>
</tbody>
</table>

The con man had _____________ his clock, his cash, his ring, and five _____________ with holes in them for Kit’s tin boat.

Now the con man was _____________ to become the best bank _____________ in the west. He said, “I will _____________ rocks in the _____________ of this boat. The more rocks I pile, the _____________ it will go.”

Part 2
Match the words and complete them.

covered • rock

rocket • i

zipped • vered

idea • ped

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

diver

looked

flying

lifted

Vocabulary/context clues, writing words, suffixes
Part 4

Kit’s Trade

Kit said, “I think I will get rid of this boat. It makes ships sink. It has ripped up 2 docks. It has made paths and trenches. It tore holes in the bank, and that is a bad crime.”

Kit had a lot to gripe over. So she said, “I will sell the boat.”

She made a note and stuck it on the side of the tin boat. The note said:

FOR SALE. A TIN BOAT
I WILL TRADE FOR A BIKE.

The con man was in town. He had five tires. Each tire had a hole in it.

The con man said, “I will sit at this site until I see someone to con.” So he sat down on the tires. He was very tired.

While he rested, Kit came up the dock. The con man said to himself, “If I can con this woman, I can get rid of my tires. Then I will get some pike to eat. I like fish.”

The con man said, “I have some fine tires if you have something to trade.”

Kit said, “I have a boat to trade, but I don’t like to trade for tires. I need a bike.”

The con man said, “Trade your boat for these tires.”

A Note to the Parent
Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________ Number of errors _____________

We read the story _____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

Reading fluency

Lesson 46
Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The cops and their nine dogs ran up to the con man.
2. The con man was sticking to the seat of the boat.
3. The con man said, “This is a space ship, and I come from space.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

steering
stared
sticky
covered
tossing

Part 3
Copy the sentences.
She is the woman who runs the cotton mill.

Slowly he began to stand up.

Sequence, suffixes, copying sentences
The Con Man Gets Cotton Taffy Pike

The con man had traded his clock, his cash, his ring, and five tires with holes in them for Kit’s tin boat.

Now the con man was ready to become the best bank robber in the West. He said, “I will pile rocks in the nose of this boat. The more rocks I pile, the faster it will go. So I will make this boat the fastest thing there is.”

So the con man slid the boat into deep water near the dock.
Then the con man got a big pile of rocks. He dropped ten rocks into the nose of the boat. Then he dropped ten more.
He said, “Now this boat will go very fast.” The nose of the boat was low in the water.
The con man heaped ten more rocks into the nose of the boat. Then he said, “Now this boat will . . . sink.” And it did.
The nose of the boat went down. And “glub, blub,” the boat went to the bottom of the sea.
The con man made a deal with a skin diver. The con man gave the skin diver a coat.
The skin diver went under the water and lifted the pile of rocks from the boat.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________  Number of errors _____________

We read the story _____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- telling
- smashed
- sticker
- striped

Part 2
Write the words.

- boat + load = ____________
- home + work = ____________
- through + out = ____________

Part 3
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. ___________ The con man began to run with the bags of gold, but he did not run very fast.
2. ___________ The con man took bags of gold from the bank.
3. ___________ The con man said, “I am from space, and I will get you.”

Suffixes, compound words, sequence
**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent's/Listener's) signature ________________________________

Date ________________________________

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**A Thing from Space**

The con man was zipping here and there in Kit’s tin boat. The boat went into a fish-packing plant, into a taffy plant, and into a cotton mill. The con man was a mess. He had a mess of cotton taffy pike in his boat. The steering wheel had taffy on it.

The con man said, “I must go somewhere and hide. I must throw the rocks out of this boat so that it will slow down.”

He began tossing cotton taffy rocks from the nose of the boat. The boat went slower and slower. Then the con man began heaving the pile of pike from the boat. Soon the main street of the town had cotton taffy on it. The boat began to slow down.

The con man said, “Now I will run and hide before the cops come here.” But when he went to slip from the boat, he said, “I am sticking to the seat. This taffy will not let go of me.”

The cops and their nine dogs ran up to the con man. The man from the dock ran up to him. The man hollered, “That is the man who smashed my dock into bits.”
Part 1
Write the word **trying**. Make a line over **ing**. _____________
Write the word **moaned**. Make a line under **ed**. _____________

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smiling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jailer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>yelling</th>
<th>three</th>
<th>grain</th>
<th>seven</th>
<th>hair</th>
<th>pike</th>
</tr>
</thead>
<tbody>
<tr>
<td>five</td>
<td>hard</td>
<td>slipped</td>
<td>rain</td>
<td>thing</td>
<td>leg</td>
</tr>
<tr>
<td>slapped</td>
<td>griping</td>
<td>drained</td>
<td>steps</td>
<td>trying</td>
<td>nose</td>
</tr>
<tr>
<td>raining</td>
<td>tired</td>
<td>light</td>
<td>jumped</td>
<td>drain</td>
<td>like</td>
</tr>
</tbody>
</table>

It was _____________ and the con man was _____________ about the _____________. He said, “My plan is going down the _____________.”

He was trying to run with _____________ bags of gold, but they were not _____________. He did not run fast. The cotton in his _____________ was running down his _____________. He did not see where he was going. He slipped in a pile of slippery _____________ and fell down.

Part 4
Copy the sentence.
They began to lick the taffy. _____________
The Bank Robbery Fails

The con man made everybody think that he was from space.
He was a big mass of cotton lint. The cotton lint was sticking
to the taffy. And the taffy was sticking to the con man’s skin. It
was sticking to everything. The con man said to himself, “I will
give these people the scare of their lives.”
He held up his hands and said a deep “Rrrrr.”
Three dogs went, “Ooowww,” and ran down the street.
Then the con man said, “I am from space, and I will get you.”
The dock man said, “I’m going to run to the sea and dive
in.” That is what he did. So did the people from the plants.
The cops said, “Let’s not make this space thing mad.” They
smiled at him.
The con man said, “Rrrrr. I will get you.” He began to go
for the cops.
The cops said, “We had better leave this spot.” And they did.
They ran down the street and—splash!—they dived into the sea.
The con man was standing in the middle of the street.
Nobody was near him. He said, “Wow! This is fun. I think I’ll
go into the bank and see if I can pick up some bags of gold.”

A Note to the Parent

Listen to the student read the passage. Count the number of words
read in one minute and the number of errors.

Number of words read ________ Number of errors ________

We read the story ________ times.

(Parent’s/Listener’s) signature ___________________________

Date __________________________

Reading fluency

84 Lesson 49
Part 1

Write the word **digging**. Make a line over **ing**. ________________
Write the word **lower**. Make a line under **er**. ________________

Part 2

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

1. The other bugs gave the dusty bug a dime to stay in the cool mine. __________
2. The bugs went inside a big hole to be in a cool spot. __________
3. The mother bug saw the dusty bug digging. __________

Part 3

The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>leaves</th>
<th>lower</th>
<th>hotter</th>
<th>walked</th>
</tr>
</thead>
</table>

Sound/symbol correspondence, sequence, inflectional suffixes
The Con Man Gets Busted

It was raining, and the con man was griping about the rain. He said, “My plan is going down the drain.”

He was trying to run with the three bags of gold, but they were not light, and he did not run fast. The cotton in his hair was running down his nose. He did not see where he was going. He slipped on a pile of slippery pike and—plop, plop, plop!—the con man hit the street, and the three bags of gold landed on the con man.

A little boy was standing near the con man. The boy said, “You are not from space. I can see that you are just a wet man.”

The lint was sliding from the con man’s hair, from his hands, from his nose, and from his coat. The rain was coming down very fast, and the con man was very, very wet.

A dog ran up to the con man and began to lick the taffy from his hand. “Don’t bite me,” the con man said. And the dog did not bite. It licked and licked. It liked the taffy. Then three cats came up to the con man. They began to lick the taffy.
Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.
1. The dusty bug liked _____________.
   ○ bills ○ shovels ○ dills ○ smells
2. The bug said, “I don’t have ____________ with me.”
   ○ pickles ○ cash ○ tubs ○ mine
3. The bug dug into the ____________ and got a big pickle.
   ○ store ○ bag ○ mine ○ tub

Part 2
Write the word outside. Make a line over out. ________________
Write the word another. Make a line under er. ________________

Part 3
Match the words and complete them.

joking • gri

rotten • cl

clerk • king

grinned • ten

Part 4
Copy the sentence.
The dusty bug smiled from the door of the store.

Comprehension items, sound/symbol correspondence, writing words, copying sentence
The Bug That Dug

There was a bug. That bug liked to dig. He dug and dug.

His mother said, “Why do you keep digging? The rest of us bugs eat leaves and sit in the shade. But you dig and dig.”

“When I dig, I feel happy,” the digging bug said. “I like to make holes.”

So he made holes. When he stopped digging, he was dusty. His brothers and sisters said, “You are a mess. You have dust on your back. What are you doing?”

The bug said, “When I dig, I feel happy.” And so that bug dug and dug.

Then something happened. The days began to get hotter and hotter. The sun was so hot that the other bugs said, “We cannot stay here. It is too hot. We must go to a spot that is not so hot.”

They walked here and there, but they did not find a spot that felt cool. Then they came to a big hole in the side of a hill. They said, “Let’s go down this hole. It looks cool inside.”

The bugs went inside the hole. Then the mother bug stopped. She said, “Did you hear that? I hear something in this hole.”
Name

Part 1
Match the words and complete them.

orange • man
holding • hold
drink • or
woman • dr

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>table</th>
<th>grabbed</th>
<th>stopped</th>
<th>bib</th>
<th>fixed</th>
<th>binging</th>
</tr>
</thead>
<tbody>
<tr>
<td>taken</td>
<td>broken</td>
<td>dropped</td>
<td>cheer</td>
<td>deer</td>
<td>door</td>
</tr>
<tr>
<td>dropping</td>
<td>floor</td>
<td>fixing</td>
<td>making</td>
<td>sound</td>
<td>leak</td>
</tr>
</tbody>
</table>

The clock maker _____________ the clock and _______________ it. The clock made a loud_____________ when it hit the _______________. The _______________ fell out. A spring went, “bop.” The clock went, “bing, bing, ding.”

The clock maker said, “That clock is _______________. Let me make a bid on _______________ it.”

Part 3
Write the words.

ding + ing = _______________
real + ly = _______________
sleep + ing = _______________

Writing words, vocabulary/context clues, suffixes
The Bug and the Pickle Tub

The dusty bug was resting in his mine. It was hot outside. He had a rusty shovel. He had been digging with the shovel, but now he was tired. He said, “I need to eat. I like dill pickles, but I don’t have any dills.”

He tossed the shovel to one side. Then he came out of his mine. The sun was very hot. The bug went to a store. Then he picked up a tub of pickles. He said to the clerk, “Will you bill me for these dill pickles?”

The clerk said, “No, we do not bill for pickles. You must pay cash in this store.”

The bug said, “I don’t have cash with me. But if you send me a bill, I will pay for it.”

The clerk said, “You did not hear me. I said that we do not bill for dill pickles.”

The bug said, “That’s fine with me. Now that I smell these pickles, I can tell that they are rotten.”

“They are not rotten,” the clerk said. “They are the best pickles in town.”

The bug began to laugh. Then he said, “These pickles are so bad that they will make you sick if you eat them.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

90  Lesson 52
Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The clock maker slapped a bell into the deer clock.
2. The clock maker painted the deer yellow.
3. The woman tossed the clock down, and it broke into parts.

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- slapped
- looked
- working
- parts

Part 3
Write the word himself. Make a line over self. _______________
Write the word dabbed. Make a line under ed. _______________

Part 4
Copy the sentence.
A woman was standing near the door. ________________________________
The Old Clock Maker

The old clock maker liked to work with plants when he wasn’t working with clocks. He had lots of plants in back of his home. Every day after work, he dressed in a bib and went to dabble with his plants. While he dabbled, he talked. He didn’t hear himself, so he didn’t know that he was saying things very loudly. When he came to a plant that did not have buds, he said, “This plant is a dud because it doesn’t have one bud.”

One day, he was dabbling and talking when his wife came out. She said, “A woman is here. Can you make a bid on fixing a clock?”

The old clock maker did not hear her. The clock maker said, “I do not have a rip in my bib.”

His wife said, “I did not say ‘bib,’ I said ‘bid.’ A woman needs a bid. Can you tell her how much she will have to pay?”

“I’m not going to the bay,” the clock maker said. “I’m going to stay here with the bees and my plants.” “Come with me,” his wife said. “I will let you speak to the woman.” So she led the old clock maker inside.
Part 1
Write the words.

- every + thing = 
- with + out = 
- door + way = 
- out + side = 

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The old clock maker took the clock back to the woman.
2. An alligator ran across the front of the clock and bit the clock maker’s finger.
3. The clock maker stuck antlers on the alligator and slapped it into the deer clock.

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

- painted
- broken
- antlers
- busted

Compound words, sequence, inflectional suffixes
The Deer That Bobbed Like a Frog

The clock maker gave a bid on the clock that he had dropped. He made a bid of eleven dollars. Then he took the clock to his work room. In that room he had lots of clocks. Every hour, the clocks went, “dong, dong,” and, “ding, ding.” But the clock maker did not hear them.

In the work room, the clock maker had a bin of parts from other clocks. He also had a lot of tools for fixing clocks.

The clock maker held the clock with the deer. He said, “I will have to paint this clock.” So he got a brush and dabbed paint on the clock.

He made the clock orange. Then he dabbed paint on the deer. He made the deer yellow.

Then he went to his bin of old clocks to look for one that had a good deer. He looked and looked. Then he began to talk to himself. He said, “This is bad. I made a bid on fixing this clock, but I cannot see another clock with a working deer. The best I can see is a clock with a working frog. That frog comes out every hour and bobs up and down.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _______  Number of errors _______

We read the story _______ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________

Reading fluency

94 Lesson 54
Part 1
Copy the sentences.
The woman tossed the clock into a tree.

A little yellow bird sat on the alligator’s antlers.

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

dusty
jailer
barking
wanted

Part 3
Read the words in the box. Then fill in the blanks.

third home first next stayed way
leaves time came come bees house
pay play buy days birds trees

The woman said, “For some ______________, I’ve wanted to get those ___ into my tree, but this is the ______________ time they’ve ______________ to the tree. Thank you. How can I ______________ you?”

“Hand me eleven dollars, and I’ll be on my ______________ this day,” the clock maker said. So the woman gave the clock maker eleven dollars, and he went ______________.

Copying sentences, suffixes, vocabulary/context clues

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An Alligator Clock

The clock maker had painted a clock orange. He had made the deer yellow. He had fixed the deer so that it bobbed up and down like a frog. When the clock maker took the clock to the woman, the woman got very mad. She tossed the clock down. The clock maker took the broken clock back to his shop. He was going to fix it again.

He had just put his work bib on when his wife came in. She said, “Did you just come in?”

“Yes,” the clock maker said, “I can grin.” And he did.

His wife shook her head. Then she said, “A little girl is outside. She wants to know if she can pick weeds in your garden.”

The clock maker said, “There are no seeds in my garden. The plants are just getting buds. They won’t have seeds before the end of summer.”

“No seeds,” his wife said. “Weeds. The girl wants to pick weeds.”

“Why does she want to lick weeds?” the clock maker asked.

His wife was getting mad. She said, “I will tell her that she can pick weeds. If she does a good job, I will pay her ten dollars.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ____________________________

Reading fluency

Lesson 55
Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The doctor said, “Lock this man up.”
2. The bus took the con man to the rest home.
3. The con man got down on the floor and growled at the nurse.

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- taking
- growled
- snapping

Part 3
Match the words and complete them.

- pretty
- window
- garden
- dow
- gar
- pre

Sequence, inflectional suffixes, writing words
The Clock in the Tree

The clock maker had taken an alligator from a dusty old clock and had slapped it into the deer clock. The alligator was yellow, and it had antlers. The old man said, “This clock looks just like it did before.”

So the clock maker took the clock to the woman. The clock maker rapped on her door. The woman came to the door. “What do you want?” she said.

“Here it is,” the clock maker said. He held up the alligator clock. “This clock is fixed up as good as ever.”

The woman looked at the clock and said, “Oh, no. I don’t want to buy dusty clocks with beads on them. I had a good clock, and you busted that clock. Now you are selling old junk clocks.”

“Yes,” the old clock maker said. “It looks just as good as ever. Here, hold it while I set the hands.”

Before the woman was able to back away, the clock maker handed her the clock and began to set the hands. As soon as the hands were set for five o’clock, the clock made a loud sound. “Blip, blop,” sounded the bell.

And here came the alligator. It bobbed up and down.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ______________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

Reading fluency

98  Lesson 56
Part 1
Write the words.

- be + fore = _____________
- some + where = _____________
- any + one = _____________
- your + self = _____________
- out + side = _____________

Part 2
Copy the sentences.
He tried to get out the window.

- They looked around and didn’t see anybody.
- The doctor took notes on a pad.

Part 3
Write the name of the person each sentence tells about.
- president
- con man

1. This person had to be a private in the army. _____________
2. This person said, “You must do everything I say.” _____________
3. This person marched and marched and marched. _____________

Compound words, copying sentences, characterization
The Con Man Acts Like a Dog

When we left the con man, he was in the hospital. He had told the cops and the jailer that he was sick. He really wasn’t sick. He was just playing sick. But the cop took him to the hospital. The cop went up to a nurse and said, “Nurse, I have a sick man. He needs help.”

The nurse said, “We will fix him up fast.” She had the con man sit on a cart. Then she took the con man to a room.

As soon as she left the room, the con man darted for the door. He peeked outside. But the cop was standing near the door. “Nuts,” the con man said. “I will try the window.”

He darted to the window. He grabbed the handles and opened it wide. Then he looked out. There were bars on the window. “Nuts,” the con man said.

He sat on the bed and said to himself, “I must think of a trick that will get me out of here.” Suddenly he jumped up. “I’ve got it,” he yelled. Then he began to bark like a dog. He had a plan.

The nurse came running in. “What’s that barking?” she asked.
Part 1
Write the word **wheat**. Make a line over **ea**. _______________
Write the word **hiding**. Make a line under **ing**. _______________

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>peeked</th>
<th>pressed</th>
<th>hiding</th>
<th>eaten</th>
<th>darted</th>
</tr>
</thead>
</table>

Part 3
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

1. The president began to scream, “Oh, my foot. It is stuck in the gate.”
2. The con man and the president hid under the bed.
3. The man who ran the gate pressed the button, and the gate opened.

Writing words, inflectional suffixes, sequence

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The Con Man Meets the President

The con man had told the doctor that he was very foxy. The doctor had two helpers lock up the con man. The doctor said, “That man thinks he’s a fox now.”

So the helpers took the con man to a little room at the far end of the yard. They said, “You will like this room. You will have a good time.”

The con man said, “I am too smart for you. I will get out of this room before the sun sets.”

But the sun set, and the con man hadn’t found a way to get out of the room. He pounded on the floor. He tried to get out the window. But the window had bars on it. And the bars did not bend.

At last, the con man sat down on the bed. He said, “I will have to think with my brains. There must be some way to get out of here.”

Somebody said, “It is easy to get out of here.”

The con man looked around the room, but he did not see anybody. The con man said, “Maybe I am out of it. I am hearing people talk.”

Just then the con man saw a foot under the bed.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Name ____________________________

Part 1
Write the words.

near + by = ______________
with + out = ______________
be + cause = ______________
loud + ly = ______________

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_______ The president said very loudly, “We are from the bug company.”
_______ The woman in the main office said, “Take the green car in front of the office.”
_______ The con man and the president dressed in white jackets and left the shack.
1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

steered
nearest
stared

Compound words, sequence, inflectional suffixes
A Foxy Escape—Part 1

The con man was in a room with a man who said that he was President Washington. President Washington said that he was in charge of their escape. The con man was just a private in his army.

The next day, the president said, “Soon they will come around to feed us. When we hear them at the door, we will zip under the bed. And we will wait without making a sound. Remember to do everything I say, because I don’t want anything to mar my plans.”

“Yes, sir,” the con man said. He was very tired. He had marched and marched. He had taken lots of orders from the president.

Just then, there was a sound outside the door. “Quick,” the president said. “Dart under the bed. And don’t let your feet show.”

The con man darted under the bed. The president darted under the bed. Then the president whispered, “There is dust under this bed, and dust makes me sneeze.”

The con man whispered, “Don’t sneeze.”

“Hush up, private,” whispered the president.

The door opened. The con man peeked out and saw two legs walking across the room. Then he saw two more. “Where are they?” a man asked.
Part 1
Cross out the words that don’t have ar.
chair  alarm  about  drain  started  talking
army  scream  darted  charge  track  sharp

Part 2
Write the name of the person each sentence tells about.

president  con man

1. This person said, “I need something to eat.”
2. This person ordered a big lunch for two.
3. This person said, “I must get away from this guy.”
4. This person rolled right off the side of the bed.
5. This person said, “Just charge it to the room.”
6. This person smiled and said, “Tee, hee.”

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.
suddenly
rapped
snoring
shaved

Sound/symbol correspondence, characterization, suffixes
A Foxy Escape—Part 2

The con man ran from the grove of trees. He jogged up to the president. The president smiled and said, “You see, private, the gate is open. And we are free. Let’s run down that road before these yokels come after us.”

So the con man and the president ran down the road. The people from the rest home ran up to the gate. They said to the gate man, “Did you open the gate and let those men escape?”

“Yes, I did,” the gate man said. “But the first man had his foot stuck in the gate. He was in pain.”

“You yokel,” the people said. Six people began to run after the con man and the president.

“I’m getting tired,” the con man said. “Let’s stop and rest.”

“Hush up, private,” the president said. “You’ll never become a major thinking the way you do.”

“I don’t want to become a major,” the con man said. “I just want to get out of here.”

“Then do what I say,” the president shouted. “We’re going back to the rest home. Follow me.”

“What?” the con man asked. “We can’t go back. They’ll get us.”

“No, no,” the president said. “They don’t think that we will go back.”
Part 1

Write the word **hamburger**. Make a line over **er**. ____________

Write the word **please**. Make a line under **ea**. ____________

Part 2

Write **1**, **2**, or **3** in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_______ The president said to the man behind the desk, “Give me my money back.”

_______ The president cut some hair from the man’s wig and made a beard with it.

_______ The president and the con man got into a cab and drove away.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

Part 3

Write the name of the person each sentence tells about.

president  con man  man at the desk

1. This person began to tell a story about a battle. _________________

2. This person said, “We must escape.” _________________

3. This person said, “Well, let’s dash, buster.” _________________

4. This person said that there were bugs in the hotel. _________________

5. This person handed over two hundred dollars. _________________
The Con Man Becomes a Bride

The president and the con man were in the bridal rooms of the big hotel. The president had told the man at the desk that he and the con man were from the bug company. The president had said that somebody called about the bugs in the bridal rooms.

The president said, “This is the life.” He sat down on the bed. “I need something to eat, private. Go down to the dining room and get a big lunch for us. Charge it to the room.”

The con man said, “But I’m not—”

“He’s private,” the president yelled. “If you want to stay in this army, you must remember that I am in charge.”

“Yes, sir,” the con man said.

The con man went down to the dining room and ordered a big lunch for two. “Charge it to the bridal rooms,” he said.

Then he went back to the bridal rooms. The president was sleeping on the bed. The con man said to himself, “I must get away from this guy, but I need a plan.”

He sat in a chair and began to think. The president was in the bed, snoring and snoring. Then the con man jumped up.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

- marching
- brightness
- attacked
- remembered
- louder

Part 2
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Jean was on night _______________ in this story.
   ○ planet  ○ play  ○ march  ○ patrol

2. There were _______________ moons in the night sky.
   ○ three  ○ five  ○ third  ○ six

3. The drams moved like a big _______________ when they came out of the lake.
   ○ army  ○ patrol  ○ grasshopper  ○ wake

4. The drams would _______________ everything in their path.
   ○ stop  ○ eat  ○ reach  ○ wake

Part 3
Write the words.

- grass + hopper = _______________
- spot + light = _______________
- some + thing = _______________
The Escape from the Hotel

The con man and the president were having lunch in the bridal room. The president said, “This room is a mess. I told that bum private to get lunch. But look at the junk he ordered. Hamburgers and cake. The army just isn’t what it was years ago.”

The con man said, “You are so right.”

“Yes, my dear. Let me tell you about the battle that we had some years back. The enemy army had us holed up in a spot named Valley Forge. We were—”

Suddenly, the president stopped. He jumped up and sniffed the air. “I smell the enemy,” he said. “They are going to attack. I know it. And I don’t even have my army with me. Where is that private?”

The president ran to the window and looked down at the street. “There are cop cars down there. We must escape.”

The president ran to the closet and came back with dress pants and a striped coat. He slipped into them. Then he cut some hair from the con man’s wig and made a beard with it. He stuck the beard on his chin. Then he grabbed a top hat from the closet.

He looked at the con man and winked.
Part 1
Write the words.

her + self = _____________
what + ever = _____________
moon + light = _____________
some + body = _____________

Part 2
Read the words in the box. Then fill in the blanks.

reached    far    shirt    closer    pressed    springs
skipped    inches    drams    pocket    melted    stabbed
eaten    barracks    messed    light    signaler    stared

Jean couldn’t seem to move. She _____________ at the drams as they came _____________.
They were only about twenty feet from her now.

“Move,” she said to herself. But her legs felt as if they had ____________.

Then Jean began to think. She _____________ for her _____________. She _____________ the button. Lights began to flash in the _____________. Women began to yell, “The drams! The drams! Let’s get out of here.”

And Jean began to run. Now her legs felt like _____________. Did she ever run?

Part 3
Copy the sentence.
Suddenly, a sound came from the other room.
Jean on Patrol

The night was cool. Jean looked up at the five moons in the night sky. “I will never feel at home on this planet,” she said to herself. She was on night patrol. Her job was to patrol a strip that led from the beach of the red lake to the barracks. Nobody liked night patrol, not with the drams.

The drams were little animals that came from the red lake. They looked like grasshoppers, but they were bigger. About three times a year, they came out of the lake. When they did, things got very bad. They ate everything in their path. They ate wood and bricks. They ate the yellow plants that lived on the planet.

Last year, they had eaten the barracks. Seven years before that, they had attacked some of the women who didn’t get out of the barracks. Nobody could find a way to stop them. The drams moved like a big army, with millions and millions of drams marching and eating, marching and eating.

Jean had been on the planet for a little more than six months. She had seen the drams before. One night, they had come from the lake making that “bzzzzzz” that they make.
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

streaming
wiggled
trying
eaten
cliffs

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

1. Two women held Jean while the others slapped the drams.
2. There was a mass of drams on Jean.
3. Jean found out that Carla was on patrol.

Part 3
Write the name of the person each sentence tells about.

Jean  Carla  major

1. This person was not in her room.
2. This person made a loud sound with the trumpet.
3. This person wiggled and tried to shake off the drams.
4. This person fell into a hole in the floor of the barracks.
5. This person was on patrol near the cliffs.
6. This person said, “You did a brave thing.”

Inflectional suffixes, sequence, characterization
The Drams Attack

For a moment, Jean was frozen as she looked at the drams coming from the lake. She could see them clearly in the moonlight. They were shiny as they moved up the beach.

For a moment, Jean didn’t remember that she was to signal the barracks as soon as she spotted drams. She wanted to run—run as fast as she could go. She wanted to run as far from the drams as she could get. But she couldn’t seem to move. She stared at the drams as they came closer and closer. They were only twenty feet from her now.

“Move. Get out of here,” she said to herself. But her legs felt as if they had melted.

Then Jean began to think. She reached for her signaler. She pressed the button. Lights began to flash in the barracks. Women began to yell, “The drams! The drams! Let’s get out of here.”

And Jean began to run. Now her legs felt like springs. Did she ever run! It was about three blocks from the beach to the barracks, and Jean ran to the barracks so fast that she felt as if she had run only twenty feet.

When she got to the barracks, she ran up to the major.
Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

1. Jean tried to think of everything that happened just before the drams went to sleep.
2. The major told the others why the trumpet made the drams sleep.
3. Jean gave a blast on Carla’s trumpet.

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- deeply
- lined
- blushing
- stunned

Part 3
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>barracks</th>
<th>bubbles</th>
<th>blushed</th>
<th>sound</th>
<th>fill</th>
<th>smiled</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals</td>
<td>horns</td>
<td>hunger</td>
<td>felt</td>
<td>showed</td>
<td>leave</td>
</tr>
<tr>
<td>line</td>
<td>march</td>
<td>patrol</td>
<td>water</td>
<td>hungry</td>
<td>blast</td>
</tr>
</tbody>
</table>

One of the women said, “Does that mean that we can stop the drams just by blowing _____________ when they come out of the _____________?”

“We can do better than that,” the major said. “We can pipe _____________ into the lake. We can keep them from getting _____________ for sound. Then they won’t _____________ the lake.”

The women _____________ and looked at each other. Jean was thinking, “Now night _____________ won’t be so bad.”

Sequence, suffixes, vocabulary/context clues
Trapped in the Barracks

The drams were at the other end of the barracks. They had eaten the wall, and now they were streaming over the floor. Jean was standing outside the door to Carla’s room. Carla was not in sight. Jean had to get out of the barracks before the drams reached her. And she had to find Carla. The drams were coming closer. The “bzzzzzz” was very loud.

Jean ran into Carla’s room. She grabbed the trumpet from Carla’s table. “I can make a loud sound with this horn,” Jean said to herself. She took in a lot of air. Then she pressed the trumpet to her lips.

“Brrrrooooottoooottoooottooo,” went the horn.

Suddenly the floor shifted. A crash came from the middle of the barracks. The drams were getting closer. “No time to blow the horn again,” Jean said to herself. “I must get out of here.”

She ran from Carla’s room. A mass of drams was on the floor. Jean tried to run past them, but one dram got on her leg. It bit a hole in her pants. Jean tried to slap it off, and she tried to run at the same time. Another dram was on her back.

“Oh,” Jean yelled.

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

Lesson 65

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Answer Key
Lesson 1

Part 1

Match the words.

seeds

last

man

lip

cat

dad

Part 2

Part 3

Copy the sentences.

Keep a plant in that sack.

Can the cat sleep in a lap?

Fill this pan with sticks.

Directions, part 2: Ask the student, "What sound will you circle in the first row?" (sss) "What word will you circle in the second row?" (clap) "What word will you circle in the third row?" (this)

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Lesson 2

Part 1

Match the words.

lamp

sleep

feeds

stick

sleep

clap

stick

lamp

clap

feeds

Part 2

Part 3

Copy the sentences.

Dad can see the cats sleep.

Plant this seed in the sand.

Did that tack stick the cat?

This ant sits in a back pack.

Directions, part 2: Ask the student, "What sound will you circle in the first row?" (sss) "What word will you circle in the second row?" (clap) "What word will you circle in the third row?" (this)
Lesson 3

Name ________________________________

Part 1
Copy the sentences.
This cap fits in that pack.
_This cap fits in that pack._
We had no plan for a trip.
_We had no plan for a trip._
That truck can go so fast.
_That truck can go so fast._

Part 2
Read the sentences in the box. Write the first word of these sentences.

1. At last she has a black cat.
   2nd sentence __________ Will
2. Will that truck slip in mud?
   1st sentence __________ At
3. Slip this stick in the pack.
   3rd sentence __________ Slip

Part 3
Match the words.

_math  cash
_hill  teeth
_cash  math
_truck  hill
_teeth  truck

Writing sentences, writing words, matching words

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Lesson 3 3
**Lesson 6**

Name __________________________________________

**Part 1**
Copy the sentences.

The junk did not fit in that truck.

Will Pat feed the cats?

A steep hill had grass on it.

His feet feel sore and cold.

**Part 2**

Will Pat feed the cats?

A steep hill had grass on it.

Writing sentences, finding words, writing words

The junk did not fit in that truck.

Will Pat feed the cats?

A steep hill had grass on it.

His feet feel sore and cold.

Part 3

Read the sentences in the box.

1. The man told him, “Hop in this truck.”
2. Pat said, “He will feed the cat.”
3. She said, “Fill this sack with fish.”

Write the first word of these sentences.

1st sentence ___________ The
2nd sentence ___________ Pat
3rd sentence ___________ She
**Part 1**
Match the words and complete them.

- sing ___________ clock
- hill ___________ cheer
- cheer ___________ sack
- clock ___________ Sing
- sack ___________ hill

**Part 2**
Read the sentences in the box.

1. Fold that green rag.
2. How much cash do you have?
3. That man has an old cat.

Write the first word of these sentences.

1st sentence ___________ Fold
3rd sentence ___________ That
2nd sentence ___________ How

**Part 3**
Copy the sentences.

How did she do in the math class?

*How did she do in the math class?*

That man has more cats than I have.

*That man has more cats than I have.*

Fill this sack with fish.

*Fill this sack with fish.*

Will she sell that horse this week?

*Will she sell that horse this week?*

---

**Writing words, copying sentences**

Lesson 10

Name ________________________________

Part 1
Copy the sentences.

1. Were you in the street after the truck crash?

2. The cat will drink the milk in that pan.

3. What did that woman tell you to do?

Part 2
Read the sentences in the box.

Write the first word of these sentences.

1. When will we win a track meet? _They_

2. They were not singing. _Can_

3. Can you sell that truck? _When_

Part 3
Match the words and complete them.

shop  much  ranch  lift

writing sentences, writing words, matching words

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Lesson 11

Part 1
Match the words and complete them.

- rancher
- path
- going
- shelf
- path
- rancher
- going

Part 2
Copy the sentences.
The horse jumped over the creek.
The horse jumped over the creek.
Tim fell into the creek when the horse jumped.
Tim fell into the creek when the horse jumped.

Part 3
of on forth stop at after pond y o h r sec o t o l d on of y 3
said s a d s a d h a d s a d s i d s i s a t s a d s l o w s t o p s a d 4
how h o p h o t n o w h o w s h o p f l o w h o p h o w s h o t o w h s l o w c r o w 2

Part 4
Read the sentences in the box.

1. Just then, his sister yelled.
2. Where is the red broom?
3. He told her what to do.

Write the last word of these sentences.

1st sentence _______ yelled
2nd sentence _______ broom
3rd sentence _______ do

Writing words, copying sentences, finding words, writing words

Lesson 12

Part 1
Read the sentences in the box.

Write the last word of these sentences.

1. Tim went to the trash can.
2. His sister gave orders.
3. He began to sweep.

Part 2
Copy the sentences.
Tim got the broom and began to sweep.
Tim got the broom and began to sweep.
He told his sister what to do.
He told his sister what to do.

Part 3
do th e t o i t d i m o w a s d o d i s e d a d d o t o l d s i t d i c l i p i d o 5
one c o r n o f t o d e e r o n e o r o n h i s o n e t o t o r n i t o n e s a o n e n o 4

Part 4
Match the words and complete them.

where
- trash

master
- order

trash
- master

orders
- where

Writing words, copying sentences, finding words, writing words
Lesson 13

Part 1
Copy the sentences.
What do you think is in this trash can?

_What do you think is in this trash can?_

She filled a sack with shells.

_She filled a sack with shells._

His mom told him what happened.

_His mom told him what happened._

Part 2
Read the sentences in the box.

1. These socks go with black slacks.
2. He had red socks for running.
3. His little sister grinned.
4. Ron’s mom was not glad.

<table>
<thead>
<tr>
<th>1st sentence</th>
<th>2nd sentence</th>
<th>3rd sentence</th>
<th>4th sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>slacks</td>
<td>running</td>
<td>grinned</td>
<td>glad</td>
</tr>
</tbody>
</table>

Part 3
Match the words and complete them.

<table>
<thead>
<tr>
<th>there</th>
<th>person</th>
<th>asked</th>
<th>before</th>
<th>as</th>
<th>ked</th>
<th>there</th>
</tr>
</thead>
</table>

Lesson 14

Part 1
Read the sentences in the box.

1. Get that ice out of my pocket.
2. At last, she stopped.
3. Now I will help you.
4. How did she do that?

<table>
<thead>
<tr>
<th>1st sentence</th>
<th>2nd sentence</th>
<th>3rd sentence</th>
<th>4th sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>pocket</td>
<td>stopped</td>
<td>you</td>
<td>that</td>
</tr>
</tbody>
</table>

Part 2
Match the words and complete them.

<table>
<thead>
<tr>
<th>still</th>
<th>asked</th>
<th>before</th>
<th>as</th>
<th>ked</th>
<th>there</th>
</tr>
</thead>
<tbody>
<tr>
<td>kept</td>
<td>person</td>
<td>there</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3
Copy the sentences.
He had a big chunk of ice in his bag.

_He had a big chunk of ice in his bag._

She helped the rat hop.

_She helped the rat hop._

How do you think she did that?

_How do you think she did that?_
Part 1
Read the sentences in the box. Write the last word of these sentences.

1. She got a rat that ate. nose
2. That rat ate at a fast rate. ate
3. Sandy dropped the rat into a box. box
4. The rat bit Sandy on the nose. rate

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- shipped
  - hop
- slipper
  - clap
- hopping
  - ship
- clapped
  - slip

Part 3
Read the sentences in the box. Write the last word of these sentences.

1. Sandy went to the store. chomped
2. The rat ate at a fast rate. store
3. Sandy dropped the rat into a box. oats
4. The rat bit Sandy on the nose. rate

Part 4
Copy the sentence.
She gave the rat oats with gum on them.

She gave the rat oats with gum on them.

The fat rat ate oats for seven days.
Part 1
Copy the sentences.

The camp woman gave him a hammer.
The camp woman gave him a hammer.

She fixed the lamp.

Can you work better than the rest of us?

Can you work better than the rest of us?

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.
later

shape

hope

late

time

timing

shaped

hoping

Part 3
oa as whebt oehetaaheat oad ooa eloar oest oer wfoal

4

for fill f o e e d s f o r t o r n f o r t o o f s a t for lie atof ois

4

make how t e m a k e m a d w h o m a k e h o w m a k e m a d e i t m a k e m a n s

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Lesson 18

Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- canned  run
- hotter  grab
- grabbing  can
- runner  hot

Part 2
Copy the sentences.
The man with the faster rate will win.
I can even take a bath faster than you.

Part 3
Match the words and complete them.
- their  held
- women  their
- held  show
- show  women

Part 4
Suffixes, copying sentences, writing words, finding words

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Lesson 19

Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- pinned  clap
- hotter  hot
- clapping  sit
- sitter  pin

Part 2
Read the sentences in the box. Write the last word of these sentences.
1. Champ said, “I am your brother.”
2. He said, “You need boaters.”
3. The camp woman clapped.

Part 3
Match the words and complete them.
- smell  cheer
- stand  smell
- cheer  bath
- bath  stand

Part 4
Copy the sentences.
The camp woman held her nose.
Bob bent down and began to paddle.

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Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Champ said, “I can not open this door. This door has a lock on it.”
   - handle
   - note
   - lock
   - top

2. Big Bob said, “I will kick the door in.”
   - fix
   - kick
   - pick
   - lock

3. The old man held a horn to his ear.
   - pick
   - handle
   - horn
   - top

4. Big Bob said, “Make a note for the old man.”
   - clock
   - lock
   - horn
   - note

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>later</th>
<th>hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>timing</td>
<td>late</td>
</tr>
<tr>
<td>saved</td>
<td>save</td>
</tr>
<tr>
<td>hoping</td>
<td>time</td>
</tr>
</tbody>
</table>

Part 3
Copy the sentences.

Champ grabbed the handle of the door.

The old man hit the lock with a hammer.

Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. The con man had a box of mops.
   - locks
   - clocks
   - mops
   - tops

2. Champ was a fast raker.
   - slope
   - slop
   - shore
   - shop

3. Champ said, “I will prop this mop near the door.”
   - prop
   - slop
   - stop
   - bop

4. The con man sold the camp woman bad mops.
   - seven
   - thin
   - 50
   - bad

Part 3
Copy the sentence.
The con man was glad to sell the mops.

The con man was glad to sell the mops.
Lesson 22

Part 1
Match the words and complete them.

- matter → be
- because → cause
- lifted → lifted
- shack → shack

Part 2
Copy the sentences.

Cathy worked in a dress shop.
Cathy and Pam left the shed and sat on a bench.

Part 3
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Pam led Cathy to a fish shed.
   - fish shop
   - big camp
   - clock store
   - fish shed
2. The man in a big coat said, “I am a fish packer.”
   - cook
   - worker
   - fish packer
   - slop raker
3. The man had a basket of fish in his boat.
   - shed
   - boat
   - shop
   - store
4. The man in the fish shed gave Pam and Cathy free chips.
   - free
   - five
   - fish
   - flat

Lesson 23

Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- slammed
- dropping
- sitter
- clapped
- sit
- clap
- sitter
- clapped

Part 2
Read the sentence and fill in the circle next to the answer. Write the answer in the blank.

1. When Gretta said, “Ho, ho,” Chee became very mad.
   - made a note
   - sat near the door
   - became very mad
2. Chee asked Gretta, “Did you have fun at your job?”
   - work fast
   - feel sad
   - have fun
   - sell fish

Part 3
Copy the sentences.

She got better and better at saying things.
I don’t like to stay at home.

He will get a job, too.
Part 1
The words in the first column have endings. Write the same words without endings in the second column.

trades make
liked save
saving like
maker trade

Part 2
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. The clock maker did not hear well.
   ○ see ○ read ○ hear ○ feel
2. The con man said, “We will sit in the shade.”
   ○ stay ○ sit ○ play ○ work
3. The clock maker said, “I will not trade this horn.”
   ○ sell ○ play ○ pack ○ trade
4. The clock maker handed his little horn to the con man.
   ○ little horn ○ corn ○ big horn ○ pack

Part 3
Copy the sentences.
The con man dressed up like a corn grower.
The con man dressed up like a corn grower.
He stamped up and down.
He stamped up and down.

Suffixes, comprehension items, copying sentences

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Lesson 25
Name __________________________

Part 1
Match the words and complete them.

felt  left
help  self
left  felt
self  help

Part 2
Copy the sentences.
Chee began to say odd things.
Chee began to say odd things.
She left her home to get a job.
She left her home to get a job.
He had tears on his cheeks.
He had tears on his cheeks.
The man came back with his boss.
The man came back with his boss.

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

going big
dropper get
grabbed drop
bigger grab

Writing words, copying sentences, inflectional prefixes

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Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>worked</th>
<th>well</th>
<th>rode</th>
<th>named</th>
<th>fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>best</td>
<td>swim</td>
<td>ran</td>
<td>bent</td>
</tr>
</tbody>
</table>

There was a ranch in the West. The rancher who ran this ranch was named Emma Branch. She rode a horse well. She swam fast, and she swam faster. The men and women who worked for Emma Branch liked her. They said, “She is the best in the West.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>named</th>
<th>cone</th>
</tr>
</thead>
<tbody>
<tr>
<td>timer</td>
<td>save</td>
</tr>
<tr>
<td>cones</td>
<td>time</td>
</tr>
<tr>
<td>saving</td>
<td>name</td>
</tr>
</tbody>
</table>

Part 3
Copy the sentences.

She checked up on the workers.

Get ready to leave now.

This horse is very tame.

Vocabulary/context clues, suffixes, copying sentences
Lesson 28

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>leave</th>
<th>shop</th>
<th>sheep</th>
<th>sacks</th>
<th>best</th>
</tr>
</thead>
<tbody>
<tr>
<td>steal</td>
<td>work</td>
<td>shave</td>
<td>plan</td>
<td>faster</td>
</tr>
<tr>
<td>packs</td>
<td>shears</td>
<td>wool</td>
<td>well</td>
<td>fake</td>
</tr>
</tbody>
</table>

The con man said, “I can shave a sheep before it sees the shears. You can shop, but you cannot get someone who can shave faster than me.”

The con man told the rancher to get him ten sacks for holding the wool. He did not plan to shear them. He planned to steal them.

Part 2
Match the words and complete them.

before - chest

steal - still

still - steal

chest - before

Part 3
Copy the sentences.
He got the shears from his pack.

He got the shears from his pack.

He planned to pack sheep into sacks.

The rancher sat on the con man and shaved his locks.

Vocabulary/context clues, writing words, copying sentences

Lesson 29

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>tamps</th>
<th>ranch</th>
<th>rest</th>
<th>pack</th>
<th>old</th>
</tr>
</thead>
<tbody>
<tr>
<td>odd</td>
<td>slop</td>
<td>camp</td>
<td>say</td>
<td>stay</td>
</tr>
<tr>
<td>sack</td>
<td>ramps</td>
<td>hill</td>
<td>lake</td>
<td>leave</td>
</tr>
</tbody>
</table>

Champ worked at the camp for nearly a year. He tamped and made ramps.

Now he said, “I will leave this camp. Champs don’t stay in a camp for more than a year.”

So Champ got his pack. He told the camp woman, “The work here is getting old, and I need a rest.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

maker - ride

ropes - make

shaved - rope

riding - shave

Part 3
Copy the sentences.
He worked there for nearly a year.

He worked there for nearly a year.

When the sun comes up, he will shear sheep.

When the sun comes up, he will shear sheep.

Vocabulary/context clues, suffixes, copying sentences
Lesson 30

Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.
1. Champ was sleeping near a sheep shad.
   ○ camp ◯ shed ○ shop ○ ranch
2. Champ felt more like sleeping than shearing.
   ○ sweeping ○ shaving ○ yelling ○ sleeping
3. Emma said, “You have 50 minutes to shear 50 sheep.”
   ○ five ○ 50 ○ 20 ○ ten
4. Emma kept her deal with Champ.
   ○ plan ○ ranch ○ deal ○ hand

Part 2
Copy the sentences.
The sun came up in the morning.
The cook will make a good meal.

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

sweeping  ◯ help
reached   ◯ reach
helper    ◯ sweep

Lesson 31

Part 1
Match the words and complete them.
slow  yearly
shame    town
yearly    shape

Part 2
Copy the sentences.
He got slower and slower with each meal that he ate.
Emma went to town and bragged.

Part 3
Read the words in the box. Then fill in the blanks.

like  rested  said  mean  time
best  look  shave  shape  shade
bad  meet  good  neat  seem

The rancher said, “We will have the meet at the end of this week. So get in shape.”
“Yes, yes,” the fat champ said.
“I mean it,” the rancher said. “You seem to be in bad shape. You have rested for seven weeks. Now you don’t look like you can do things very fast.”
Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.
1. Shelly made a ______ of wool as big as a hill.
   ○ pack    ○ sheer    ○ heap    ○ sweep
2. Champ made a pile of wool as big as a ______ sheep.
   ○ little   ○ fatter   ○ big    ○ short
3. Emma said to Champ, “You will ______ like a horse.”
   ○ run     ○ go       ○ rest    ○ work
4. Champ had never been ______ in a meet before.
   ○ shaved   ○ beaten   ○ broken   ○ picked

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

- melted
- working
- beaten
- slower

Part 3
Copy the sentences.
She showed the others how fast she was.
She showed the others how fast she was.

He ate big meals of ham and beans.
He ate big meals of ham and beans.

Comprehension items, inflectional suffixes, copying sentences

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Lesson 32 49
Lesson 34

Part 1
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Shelly said, “I have never been ______ in a shearing meet.”
   ○ broken  ○ cheered  ○ beaten  ○ shaved

2. At the end of the meet, Champ had sheared ______ sheep.
   ○ 5,000  ○ 9,000  ○ 210  ○ 501

3. Shelly had sheared ______ sheep.
   ○ 5,000  ○ 9,000  ○ 210  ○ 501

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

cheered  → pant
panting  → ranch
beaten  → cheer
rancher  → beat

Part 3
Copy the sentences.
She is the best worker at the plant.
The people from town waved to Champ.
Her helpers began to bag the wool.

Comprehension items, suffixes, copying sentences

Lesson 35

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>day</th>
<th>packer</th>
<th>speed</th>
<th>rate</th>
<th>packing</th>
<th>plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>quit</td>
<td>week</td>
<td>stacking</td>
<td>year</td>
<td>shearing</td>
<td>rat</td>
</tr>
<tr>
<td>stacker</td>
<td>stack</td>
<td>leave</td>
<td>slacks</td>
<td>sick</td>
<td>time</td>
</tr>
</tbody>
</table>

Cheer worked as a slate ______ for nearly a year. By then, her ______ of ______ was very good. But she was getting a little ______ of her job. “Stack, stack, stack,” she said. “It’s time to do something else.” So she went to the woman who ran the slate ______ and said, “I think I have to ______ and get another job.”

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

waited  → near
stacker  → wait
seated  → seat
nearly  → stack

Part 3
Match the words and complete them.

something  → something
person  → yellow
coats  → person

Vocabulary/context, inflectional suffixes, writing words
Lesson 36

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>eat</th>
<th>slop</th>
<th>run</th>
<th>ran</th>
<th>slabs</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>work</td>
<td>yellow</td>
<td>meat</td>
<td>pick</td>
<td>chomp</td>
</tr>
<tr>
<td>fresh</td>
<td>sleeve</td>
<td>meet</td>
<td>sheet</td>
<td>better</td>
<td>score</td>
</tr>
</tbody>
</table>

Chee had met a _______ dog in a _______ plant. The dog was named Rop, and he _______ the plant. He said that he was _______ than Chee at doing things. Chee got mad. So a _______ was set between Rop and Chee.

Rop said, “We will begin by seeing how fast we can _______ _______.”

Rop told a worker, “Get me 2 _______ _______ of fresh meat.”

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

played — check

checker — eat

eating — hand

handed — play

Part 3
Copy the sentences.
She told the best joke.

She told the best joke.

Chee began to stammer and say odd things.

Chee began to stammer and say odd things.

Vocabulary/context clues, inflectional suffixes, copying sentences

Lesson 37

Part 1
Cross out the words that don’t have ea.

<table>
<thead>
<tr>
<th>run</th>
<th>shear</th>
<th>mean</th>
<th>hear</th>
<th>main</th>
<th>each</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>seating</td>
<td>began</td>
<td>these</td>
<td>tail</td>
<td>small</td>
<td>beat</td>
<td>reach</td>
</tr>
</tbody>
</table>

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>tricking</th>
<th>slapped</th>
<th>lap</th>
<th>sleeves</th>
<th>handed</th>
</tr>
</thead>
<tbody>
<tr>
<td>stammer</td>
<td>making</td>
<td>slabs</td>
<td>slap</td>
<td>store</td>
</tr>
<tr>
<td>stabbed</td>
<td>coats</td>
<td>fast</td>
<td>score</td>
<td>wool</td>
</tr>
</tbody>
</table>

Chee and Rop went into the sleeve-______ room of the plant. There

Rop said, “I will get the best _______ _______ for this meet. We will see how fast that _______ _______ dog can slap sleeves in _______ _______. The dog that slaps sleeves fastest will win.”

Rop _______ _______ Chee a needle. Chee went very fast, but she _______ _______.

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>tricking</th>
<th>sleeve</th>
</tr>
</thead>
<tbody>
<tr>
<td>ended</td>
<td>make</td>
</tr>
<tr>
<td>sleeves</td>
<td>end</td>
</tr>
<tr>
<td>making</td>
<td>trick</td>
</tr>
</tbody>
</table>

Sound/symbol correspondence, vocabulary/context clues, inflectional suffixes

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Lesson 38
Name ____________________________

Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>turned</th>
<th>thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>drained</td>
<td>fast</td>
</tr>
<tr>
<td>faster</td>
<td>drain</td>
</tr>
<tr>
<td>biggest</td>
<td>turn</td>
</tr>
<tr>
<td>thinner</td>
<td>big</td>
</tr>
</tbody>
</table>

Part 2
Write the words.

can + not = cannot
any + body = anybody
my + self = myself
some + one = someone

Part 3
Copy the sentences.
He sold gas at the boat ramp.
He sold gas at the boat ramp.
She did not hear waves on the shore.
She did not hear waves on the shore.

Lesson 39
Name ____________________________

Part 1
Cross out the words that don't have ee.
steered meant mean hear book feel sleep
cheer dear deer mean hear book feel sleep

Part 2
Write the words.
any + one = anyone
some + body = somebody
her + self = herself
down + hill = downhill

Part 3
Copy the sentences.
The boat was in the middle of the sea.
The boat was in the middle of the sea.
The goat ate a hole in the boat.
The goat ate a hole in the boat.

Part 4
The words in the first column have endings.
Write the same words without endings in the second column.

holes ordered
baking hole
ordered bake

Inflectional suffixes, compound words, copying sentences

Sound/symbol correspondence, compound words, copying sentences, inflectional suffixes
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

- sleeves
- cutter
- waited

Part 2
Cross out the words that don't have _oa_.

- goat
- float

Part 3
Write the words.

- an + other = _another_
- some + one = _someone_

Part 4
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Kit put rocks in the _front_ of her boat.
   ○ back  ○ front  ○ top  ○ side
2. Kit said, “Things go fast when they go _downhill_.”
   ○ closer  ○ faster  ○ downhill  ○ through
3. The boat made a hole in the _side_ of the bank.
   ○ back  ○ front  ○ slide  ○ side

---

Part 1
Write the words.

- good + bye = _goodbye_
- no + thing = _nothing_
- any + body = _anybody_
- down + hill = _downhill_
- six + teen = _sixteen_

Part 2
Read the words in the box. Then fill in the blanks.

- sail  boat  nobody  light  aim  white
- bike  save  yellow  nothing  green  slow
- red  sell  send  steak  pain  float

Kit said, “I am going to _sell_ this boat and get a _bike_.
This boat is _nothing_ but a _pain_.”

Then she said to herself, “I can have a lot of fun with a bike. If I get a _white_ bike, it will be very _light_, so I’ll fly over town.”

Part 3
Cross out the words that don’t have _ol_.

- boat  told  boat  back  fold  bolting
- float  boating  bold  cold  boat  bolted
Lesson 42

Part 1
Cross out the words that don’t have sh.
shape  [ ] fish  [ ] shift  [ ]

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.
boating  [ ] take
opened  [ ] stroke
stroked  [ ] boat
taken  [ ] open

Part 3
Write the words.
every + thing =  everything
through + out =  throughout
good + bye =  goodbye
with + out =  without

Part 4
Copy the sentences.
The shop man looked at the motor.
The shop man looked at the motor.
She handed three books to him.
She handed three books to him.

Lesson 43

Part 1
Write the words.
door + way =  doorway
home + work =  homework
no + thing =  nothing
some + one =  someone

Part 2
Cross out the words that don’t have ck.
rocker  [ ] neck  [ ]
packed  [ ] clock  [ ]
lock  [ ]
reek  [ ]
ker  [ ]
ck  [ ]
trucker  [ ]

Part 3
Read the words in the box. Then fill in the blanks.
jumped  saw  bolts  tossed  mean  roar
tore  need  smiled  rod  grabbed  worker
fixed  whispered  motor  rubbed  reader  words

Molly said, “Here is the book. It tells where everything is on the _________ motor _________.
Read the book, and it will tell you what you _________ need _________ to know.”
So Molly went to the street and _________ jumped _________ into her hot rod. She _________ grabbed _________ the wheel, and she _________ tore _________ down the street.
Henry took his book and _________ whispered _________ to himself, “I wish I was a better _________ reader _________.”
Part 1
The words in the first column have endings.
Write the same words without endings in the second column.

dragging • toss
timing • time
saying • drag
tossed • say

Part 2
Write the words.

some + body = somebody
up + side = upside
with + out = without
down + town = downtown

Part 3
Read the item and fill in the circle next to the answer.
Write the answer in the blank.

1. Henry was trying to fix a broken cam __________.
   ○ shift ○ stick ● shaft ○ stack
2. After a while, his motor was in little __________.
   ○ gears ● bits ○ rods ○ bolts
3. Molly fixed her hot rod because she was able to __________.
   ○ work ○ know ○ bolt ● read

Inflectional suffixes, compound words, comprehension items

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Lesson 46
Name ________________________________

Part 1
Read the words in the box. Then fill in the blanks.

- faster  really  lifted  ready  sold  worker
- tires  fastest  robber  diver  zip  float
- bikes  traded  back  pile  nose  slower

The con man had ______ traded ______ his clock, his cash, his ring, and five ______ tires ______ with holes in them for Kit’s tin boat.

Now the con man was ______ ready ______ to become the best bank ______ robber ______ in the west. He said, “I will ______ pile ______ rocks in the ______ nose ______ of this boat. The more rocks I pile, the ______ faster ______ it will go.”

Part 2
Match the words and complete them.

- covered - rocket - idea - zipped - idea - zip ped
- covered - rock et - rocket - idea - zipped - idea - zip ped

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

- diver - lift
- looked - fly
- flying - look
- lifted - dive

Vocabulary/context clues, writing words, suffixes

Lesson 47
Name ________________________________

Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The con man was sticking to the seat of the boat.
2. The cops and their nine dogs ran up to the con man.
3. The con man said, “This is a space ship, and I come from space.”

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- steering - toss
- stared - stick
- sticky - cover
- covered - steer
- tossing - stare

Part 3
Copy the sentences.
She is the woman who runs the cotton mill.

Slowly he began to stand up.
Lesson 48

Part 1

The words in the first column have endings. Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>telling</th>
<th>smash</th>
</tr>
</thead>
<tbody>
<tr>
<td>smashed</td>
<td>stick</td>
</tr>
<tr>
<td>sticker</td>
<td>stripe</td>
</tr>
<tr>
<td>striped</td>
<td>tell</td>
</tr>
</tbody>
</table>

Part 2

Write the words.

<table>
<thead>
<tr>
<th>boat + load = boatload</th>
</tr>
</thead>
<tbody>
<tr>
<td>home + work = homework</td>
</tr>
<tr>
<td>through + out = throughout</td>
</tr>
</tbody>
</table>

Part 3

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The con man said, “I am from space, and I will get you.”
2. The con man took bags of gold from the bank.
3. The con man began to run with the bags of gold, but he did not run very fast.

Lesson 49

Part 1

Write the word trying. Make a line over ing. trying

Write the word moaned. Make a line under ed. moaned

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>training</th>
<th>smile</th>
</tr>
</thead>
<tbody>
<tr>
<td>tired</td>
<td>jail</td>
</tr>
<tr>
<td>smiling</td>
<td>train</td>
</tr>
<tr>
<td>jailer</td>
<td>tire</td>
</tr>
</tbody>
</table>

Part 3

Read the words in the box. Then fill in the blanks.

yelling three grain seven hair pike
five hard slipped rain thing leg
slapped gripping drained steps trying nose
raining tired light jumped drain like

It was raining and the con man was griping about the rain. He said, “My plan is going down the drain.”

He was trying to run with three bags of gold, but they were not light. He did not run fast. The cotton in his hair was running down his nose. He did not see where he was going. He slipped in a pile of slippery pike and fell down.

Part 4

Copy the sentence.

They began to lick the taffy. They began to lick the taffy.
Lesson 50

Part 1
Write the word digging. Make a line over ing. **digging**
Write the word lower. Make a line under er. **lower**

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

3. The other bugs gave the dusty bug a dime to stay in the cool mine.
1. The bugs went inside a big hole to be in a cool spot.
2. The mother bug saw the dusty bug digging.

1. The bugs went inside a big hole to be in a cool spot.
2. The mother bug saw the dusty bug digging.
3. The other bugs gave the dusty bug a dime to stay in the cool mine.

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>leaves</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>lower</td>
<td>walk</td>
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<tr>
<td>hotter</td>
<td>leave</td>
</tr>
<tr>
<td>walked</td>
<td>low</td>
</tr>
</tbody>
</table>

Sound/symbol correspondence, sequence, inflectional suffixes

Lesson 51

Part 1
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. The dusty bug liked ____ dills ____.  
   ○ bills  ○ shovels  ● dills  ○ smells
2. The bug said, “I don’t have ____ cash ____ with me.”  
   ○ pickles  ● cash  ○ tubs  ○ mine
3. The bug dug into the ____ tub ____ and got a big pickles.  
   ○ store  ○ bag  ○ mine  ● tub

Part 2
Write the word outside. Make a line over out. **outside**
Write the word another. Make a line under er. **another**

Part 3
Match the words and complete them.

joking  grinned
rotten  clerk
clerk  joking
grinned  rotten

Part 4
Copy the sentence.
The dusty bug smiled from the door of the store.

The dusty bug smiled from the door of the store.

Comprehension items, sound/symbol correspondence, writing words, copying sentence

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Lesson 52

Name _______________________

Part 1

Match the words and complete them.

- orange
- holding
- drink
- woman

- woman
- holding
- drink
- woman

Part 2

Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>table</th>
<th>grabbed</th>
<th>stopped</th>
<th>bib</th>
<th>fixed</th>
<th>binging</th>
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</thead>
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<tr>
<td>taken</td>
<td>broken</td>
<td>dropped</td>
<td>cheer</td>
<td>deer</td>
<td>door</td>
</tr>
<tr>
<td>dropping</td>
<td>floor</td>
<td>fixing</td>
<td>making</td>
<td>sound</td>
<td>leak</td>
</tr>
</tbody>
</table>

The clock maker **grabbed** the clock and **dropped** it. The clock made a loud **sound** when it hit the **floor**. The **deer** fell out. A spring went, “bop.” The clock went, “bing, bing, ding.” The clock maker said, “That clock is **broken**. Let me make a bid on it.”

Part 3

Write the words.

- ding + ing = **dinging**
- real + ly = **really**
- sleep + ing = **sleeping**
- loud + ly = **loudly**

Lesson 53

Name _______________________

Part 1

Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

- 2 The clock maker slapped a bell into the deer clock.
- 1 The clock maker painted the deer yellow.
- 3 The woman tossed the clock down, and it broke into parts.

1. The clock maker painted the deer yellow.

2. The clock maker slapped a bell into the deer clock.

3. The woman tossed the clock down, and it broke into parts.

Part 2

The words in the first column have endings. Write the same words without endings in the second column.

- slapped  | **work**
- looked   | **look**
- working  | **part**
- parts    | **slap**

Part 3

Write the word **himself**. Make a line over self. **himself**

Write the word **dabbed**. Make a line under ed. **dabbed**

Part 4

Copy the sentence.

A woman was standing near the door. ____________________________________

Sequence, inflectional suffixes, sound/symbol correspondence

Lesson 52 89

Lesson 53 91
Lesson 54

Part 1
Write the words.

- every + thing = everything
- with + out = without
- door + way = doorway
- out + side = outside

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

_3_ The old clock maker took the clock back to the woman.
_1_ An alligator ran across the front of the clock and bit the clock maker’s finger.
_2_ The clock maker stuck antlers on the alligator and slapped it into the deer clock.

1. An alligator ran across the front of the clock and bit the clock maker’s finger.
2. The clock maker stuck antlers on the alligator and slapped it into the deer clock.
3. The old clock maker took the clock back to the woman.

Part 3
The words in the first column have endings. Write the same words without endings in the second column.

- painted
- broken
- antlers
- busted
- antler
- broke
- bust
- paint

Lesson 55

Part 1
Copy the sentences.
The woman tossed the clock into a tree.

A little yellow bird sat on the alligator’s antlers.

Part 2
The words in the first column have endings. Write the same words without endings in the second column.

- dusty
- jailer
- barking
- wanted
- bust
- paint

Part 3
Read the words in the box. Then fill in the blanks.

The woman said, “For some time, I’ve wanted to get those birds into my tree, but this is the first time they’ve come to the tree. Thank you. How can I pay you?”

“Hand me eleven dollars, and I’ll be on my way this day,” the clock maker said. So the woman gave the clock maker eleven dollars, and he went home.
Lesson 56

Part 1
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.
Then write the sentences in the blanks.

3. The doctor said, “Lock this man up.”
2. The bus took the con man to the rest home.
1. The con man got down on the floor and growled at the nurse.

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

- taking
- growled
- snapping

Part 3
Match the words and complete them.

- pretty
- window
- garden

Sequence, inflectional suffixes, writing words

Lesson 57

Part 1
Write the words.

- be + fore = before
- some + where = somewhere
- any + one = anyone
- your + self = yourself
- out + side = outside

Part 2
Copy the sentences.
He tried to get out the window.
He tried to get out the window.
They looked around and didn’t see anybody.
They looked around and didn’t see anybody.
The doctor took notes on a pad.
The doctor took notes on a pad.

Part 3
Write the name of the person each sentence tells about.

- con man
- president

1. This person had to be a private in the army.
2. This person said, “You must do everything I say.”
3. This person marched and marched and marched.

Compound words, copying sentences, characterization

Lesson 56

Lesson 57
Lesson 58

Part 1
Write the word **wheat**. Make a line over ea. **wheat**
Write the word **hiding**. Make a line under ing. **hiding**

Part 2
The words in the first column have endings.
Write the same words without endings in the second column.

- peeked
- pressed
- hiding
- eaten
- darted

Part 3
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

**2** The president began to scream, “Oh, my foot. It is stuck in the gate.”
**1** The con man and the president hid under the bed.
**3** The man who ran the gate pressed the button, and the gate opened.
1. **The con man and the president hid under the bed.**
2. **The president began to scream, “Oh, my foot. It is stuck in the gate.”**
3. **The man who ran the gate pressed the button, and the gate opened.**

Lesson 59

Part 1
Write the words.
- near + by = nearby
- with + out = without
- be + cause = because
- loud + ly = loudly

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

**3** The president said very loudly, “We are from the bug company.”
**2** The woman in the main office said, “Take the green car in front of the office.”
**1** The con man and the president dressed in white jackets and left the shack.
1. **The con man and the president dressed in white jackets and left the shack.**
2. **The woman in the main office said, “Take the green car in front of the office.”**
3. **The president said very loudly, “We are from the bug company.”**

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

- steered
- nearest
- stared
- stare
- near
- steer

Writing words, inflectional suffixes, sequence
Lesson 60

Name ____________________________

Part 1
Cross out the words that don't have ar.

sheet alarm sheet sheet started talking
army sheet darted charge track sharp

Part 2
Write the name of the person each sentence tells about.

president con man

1. This person said, “I need something to eat.”
2. This person ordered a big lunch for two.
3. This person said, “I must get away from this guy.”
4. This person rolled right off the side of the bed.
5. This person said, “Just charge it to the room.”
6. This person smiled and said, “Tee, hee.”

Part 3
The words in the first column have endings.
Write the same words without endings in the second column.

suddenly shave
rapped sudden
snoring rap
shaved snore

Lesson 61

Name ____________________________

Part 1
Write the word hamburger. Make a line over er. hamburger
Write the word please. Make a line under ea. please

Part 2
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2 The president said to the man behind the desk, “Give me my money back.”
1 The president cut some hair from the man’s wig and made a beard with it.
3 The president and the con man got into a cab and drove away.

1. The president cut some hair from the man’s wig and made a beard with it.
2. The president said to the man behind the desk, “Give me my money back.”
3. The president and the con man got into a cab and drove away.

Part 3
Write the name of the person each sentence tells about.

president con man man at the desk

1. This person began to tell a story about a battle. president
2. This person said, “We must escape.” president
3. This person said, “Well, let’s dash, buster.” con man
4. This person said that there were bugs in the hotel. president
5. This person handed over two hundred dollars. man at the desk

Sound/symbol correspondence, sequence, characterization

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Lesson 62

Part 1
The words in the first column have endings. Write the same words without endings in the second column.

- marching → bright
- brightness → remember
- attacked → march
- remembered → loud
- louder → attack

Part 2
Read the item and fill in the circle next to the answer. Write the answer in the blank.

1. Jean was on night [ ] patrol [ ] in this story.
   ○ planet
   ○ play
   ○ march
   ● patrol

2. There were [ ] moons in the night sky.
   ○ three
   ● five
   ○ third
   ○ six

3. The drams moved like a big [ ] army [ ] when they came out of the lake.
   ● army
   ○ patrol
   ○ grasshopper
   ○ wake

4. The drams would [ ] eat [ ] everything in their path.
   ○ stop
   ● eat
   ○ reach
   ○ wake

Part 3
Write the words.

- grass + hopper = grasshopper
- spot + light = spotlight
- some + thing = something

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Lesson 63

Part 1
Write the words.

- her + self = herself
- what + ever = whatever
- moon + light = moonlight
- some + body = somebody

Part 2
Read the words in the box. Then fill in the blanks.

- reached
- far
- shirt
- closer
- pressed
- springs
- skipped
- inches
- drams
- pocket
- melted
- stabbed
- eaten
- barracks
- messed
- light
- signaler
- stared

Jean couldn’t seem to move. She ______ stared ______ at the drams as they came ______ closer ______. They were only about twenty feet from her now.

“Move,” she said to herself. But her legs felt as if they had ______ melted ______.

Then Jean began to think. She ______ reached ______ for her ______ signaler ______. She ______ pressed ______ the button. Lights began to flash in the ______ barracks ______. Women began to yell, “The drams! The drams! Let’s get out of here.”

And Jean began to run. Now her legs felt like ______ springs ______. Did she ever run!

Part 3
Copy the sentence.

Suddenly, a sound came from the other room.

Suddenly, a sound came from the other room.

Compound words, vocabulary/context clues, copying sentences

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**Part 1**
The words in the first column have endings.
Write the same words without endings in the second column.

<table>
<thead>
<tr>
<th>streaming</th>
<th>cliff</th>
</tr>
</thead>
<tbody>
<tr>
<td>wiggled</td>
<td>eat</td>
</tr>
<tr>
<td>trying</td>
<td>try</td>
</tr>
<tr>
<td>eaten</td>
<td>wiggle</td>
</tr>
<tr>
<td>cliffs</td>
<td>stream</td>
</tr>
</tbody>
</table>

**Part 2**
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story.

1. Two women held Jean while the others slapped the drams.
2. There was a mass of drams on Jean.
3. Jean found out that Carla was on patrol.

**Part 3**
Write the name of the person each sentence tells about.

Jean Carla major

1. This person was not in her room. [Carla]
2. This person made a loud sound with the trumpet. [Jean]
3. This person wiggled and tried to shake off the drams. [Jean]
4. This person fell into a hole in the floor of the barracks. [Carla]
5. This person was on patrol near the cliffs. [Jean]
6. This person said, “You did a brave thing.” [major]

Inflectional suffixes, sequence, characterization
## Contents

### Note to the Teacher

- Timed Reading — Checking Homework — Homework Chart and Point System — Letter to Parents — Homework Chart

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<td>Lesson 57</td>
<td>113</td>
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<td>Lesson 58</td>
<td>115</td>
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<td>Lesson 59</td>
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<td>Lesson 63</td>
<td>125</td>
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<td>Lesson 64</td>
<td>127</td>
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<tr>
<td>Lesson 65</td>
<td>129</td>
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</table>

**Answer Key**  ■ Lessons 1–65  ................................................ 131
The activities in this book reinforce the skills taught in the 2008 edition of the Corrective Reading Decoding B2 program. Each activity provides practice in an essential reading skill, such as:

- word identification
- correct spelling of words
- spelling of words with endings such as **s**, **ed**, **ing**, **er**, **ly**, and **en**
- spelling of root words without those endings
- writing compound and other two-part words
- writing contractions
- writing sentences
- answering comprehension questions about story passages
- demonstrating comprehension of details in stories
- sequencing activities in a story
- identifying main characters
- building oral reading fluency

(Skills are identified at the bottom of each page.)

The materials are designed to be completed as study-time homework assignments. The students are not to use the Student Book when completing the Blackline Master. (The Decoding B2 Student Book and Workbook should usually remain at school.) The Blackline Master pages correspond by lesson number to the Decoding B2 lesson numbers. The Blackline Masters should be assigned as homework on the same day that the corresponding lesson is completed at school.

Students should be able to complete the homework assignments without any special instructions from the teacher or from a parent. On pages vii through ix are procedures for introducing the Letter to Parents and Lessons 1 through 4 Blackline Master homework assignments.

**Timed Reading**

To provide additional practice in building oral reading fluency, someone at home can listen to the student read aloud. These timed readings begin at Lesson 4. The procedure is similar to that of the regular program timed readings, which begin at Lesson 2. The passage which appears in the second page of the Blackline Masters for Lessons 4 through 65 is taken from the first part of the story from the previous lesson. For Lesson 4, students read part of the story from Lesson 3 at home, and so forth. The student reads aloud for 1 minute to a parent or listener who follows along and signals when the student is to stop. The number of words read in 1 minute and the number of errors are recorded, and the parent/listener signs at the bottom of the page. The student returns the signed page to school on the next school day as part of the daily two-page homework assignment.

**Checking Homework**

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 131 of this book. Monitor students as they mark their own papers. Scan students’ written responses for accuracy and legibility.

- For exercises that require the writing of whole words or word parts, call on individual students to spell the words as they should appear in their answers.
- For comprehension items, call on individual students to read each question and say the correct answer.
For activities in which students fill in the missing words in a passage, call on individual students to read the passage aloud and say the word that should appear in the blank.

If the group is large, read the correct answers for each item as students check their own papers.

**Homework Chart and Point System**

Keep a record of the completed homework assignments. A reproducible Homework Chart appears on page xi. Or you may elect to have students record points in the Point Chart in their Workbook. Points earned can be recorded in the Bonus box for the regular lesson.

Points could be awarded as follows:

- completing homework: 2 points
- 0 errors: 2 points
- 1 or 2 errors: 1 point
- more than 2 errors: 0 points

When the timed readings begin at Lesson 4:

- completing the homework: 2 points
- reading checkout: 2 points

If you award points for homework assignments, you will need to modify the number of points required in the regular program to earn various letter grades. (For a discussion of points and letter grades, see “The Management System” section in the *Decoding B2 Teacher’s Guide*.)

An alternative procedure would be to make the points earned for homework assignments separate from those earned in the regular program and to provide special incentives for completing homework.

The Blackline Master homework pages are designed so that students can be successful. Once students learn that they can complete homework successfully, they will be motivated to continue to do so. If the teacher provides positive verbal feedback about completing homework assignments, along with the use of points, students will be encouraged to do well, and their reading performance will continue to improve.

**Letter to Parents**

A letter explaining the general procedures for homework assignments appears on page x. This letter should be sent home along with the first homework assignment.

---

Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following skills:

- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

The homework consists of two pages. Starting at Lesson 4, on the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice in speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly 1 minute. The student starts at the first word of the passage and reads for 1 minute. You keep track of the number of words read in 1 minute. For each error, the student will lose 1 point. This is the number of errors the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- reading a word right (for example, reading “stop” for “stop”)
- rereading part of a sentence
- not stopping at the end of a sentence
- removing part of a sentence

At the end of 1 minute, stop the student. Write the number of words read in 1 minute and the number of errors in the blanks at the bottom of the page.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.

---

Introducing the Letter to Parents and Lesson 1 Homework

**Note:** Students are not to use the Student Book or Workbook when completing the Blackline Master homework assignments.

Here are procedures for introducing the Letter to Parents and Lesson 1 homework.

1. Pass out the Letter to Parents. Take this letter home. After you complete your homework, have it signed. Bring the homework back to school (tomorrow). Starting at Lesson 4, you will do timed readings at home, too.
2. Pass out the homework for Lesson 1. Touch the instructions for Part 1. ✓

I’ll read the instructions: “Write these words without endings.” This exercise is like the one you did in your Workbook.

Some of the words will have a final E. Other words won’t. Remember, if the letter just before the underlined part is a vowel, you write the word with a final E. If the letter just before the underlined part is a consonant, you write the word without a final E.


I’ll read the instructions: “Read the words in the box. Then fill in the blanks.” You’ll use words from the box to fill in the blanks so that the passage makes sense.


I’ll read the instructions: “Copy the sentences.” You will copy the sentences on the lines.


I’ll read the instructions: “Write these words with E-D endings.” All the words will have E-D endings.

6. Touch Part 5. ✓

I’ll read the instructions: “Read the sentences in the box. Then write the answer to each question.” The questions are below the box.


I’ll read the instructions: “Match the words and complete them.” This exercise is like the one you did in your Workbook.

8. Remember to have your homework signed at home and bring it to school (tomorrow).
Introducing Lesson 2 Homework

Here are procedures for introducing Lesson 2 homework.

1. Pass out the homework. Touch the instructions for Part 1.

I’ll read the instructions: “Write these words without endings.” This exercise is like the one you did in your Workbook. Some of the words will have a final E. Other words won’t. Remember to look at the letter just before the underlined part.

2. Touch Part 2.

I’ll read the instructions: “Match the words and complete them.” This exercise is like the one you did in your workbook.

3. Touch Part 3.

You’ll read the sentences in the box and answer the questions.


You’ll use words from the box to fill in the blanks so that the passage makes sense.

5. Touch Part 5.

I’ll read the instructions: “Write these words with E-R endings.” All the words will have E-R endings.


You’ll copy the sentences on the lines.

7. Remember to have your homework signed at home and bring it to school (tomorrow).

Introducing Lesson 3 Homework

Remind students to complete the work at home, have it signed, and return it the next day.
Introducing Lessons 4–65 Homework

Tell students that starting with Lesson 4 and continuing through Lesson 65, they will complete a timed reading at home as part of the homework assignment. The procedures are the same as when they do a timed reading with their checkout partner at school. The Letter to Parents explains the procedures in detail.

Name Lesson 4

Part 1
Write these words with ed endings.
1. coach
2. blush
3. toss

Part 2
Write these words with es endings.
1. coach
2. blush
3. toss

Part 3
Write the two words that make up each word.
1. herself
2. basketball
3. sometimes
4. motorboat
5. everyone
6. anything

Part 4
Write these words without endings.
1. raising
2. grabbed
3. smiled
4. nearly
5. sailed
6. deeply
7. skipping
8. squad

Vocabulary/suffixes, compound words

Lonely Art
Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn't hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, "Art's a loner. He never hangs out with us." They didn't know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn't played basketball before. And he wasn't any good. He couldn't shoot the ball. He couldn't block shots. He couldn't dribble the ball.

The coach said, "Art, this game is too hard for you. Why don't you try out for another sport?"

But Art didn't try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, "I just wish there were a stone-skipping team. I'd be the champ of that team."

A Note to the Parent
Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read: [blank]
Number of errors: [blank]
We read the story: [blank] times.

[Signature] (Parent’s/Listener’s)

Date
Dear Parents,

Students are expected to complete homework as part of their reading lessons. The homework activities provide practice in essential reading skills. In the daily homework exercises, students receive practice in the following reading skills:

- identifying words
- spelling words with endings and words without endings
- writing sentences
- answering questions about story passages
- building oral reading fluency

The homework consists of two pages. Starting at Lesson 4, on the second page is a story passage that the student is to read aloud to someone at home. This activity provides practice on speed and accuracy.

You will need a digital watch, a digital timer (such as a kitchen timer), or a clock with a sweep second hand so that you can time the student for exactly 1 minute. The student starts at the first word of the passage and reads for 1 minute. You keep track of the mistakes the student makes. The goal is for the student to read exactly what is on the page.

Here are the kinds of errors to count:

- saying the wrong word or mispronouncing a word
- adding a word
- leaving out a word
- adding an ending to a word (for example, reading “plays” for play)
- leaving off an ending (for example, reading “start” for started)
- not stopping at the end of a sentence
- rereading part of a sentence

At the end of 1 minute, stop the student. Write the number of words read in 1 minute and the number of errors in the blanks at the bottom of the page.

If the student wants to read the passage again, write the number of times the passage was read in the blank at the bottom of the page.

Sign at the bottom of the page. The student should return the two-page homework assignment to school on the next school day.

Remember to be patient. Students who try hard need to know that they are improving. Your assistance each day will help the student improve. The more practice the student receives, the faster the student will become a better reader.

Thank you.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Group</th>
<th>Date</th>
<th>Lesson Number</th>
<th>Student</th>
</tr>
</thead>
</table>

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Part 4
Write these words with **ed** endings.

1. jump ___________________________ 4. talk ___________________________
2. fish ____________________________ 5. smell __________________________
3. form ____________________________ 6. trick __________________________

Part 5
Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, “One time, I made a stink that was so powerful it turned all the grass brown. I’ll bet that I can beat ten skunks in a stinking contest.”

1. What happened when the little bug made a powerful stink? ____________________________

2. What did the little bug bet? ____________________________

Part 6
Match the words and complete them.

snow ● chomp
chomping ● sing
sings ● er
night ● ow
summer ● n

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature ____________________________ Date __________

Suffixes, inferences, word completion

Lesson 1

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Name ____________________________

**Part 1**
Write these words without endings.

1. talking ________________________  5. shopped ________________________
2. taking ________________________  6. stinker ________________________
3. striped ________________________  7. closed ________________________
4. bigger ________________________  8. packed ________________________

**Part 2**
Match the words and complete them.

<table>
<thead>
<tr>
<th>forest</th>
<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>began</td>
<td>si</td>
</tr>
<tr>
<td>stand</td>
<td>gl</td>
</tr>
<tr>
<td>sick</td>
<td>est</td>
</tr>
<tr>
<td>glad</td>
<td>be</td>
</tr>
</tbody>
</table>

**Part 3**
Read the sentences in the box. Then write the answer to each question.

The little bug asked, “Are you grabbing on to something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don’t die from the smell. They are just sick for weeks.”

1. What is the first thing that happens to other bugs when they smell the little bug’s stink?

_____________________________________________________________________

2. How long are the bugs sick from the stink?

_____________________________________________________________________

**Suffixes, word completion, inferences**

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*Lesson 2*
There was a ________ in the _________. Five stink bugs were _________ to see who had the _________ stinker. All of the bugs but one had _________ off their best stink. Now that bug began telling the others how good she was at _________. She talked and talked. The other bugs began to _________. Soon only the biggest bug was _________.

Part 5
Write these words with er endings.
1. cold __________________________
2. stick __________________________
3. hard __________________________
4. talk __________________________
5. deep __________________________
6. fast __________________________
7. help __________________________
8. stink __________________________

Part 6
Copy the sentences.
Breathe in deeply and hold in the air.

She went to the other side of the garden.

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature __________________________ Date ________________
Part 1
Write these words without endings.

1. asked ____________________________ 5. making ____________________________
2. loner ____________________________ 6. planned ____________________________
3. winked ____________________________ 7. walked ____________________________
4. skipped ____________________________ 8. closer ____________________________

Part 2
Follow the instructions for each item.

1. Write the word couch. Make a line under ou. ____________________________
2. Write the word coach. Make a line over oa. ____________________________
3. Write the word pail. Make a line over ai. ____________________________

Part 3
Write these words with er endings.

1. tell ____________________________
2. farm ____________________________
3. teach ____________________________
4. old ____________________________

Part 4
Write these words with ing endings.

1. wait ____________________________
2. laugh ____________________________
3. look ____________________________
4. walk ____________________________
Part 5
Match the words and complete them.

pond       •

grow       •

thirteen   •

block      •

tried      •

•       teen

•       gr

•       po

•       ied

•       ock

Part 6
Read the sentences in the box. Then write the answer to each question.

After school, Art didn’t hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, “Art’s a loner. He never hangs out with us.” They didn’t know that Art was shy.

1. What did Art do after school? ________________________________

2. Why did the other kids say, “Art is a loner”? ________________________________

Part 7
Copy the sentences.
He skipped stones on the pond.

She went to class on time.

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature __________________________ Date ________________
Part 1
Write these words with **ed** endings.
1. coach
2. blush
3. toss

Part 2
Write these words with **es** endings.
1. coach
2. blush
3. toss

Part 3
Write the two words that make up each word.
1. herself = __________________________ + __________________________
2. basketball = __________________________ + __________________________
3. sometimes = __________________________ + __________________________
4. motorboat = __________________________ + __________________________
5. everyone = __________________________ + __________________________
6. anything = __________________________ + __________________________

Part 4
Write these words without endings.
1. raising
2. grabbed
3. smiled
4. nearly
5. sailed
6. deeply
7. skipping
8. roses

Vocabulary/suffixes, compound words
Name ________________________________

**Part 5**

**Lonely Art**

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn’t hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, “Art’s a loner. He never hangs out with us.” They didn’t know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn’t played basketball before. And he wasn’t any good. He couldn’t shoot the ball. He couldn’t block shots. He couldn’t dribble the ball.

The coach said, “Art, this game is too hard for you. Why don’t you try out for another sport?”

But Art didn’t try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, “I just wish there were a stone-skipping team. I’d be the champ of that team.”

---

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________  Number of errors ______________

We read the story _____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
**Part 1**
Write these words with **er** endings.

1. play _________________
2. small _________________
3. catch _________________
4. long _________________

**Part 2**
Write these words with **ed** endings.

1. lean _________________
2. walk _________________
3. yell _________________
4. dress _________________

**Part 3**
Write the two words that make up each word.

1. baseball = _________________ + _________________
2. someone = _________________ + _________________

**Part 4**
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. _______ Art didn’t sleep well that night.
2. _______ Art tossed pitches to the catcher.
3. _______ The coach said, “Art, I would like you to come out for baseball.

Suffixes, compound words, sequence

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The Baseball Lot

Art was having a bad time in school. The kids didn’t talk with him, and he didn’t know what to say to them. After school, Art would go to the pond to skip stones. And as he skipped them, he said the things he would like to say to Patty.

“Patty,” he said to himself one day, “I want you to be my girl friend.” He skipped a stone and looked at it as it sailed almost to the other side of the pond. Then he said, “No, I will never say anything like that to Patty. I would just blush, and I wouldn’t be able to say anything.”

After school one day, Art saw Patty standing on the corner near school. He walked up to her. “Hi, Art,” she said.

“Hi,” he said. He breathed in deeply and said, “Can I walk with you?”

She smiled and said, “I’m waiting for somebody, Art. Sorry.”

“That’s okay,” Art said, and he began to walk down the street. He looked back from time to time. When he was about a block away, he saw Mark Jackson walk up to Patty and begin to walk with her.

The next day, one of the kids told him that Mark Jackson was Patty’s boy friend.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write these words without endings.

1. whipped  
2. laughing  
3. leaned   
4. tallest  
5. raises   
6. blushed  
7. stones   
8. faking  

Part 2
Match the words and complete them.

- started  
- springing 
- deeply    
- smiled    
- closer   
-  
- deep      
- sm        
- ar        
- ing      
- cl

Part 3
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. _______ Art kept telling himself what he should not do.
2. _______ Art didn’t sleep well before the game with West High.
3. _______ He leaned back and tossed the ball about nine feet over the catcher’s mitt.

Suffixes, word completion, sequence
Art’s Fast Ball

Art didn’t know what to do. He wanted to leave, but everybody was yelling, “Come on, Art, show us how to pitch.” Some boys grabbed Art and started to lead him to the pitcher’s mound. “Here he is, Coach,” one of the boys hollered. “The star pitcher.”

The coach walked up to Art. He said, “I don’t know what this is all about, but we’ve got work to do out here. So throw the ball to the catcher. That will shut those guys up. Then get out of here.”

“Okay,” Art said. The coach handed him the ball.

Art turned to the coach and said, “Do I just try to throw it at the catcher as hard as I can?”

“That’s right,” the coach said. “Just throw it and get out of here.”

The ball felt a little too big in Art’s hand. It didn’t seem to fit as well as a skipping stone. He rubbed it a few times and got a good grip on it. Then he leaned back.

“Show them how—if you can,” the boys yelled.

Art’s long arm went back like a whip. Then it came forward like a whip. “Zip—pow.” The catcher was on his seat.
Part 1
Read the sentences and answer the questions.
Art remembered that Bob was the best batter on the West team.
For a moment, Art began to think about the things that he should not do.

1. Who was Bob? ____________________________

2. When Art remembered about Bob, what did Art begin to think about? ____________________________

3. For how long did Art think about those things? ____________________________

Part 2
Write these words without endings.

1. deeply ____________________________
2. grabbed ____________________________
3. loudly ____________________________
4. smartest ____________________________
5. baker ____________________________
6. taking ____________________________
7. smiling ____________________________
8. muttered ____________________________

Part 3
Read the words in the box. Then fill in the blanks.

Art ________ back and—“Zip—pow.” The catcher was ________. And the batter began to ________ after the ball had ________ the catcher.

The fans from Art’s school cheered and cheered. They ________ up and down. They ________ each other. They yelled, “Go to it, Art. Show them how to pitch.”
The School Team

The coach wanted Art to show him everything he could do with a baseball. The catcher had stuffed a rag into his mitt so that Art’s fast ball would not sting his hand so much.

“Let’s see your fast ball,” the coach said.

Art leaned back and—“Zip—pow.” The catcher said, “Ow!

That rag doesn’t help very much.” He tossed the ball back to Art.

Art dropped the ball. He picked it up and looked at the coach. The coach said, “Now can you make the ball curve?”

“What do you mean?” Art asked.

“Make the ball bend to the left or bend to the right.”

“Oh, that,” Art said. “Which way do you want me to make it bend?”

The coach stared at Art for a moment. Then he said, “Make it curve to the left.”

“Okay,” Art said.

Art leaned back and to the side. He said to himself, “This is just like making a stone curve to the left.”

Art’s arm whipped out to the side, and the ball went flying.

It was going far to the right of the catcher. The catcher began to reach to the right. Then the ball curved and hit him in the chest.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature _____________________________

Date ___________________________

Reading fluency

Lesson 7
Part 1
Read the sentences in the box. Then write the answer to each question.

After the first game, things were different in school. The kids smiled at Art. They went out of their way to talk to him. Art felt a lot better about school. In fact, school was a lot of fun for Art now. He waved to the girls. He wasn’t afraid to talk to girls. He didn’t look down when he talked to them. He had done that before, but now he was Art the Star, the big pitcher.

1. When were things different in school for Art? ________________________________

2. Name two ways that things were different in school. __________________________

3. Why wasn’t Art afraid to talk to the girls now? ______________________________

Part 2
Write these words without endings.

1. rider ______________________________ 4. remembered __________________________
2. riding ______________________________ 5. groaned ____________________________
3. smiles ______________________________ 6. patted _____________________________

Part 3
Read the sentences and answer the questions.

Art said to Patty, “If that’s the way you want it,” and walked down the hall. He started to whistle, just to show her that he didn’t care if she went with him.

1. Who walked down the hall? _____________________________________________

2. Why did Art start whistling? _____________________________________________

3. What did Art do as he walked down the hall? ________________________________

Make inferences, suffixes, draw conclusions based on evidence
Some Bad Pitches

Art had just thrown a bad ball. And the West High fans were cheering and clapping. “That’s the way to pitch,” they yelled.

The catcher tossed the ball back to Art, and Art dropped it. The West High fans cheered again. The fans from Art’s school were silent.

Art picked up the ball. He breathed in and out three times. Then he said to himself, “Don’t throw the ball too high. Don’t throw the ball too high.” Art was not thinking well again.

Art heaved the ball. It went like a streak. But it went about ten feet over the catcher’s head. The catcher called time out and ran to the pitcher’s mound.

The fans from West High cheered. “Get another pitcher,” they yelled. “This one has had it.”

The catcher said, “What’s the matter, Art?”

“I don’t know,” Art said. His hand was shaking. “I can’t make the ball go where I want it to go.”

“Yes, you can, Art,” the catcher said. “Just think about skipping stones. I’ll hold out my mitt. You must throw that ball right into the mitt. Throw it just like you throw a stone. You can do it.”

“I’ll try,” Art said.

The catcher jogged back, and Art rubbed the ball around in his hand.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Follow the instructions for each item.
1. Write the word **would**. Make a line over **oul**. __________________________
2. Write the word **almost**. Make a line over **al**. __________________________
3. Write the word **ducked**. Make a line under **ck**. __________________________

Part 2
Write these words with **ed** endings.
1. **play** __________________________
2. **whistle** __________________________
3. **jog** __________________________

Part 3
Write these words with **er** endings.
1. **bat** __________________________
2. **start** __________________________
3. **play** __________________________

Part 4
Read the sentences in the box. Then write the answer to each question.

Before the game, some fans didn’t cheer. One of the fans said, “We didn’t come here to see kids play. We came to see the Reds and the Tigers.… Art walked to the mound. Then he looked up at the stands. He had never seen so many fans before. Suddenly he became afraid. He began to think about all of the things that he shouldn’t do. “Don’t throw the ball too high,… he told himself.

1. Why didn’t some fans cheer? __________________________________________

2. When Art looked up at the stands, what did he see? __________________________

3. What did Art say to himself? __________________________________________

Sound/symbol correspondence, suffixes, details

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Art Becomes a Star

The best batter on the West team was at the plate. Art was thinking about what the catcher had told him. Art reared back. He let the ball fly. “Zip—pow.” The catcher was on his seat again. “Strike one,” the umpire called. “You can do it, Bob,” the West fans yelled. Art got the ball again. He looked at the catcher’s mitt. He reared back and let the ball fly. The ball started to go right at the batter. The batter ducked down. But almost before he could move, the ball curved and went right into the catcher’s mitt. “Strike two,” the umpire called.

Again Art wound up and let the ball fly. Bob took a big swing at it, but the ball was in the catcher’s mitt before Bob began to swing. “Strike three. You’re out.” “Oh, no,” the West High School fans groaned. “Go, Art, go,” the fans from Art’s school yelled. And Art went. He struck out every other batter in the game. Art did not do well when he tried to bat, but his team was the winner. They beat West High School 3 to 1.

Everybody from Art’s school yelled and crowded around Art.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Part 1
Read the sentences in the box. Then write the answer to each question.

People from the big league came over to talk to Art that night. A man from the Reds said that he would pay Art three hundred thousand dollars if Art left school and became a pitcher for the Reds. A woman from the Tigers told Art that she would give Art five hundred thousand dollars if Art played with the Tigers.

Art told them that he would have to think about leaving school.

Then some of Art’s friends came over. They wanted to take Art to a party. Art asked his dad and mom, and they said that it was all right for him to go.

1. How much money were the Tigers offering to give to Art if he came and pitched for them?

2. Why did Art want to take time to think about the offers from the two baseball teams?

3. Who told Art it was okay to go to the party?

Part 2
Write the name of the person or the people each sentence tells about.

Art          Art’s mom and dad          Art’s friends
Woman from the Tigers          Man from the Reds

1. These people asked Art to go to a party with them. ____________________________

2. This person offered Art $300,000 to play baseball. ____________________________

3. This person asked to go to a party. ____________________________

4. This person offered Art $500,000 to play baseball. ____________________________

5. These people said Art could go to a party. ____________________________

Draw conclusions based on evidence, skim and scan for information/character identification
First Inning

Art was going to pitch to some big league players before the game on Sunday. His coach had told him that he would be pitching to some of the best batters in baseball.

The game was to start at one o’clock. Art was to begin pitching at noon. But at 12 o’clock there were not very many fans in the stands. Art walked to the pitcher’s mound and picked up the ball. One of the players from the Tigers said, “Just throw fast balls. The batter will hit them into the left stands. Some of the fans will get free baseballs.”

Art looked up at the left stands. About one hundred kids were up there. Some of them had baseball mitts. Art said, “Should I throw as hard as I can?”

“That’s right,” the player said. “Don’t worry, the batter will hit the ball. You’re pitching to James Hunt. He’ll hit them, all right.”

Art stared at the catcher’s mitt. Then Art reared back and gave the ball the hardest heave he could give it. “Zip—pow.” The catcher was on his seat.

The player who was standing next to Art blinked and stared at Art. James Hunt looked at the catcher, and then he looked at Art.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________  Number of errors _____________

We read the story _____________ times.

(Parent’s/Listener’s) signature _________________________

Date _________________________

Reading fluency

20  Lesson 10
Part 1
Write these words without endings.
1. nearly
2. speaker
3. leaving
4. winner
5. falling
6. mixed
7. skipped
8. smallest

Part 2
Match the words and complete them.

- itched
- flying
- contest
- noses
- feared

- con
- ea
- ing
- itch
- es

Part 3
Write the two words that make up each word.
1. handshake = 
2. basketball = 
3. somewhere = 
4. spotlight = 

Suffixes, compound words, word completion
**Things Take a Bad Turn**

Art was standing on the pitcher’s mound. His hands felt cold. The fans were yelling and booing because he had dropped the ball. The catcher yelled to him, “Come on, Art. Just zip it right in here.” He pounded his fist into his mitt.

Art stared at that mitt. He stared and stared. “Look at that mitt,” he told himself. Now he was thinking the right way again. He said, “I’m going to zip that ball right into the mitt.”

He leaned back and shot the ball at the catcher’s mitt. The batter didn’t have time to start his swing. The catcher was on his seat.

“Strike one,” the umpire called.

The fans began to say, “Did you see that?” Then the fans fell silent as Art reared back for his next pitch. “Zip—pow.”

Down went the catcher again.

“Strike two.”

“Wow!” the fans yelled. Then they waited for Art’s next pitch.

Again Art heaved the ball so hard that the batter did not have time to swing. “Strike three. You’re out.”

The fans clapped and cheered.

Art struck out the next batter with three pitches.

The last batter took a swing at Art’s fast ball, but he missed it by a foot.
Part 1
Read the sentences in the box. Then write the answer to each question.

Art didn’t talk to Patty for a month. He moped around school, and he moped around the farm. He went to the doctor’s office three times a week. The doctor had him do exercises for his arm.

Now Art could bend his arm almost all the way. But his arm was weak. It was so weak that he couldn’t bend it when he held a heavy steel ball. The doctor told him that he should exercise his arm at home every day, but Art didn’t feel like exercising. So his arm didn’t get very strong.

1. Art moped around school and around the farm. What does mope mean? ______________

2. What did the doctor tell Art that he should do? ____________________________

3. Why didn’t Art’s arm get very strong? ____________________________________

Part 2
Write these words with ed endings.

1. sail ____________________
2. clap ____________________
3. lean ____________________
4. pass ____________________
5. scratch ____________________

Part 3
Write these words with ing endings.

1. yell ____________________
2. think ____________________
3. sit ____________________
4. dream ____________________
5. drive ____________________

Draw conclusions based on evidence, suffixes
He’ll Never Pitch Again

Art was in the hospital. The nurse had just told him that he had been in a very bad crash. Art didn’t remember the crash. He had a hard time thinking. His arm was in pain.

A doctor came into the room. The nurse said, “He’s awake now.”

The doctor walked up to Art’s bed. “How do you feel?” she asked.

“I don’t know,” Art said. It was hard to think. “There’s a pain in my right arm. Why is it in a cast?”

“You arm is broken,” the doctor said.

“That’s the arm I throw with,” Art said. “Is it bad? Will I be able to pitch soon?”

The doctor looked down. Then she stood up. “We should talk about this later,” she said. “Right now, you should get some sleep.”

“Tell me,” Art said. “Will my arm be okay?”

The doctor rubbed her chin. “I’m afraid not,” she said. “Your arm was broken in three spots. I don’t think you’ll ever be able to pitch again.”

“No,” Art said. “No, no.” He began to sob. Art wanted to curl up into a little ball and hide. He wanted to be somewhere else. He wanted to believe that he was having a bad dream.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _____________  Number of errors _____________

We read the story _____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write the words.
out + side = _______________________
any + where = _______________________
your + self = _______________________
cheer + leader = _______________________

Part 2
Read the sentences in the box. Then write the answer to each question.

Art said, “I once read that a bird with a broken wing never flies as high again.”
Patty said, “Stop that. You’re not a bird, and you don’t have a broken wing. They fixed your arm. You just have to start being brave.”
Art glared at her. “What do you mean? What makes you think I’m not brave?”

1. What did Art say about a bird with a broken wing? _______________________

2. Art thinks that he is a bird with a broken wing. What does he mean by that? _________

3. What did Patty tell Art that he should do? _______________________

4. Art glared at Patty. What does glare mean? _______________________

Part 3
Write these words without endings.
1. watched _______________ 5. skipped _______________
2. nodded _______________ 6. feeling _______________
3. taken _______________ 7. broken _______________
4. making _______________ 8. harder _______________

Making deductions, suffixes, compound words

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Name ____________________________

**Part 4**

**Art Feels Sorry for Himself**

The cast had been taken from Art’s arm. And Art went back to school for the first time. Everybody tried to be friends. At least fifty kids told Art that they were sorry. But Art didn’t say much. He just nodded and walked away. He went to his botany class and sat down.

Patty was sitting in front of him. She turned around and held up a big red rose. “Here’s one that I raised,” she said. “What do you think of it?”

Art said, “It’s pretty. It’s very pretty.” She smiled and turned back. Art didn’t like the way she acted. Why didn’t she say, “I’m sorry, Art”? Patty didn’t even seem to care. Art would never pitch again, and she didn’t even care. After class, he walked up to her in the hall. He didn’t know what he would say to her, but he wanted to talk. He wanted to hear her say that she was sorry. Art said, “I had my cast taken off.” “I see that,” she said. Art said, “The doctor said that I’ll never pitch again.” She stared at him. Then she asked, “Do you believe that?” “Yes,” Art said. “She’s a doctor. She should know.”

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**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

( Parent’s/Listener’s) signature ____________________________

Date ____________________________

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Reading fluency

26 Lesson 13

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Lesson 14

Name _____________________________________________

Part 1

Read the sentences in the box. Then write the answer to each question.

Now Art was afraid. A player was on third base. There was one out. And Art didn’t have a flashing fast ball that would strike out the other batters.

The catcher jogged out and said to Art, “Just make the old brain work, Art. You can strike this next guy out. Just throw the kind of pitch he’s not looking for. Watch me. I’ll give you some signals.”

So Art watched the catcher. The catcher signaled for a slow curve. “No,” Art said to himself. “He’ll hit it out of the park.” Then Art began to think, “Maybe he won’t. Maybe he’s looking for a very fast ball. Maybe a curve will throw his timing off and make him miss the ball.”

1. Art didn’t have his flashing fast ball. What is a flashing fast ball?

2. What did the catcher tell Art?

3. What kind of pitch did the catcher signal for?

4. Why could that kind of pitch trick the batter?

Part 2

Write the words. Items 1 and 3 are done for you.

1. I + will = __________ I’ll __________
2. he + will = ______________
3. did + not = __________ didn’t
4. would + not = ______________
5. is + not = ______________

Conclusions, contractions
Patty Challenges Art

Patty was making Art mad. She was trying to get him to skip stones, but he didn’t want to. He felt ashamed of himself.

Patty picked up a stone and smiled at him. She said, “If you’re so bad at skipping stones, I’ll bet I could beat you in a contest.” She looked out over the pond. She pressed her lips. Then she tossed the stone. “Plunk,” it went, and it sank. It didn’t skip one time.

Art smiled. He said, “That was pretty bad.” She said, “I’ll do better with this next stone.” She picked up the stone, pressed her lips, and gave it a big toss. “Plunk.” Art laughed. Then he said, “You’re not throwing the right way. You’ve got to get your arm down low so that you can skim the stone across the water.”

She picked up another stone and held her arm to her side. “Like this?” she asked.

“Sort of,” Art said.

She made a face and tossed the stone. It skipped once. “There,” she said. “Let’s see you beat that.”

Art laughed. “That wouldn’t be very hard to beat.” He picked up a stone. He leaned to the side. His arm felt stiff and funny when he went to whip it back.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Part 1
Write these words with er endings.
1. speak ____________________
2. pitch ____________________
3. fast ____________________
4. bat ____________________

Part 2
Write these words with ing endings.
1. talk ____________________
2. start ____________________
3. stop ____________________
4. think ____________________

Part 3
Read the sentences in the box. Then write the answer to each question.

The president was standing next to the cab. He said to the con man, “Get out of that cab this instant.”
   The con man got out of the cab. He was thinking to himself, “I must find a way to get away from this guy.”
   The president said, “Before we leave on our trip, we must find some fine duds. Who would think of going on a trip without fine duds?”

1. The president told the con man to get out of the cab this instant. What does this instant mean? ____________________
2. What does the con man want to do? ____________________
3. What are fine duds? ____________________

Part 4
Write these words without endings.
1. driver ____________________ 4. escaped ____________________
2. faking ____________________ 5. smiled ____________________
3. taken ____________________ 6. grabbed ____________________

Suffixes, conclusions
# The Smartest Pitcher

Art became better, but it seemed very slow to him. After working for two months, Art could hardly throw a stone halfway across the pond. After six months, he could throw a stone a little more than halfway across the pond. After almost a year, he could make a stone skip pretty far—but not nearly as far as he had before he’d broken his arm.

Art went out for baseball the next spring. The first time he was on the pitcher’s mound, the boys on the team yelled, “Come on, Art. Set that catcher on his seat.”

Art heaved the ball just as hard as he could, but the catcher didn’t go down. Art didn’t have the same fast ball that he had before. The catcher didn’t drop his mitt and blow on his hand after catching one of Art’s fast balls.

Art wanted to quit the team after that first day. But when he was in the locker room, the coach came up to him. The coach sat down next to him and said, “Art, let’s look at the facts. You don’t have that flashing fast ball that you had before. But you can still become a good pitcher.”

### A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

<table>
<thead>
<tr>
<th>Number of words read</th>
<th>Number of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>We read the story</td>
<td>times.</td>
</tr>
</tbody>
</table>

(Parent’s/Listener’s) signature

Date

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**Reading fluency**

Lesson 15
Part 1
Write the words. Item 1 is done for you.

1. he + is = ____________
2. there + is = ____________
3. you + will = ____________
4. I + will = ____________
5. did + not = ____________
6. has + not = ____________

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>started</th>
<th>mistake</th>
<th>watched</th>
<th>list</th>
<th>past</th>
</tr>
</thead>
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<tr>
<td>pitched</td>
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<tr>
<td>guys</td>
<td>shocked</td>
<td>stared</td>
<td>bags</td>
<td>expected</td>
</tr>
<tr>
<td>strokes</td>
<td>lies</td>
<td>dashed</td>
<td>tried</td>
<td>desk</td>
</tr>
</tbody>
</table>

The president looked _____________. He _____________ at the list of names. Then he said, “I am sorry for making such a _____________. I was so upset about our _____________ that I must have looked right _____________ the name on the list.”

The president was telling _____________ left and right. He had just _____________ the name Henry Reeves from the _____________ and had given it to the con man.

Part 3
Write these words with ly endings.

1. proud ________________
2. slow ________________
3. clean ________________

Part 4
Write these words with ing endings.

1. wait ________________
2. ship ________________
3. catch ________________

Contractions, vocabulary/context clues, suffixes

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A Ride to the Docks

The con man and the president had escaped from the hotel. They were in a cab. The con man had gotten rid of his wig and his bridal dress. He was thinking, “The president is very odd. I must leave and hide somewhere.”

The president said to the cab driver, “Take us to the docks. We are going to take a trip on a ship because we want to leave this town.”

So the cab went to the docks. Then the driver said, “That will be six dollars.”

The president turned to the con man. “Private,” he said, “pay the driver.”

The con man said, “I don’t have any cash. But you have two hundred dollars.”

The president said, “Yes, yes. So I do.”

Then he reached into his pockets. “I can’t seem to find my cash,” he said after a moment. The president was faking. He said, “Stay here. I’ll be back in a flash with the cash.”

The president left the cab and walked up to a woman who looked very rich. The president said, “Where is your pass?”

The woman looked at the president and blinked. “What pass? I don’t know what you’re talking about.”

The president said, “I’m a security officer.”
Lesson 17

Part 1 Write the words.

1. with + out = __________________________
2. over + sight = ________________________
3. every + body = ________________________
4. some + where = ________________________

Part 2 Read the sentences in the box. Then write the answer to each question.

As the woman called the shipping department, the president turned to the con man and whispered, “I don’t want to tell them that I am a president. That would scare them. So I’ll just pretend that I’m another person.”

The steamship woman said, “I’m happy to report that all of your bags are safe in our shipping department.”

The president turned to the con man and said, “You fool. You told me that our bags were not in the shipping department. You must try to take more care when I give you a task to do.”

The con man didn’t say a thing. He just looked at the president. The con man said to himself, “If I am a con man, the president is a super con man.”

1. What did the woman say about the bags? ____________________________________________

2. What did the president do next? ____________________________________________________

3. What did the con man think of the president? _________________________________________

Part 3 Write these words without endings.

1. hopped ___________________________ 4. turned ___________________________
2. hopes ____________________________ 5. missing _________________________
3. taken ____________________________ 6. hardly ___________________________
Sir Robert Fredrick

The president and the con man were at the docks. The president had two hundred and ten dollars. He had gotten two hundred dollars from the hotel by telling the clerk in the hotel that there were bugs in the bridal rooms. When he and the con man went to the docks, the president had gotten twenty dollars from a rich woman. He had given ten dollars to the cab driver.

Now the president and the con man were walking along the docks. The con man asked, “Where are we going?”

The president said, “Will you stop asking foolish questions! We’re going on a trip. I need a good rest at sea.” “But . . . ,” the con man started to say.

“Private, if you ever want to become anything but a private, you must remember to take orders. Just do what I tell you to do.”

The president and the con man went up to a shop. Over the door of the shop were these words: JAPAN STEAMSHIP LINES.

The president stormed into the shop. He dashed up to the woman at the desk and said, “Just what kind of a line are you running? They tell me that my bags are not here yet.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Read the passage and answer the questions.

A tall man had found out that the con man was trying to steal his bags. The con man was trying to think of something to say, but the words were not flowing from his mouth. He was stammering and stuttering and saying, “You know—I mean, you see.….” The tall man was getting very mad.

Then suddenly the president came back. He had a cop with him. He said, “There he is, officer. That tall man is the impostor. Go ask him his name, and you’ll see.”

The cop went up to the tall man. “All right, buddy,” he said. “What’s your name?”

“Fredrick. Robert Fredrick,” the tall man said. “And this man seems to be stealing my bags.”

1. What did the president tell the cop? ____________________________________________

2. What did the tall man say his name was? ____________________________________________

3. What did the tall man say was going on? ____________________________________________

Part 2
Write these words without endings.

1. rubbed ______________________ 5. piped ______________________
2. nosed ______________________ 6. lonely ______________________
3. opening ______________________ 7. shouted ______________________
4. quickly ______________________ 8. flowing ______________________

Details, suffixes
A Cartload of Bags

The president and the con man were in the office of the Japan Steamship Lines. The president was telling lies so fast that the con man couldn’t keep up with him. The president had looked at the names of those who were going on a ship to Japan. He had picked two names. Then he had told the woman behind the desk that one of the names belonged to the president. Now the woman behind the desk was saying that she would help the president find his bags.

The woman said, “I will make a call to our shipping department and see if we can locate your bags.”

As the woman called the shipping department, the president turned to the con man and whispered, “I don’t want to tell them that I am a president. That would scare them. So I’ll just pretend that I’m another person.”

The steamship woman said, “I’m happy to report that all of your bags are safe in our shipping department.”

The president turned to the con man and said, “You fool. You told me that our bags were not in the shipping department. You must try to take more care when I give you a task to do.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
Follow the instructions for each exercise.

1. Write the word **partner**. Make a line over **ar**. 
2. Write the word **person**. Make a line over **er**. 
3. Write the word **loaded**. Make a line under **oa**.

Part 2
Read the words in the box. Then fill in the blanks.

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“I have ____________ three years at Happy Hollow,” the president said. He was still _____________. “Those were the best three years of my life. When the cop said, ‘Happy Hollow,’ I became _____________.

The con man was thinking that he would have to ____________ all over. He would have to ____________ some way to get out of the rest home. He said to himself, “The next time I ____________, I won’t be ____________ into going with a ____________ like the president.”

Part 3
Write the words. Item 1 is done for you.

1. **they** + **had** = ____________ 4. **I** + **will** = ____________
2. **I** + **had** = ____________ 5. **could** + **not** = ____________
3. **you** + **had** = ____________ 6. **here** + **is** = ____________

Sound/symbol correspondence, vocabulary/context clues, contractions
Part 4

**President Washington Tells the Truth**

A tall man had found out that the con man was trying to steal his bags. The con man was trying to think of something to say, but the words were not flowing from his mouth. He was stammering and stuttering and saying, “You know—I mean, you see . . .” The tall man was getting very mad.

Then suddenly the president came back. He had a cop with him. He said, “There he is, officer. That tall man is the imposter. Go ask him his name, and you’ll see.”

The cop went up to the tall man. “All right, buddy,” he said. “What’s your name?”

“Fredrick. Robert Fredrick,” the tall man said. “And this man seems to be stealing my bags.”

The cop asked, “Do you have identification to show who you are?”

“Yes,” the tall man said. He reached in his pocket and grabbed his wallet. As he opened it, the president said, “Just as I told you, officer. That man stole my wallet, and now he’s trying to steal our bags.”

The cop turned to the tall man. “All right, buddy,” he said. “Hand over the wallet.”

“I will not!” the man shouted. “That is my wallet.”

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**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

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**Reading fluency**

38 Lesson 19
Part 1
Write the two words that make up each word.

- everything = _________________________ + _________________________
- homesick = _________________________ + _________________________
- understand = _________________________ + _________________________
- without = _________________________ + _________________________

Part 2
Read the sentences in the box. Then write the answer to each question.

Hurn tried to back away from the big cat. But he felt the hard rock of the cave against his back. He could go back no more. Surt was curled next to him.

Without knowing why he did it, Hurn showed his teeth and began to growl. He snapped at the air as if to scare the cat away. The cat stopped for an instant, but then it started to come toward the puppies again.

1. Why couldn’t Hurn back away from the big cat? ______________________________________

2. Name three things Hurn did to try to scare the cat away. ________________________________

3. What did the cat do next? _________________________________________________________

Part 3
Write these words without endings.

1. smelling = _________________________ 5. snapped = _________________________
2. smiles = _________________________ 6. noses = _________________________
3. closer = _________________________ 7. catcher = _________________________
4. flashing = _________________________ 8. cheering = _________________________

Compound words, details, suffixes
Why Did He Tell the Truth?

When the cops said that they were taking the tall man to the Happy Hollow Rest Home, the president began to tell them the truth about everything.

The president was saying, “Yes, the tall man is telling the truth. We were trying to con him out of his bags and his wallet. We have also conned the woman at the steamship line out of two fares to Japan. We conned a rich woman out of twenty dollars, and we conned a hotel out of two hundred dollars and a meal for two. There is more if you want to hear about it.”

The cops let go of the tall man. They stared at the president. The president said, “You must understand that we had to do those things. We are not common crooks. As president, I had to get to Japan. But now things are different.”

The cops looked at each other. Then they looked at the con man and the president. One cop asked, “What should we do with these guys?”

The tall man said, “You may start by giving me my wallet. I don’t wish to be late for my trip to Japan.”

The cop gave the tall man his wallet.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Part 1
Write the words. Item 1 is done for you.

1. I + have = __________ I’ve__________ 4. there + is = ______________
2. you + have = ______________ 5. you + will = ______________
3. did + not = ______________ 6. is + not = ______________

Part 2
Read the sentences in the box. Then write the answer to each question.

The pups stood in the cold water, shivering and scanning the air with their noses. Slowly
the pups walked from the water. But they did not go back to the cave. Something told
them that the cave was no longer safe. Something said to Hurn, “Stay away from the cave.”

So Hurn and Surt began to follow the bank of the stream. Hurn led the way. Surt
followed. From time to time she tried to play with her brother, but Hurn wouldn’t play.

1. When the pups stood in the water, what did they do with their noses?

2. Why didn’t the pups go back to the cave?

3. Where did the pups go after they got out of the stream?

4. Which wolf pup still wanted to play?

Part 3
Match the words and complete them.

quickly er
shivering ir
reached ck
wheeze ch
thirsty ee

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Hurn, the Wolf

Hurn was sleeping when it happened. Hurn didn’t hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, “Beware!” His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn’s mother had come back with them after she had been hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn’s sister, Surt, was the only happy smell that reached Hurn’s nose.

Surt was awake. She was leaning against Hurn, and Hurn could feel how hard Surt was shaking.

“Oooooooww,” howled Surt. At the sound of the howl, Hurn jerked. Then he turned his nose back toward the mouth of the cave. He made his ears stand up as high as they would go.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write the words.

1. sudden + ly = ____________________
2. howl + ed = ____________________
3. long + er = ____________________
4. time + s = ____________________
5. reach + es = ____________________

Part 2
Read the words in the box. Then fill in the blanks.

Suddenly there was a _____________ sound in the _____________ next to Hurn. Hurn turned. The sound came from Surt. She was running _______________ the spit. She was running as fast as her legs would take her. She _______________ the spit before any of the men saw her, and she might have gotten away with a big _______________ of deer meat—except for one thing. She _______________ in the fire. She had never seen fire before. She had been in such a _______________ to get the meat that she didn’t take as much _______________ as she should have.

Part 3
Write these words without endings.

1. tossed ____________________ 5. broken ____________________
2. softly ____________________ 6. takes ____________________
3. shines ____________________ 7. hunter ____________________
4. following ____________________ 8. popped ____________________
The Hunter’s Camp

Hurn’s mother had been in a fight with a big cat. She scared the cat from the cave, but the cat had won the fight. Hurn’s mother died that night.

At first, Hurn cried and howled. He prodded his mother with his nose. He gave her a little bite on her ear. But she lay still. So Hurn cried and howled.

Surt cried, too. For most of the day, they stayed by their mother. They didn’t go out to run after butterflies. They didn’t chase rabbits. They didn’t even want to go to the stream for a drink and a cool swim. They sat near their mother and waited for her to get up. But she didn’t get up.

When the afternoon sun was getting near the tops of the fir trees, Surt walked over to Hurn and bit him on the tail. In an instant, Hurn turned around and bit his sister on the throat. It was a play bite, but it was the kind of bite that big wolves give when they are hunting.

Soon Surt and her brother were rolling and churning on the ground. For a moment, Hurn was happy, but the moment passed quickly. As suddenly as the pups had started playing, they stopped and sat.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

Lesson 22
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>something</th>
<th>pat</th>
<th>water</th>
<th>walking</th>
<th>playing</th>
</tr>
</thead>
<tbody>
<tr>
<td>sniffing</td>
<td>slowly</td>
<td>brother</td>
<td>fiddle</td>
<td>somewhere</td>
</tr>
<tr>
<td>smelling</td>
<td>friend</td>
<td>trumpet</td>
<td>three</td>
<td>poke</td>
</tr>
<tr>
<td>mother</td>
<td>limping</td>
<td>quickly</td>
<td>all</td>
<td>push</td>
</tr>
</tbody>
</table>

As the man played the ____________, Surt began to walk ____________ down the hill toward the men. She was still ____________, but she walked on ____________ of her paws. She walked over to Vern and sat down next to him. The men did not see her do this. Surt sniffed the air. She was ____________ the meat. She wanted some more meat, but she wanted ____________ else, too. She missed her ____________. She wanted a friend. So she leaned over and gave Vern a little ____________ with her nose.

Part 2
Read the sentences in the box. Then write the answer to each question.

One of the men was stirring the beans. Another was sitting near the spit. Vern sat on the other side of the fire. And Hurn was trying to hear everything and see everything. But he didn’t move. The only things that moved were his sides as he breathed.

1. Who was stirring the beans?  

2. Where was Vern?  

3. Hurn stayed very still. What part of him moved?  

4. Why do you think Hurn didn’t move?  

Vocabulary/context clues, details
Surt Goes for the Meat

Surt was running toward the hunters’ camp. Hurn was following. As Hurn rounded a bend in the stream, he could see a swirl of smoke rising from the campfire. A man was bent over the fire, stirring a pot of beans. Next to the beans was a deer leg roasting on a spit. Another hunter was turning the spit. The men were talking.

“Did you see the marks on that cat?” one man said. “It looked like that cat was in a whale of a fight.”

“That cat was in such bad shape that it dropped before you shot it,” another hunter said. He and a third man began to laugh.

The first man said, “Come on, you guys. That was a good shot.”

Hurn hid behind a fern. His mouth was watering. He was staring at the deer leg on the spit. He wanted to dash over to the spit and grab it and take a big bite from it. But he looked and waited.

“Hey, Herb,” one of the men yelled. “How long before those beans are ready? I’m getting mighty hungry.”

“Look, Vern, if you want to fix the beans, you can take over any time you want.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature __________________________________________

Date ____________________________
Part 1
Write these words without endings.

1. wagged
2. softly
3. stepping
4. piled
5. howling
6. followed
7. watched
8. sitting

Part 2
Read the sentences in the box. Then write the answer to each question.

Hurn wanted to curl up and sleep. He wanted to dream about eating or running or chasing butterflies. But when he was done with his drink, he began walking upstream along the bank of the stream.

He felt like going back to the cave, but he didn’t remember how to get to the cave. And he remembered that the cave was not his home any more. He had to find a new cave. He had to find a friend. So he walked and walked.

1. What did Hurn do after he had a drink at the stream? ____________________________

2. Why didn’t he go back to the cave? ____________________________

3. Name two things Hurn needed to do. ____________________________

Part 3
Write the two words that make up each part.

1. didn’t = ______________________ + ______________________
2. I’ll = ______________________ + ______________________
3. here’s = ______________________ + ______________________

Suffixes, details, contractions
Surt and Vern

Hurn was watching from behind a fern. He saw the man called Vern give a chunk of meat to Surt. He saw Surt eat the meat. Hurn crouched down low as the other men came back from the stream. When they reached the campfire, Surt ran away on three legs. She held one leg high. That was the leg that had been burned when Surt stepped in the fire.

“Grab it, Vern,” one of the men yelled.

Vern said, “Let it go. Do you have to kill everything you see?”

Surt did not run back toward Hurn. She began running up the hill on the far side of the camp.

When Surt was about eighty feet from the men, she stopped and looked back. Then she sat down and began to lick her sore paw.

Vern cut another chunk of meat from the roast and walked over to Surt. Slowly Vern bent down and held out the meat.

“Are you still hungry?” Vern asked.

At first, Surt laid her ears back and curled up her lip. But then her ears began to stand up again. Vern was very still. And so was Surt. Surt sniffed the meat. Then she slowly took it in her mouth.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ______________________

Date ___________________
Part 1
Write the words.

1. stiff + ly = ______________________
2. tug + ed = ______________________
3. whine + ed = ______________________
4. scan + ing = ______________________
5. miss + ed = ______________________
6. stare + ing = ______________________

Part 2
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>nipped</th>
<th>followed</th>
<th>closed</th>
<th>beat</th>
<th>yawned</th>
</tr>
</thead>
<tbody>
<tr>
<td>ran</td>
<td>eat</td>
<td>sniffed</td>
<td>dashed</td>
<td>snuggled</td>
</tr>
<tr>
<td>harm</td>
<td>standing</td>
<td>opening</td>
<td>sneaked</td>
<td>tired</td>
</tr>
<tr>
<td>back</td>
<td>blinked</td>
<td>howled</td>
<td>stared</td>
<td>realized</td>
</tr>
</tbody>
</table>

Hurn ______________ the tan wolf back to her den. There he met her pup. He was sleeping, curled up in a little ball. Hurn ______________ him, and the tan wolf ______________ at Hurn. When she felt that Hurn would not ______________ her pup, she ______________. Then she turned around three times and lay down with her nose toward the ______________ of the den.

Hurn ______________ up next to her. They looked like two balls of fur. Hurn was so, so tired. He ______________ two times. Then his eyes closed, and he went to sleep.

Suffixes, vocabulary/context clues
Hurn Is Alone

Surt had tried to make friends with Vern. The other men hadn’t seen Surt walk down the hill and come over to Vern. Now Vern was patting Surt, and Surt’s tail was wagging.

One of the other men turned around. “Hey, what’s going on?” he snapped. “You can’t make friends with that wolf. Get it out of here.”

Vern said, “Look, Bert, did you ever ask yourself what a wolf this old is doing out at night all by itself? Wolves this old are with their mothers—when they have mothers. I’ll bet this little wolf doesn’t have a mother.”

“So what?” Bert said. “Wolves are no good. They kill other animals.”

Vern said, “When wolves aren’t around, things get out of whack. Too many of the other animals live. Then we have real problems.”

Bert said, “Well, keep that thing away from me. I hate wolves.”

At that moment, something told Hurn to leave. Something told him that Surt was no longer his sister. Hurn was right, but he didn’t know it then. Vern would keep Surt, and Surt would become as tame as most dogs. She would live with Vern, and she would love Vern almost as much as she had loved her mother.

A Note to the Parent
Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________

Reading fluency

Lesson 25
Part 1
Read the sentences in the box. Then write the answer to each question.

Then the tan wolf began to walk up the slope, past the other wolves. When she was part way up the slope, she stopped and waited for Hurn. He ran up behind her and tried to hide under her. She held her head up and walked on past the other wolves. They stared at her as she passed.

1. How did the tan wolf show that she wanted Hurn to follow her? ________________

2. Why did Hurn try to hide under her? _________________________________

3. What did the other wolves do as the tan wolf walked past them? ________________

Part 2
Write the two words that make up each word.

1. outside = ______________________ + ______________________
2. daytime = ______________________ + ______________________
3. campfire = ______________________ + ______________________
4. someday = ______________________ + ______________________
5. upwind = ______________________ + ______________________

Part 3
Write the two words that make up each word.

1. you’ll = ______________________ + ______________________
2. isn’t = ______________________ + ______________________
3. I’ve = ______________________ + ______________________

Inferences, compound words, contractions
The Tan Wolf

Hurn had been walking along the stream all night. Then he had stopped and begun to howl. He stopped howling when he felt that something was watching.

And there was something that was watching him. It was a big tan wolf. She was less than ten feet from Hurn. She had come down to the stream when Hurn first began to howl. She had left her pup asleep in a hollow just below a cliff. And she had sneaked down.

Now she was standing behind a fir tree, looking at Hurn. She was upwind from him. Like all good hunters, she moved so that the breeze was blowing toward her. The breeze was blowing from Hurn toward the tan wolf. That way, Hurn couldn’t smell her.

That tan wolf didn’t know what to make of Hurn. She knew that he wasn’t a grown wolf. Her nose told her that. But she also knew that he wasn’t one of her pups. She missed her pups. She had given birth to six pups. That was three months back. All of the pups but one had died. She missed them, but she knew that Hurn was not hers. And yet—she wanted another pup.

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A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Read the sentences in the box and answer the questions.

The fox was very smart. It would bite off bits of fur and drop them on the bank of the stream. Then the fox would swim to the other side of the stream. The idea was to get the wolves mixed up.

And the plan almost worked. The wolves came to the bank of the stream. They smelled the bits of fur. The smell was very strong. It was so strong that the wolves could smell nothing else. They ran around and around, but they always came back to the bits of fur.

1. What did the fox do to trick the wolves? ________________________________

2. Why did the bits of fur fool the wolves? ________________________________

3. Where was the fox? ________________________________

Part 2
Write the words.

1. smart + er = ________________________________
2. roll + ed = ________________________________
3. jog + ed = ________________________________
4. gaze + ed = ________________________________
5. chase + ing = ________________________________
6. quick + ly = ________________________________

Part 3
Write the words.

1. could + not = ________________________________
2. you + had = ________________________________
3. there + is = ________________________________

Details, suffixes, contractions
Hurn slept like a log that night. He woke up once when the tan wolf left the den, but he went back to sleep in a moment. When he woke up the next time, the sun was high in the sky. The air was almost hot, and things looked so bright outside the den that Hurn blinked. The tan wolf was not around, nor was her pup.

Hurn walked from the den, and then he stopped. There was a big, black wolf standing on the slope. That wolf was looking at Hurn. Another wolf, a brown one, was also looking at Hurn. Far on the other side of the clearing were the tan wolf and her pup.

Something told Hurn to stay away from the other wolves, so he began to walk toward the tan wolf. Then he began to run.

Hurn didn’t know that the tan wolf was part of a wolf pack. There were 8 wolves in the pack. The tan wolf had kept to herself for a time after she had her pups. Any grown wolf who came near her den was asking for a good fight. The tan wolf could beat up any wolf in the pack except the black wolf. No wolf messed with him.
Hurn didn’t have to __________ any of the other wolves. They seemed to know that Hurn was __________. Maybe they knew from the way he had gone at the __________ wolf.

Late in the fall, Hurn led the other wolves to high __________, way up the side of a __________. They would spend the __________ up there, and they would not have an __________ time. The trees were not tall, and there were not many __________.

The snow came early. It __________ down every night. Before the middle of December, the snow had __________ up in __________ that were twenty feet high.

**Part 2**
Write the two words that make up each word.

1. hasn’t = ________________ + ________________
2. I’ll = ________________ + ________________
3. you’ve = ________________ + ________________
4. wouldn’t = ________________ + ________________

**Part 3**
Write the words.

1. loud + est = ________________
2. get + ing = ________________
3. fool + ed = ________________
4. puzzle + ed = ________________
5. near + ly = ________________

*Vocabulary/context clues, contractions, suffixes*
Things Change for Hurn

Hurn had lived with the tan wolf for nearly a year. She had been like a mother to him. He loved her. That is why he was so puzzled that day when he came back to the den. He had been hunting with some of the other wolves. Hurn was getting to be a fair hunter. He had helped the pack bring down a small deer. He had hunted for rabbits and pack rats. Hurn was feeling more like a grown wolf every day. He jogged up the path to his den, just as he had many times before.

But when he got near the den, the tan wolf met him. She gazed at him in a funny way. Hurn stopped. Then he began to walk toward her. She crouched down and showed her teeth. “Grrr,” she growled.

She was trying to tell Hurn something, but he didn’t get what it was. She was trying to say, “I am going to have pups in a day or two. That means that you must leave. No more are you a pup. No more are you welcome in this den.”

She didn’t look as if she wanted to play, but Hurn began to think that maybe she wanted to play.
Part 1
Write these words without endings.

1. slowly
2. crouched
3. rubbed
4. bothered
5. starved
6. friendly
7. piles
8. chasing

Part 2
Read the sentences in the box. Then write the answer to each question.

Hurn didn’t walk away from the wolf pup. Hurn got above the wolf pup and grabbed her by the nape of the neck. He gave a hard jerk. The pup let out a yelp, but now the pup was free. The pup wagged her tail and rolled over on her back to show Hurn that he was boss and that she would do what he wanted her to do.

1. What did Hurn do to the wolf pup? __________________________

2. The pup let out a yelp. What is a yelp? __________________________

3. Why did the pup roll over on her back? __________________________

Part 3
Write the words.

1. he + is = __________________________
2. is + not = __________________________
3. you + have = __________________________
4. here + is = __________________________
The fox had a trick that almost worked, but the black wolf was not fooled. He did not run around and around like Hurn and the other wolves. He walked to the middle of the stream. He held his nose high and stood there for a long time. He was trying to get a fresh smell from the air. At last he did. He swam to the other side of the stream. He howled to let the other wolves know that he had found the trail.

The wolves had a good meal that night. But there weren't as many good meals as there had been last year.

The pack was getting too big. Some of the wolves would have to leave. Hurn didn't know it, but he was one of those wolves. The brown wolf, Hurn, and two other wolves would not go back with the pack that night.

When the wolves had eaten the fox, the black wolf walked over and bit the brown wolf. The brown wolf howled but he didn't fight back. Then the black wolf bit Hurn. Hurn did not howl. The fur on Hurn's back stood up, and Hurn began to fight with the black wolf.

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A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent's/Listener's) signature ____________________________

Date ____________________________

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Reading fluency

58  Lesson 29
Part 1
Match the words and complete them.

- inventor
- experiment
- basement
- complain
- factory

- base
- tory
- peri
- vent
- plain

Part 2
1. Write the word lousy. Make a line over the ou.

2. Write the word point. Make a line under the oi.

3. Write the word boarding. Make a line over the oa.

4. Write the word toil. Make a line under the oi.

5. Write the word folded. Make a line under the ol.

Part 3
Write the words.

1. like + ed = ____________

2. bright + ly = ____________

3. invent + or = ____________

4. board + ing = ____________

5. starve + ed = ____________

Part 4
Write the words.

1. some + body = ____________

2. may + be = ____________

3. with + out = ____________

4. every + one = ____________

5. an + other = ____________
The Leader of the Pack

As Hurn and the other wolves slowly walked down the side of the mountain, a big black bear came out of its den. The bear had been sleeping nearly all winter, and it was mean and hungry. The bear stood up and growled at the wolves. They turned and began to walk away.

The bear was not in a friendly mood. “Grrrrr,” it growled, and started to chase Hurn and the other wolves.

Down the mountainside they went. The wolves had to run pretty fast because that bear was fast. The wolves ran about 500 yards. They were panting. The bear was panting, too.

Suddenly Hurn stopped. The other wolves kept running, but something told Hurn that he would run no more. He would turn around and fight that bear.

Wolves fight bears sometimes, but that is rare. Even when wolves are very hungry, they will not bother bears. Sometimes a big pack of wolves will attack a bear, but wolves must be almost starved before they’ll do that. Hurn was hungry, but he wasn’t almost starved. And he didn’t plan to fight with the help of other wolves. He just didn’t want to run from that bear any more.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________________

Date ___________________________

Reading fluency

60 Lesson 30
Part 1
Match the words and complete them.

- recall
- hammer
- crazy
- pretzel
- foolish
- pret
- call
- fool
- mer
- y

Part 2
Write the words.

1. listen + ed = ______________________
2. stick + y = ______________________
3. drop + ing = ______________________
4. flat + er = ______________________
5. walk + ing = ______________________
6. dent + s = ______________________

Part 3
Write the two words that make up each word.

1. yourself = ______________________ + ______________________
2. downstairs = ______________________ + ______________________
3. anything = ______________________ + ______________________
4. paintbrush = ______________________ + ______________________
5. anyone = ______________________ + ______________________
Why Irma Boils

There once was a woman named Irma. Irma ran a boarding house. Seven people lived in her boarding house. They slept in the boarding house, ate in this house, and paid Irma for their rooms and meals. But they did not treat Irma very well.

Carl and Herman were brothers who lived on the second floor of the house. Herman worked in an oil plant. Carl toiled in a meat plant. The two brothers did not get along with each other.

Berta was a loud woman who lived on the first floor. She didn’t have a job. She spent most of her time watching TV.

Three women lived on the third floor of Irma’s boarding house. All worked in a cheese factory. Irma worked in that factory, too.

Every evening, Irma came home very tired. But nobody greeted her at the door with a smile. Herman would usually be standing near the door. He would say, “It’s about time you got home. Now go out and get some hamburgers for us to eat. We are starved.”

So Irma would go out and get the hamburgers. And when she would come back, Berta wouldn’t say, “Irma, it’s very good of you to get those hamburgers.”

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A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

Reading fluency

62 Lesson 31
Part 1
Write the words. Item 1 is done for you.

1. do + not = don’t
2. you + will = ________
3. she + is = ________
4. would + not = ________
5. I + had = ________
6. we + have = ________

Part 2
Write the words without endings.

1. watching = ________
2. wadded = ________
3. chores = ________
4. beaches = ________
5. smiled = ________
6. dropped = ________
7. relatives = ________
8. stinky = ________

Part 3
Write the words.

1. up + stairs = ________
2. some + thing = ________
3. any + body = ________
4. how + ever = ________
5. with + out = ________
6. day + light = ________

Contractions, suffixes, compound words

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Irma Makes Paint

As you may recall from the last Irma story, Irma was very unhappy. She worked all day in the cheese factory. When she got home, she had to fix meals for her boarders. Then she washed the clothes while they watched TV.

When we left Irma, she felt good because she was done with her chores for the day. She could now work on her paint. She went into her lab and closed the door. She could hear the others upstairs laughing.

“Go get the pretzels,” Carl said to Berta.

“Get them yourself, you bum.”

Irma went to the jars of paint she had been working with. She wanted to see how hard the paint in each jar was. The paint had been drying for almost three days.

She tapped the paint in the first jar. It was not hard. There was a film of hard paint on top, but the paint under the film was still wet and sticky.

She tapped the paint in the next jar. It was pretty hard, but there was still some soft paint under the film on top.

Irma went to the last jar of paint. She tapped it. It was hard. She tapped it harder and harder.
Lesson 33

Name ________________________________________

Part 1
Write the name of the person each sentence tells about.
Herman   Carl   Irma   Berta   Fern

1. This person said, “I don’t know why we stay here. She is all for herself. She never thinks about anybody else.”

2. This person said, “Here is the hand you wanted,” and held up her right hand.

3. This person looked at the hand. His lips moved, but his voice did not seem to be working.

4. This person looked at the hand and said, “Uh, buh, duh, buh, buh, uh.”

Part 2
Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Herman sat on the ____________ and watched TV.  ○ coach  ○ couch
2. Irma dumped the ____________ from the jar.  ○ paint  ○ point
3. In a ____________ voice, she said, “You wanted me to give you a hand?”  ○ lead  ○ loud
4. Fern stopped talking and ____________ at the hand.  ○ starred  ○ stared

Part 3
Write the words.

1. wave + ed = ________________  4. joke + s = ________________
2. bake + ing = ________________  5. stop + ed = ________________
3. face + ing = ________________  6. stare + ed = ________________

Characterization, spelling, suffixes

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Part 4

Irma Tests the Invisible Paint

Irma had left a nail on the hard paint. When she came back to her lab, the nail was invisible. Slowly she began to realize that the paint had made the nail invisible.

She said to herself, “I will test that paint.” She took a coin from her purse and dropped the coin on the paint. Then she watched and waited. After a while, she saw that the coin was starting to turn invisible. It now looked like a glass coin. She could still see it, but it did not look like a copper coin or a silver coin. It looked like a glass coin.

She dropped it on the floor. “Clink,” it went. It sounded like a coin. She took a hammer and hit the coin ten times. She wanted to see what would happen to it now. The coin got flatter and bigger, but it still looked like glass. She said, “I don’t believe what is happening.”

She set the coin on the paint again and waited. Soon the coin was invisible. Now it didn’t look like glass. It didn’t look like anything.

“I don’t believe it,” Irma said to herself. She felt the coin. She could feel the dents that had been made by the hammer.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read __________ Number of errors __________

We read the story __________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Name ________________________________

Part 1
Write these words without endings.
1. stopped  __________________________  5. glasses  _______________________
2. hoped  ____________________________  6. tossed  _________________________
3. waking  ____________________________  7. grabbed  _________________________
4. staring  ___________________________  8. making  _________________________

Part 2
Write the words. Item 1 is done for you.
1. does + not  = _______________  4. he + is  = ___________________
2. do + not  = ____________________  5. they + had  = __________________
3. we + will  = ____________________  6. I + have  = ___________________

Part 3
Fill in the circle next to the word that completes the sentence. Write the word in the blank.
1. Berta ran from the room as fast as a track _________________.  ☐ stare  ☐ star
2. Irma _______________ the rag on the invisible paint.  ☐ rubbed  ☐ robbed
3. Fern was just _______________ up again.  ☐ walking  ☐ waking
Lesson 34

Part 4

Irma Gives Them a Hand

As you may recall, Irma had made a batch of invisible paint. Then she got an idea about how she could have a lot of fun with that paint. She began to think of all kinds of fun things that she could do. She could rub the paint on herself. Then she could go upstairs and pay back her boarders for being mean to her. She could scare them. She could play jokes on them. She smiled to herself as she began to think about the things she could do.

“Irma,” Herman yelled. “We are trying to move the couch. Get up here and give us a hand.”

“Yes,” Irma answered. “I’ll give you a hand.”

Quickly she grabbed the jar with the invisible paint in it. She dumped the paint from the jar. Then she began rubbing the paint on herself. She rubbed it on her head, her arms, her body, her legs, and her feet. She rubbed paint on every part of her but her right hand. Then she waited and watched as she became invisible.

“Irma, get up here and give us a hand. You can fool around in that stinky basement some other time.”

Irma looked at herself in the cracked mirror that was in her lab.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

68 Lesson 34

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Name ________________________________________________________________

Part 1
Write the words. Items 1, 5, and 9 are done for you.

1. I + am = __________ I’m
   6. it + is = ______________
2. I + will = ______________
3. he + will = ______________
4. she + is = ______________
5. he + has = ______ he’s
   10. you + are = ______________

Part 2
Write these words without endings.

1. flipped ______________
2. closed ______________
3. drapes ______________
4. places ______________
5. offering ______________
6. really ______________
7. remarked ______________
8. smiled ______________

Part 3
Write the two words that make up each word.

1. inside = ___________________ + ___________________
2. herself = ___________________ + ___________________
3. something = ___________________ + ___________________

Contractions, suffixes, compound words

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Did They Really Want a Hand?

Irma had come up to give Herman and the others a hand. She had made every part of herself invisible except her right hand. She went to the living room. Then she said, “You wanted a hand? Here it is.” She waved the hand around.

The others stopped and stared. They were still staring. The man on the TV was saying, “Yes, friends, we have a car for everybody. So come on down to the Car Mart and pick out the car of your dreams.”

Carl was still saying, “Buh, duh, uh, buh, buh, uh, duh.” Then he stopped going, “Buh, duh,” and started to say something else. “I’m getting out of . . . I’m getting . . . I’m . . .”

Suddenly Carl turned around and took a dive at the window. “Crash,” the glass went, and Carl went rolling on the ground outside the window. He got up and ran. He ran like a streak. “I’m getting out of . . . I’m getting . . .,” he yelled.

Berta stood there and stared at the hand for a while. Then she said, “Is that hand a hand, or is that hand not a hand? Or is . . .?”

Irma said, “You wanted me to give you a hand, didn’t you?”
Part 1
Read the words in the box. Then fill in the blanks.

Irma said, “I have ______________ to say, and I am going to say it right now. And I want you to ______________.”

“All right, all right,” Carl said. “Say what you have to say. Just make it ______________.”

Irma said, “From now on, don’t ______________ at me. Don’t tell me to do every ______________ around this house. And don’t be ______________ to me.”

Berta said, “Who do you think you are, talking to me in that ______________ of voice?”

“You know very well who I am,” Irma said. “Just ______________ what I’m telling you.”

“Oh, be ______________, and let’s eat,” Carl ______________.

Part 2
Write the words.

1. eat + en = ______________
2. bother + ing = ______________
3. boil + ed = ______________
4. complain + ing = ______________
5. taco + s = ______________
6. daze + ed = ______________
7. scare + ed = ______________
8. mix + ed = ______________
Looking for the Hand

After Irma had given Herman and the others a “hand,” she removed the invisible paint with oil. Then she took a shower and went back to the living room. When Fern saw her, she passed out again.

Irma laughed and walked over to the TV set. The same man was still on the TV. He was saying, “Before we return to the movie, let me just show you three or four more of the cars that we are offering as part of our sale.”

Irma turned off the set. Then she closed the drapes on the window that had been broken when Carl dove out. Then Irma sat down and began to think of other things that she could do.

At last, Fern woke up. She was very pale. She sat up and stared at Irma. Then she started to say, “Are you really . . . ?”

Just then Carl came in the front door. “Where is that hand?” he asked. He was carrying a bat.

Irma held out her hand. “Here it is,” she said. “Not that hand,” Carl said. “I want the hand that was floating around this room.”

Irma pointed to her hand. “This is it,” she said.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write the name of the person each sentence tells about.

<table>
<thead>
<tr>
<th>Irma</th>
<th>Berta</th>
<th>Fern</th>
<th>Herman</th>
<th>Carl</th>
</tr>
</thead>
</table>

1. This person said, “Who has my keys? Give them back right now.”

2. This person said, “Will you cut the noise? I can’t even hear what they’re saying on TV.”

3. This person was yelling, “I want my keys.”

4. This person was yelling, “I hope you can find them, so that you can get out of here, you bum.”

5. This person was yelling, “I don’t know anything about your lousy keys.”

6. This person was laughing.

Part 2
Write the words. Items 1 and 3 are done for you.

1. what + is = _______ what’s

2. that + is = _______

3. can + not = _______ can’t

4. I + am = _______

5. do + not = _______

6. was + not = _______

7. we + are = _______

8. were + not = _______

9. she + has = _______

10. you + have = _______

Characterization, contractions

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Irma Gets Ready

After Irma had scared Carl and the other boarders with the hand, she made up her mind about two things. The first thing was that she wouldn’t scare them again, unless they were mean to her. The second was that she would make another batch of paint, a big batch.

For the next three or four days, everyone was pretty nice to Irma. They weren’t really nice. They just weren’t bothering her as much as they had. In fact, they didn’t say much. They seemed to be dazed.

Before Irma had scared them, Carl had eaten like a goat. But now he wouldn’t even finish one helping. Before Herman had been scared, he had spent more time complaining than eating. But now he just picked at his food without saying much.

And after dinner, Fern and Berta went into the living room and sat. Sometimes they would not remember to turn on the TV set. They just sat and stared at the set.

Irma got a lot done on those days. Right after dinner, she would go down to the lab and work on her paint. She boiled sheep fat. The smell was bad, but nobody yelled, “Stop making that stink down there.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
Read the sentences in the box and answer the questions.

Irma had done some things to start an argument between her boarders. She had removed Carl’s keys from his coat and slipped them into Herman’s pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta’s back.

Now everybody was yelling. Carl was yelling because he couldn’t find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn’t watch TV. And Herman was yelling because Carl was yelling at him about the keys.

1. Why was Carl yelling?
2. Where had Irma put the keys?
3. Why was Berta yelling?
4. What did Fern want to do?
5. Why was Herman yelling?

Part 2
Write these words without endings.

1. opened
2. removed
3. placed
4. wearing
5. pizzas
6. worker
7. hardly
8. slipped
A Chunk of Ice Down the Back

Irma had warned the others. But they didn’t take her warning. They yelled at her and told her that she had a lot of nerve for talking to them that way.

Irma did not fight with them. She sat and ate her taco while they yelled at her. Then she cleaned up the kitchen while they went into the living room, and when they were watching TV, she went downstairs.

She was pretty mad. At first she wanted to do the meanest thing she could think of. But she sat and cooled off for a while. Then she said, “I must think of a plan that is clever.”

After thinking for a while, she said, “I’ve got it.” She got a pick and a hammer. She broke a chunk of paint from the pot of invisible paint. She began to rub the paint on every part of her. Then she slipped the invisible glasses on and went upstairs.

Irma was thinking, “They yell at me so much that they don’t have time to fight with each other. I will fix that.”

She went to Carl’s room. She felt in the pockets of Carl’s coat. She found his car keys. She carried the keys in to the living room.

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A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

Lesson 38
Name ____________________________

**Part 1**
Write the words.

1. what + is = ___________  
2. you + are = ___________  
3. should + not = ___________  
4. that + is = ___________  
5. we + will = ___________  
6. does + not = ___________  
7. we + have = ___________  
8. I + am = ___________  
9. can + not = ___________  
10. you + had = ___________

**Part 2**
Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Irma will ___________ him money to pay the dentist’s bill.  
   ○ land  ○ lend
2. It was a ___________ for her to get the paint off.  
   ○ bother  ○ brother
3. She fumbled around on the work ___________ until she found the invisible glasses.  
   ○ bench  ○ beach
4. She left the room and ___________ to see what would happen.  
   ○ wanted  ○ waited

**Part 3**
Write the compound words.

1. every + one = ___________  
2. some + times = ___________  
3. in + side = ___________  
4. down + stairs = ___________  
5. it + self = ___________  
6. through + out = ___________
The Big Argument

Irma had done some things to start an argument between her boarders. She had removed Carl’s keys from his coat and slipped them into Herman’s pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta’s back.

Now everybody was yelling. Carl was yelling because he couldn’t find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn’t watch TV. And Herman was yelling because Carl was yelling at him about the keys.

All at once Herman stood up. “Come on,” he said to Carl. “If you think I’ve got your keys, look in my pockets. Come on.”

“All right, I will,” Carl said.

“No, you won’t,” Herman said. “Just keep your hands to yourself. I’ll show you what’s in my pockets.”

Herman took some coins from his front pocket. “There,” he said. “Do those look like your keys?” Then he took some folded money from another pocket. “Maybe you think that these are yours, too?” Then Herman took the keys from his back pocket. He held them up and said, “The next thing you know, you’ll be telling me that these are your keys.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ___________________________

Date ___________________________

Reading fluency

Lesson 39
Part 1
Read the words in the box. Then fill in the blanks.

Now Irma’s boarders didn’t __________ her. They didn’t yell. They didn’t __________. They seemed to be tired of __________. In fact, Herman was even __________ to her from time to time. One time she came home with a __________. Carl __________ to say something about how __________ she was, and Herman said, “Listen here. She works in that __________ factory all day and still brings us dinner. So stop __________.” Irma __________ at Herman and said, “Well, thank you, Herman. That was a very nice thing for you to say.”

Part 2
Write the words without endings.

1. fumbles __________
2. simmering __________
3. slipped __________
4. prices __________
5. smiled __________
6. scared __________
7. whistled __________
8. nearly __________
Another Big Argument

After Irma had given the others a hand, they had been quiet for a few days. After she made them argue among themselves, they were quiet again. But on the third day after the argument, Herman began to complain again. He was mad because he had to go to the dentist. He complained about the dentist’s bill for his false tooth. He shouldn’t have complained because Irma loaned him the money to pay the dentist’s bill.

Two days later, everybody was complaining again. They complained because Irma came home with hamburgers. “Hamburgers again?” they moaned. “Oh, I can’t stand hamburgers.”

Irma said, “Remember what happened last time? If you’re mean to me, I’ll be mean to you.”

“Oh, be quiet, and let’s eat,” Herman said. His false tooth was whiter than his other teeth.

“Oh, okay,” she remarked. “Just remember what I said.”

Everybody yelled at Irma as they ate. So after dinner Irma went down to her lab. She wasn’t in the mood to rub invisible paint all over her. She didn’t mind rubbing the paint on so much. But it was a bother to get the paint off. First she had to rub herself with oil. Then she had to take a shower.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature __________________________

Date __________________________
Part 1
Fill in the circle next to the word that completes the sentence. Write the word in the blank.
1. Then one day, Irma made up her _____________ to keep the paint. 〇 mind 〇 mine
2. From time to time, Berta would start to _____________ about Irma. 〇 grip 〇 gripe
3. When this happened, Herman would say, “Stop _____________.” 〇 gripping 〇 griping
4. It’s so nice and _____________ in this room. 〇 quiet 〇 quite

Part 2
Write the two words that make up each word.
1. downstairs = ______________________ 〇 + ______________________
2. yourself = ______________________ 〇 + ______________________
3. billboard = ______________________ 〇 + ______________________
4. everybody = ______________________ 〇 + ______________________
5. outside = ______________________ 〇 + ______________________
6. nothing = ______________________ 〇 + ______________________
7. anyone = ______________________ 〇 + ______________________
8. bedroom = ______________________ 〇 + ______________________

Part 3
Write the words.
1. was + not = ______________________
2. there + is = ______________________
3. I + have = ______________________
4. should + not = ______________________
Name __________________________________________

**Part 4**

**Things Get Better**

Irma didn’t like the idea of paying for two more false teeth, but she said to herself, “I think it’s worth the price.” One of Herman’s false teeth did not fit quite right. And when he said words with an *s* in them, he whistled. He could say, “What are we having for dinner?” without whistling. But when he said, “I smell something simmering on the stove,” he sounded like a bird.

For two weeks after the last argument nobody yelled at Irma. By now Herman had two new false teeth. Carl’s nose was smaller. And Fern’s sore back was almost well.

For two weeks everybody seemed tired of arguing. But then it started up again. Everybody began to pick on Irma. And Irma warned them. She pointed her finger at them and said, “If you give me a hard time, I will see to it that you get a hard time right back.”

They told her to shut up.

That night Irma put the invisible glasses on their cat and let the cat walk through the living room. Berta passed out. Herman saw the cat and spilled his glass of cola on Carl. Carl did not see the cat.

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**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

**Reading fluency**

82  Lesson 41
Part 1
Read the sentences in the box and answer the questions.

When Old Salt had first moved into that little white house a year before, the girls and boys hadn’t made fun of him. They listened to Old Salt tell about his days as a first officer on cargo ships. They heard him tell about the First World War and the Second World War. They listened to his tales about a chest of gold that had been taken from the SS *Foil* just before it had gone down in the South Pacific. The old man told the boys and girls that the *Foil* had sunk in 1918, while World War I was going on.

1. For how long had Old Salt lived in the house? ____________________________

2. What job did he have on cargo ships? ____________________________

3. What did he say was taken from the SS *Foil* before it sank? ____________________________

4. What is the South Pacific? ____________________________

5. What was going on in the year 1918? ____________________________

Part 2
Write these words without endings.

1. retired ____________________________ 6. later ____________________________
2. relatives ____________________________ 7. loved ____________________________
3. mumbled ____________________________ 8. liking ____________________________
4. really ____________________________ 9. certainly ____________________________
5. worker ____________________________ 10. tales ____________________________

Part 3
Write the words.

1. he + would = ____________________________ 3. they + are = ____________________________
2. what + is = ____________________________ 4. had + not = ____________________________
Things Get Very Good

When Irma had begun working in her lab, she had hoped that she would make a super hard paint. She had hoped that she would become rich and powerful. But instead of inventing a super hard paint, she had invented a paint that made things invisible. And now she wasn’t too sure about telling anybody about her paint.

Here’s how she saw it: If she told people about the paint, she would make a lot of money. But who would want to use the paint? Crooks would like to use it. They could rub the paint on themselves and rob banks. And nobody would be safe if that paint got on the market. You wouldn’t be able to tell when somebody was in the room with you.

When you walked down the street at night, you wouldn’t know when an invisible hand might reach out and grab you. The crooks would love the invisible paint, but the cops would hate it. Spies would love it. Bankers would hate it. Con men would love it. People with cash in their pockets would hate it.

Irma did a lot of thinking about her paint. From time to time she told herself, “I don’t care how people use this paint.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read _______ Number of errors _______

We read the story _______ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write the words. Item 1 is done for you.
1. like + ing = __________ liking
2. nose + ing = __________
3. take + en = __________
4. try + ing = __________
5. decide + ed = __________
6. snap + ed = __________
7. young + er = __________
8. store + ed = __________
9. magnify + ing = __________
10. kid + ing = __________

Part 2
Write the two words that make up each compound word.
1. outside = __________ + __________
2. everybody = __________ + __________
3. matchbox = __________ + __________
4. sometime = __________ + __________
5. without = __________ + __________
6. downstairs = __________ + __________
7. herself = __________ + __________
8. classroom = __________ + __________

Part 3
Write the words. Item 1 is done for you.
1. will + not = __________ won’t
2. do + not = __________
3. she + is = __________
4. were + not = __________
5. you + have = __________
6. we + will = __________

Suffixes, compound words, contractions
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Old Salt, the Retired Sailor

They called him Old Salt, and they liked to make fun of him. Old Salt was a retired sailor. They didn’t hate him. They didn’t really think that they were being mean to him. They just liked to make him mad. So when they went past his house on their way to school, they would call to him, “Hey, Old Salt. Have you found your ship yet? Hey—Salt! Let’s go hunting for treasures.”

“Be on your way,” Old Salt would holler from his window. “What do you know about hidden treasures?”

“Come on, Salt,” the kids would yell. “Let’s go hunting for treasures.”

“Be on your way,” Salt would yell. Then he’d mumble to himself, and the kids would laugh.

When Old Salt had first moved into that little white house a year before, the girls and boys hadn’t made fun of him. They listened to Old Salt tell about his days as a first officer on cargo ships. They heard him tell about the Second World War. They listened to his tales about a chest of gold that had been taken from the SS Foil just before it had gone down in the South Pacific.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ____________________________

Date __________________________

Reading fluency

86  Lesson 43
Part 1
Read the words in the box. Then fill in the blanks.

Old Salt said, “If only we could ___________ out where this island is, we would be off to a good ___________. But there must be a ___________ little islands in the South Pacific. This could be any one of them. Look for yourself.”

Salt ___________ to a big wall map of the South Pacific. It was ___________ with little islands. Most of them looked like ___________. You couldn’t tell from the map if they were ___________ like an S, like a C, or like an I. All of them looked like little dots.

Salt said, “I think those ___________ at the top of the map tell where the island is. But I haven’t been able to ___________ the code.”

Part 2
Write the words.

1. was + not = ________________ 4. that + is = ________________
2. will + not = ________________ 5. does + not = ________________
3. here + is = ________________ 6. we + are = ________________

Part 3
1. Write the word decide. Make a line over ci. ________________
2. Write the word farther. Make a line over ar. ________________
3. Write the word loudly. Make a line under ou. ________________
The Captain’s Chest

A truck was parked in front of Old Salt’s house. Salt was holding the door open for the two workers who were carrying a big trunk into the house. Tony had asked if they could look at the stuff in the trunk.

Salt stared at Tony. He was trying to see if Tony was going to make fun of him.

Tony said, “I’m not kidding, Salt. I’d really like to see what’s in it.”

Salt turned away. Without looking at Tony, he said, “Come around. Come around sometime, and we’ll see what we’ll see.”

Rosa yelled, “Yeah, Salt. Maybe it’s a treasure.”

“Knock it off,” Tony said. “Don’t make fun of him all the time. That stuff gets old after a while.”

After school Tony said to Rosa, “Hey, let’s go over to Old Salt’s place and see what’s in that trunk.”

Rosa shook her head. “No, I don’t think so.” Then she shrugged. “Well, why not? Let’s go.”

So they went to Old Salt’s place. They knocked on the door. They could hear Salt walking to the door. He walked with a limp. He opened the door. He stared at them.

“Come to make fun of my captain, have you?”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________

Reading fluency

88 Lesson 44
Part 1
Match the words and complete them.

volcano ➡️ oi ➡️ peace ➡️ er

poison ➡️ sure ➡️ speck ➡️ ch

sprang ➡️ or ➡️ thousands ➡️ ea

treasure ➡️ cano ➡️ bunch ➡️ ck

thorns ➡️ rang ➡️ numbers ➡️ ou

Part 2
Write the words.
1. make + ing = ______________
2. store + ed = ______________
3. solve + ed = ______________
4. hike + ing = ______________
5. pace + s = ______________
6. peer + ed = ______________
7. set + ing = ______________
8. pass + ed = ______________
9. large + er = ______________
10. grip + ed = ______________

Part 3
Write the two words that make up each word.
1. won’t = ___________________ + ___________________
2. where’s = ___________________ + ___________________
3. couldn’t = ___________________ + ___________________
4. I’ve = ___________________ + ___________________
5. you’re = ___________________ + ___________________
6. she’ll = ___________________ + ___________________

Word match, suffixes, contractions

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Cracking the Code

Tony and Rosa didn’t see Salt for over a week. Salt was inside working on the code. Nine days after the trunk had arrived at Salt’s house, Tony saw Salt outside. It was a warm day. It had just rained, and puddles of water were on the ground. Salt was sitting on his front steps.

“How are you coming with the code on the Foil map?” Tony said. “What if I helped you work on the code?”

Salt shook his head. “Ah,” he said, “that sure is a hard one. Worked day and night, I have. And still I can’t make heads nor tails out of it. I think it is beyond me.”

“Maybe you need some help,” Tony said. “I’m ready,” Tony said. “Let’s take a look at that map.”

Just then Rosa came down the street on her bike. She stopped and said, “Am I missing out on something?”

“Yeah,” Tony said. “We’re going to work on the code. Salt hasn’t broken it yet.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ____________________
Part 1
Read the sentences in the box and answer the questions.

“How much is the gold worth?” Tony asked.
“That’s not a thing to be talking about,” Salt said sharply. He looked boiling mad.
“Don’t talk about gold,” he said.
“I’m sorry, Salt,” Tony said. “Are you going to see about getting a ship?”
Salt shook his head, “Don’t talk about that,” he said. “Just go off to school and think about something else.”

So Tony went to school. It seemed like a long day. It seemed as if the three o’clock bell would never ring. But at last it did, and Tony ran all the way to Salt’s house. Now he would find out about the ship.

1. What two things did Old Salt tell Tony not to talk about? ____________________________

2. What did Salt tell Tony to do instead? ____________________________

3. Why did the school day seem so long to Tony? ____________________________

4. What did Tony hope to find out about after school? ____________________________

Part 2
Write these words without endings.

1. tales _______________ 6. boiling _______________
2. slowly _______________ 7. stopped _______________
3. getting _______________ 8. quickly _______________
4. having _______________ 9. places _______________
5. talked _______________ 10. sharper _______________

Details, suffixes

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Lesson 46 91
The Code Is Broken

Tony and Rosa and Old Salt broke part of the map’s code. The numbers on the top of the map said: “SS Foil, Rose Island.”

“Rose Island,” Old Salt said. He sprang from his chair and darted to the map. “It’s right around here,” he said. He pointed to three or four places on the map. Then he asked, “Where’s my glass? How can I read this map without my glass?”

Rosa handed him the big magnifying glass. “Here it is,” Salt said, and pointed to one of the little dots between two larger dots. “Rose Island,” he said. “I remember it well. Flowers, trees, and black-sand beaches. The water is filled with poison coral. If you step on it, you’re dead.”

“Did you say the sand on the beach is black?” Rosa asked.

“As black as night,” Old Salt said.

“I’ve never seen black sand,” Tony said.

“You see,” Salt said, “at one time—thousands and thousands of years ago—Rose Island was a volcano sticking out of the sea. The waves have worn the island down over the years. The rock from the volcano is black, so the sand on the beach is black.”

“Wow!” Tony said. “Why do they call it Rose Island?”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story _____________ times.

(Parent’s/Listener’s) signature ________________________________

Date __________________________
Part 1
Read the sentences in the box and answer the questions.

Rosa and Tony bent over the table. Salt talked very softly. He told them that a vacation ship was leaving for the South Pacific in three weeks. Salt said that he could get a job on that ship. The ship would go as far as Wake Island. From that point, Salt would have to rent a small boat and travel 300 miles to Rose Island.

1. What kind of ship was leaving for the South Pacific? __________________________
2. When would the ship leave? __________________________
3. How did Salt plan to pay for the trip? __________________________
4. Where is Wake Island? __________________________
5. How did Salt plan to get from Wake Island to Rose Island? __________________________
6. How far is it from Wake Island to Rose Island? __________________________

Part 2
Write the words.

1. trap + ed = __________________________
2. puddle + s = __________________________
3. let + ing = __________________________
4. broke + en = __________________________
5. bite + ing = __________________________
6. sharp + ly = __________________________

Part 3
Write the two words that make up each word.

1. won’t = __________________________ + __________________________
2. there’s = __________________________ + __________________________
3. you’ll = __________________________ + __________________________
4. I’m = __________________________ + __________________________
5. they’re = __________________________ + __________________________
6. can’t = __________________________ + __________________________

Details, suffixes, contractions
Dreams of Gold

Now Tony and Rosa and Old Salt had broken the whole code. Numbers stood for letters, and letters stood for numbers. Z-16 was a code for twenty-six paces.

"Not a word of this to anybody," Old Salt said when Rosa and Tony were leaving his house. “Tonight we cracked the code. Tomorrow I’ll see about getting on a ship to Rose Island.”

Rosa and Tony walked slowly down the street. They talked for a while in front of their house. Then they went inside. Tony went to his bedroom and sat on his bed. He sat for a long time, thinking about the map and treasure. It was funny, thinking about a real treasure.

Tony felt like an adult and a child at the same time. He felt like an adult because treasure hunting is something that adults do. On the other hand, he felt like a child because he wanted to tell everybody about the treasure. He wanted to tell his mom and his dad, his little brother, and his dog. He wanted to tell his friends at school. He wanted to tell everybody.

Think of it—Tony Rizzo finding a treasure! Was all of this real, or was Tony just having a dream?
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>placed</th>
<th>four</th>
<th>worked</th>
<th>kidding</th>
<th>week</th>
<th>grime</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak</td>
<td>stopped</td>
<td>fished</td>
<td>mess</td>
<td>cook</td>
<td>button</td>
</tr>
<tr>
<td>three</td>
<td>sailor</td>
<td>blazing</td>
<td>pointed</td>
<td>crime</td>
<td>painted</td>
</tr>
<tr>
<td>passed</td>
<td>boiler</td>
<td>streaked</td>
<td>showed</td>
<td>rammed</td>
<td>chunks</td>
</tr>
</tbody>
</table>

For ______________ hours Tony ______________ clinkers from the furnace. He had a long, ______________ rod. He ______________ the rod into the clinkers. Then he lifted them from the furnace.

After four hours had ______________, a ______________ came to Tony and said, “Okay, you’re off for four hours.” Tony was a ______________. He was covered with grit and ______________. His face was ______________ with sweat. His hands were sore. His legs were ______________.

Part 2
Write the words.

1. late  +  er  =  ______________
2. change  +  ed  =  ______________
3. pat  +  ed  =  ______________
4. pile  +  ing  =  ______________
5. carry  +  ing  =  ______________
6. open  +  ed  =  ______________
7. quick  +  ly  =  ______________
8. hire  +  ed  =  ______________

Part 3
Write the words.

1. It  +  is  =  ______________
2. he  +  would  =  ______________
3. we  +  have  =  ______________
4. she  +  has  =  ______________

Vocabulary/context, suffixes, contractions
How to Get to Wake Island

Tony could hardly wait to get to Salt’s house and meet with Salt and Rosa. There was a lot to talk about. All day in school Tony had thought about the treasure.

When Tony got to Salt’s house, Rosa was already there. And Salt was boiling mad. Salt was saying, “You’ve got to stop talking about gold.” Then his voice became soft. “Somebody will steal the map if you don’t stop talking about it.”

Tony said, “Well, I just can’t stop thinking about it.”

“Heart all you want,” Salt said. “But when you feel like talking about it, just bite your lip.”

“Okay,” Tony said.

Salt led them to the upstairs room. Then they sat around the table. Salt said, “From now on, we will write in code. If you want to know something, write it in code.”

“That’s a good idea,” Rosa said. “If we do that, nobody will know what we’re saying.”

“Right,” Salt said. “Now let me tell you what I found out about the ship.”

Rosa and Tony bent over the table. Salt talked very softly.

He told them that a vacation ship was leaving for the South Pacific in three weeks. Salt said that he could get a job on that ship.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

96 Lesson 48
Part 1
Read the sentences in the box and answer the questions.

The ship had made five stops. This was the last one. It would stay at Wake Island for three days. Then it would go back home. But Tony, Rosa, and Salt would not be on it. They would be in a small boat on their way to Rose Island.

That night Tony, Rosa, and Salt were standing on the dock again, talking to a woman who had small boats for rent. The night air was sweet with the smell of wild flowers. And the air was hot and wet.

Salt was saying to the woman at the dock. “We need a boat that can go six hundred miles out to sea.”

1. For how long would the vacation ship stay at Wake Island? ____________________________
2. When the ship went back home, where would Salt, Rosa, and Tony be? ____________________________

3. Why did they meet with the woman on the dock? ____________________________
4. What made the air smell sweet? ____________________________
5. How did the air feel? ____________________________
6. What kind of boat did Salt say they needed? ____________________________

7. How far is it from Wake Island to Rose Island? ____________________________

Part 2
Write the words.

1. gripe + ing = ____________________________ 6. large + er = ____________________________
2. hard + ly = ____________________________ 7. move + ed = ____________________________
3. believe + ed = ____________________________ 8. slap + ing = ____________________________
4. wave + ing = ____________________________ 9. final + ly = ____________________________
5. small + er = ____________________________ 10. like + ing = ____________________________

Details, inferences, endings
On the Ship

Tony and Rosa tried and tried to make their mother and dad let them go on the trip to the South Pacific. Then it happened. Somehow Rosa and Tony talked their parents into it. Maybe they wore their parents down. Maybe their parents just got tired of saying, “No.” But it happened.

Their mother talked to their father. They all talked to Old Salt. Salt told their parents that he would look out for Tony and Rosa. Their parents talked some more. Then, after a week of talking and talking, the kids’ mother and father said, “Well, all right. You can go.”

Tony jumped up in the air. He yelled. Rosa ran around the kitchen. Then Tony and Rosa kissed their mother and ran over to Salt’s house.

And somehow the kids got jobs on the ship. Rosa got a job waiting tables. Tony got a job in the boiler room. The man who hired them told Tony, “This is a hard job, and I don’t know if you can do it. But I’ll give you a chance.”

Everything was set. Salt got the tools they would need to dig up the chest. He had a coil of thick rope.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>birds</th>
<th>place</th>
<th>pop</th>
<th>green</th>
<th>feet</th>
<th>string</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td>swim</td>
<td>distance</td>
<td>sheet</td>
<td>gallon</td>
<td>surface</td>
</tr>
<tr>
<td>wash</td>
<td>dock</td>
<td>melt</td>
<td>volcano</td>
<td>yellow</td>
<td>bring</td>
</tr>
<tr>
<td>shovels</td>
<td>ring</td>
<td>pile</td>
<td>bugs</td>
<td>wild</td>
<td>claws</td>
</tr>
</tbody>
</table>

The sky in the east was starting to turn _______________. The sea was as smooth as a _______________ of glass. Every now and then a little fish would _______________ out of the water and leave a _______________ that moved slowly and seemed to _______________ into the smooth _______________ of the water. The vacation ship was dark, except for the _______________ of lights on the top deck. Little birds were walking on the _______________. So were big crabs with _______________ that could cut off your finger. The _______________ seemed to be everywhere.

Part 2
Write the compound words.

1. every + where = _______________  
2. speed + boat = _______________  
3. flash + light = _______________  
4. out + fit = _______________  
5. after + noon = _______________  
6. some + how = _______________  
7. pass + port = _______________  
8. your + self = _______________  
9. when + ever = _______________  
10. any + thing = _______________  

Vocabulary/context, compound words
Wake Island

Salt, Tony, and Rosa had jobs on the big, old vacation ship, and it was going to the South Pacific. At first Tony was mad because his job was so hard. Rosa and Salt had easy jobs. But by the time the ship reached Wake Island, Tony was beginning to think that he had the best deal of the three. He toiled harder than the others, but his job made him very strong. His hands became strong from gripping that clinker rod. His back and legs were strong. When the ship docked at Wake Island, Tony was in the best shape he’d ever been in.

The sun was boiling hot that day. Rosa, Tony, and Salt stood on the lower deck of the ship and looked at Wake Island. The ship’s horn was going, “Toot, toot, toot.” Other ships and small boats were tooting back. The people on deck were waving and shouting. The people on the dock were waving and shouting.

As Tony stood there, he could hardly believe what was happening. His home and his school seemed very far away. He had been on the ship for thirty-two days.

The ship had made five stops. This was the last one.
Part 1
Read the sentences in the box and answer the questions.

The island didn’t look the way Tony had thought it would. It looked much bigger than he had thought. And the cliffs were much higher than he had thought.

At last the boat came to the place where there were no cliffs. There was a little cove. The water in the cove was clear and very green. Tony could see fish swimming under the surface of the water. The boat slid up on the black-sand beach. Salt cut the engine, and everything was calm, except for the hooting of birds.

1. Name two ways that the island looked different than Tony thought it would look.

2. Salt, Tony, and Rosa found a place to land the boat where there were no cliffs. What place was that?

3. What was the water like in the cove?

4. What kind of beach did they land on?

5. After Salt turned off the motor, what was the only sound they could hear?

Part 2
Write the words.

1. start + er = ____________ 6. pace + ing = ____________
2. slap + ed = ____________ 7. bounce + ed = ____________
3. snore + ed = ____________ 8. shake + ing = ____________
4. pile + ing = ____________ 9. speckle + ed = ____________
5. spray + ed = ____________ 10. bob + ing = ____________

Part 3
Write the words.

1. you + had = ____________ 3. do + not = ____________
2. we + have = ____________ 4. he + has = ____________

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The Trip to Rose Island

The sky in the east was starting to turn yellow. The sea was as smooth as a sheet of glass. Every now and then a little fish would pop out of the water and leave a ring that moved slowly and seemed to melt into the smooth surface of the water. The vacation ship was dark, except for a string of lights on the top deck. Little birds were walking on the beach. So were big crabs with claws that could cut off your finger. The bugs seemed to be everywhere. The boat was almost packed.

“Where are the shovels?” asked Rosa.

“They’re packed,” Salt said.

“What about food and water?” Tony asked.

“We have plenty,” Salt said.

Rosa said, “That means we’re ready to go.”

Tony said, “What about gas?”

“We have plenty of that, too,” Salt said.

Tony jumped into the boat. It didn’t rock much, but it sent out three waves. The waves moved across the still water. Then Rosa got into the boat. And then Salt started the motor.

“Rrrrr-rrr-rrrr,” went the starter. Then, “Chu-cug, chu-cug,” went the motor. The boat started to move. The three of them were going out into the still sea, all alone.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
Read the words in the box. Then fill in the blanks.

They stopped at the ______________ of a stream. They jumped across the stream, turned more toward the west, and ______________ off another twenty-six paces. They stopped at the edge of the very steep ______________.

“This must have been the ______________ of the volcano,” Salt said. “So far we’ve been ______________. There has been a landmark for everything ______________ on the map.”

Now Salt and the others ______________ south. The map said W-16. So Salt stepped off twenty-three paces and ______________. There was no landmark.

Salt ______________ the sweat from his face. He ______________ and looked through the underbrush. “No landmark,” he said. “But let’s go on.”

Part 2
Write the two words that make up each compound word.

1. underbrush = __________________ + __________________
2. landmarks = __________________ + __________________
3. sunlight = __________________ + __________________
4. southwest = __________________ + __________________

Part 3
Write the words.

1. pace + ed = __________________ 4. holler + ed = __________________
2. slight + ly = __________________ 5. excited + ed = __________________
3. rot + ing = __________________ 6. smile + ing = __________________

Vocabulary/context, compound words, suffixes
Part 4

Rose Island at Last

Tony steered the boat most of the night. When the sky began to grow light, the sea became choppy again. Each time the front of the boat went through a wave, water sprayed into the air. Some of it landed in the boat.

“Hey,” Rosa said, “turn the boat so that it doesn’t make so much spray.”

Old Salt jumped up from the back of the boat. “You’d have Tony do that?” he yelled. “You’d have him miss Rose Island after we’ve come all this way?”

“No,” Rosa said. “I’m just getting tired of getting wet.”

Salt smiled. A wave with a curl of white water slapped the front of the boat. Rosa was soaked. Salt was soaked, but he kept on smiling. Then he said, “There she be. There be Rose Island.”

Tony tried to stand up. But the boat was bobbing so much that it knocked Tony down.

“We’re there,” Salt said. “We’ll be on dry land before you know it.”

Two hours later, the boat was next to the island. They hadn’t landed yet, but they were near the cove on the north end of the island. Tony watched the waves dash against the high cliffs of the island.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1
Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Salt uncoiled a rope and tied one end of it around the handle of the knife.
2. Tony found a knife handle in the pile of rocks.
3. Suddenly, a huge pile of rocks came sliding down the side of the volcano.
4. Salt tugged and tugged until the knife came out of the ground.

Part 2
Write the words.

1. he + had = __________________
2. it + is = __________________
3. did + not = __________________
4. we + are = __________________
5. where + is = __________________
6. will + not = __________________
7. you + will = __________________
8. I + am = __________________

Part 3
Write the words.

1. rumble + ing = __________________
2. rust + y = __________________
3. rattle + ing = __________________
4. tug + ed = __________________
5. bite + ing = __________________
6. cool + er = __________________
More Landmarks

Everything was green inside the jungle. Even the light was green. Tony's white shirt looked green. No sunlight got through the dense trees. Only a green glow filtered down to the floor of the jungle.

Salt was leading the way. Tony followed. Then came Rosa. After they reached the huge, moss-covered rock, they turned slightly to the south and paced off another twenty-six paces. They stopped at the edge of the stream. They jumped across the stream, turned more toward the west, and paced off another twenty-six paces. They stopped at the edge of a very steep slope.

“This must be the foot of the volcano,” Salt said. “So far we've been lucky. There has been a landmark for every arrow on the map.”

Now Salt and the others turned south. The map said W-16. So Salt stepped off twenty-three paces and stopped. There was no landmark.

Salt mopped the sweat from his face. He squinted and looked through the underbrush. “No landmark,” he said. “But let's go on. We know that we were going right when we got to the foot of the volcano.”

The next arrow on the map was pointing due west. The map said X-16. “Twenty-four paces,” Salt said and began to step them off.
Part 1 Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>knife</th>
<th>pushed</th>
<th>peered</th>
<th>rusty</th>
<th>bent</th>
<th>patted</th>
</tr>
</thead>
<tbody>
<tr>
<td>find</td>
<td>bobbed</td>
<td>volcano</td>
<td>handle</td>
<td>paced</td>
<td>shovel</td>
</tr>
<tr>
<td>piles</td>
<td>traps</td>
<td>tugged</td>
<td>ledge</td>
<td>chain</td>
<td>bands</td>
</tr>
<tr>
<td>soil</td>
<td>scrambled</td>
<td>cove</td>
<td>corner</td>
<td>rocks</td>
<td>lock</td>
</tr>
</tbody>
</table>

Tony and Rosa _____________ up the side of the __________. Tony remembered to bring his __________. When they reached the __________, they saw Salt ___________ over.

Without looking up, Salt said, “They put the treasure under the _____________. I don’t see any more ___________. Let’s dig down and see what we _____________.” Salt ___________ the shovel into the ground. “Clink.” He tossed the dirt aside. And there it was, the ___________ of the chest.

Part 2 Write the two words that make up each compound word.

1. breakfast = ________________ + ________________
2. something = ________________ + ________________
3. afternoon = ________________ + ________________
4. nothing = ________________ + ________________
5. maybe = ________________ + ________________
6. sunlight = ________________ + ________________
7. landslide = ________________ + ________________
8. whenever = ________________ + ________________
9. daytime = ________________ + ________________

Part 3 Write the words.

1. here + is = ________________
2. is + not = ________________
3. you + have = ________________
4. were + not = ________________

Vocabulary/context, contractions, word parts
**Digging for Gold**

Tony’s hands were sore. His back was sore. So were his legs. He was beginning to realize that Salt had been right when he’d said that the real work was just beginning. For the past three hours, Tony had hauled rocks from the pile. At first the pile had been about six feet high. Now it was only about one foot high.

Tony bent down and grabbed another rock. When he picked it up, he saw something below it. “Hey, Rosa,” he said. “What’s that?”

Rosa tossed a rock into the underbrush. Then she wiped the sweat from her eyes. She bent down and looked where Tony was pointing. “It looks like a knife handle,” Rosa said. “I’ll pull it out.”

Rosa was about to grab the handle when Salt tackled her. “No,” Salt yelled. Salt and Rosa tumbled over the rock pile.

“Don’t touch it. It may be a trap.”

“What do you mean?” Rosa asked. Rosa was rubbing her arm.

Salt said, “If you had a treasure in the ground, would you leave it without some kind of protection?”

“I don’t know,” Rosa said.

“Well, the people who put this treasure in the ground wouldn’t do that,” Salt said.
Part 1

Read the sentences in the box and answer the questions.

The treasure didn’t look the way Tony had thought that it would. He had thought that he would see heaps of shiny coins and gold crowns. He had thought that he would see huge red gems that sparkled and gold drinking cups. But he saw heaps of black coins. Some of them were covered with green mold. Some of them had specks of white on them, but most of them were black.

There were three or four bugs in the chest, too. They scrambled down between the coins when the chest was opened.

1. Name three things that Tony thought he would see in the treasure chest.

2. What did he see instead?

3. What were some coins covered with?

4. What happened to the bugs in the chest?

Part 2

Write the words.

1. strange + er = ________________ 6. uncover + ed = ________________
2. have + ing = ________________ 7. sparkle + ed = ________________
3. taste + ed = ________________ 8. dance + ing = ________________
4. sudden + ly = ________________ 9. mop + ed = ________________
5. stop + ing = ________________ 10. stare + ing = ________________

Part 3

Write the two words that make up each word.

1. shouldn’t = ____________________ + ____________________
2. that’s = ____________________ + ____________________
3. I’ll = ____________________ + ____________________
4. we’ve = ____________________ + ____________________

Details, suffixes, contractions
Part 4

Where Is the Treasure Chest?

When Tony woke up, he smelled smoke. He looked around. There was Salt cooking something over a fire. “What are we having for breakfast?” Tony asked. “It’s a fine breakfast you’ll have,” Salt said. “Bananas and coffee.”

“Oh,” Tony said. He wasn’t very hungry for any more bananas. He could still taste the bananas he’d eaten yesterday and the day before. But bananas were better than nothing. So Tony ate three bananas and tried to drink some of the coffee Salt fixed. That coffee was so bitter that Tony couldn’t drink more than a few swallows.

But there was one good thing about the coffee. After you drank some of it, you couldn’t taste bananas any more. All you could taste was coffee. And you could taste coffee all morning.

The taste hadn’t left Tony’s mouth by the time they reached the foot of the volcano. It hadn’t gone away when Tony and Rosa started to work on the pile of rocks again. It hadn’t even gone away when it was time to stop for lunch and eat more bananas. By the early afternoon all of the rocks had been removed from the pile.

Salt pointed to the bare ground.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________
Part 1 Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Rosa, Tony, and Salt made eight trips to drag the sacks of gold down to the boat.
2. Salt said they would get the treasure home if the sea wanted them to take it home.
3. They figured out that 24 sacks of gold would be worth over seven million dollars.
4. Salt, Tony, and Rosa put pretty stones in the sacks to hide the gold.

Part 2 Read the paragraphs and answer the questions.

“Don’t talk that way,” Tony said. “We’ve got the gold, and we’re going to get it home. Right, Rosa?”

“Right,” Rosa said. “If we have to swim home with those sacks, we’ll get them home. Right, Salt?”

Salt smiled. “Yes. We’ll get it home if the sea wants us to take it home. And I hope that the sea does just that. But remember, our boat is going to ride low in the water. There will be nearly 2,000 pounds of weight in the front of the boat. A good squall could send our treasure to the bottom of the ocean. Let’s just hope that the sea is calm and that no squalls come up.”

1. What was in the front of the boat?
2. Why would the boat ride low in the water?
3. What could happen if a squall came up?

Sequence, details/inferences
Gold, Gold, Gold

Salt, Rosa, and Tony had found the chest that had been buried on Rose Island. Salt reached inside a hole in the chest and pulled out a gold coin.

The top of the chest was uncovered. A large, rusty lock hung from the chest lid. Salt took his shovel and swung it hard. He hit the lock. Bits of rust flew into the air. The lock swung back and forth. Again Salt swung at the lock, and again bits of rust flew into the air. On the third swing, the lock fell to the ground in two pieces.

Salt wedged the scoop of his shovel under the lid of the chest and pushed down. Slowly the lid began to move. Rosa and Tony grabbed the lid and pulled up. The lid opened. For a long moment, they stared into the chest. Nobody said a thing.

Tony looked into the chest, and he felt very strange. He could hear himself breathing. In the distance were sounds of jungle birds. His eyes were fixed on what he saw inside the chest. It didn’t look the way he had thought it would.

Tony had thought that he would see heaps of shiny coins and gold crowns.
Part 1 Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The bottom of the boat had nearly a foot of water in it.
2. Within an hour, a stiff wind began to blow.
3. Before long, the waves were rolling and pounding into the side of the boat.
4. The air was foggy the next morning, and the sea was still very calm.

1. __________________________

2. __________________________

3. __________________________

4. __________________________

Part 2 Read the words in the box. Then fill in the blanks.

Before long, the waves were rolling and ________________ and pounding into the side of the boat. The fog was ________________ now, and Tony could see that the ocean was a ________________ of white, ________________ waves. The boat was ________________ from side to side as the waves pounded against it. The ________________ of the waves was very loud.

Salt said, “We’re going to have to change _________________. Unless we ________________ into the wind, we’ll _________________. Those waves will soon be coming over the ________________ of the boat.”

Sequence, vocabulary/context
Loading the Boat

Rosa, Tony, and Salt were dragging bags of gold back to the boat. Dragging the sacks through the jungle was not easy. The sacks would drop into little holes. They would catch on the underbrush. At one time Tony thought that it would be easier to lift his sack and carry it. So he carried it for about twenty feet. Then he decided that it would be much easier to drag the sack.

Soon Salt and the others were standing at the rim of the hill that led down to the shore. Salt tied the three pieces of rope together. Then he began to let the sacks slide down the side of the hill. Rosa and Tony scrambled down the hill and held on to the sacks. Then they carried the sacks to the boat.

Salt stood up and mopped the sweat from his face. “Look around for some pretty stones,” he said. “We’ll put them in the sacks. Then if anybody looks into any of the sacks, the person will see stones, not gold.”

“Good idea,” Rosa said.

So Rosa and Tony went rock hunting. They found some pretty red stones and some that had streaks of white and yellow in them.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ______________ Number of errors ______________

We read the story ______________ times.

(Parent’s/Listener’s) signature ____________________________

Date ____________________________

Reading fluency

114 Lesson 57
**Part 1**

Read the sentences in the box and answer the questions.

Tony liked to think about the things that he could do with two million dollars. But every time he began to feel good about the gold, he remembered what Salt had said and became a little worried about the sea. Salt had said they wouldn't reach Wake Island until just before morning. They would still be in the boat all afternoon, all evening, and almost all of the night. That was a lot of time. And the sea could change quickly.

Tony opened his eyes and looked around. Rosa was eating a banana. The sun was very hot.

1. What happened to Tony every time he began to feel good about the gold?

2. When would they reach Wake Island?

3. How much longer would they be in the boat before they reached Wake Island?

4. What could happen during that time?

5. While Tony worried about the sea, what was Rosa doing?

**Part 2**

Write the words.

1. wade + ing = ____________
2. figure + ed = ____________
3. sparkle + er = ____________
4. drag + ing = ____________
5. drench + ed = ____________
6. carry + ing = ____________
7. remove + ed = ____________
8. hard + ly = ____________
9. wonder + ed = ____________
10. muffle + ed = ____________
11. measure + ing = ____________
12. heave + ed = ____________
On the Sea

The sun was setting and the bugs were beginning to come out when Rosa, Tony, and Salt pushed the boat away from the shore. All agreed that it would be better to start back that night than to wait until morning. If they waited until morning, they would have to sleep up on the mountain, far from the boat. If they tried to sleep near the boat, they wouldn’t get much sleep, with the bugs hounding them all night. So they agreed that it was best to start their trip back that night.

“Rrr-rrr-rrr,” went the starter. “Chu-cug, chu-cug,” went the engine. Salt was right. The boat was riding low in the water. Even though Salt had left most of the tools in the jungle, the weight of the gold in the front of the boat was pushing the nose down.

Salt, Tony, and Rosa were near the back of the boat. Rosa put her arm over the side and measured the distance from the top of the boat to the water. It was only about a foot. A good-sized wave would wash right into the boat.

But the sea was very calm and the stars were reflected in the water.
Part 1 Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>darkness</th>
<th>squinted</th>
<th>place</th>
<th>tense</th>
<th>slowly</th>
<th>appeared</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>hard</td>
<td>planned</td>
<td>quickly</td>
<td>poured</td>
<td>stars</td>
</tr>
<tr>
<td>compass</td>
<td>figured</td>
<td>time</td>
<td>calm</td>
<td>reflected</td>
<td>worried</td>
</tr>
<tr>
<td>tiller</td>
<td>pointed</td>
<td>steered</td>
<td>supposed</td>
<td>bucket</td>
<td>decided</td>
</tr>
</tbody>
</table>

Morning was near now. This was the ____________ they were ____________
to reach Wake Island. Salt’s face was ____________. His head moved
__________—looking this way and that way.

“We should be seeing lights any time,” Salt said. But no lights _____________. Salt
looked up at the ____________. Then he checked his compass. Then he began to look
this way and that way again.

“I think I see something.” Rosa said from the front of the boat. “Over there.” She
__________ to the west.

Tony ____________ and looked where Rosa was pointing. He looked as
__________ as his eyes could look, but he didn’t see anything.

Part 2 Write the two words that make up each compound word.

1. herself = ____________ + ____________
2. motorcycle = ____________ + ____________
3. throughout = ____________ + ____________
4. outside = ____________ + ____________
5. somewhere = ____________ + ____________
6. anyone = ____________ + ____________

Part 3 Write the words.

1. was + not = ____________ 3. we + will = ____________
2. what + is = ____________ 4. I + have = ____________

Vocabulary/context, compound words, contractions
Never Make Light of the Sea

Salt was in the front of the boat. He had just picked up a bag of gold and had told Tony that he was going to do something to save the boat. Salt threw a sack of gold. But he didn’t throw it into the ocean. He threw it to the middle of the boat. Then he threw another bag, and another, and another. After he had moved more than ten of the bags, he came back to the tiller.

He hollered, “This will put more weight in the back of the boat. The front will be higher in the water. Maybe the waves won’t come over it now.”

Tony was still bailing. It didn’t seem to be doing much to get rid of the water in the bottom of the boat. For every bucketful removed from the boat, a wave added a bucketful. It went on that way for about an hour.

The back of the boat was only a little bit above the water. Every now and then it would sink below the surface of the water for a moment, and water would pour in over the back. Every now and then a huge wave would break against the front of the boat and send water flying into the boat.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________ Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature _____________________________

Date ___________________________
Part 1
Write the words without endings.

1. scrambled  
2. grinning  
3. nearly  
4. imagined  
5. touching  
6. tiller  
7. supposed  
8. driving  
9. tangled  
10. clapped  

Part 2
Write the words.

1. had + not =  
2. she + will =  
3. he + is =  
4. would + not =  
5. I + had =  
6. they + had =  
7. do + not =  
8. you + have =  
9. I + will =  
10. will + not =  

Part 3
1. Write the work knock. Circle kn.  
2. Write the word surface. Make a line under ce.  
3. Write the word invitation. Make a line under tion.  
4. Write the word huge. Circle ge.  

Suffixes, contractions, copying words
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The Long Night

The engine had died. Tony and the others were somewhere in the South Pacific Ocean. They were more than a hundred miles from Wake Island. The sea was still rough. The boat was turning sideways and rocking as the waves struck it from the side.

“What’s wrong?” Tony asked.

“I won’t know until I look at the engine.” Salt removed the metal cover from the engine. The engine looked small and old. Salt bent over it. He grabbed the spark plug. “Hit the starter,” he said to Rosa.

“Rrr-rrr-rrr.”

“That’s enough,” Salt said. “The engine is not getting a spark. Something’s wrong with the ignition system.” Salt took out his knife and touched different parts of the engine. Then he shook his head. “The magneto is wet,” he said.

“What do we do now?” Tony asked.

“Wait,” Salt said. “The sun is bright and hot. With the cover off the engine, it should dry out in a little while.” Salt tried the starter every fifteen minutes. The third time he tried it, the engine started.

“Good deal,” Tony yelled. “We’re on our way again.”

“Yes we are,” Salt said, but he shook his head.

“What’s wrong?” Tony asked.

“We drifted quite a bit while the engine was dead,” Salt said.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ______________  Number of errors ______________

We read the story ______________ times.

(Parent’s/Listener’s) signature ______________________________

Date ______________________________

Reading fluency

Lesson 60
Part 1
Read the sentences in the box and answer the questions.

Rosa said, “Do you think Tony and I should give some of our gold away?”
don’t let it change your life. Remember, the gold is not the real treasure. The real treasure
is the treasure hunt. The treasure is doing things and having good friends with you.”

Tony remembered what Salt said. He remembered it for years, and he tried to follow
the advice that Salt had given him. Tony didn’t buy a lot of motorcycles and cars. He
didn’t act as if he were a big-timer. He and Rosa helped their mother and father buy a
new house. Tony went back to school, and he worked hard. After he graduated, he went
on to college and worked hard. Whenever he got a chance, he went to visit Old Salt.

1. According to Salt, what is the real treasure? ____________________________

2. Name four things Tony did that show he tried to follow Salt’s advice. ______________

Part 2
Write the two words that make up each word.
1. motorboat = _______ + _______
2. afternoon = _______ + _______
3. loudspeaker = _______ + _______
4. sunset = _______ + _______
5. airport = _______ + _______
6. forever = _______ + _______
7. throughout = _______ + _______
8. sideways = _______ + _______

Part 3
Write the two words that make up each word.
1. can’t = _______ + _______
2. here’s = _______ + _______
3. didn’t = _______ + _______
4. that’s = _______ + _______
5. you’re = _______ + _______
6. wasn’t = _______ + _______

Story theme, compound words, contractions
The Trip Home

Tony and the others slept in the truck. When Tony woke up, the truck was moving. Salt was driving the truck and singing, “’Tis a sailor’s life for me, for me. For I sail the seven seas—”
“Where are we going now?” Rosa asked.
“To the airport, Rosa, to the airport.”
Salt parked in front of the airport in a no-parking zone.
Then he got out of the truck.
“If a cop comes over here,” Salt said, “tell him I’ll punch him in the nose if he tries to give us a ticket.”
“Do you really want us to tell him that?” Rosa asked.
“I sure do,” Salt said. “Tell it like you mean it. I’ll feel a lot better with a cop standing next to this truck.”
Salt went into the airport. Just then a police car pulled up next to the truck.
“Move that truck,” the cop said.
“We can’t,” Tony said. “We don’t have the keys. But the man who is driving this truck said that he’d punch you in the nose if you gave us a ticket.”
“He said that, did he?” the cop said. He got out of his car and walked to the front of the truck.

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ___________  Number of errors ___________

We read the story ___________ times.

(Parent’s/Listener’s) signature ________________________________

Date ________________________________
Part 1
Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Rosa parked the car in the driveway in front of the old sailors’ home.
2. Somebody snapped on the lights, and everybody yelled, “Surprise.”
3. Old Salt loaded his fishing gear into the car, and the car took off down the street.
4. Tony, Rosa, and Salt went up the front steps and inside the building.

Part 2
Write the words.
1. report + er = ____________  
2. wheeze + ed = ____________  
3. quiet + ly = ____________  
4. arrive + ed = ____________  
5. range + er = ____________  
6. office + er = ____________  
7. figure + ing = ____________  
8. disappear + ed = ____________  
9. graduate + ed = ____________  
10. move + ing = ____________  
11. plan + ed = ____________  
12. bang + ed = ____________

Part 3
1. Write the word howled. Make a line over the ow.
2. Write the word reformed. Underline or.
Sequence, suffixes, copying words
Salt’s Real Treasure

The day after Salt and the others came home, Tony was reading accounts of the treasure hunt in the newspaper. One account said that they came back with sixteen bags of gold.

“That’s not right,” Tony said.

He glanced through another account. It said the same thing.

It said that Salt and Tony and Rosa had found twenty-four sacks but brought back only sixteen.

The account said, “When Salt was asked what happened to the other sacks, he said, ‘They went back to the sea.’ ”

Tony tossed the newspaper aside. He got Rosa and they ran from the house. They ran all the way to Salt’s house. Salt was sitting on the front steps talking to three people.

Tony said, “Salt, can we go inside? We want to ask you something.”

“Sure,” Salt said.

So Tony, Rosa, and Salt went inside. They went upstairs to Salt’s room. It seemed to Tony that it was a hundred years ago when they had been in that room before, looking at the map, trying to figure out how to crack the code.

Tony asked, “How many bags did we bring back?”

“I can see it in your face,” Salt said. “You’re thinking that Old Salt stole some of your gold.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature _____________________________

Date _____________________________
Part 1 Write the name of the person each sentence tells about.

Emma Branch president Rosa Old Salt con man

1. This person passed out the ostrich eggs. _____________________________
2. This person said, “Come on, Salt. We can beat these bums.” _______________
3. This person said, “Take one big step back. Throw your eggs.” _______________
4. This person did not throw the egg far enough, and Tony dropped it. _______________
5. This person said, “Our next event will be a pie-eating contest.” _______________
6. This person was the first to get a pie in the face. _____________________________
7. This person tossed a pie and hit the rancher right in the face. _______________
8. This person grabbed the con man by the back of the neck and pushed his face into a pie. _______________

Part 2 Write the words.

1. invite + ed = __________________________ 6. remember + ed = __________________________
2. mad + er = __________________________ 7. snap + ed = __________________________
3. blame + ed = __________________________ 8. live + ly = __________________________
4. argue + ing = __________________________ 9. quick + ly = __________________________
5. ranch + er = __________________________ 10. wave + ed = __________________________

Part 3 Write the words.

1. we + will = __________________________ 3. does + not = __________________________
2. is + not = __________________________ 4. I + will = __________________________
A Surprise Party

It was Salt’s birthday, so Rosa and Tony decided to throw a big party at the old sailors’ home. Rosa and Tony wanted to surprise Salt, so they didn’t tell him about the party. But they tried to invite all of the people that he had talked about.

He had once talked about a rancher named Emma Branch, so they invited her. One time Salt had told a tale about a funny con man, so they invited him. And of course they invited all of the old people who lived in the home—men and women who had spent their lives sailing and fishing.

On the day of the party, Rosa and Tony went over to Salt’s home. They pulled up in Rosa’s car. “Salt,” they called, “let’s go for a little outing.”

Salt said, “I’m ready for an outing. I thought I would go down to the stream and see if I could catch some trout.”

“We wanted to go for a drive,” Rosa said. “But why don’t you bring your fishing gear along? We may find a place to do some fishing.”

So Old Salt loaded his gear into the car, and the car took off down the street.
Part 1
Write the name of the person each sentence tells about.

Stan  president  Thin Jim  Fuzz  con man

1. This person got out of the water and again explained the rules ___
of the pie-eating contest.
2. This person brought out another load of pies. ___
3. This person won the pie-eating contest. ___
4. This person always wears three pairs of socks. ___
5. This person won a gold toothpick. ___
6. This person said, “I can’t help it if I got jungle sickness.” ___
7. This person said, “Our next event will be the sale.” ___
8. This person put a baseball mitt on his foot. ___
9. This person dragged out a box that was almost as big as he was. ___

Part 2
Write these words without endings.

1. hollered  9. matches
2. sticky  10. battling
3. laughing  11. folks
4. finished  12. yelling
5. flying  13. glasses
6. cheered  14. leading
7. rancher  15. dragged
8. received  16. having

Characterization, suffixes
The Egg-Throwing Contest

Salt, Rosa, the rancher, and everybody else ran outside. Salt and Emma Branch were partners. Rosa and Tony were partners. All of the old sailors paired off. Some of them were laughing and horsing around.

“Silence,” the president said. “We must have silence.” Everybody became quiet and looked at the president. Next to him was a huge basket.

“To make the game more interesting, we have large eggs,” the president said.

Salt said, “Those are ostrich eggs. They are bigger than baseballs.”

The con man passed out the eggs. The old folks laughed and talked with each other.

“Silence,” the president said. “Everybody, line up and begin the game. Throw your eggs.” There were about thirty pairs of people playing the game. The eggs went into the air. Everybody caught the eggs except one man named Stan. His egg landed on his shirt with a “splat.” Everybody but that man and his partner laughed. Stan, the man who missed the egg, was madder than someone covered with cotton-taffy pike. He said to his partner, “Pete, you didn’t have to throw a line drive at me.” “Line drive, my foot,” Pete said. “If you had put your glasses on, you might have caught that egg.”

A Note to the Parent

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________  Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________________________

Date ____________________________________________________________________
Part 1
Write the words.
1. shake + ing = ____________ 7. yell + ed = ____________
2. grin + ing = ____________ 8. eat + en = ____________
3. smile + ed = ____________ 9. drip + ed = ____________
4. quiet + ly = ____________ 10. glance + ed = ____________
5. figure + ing = ____________ 11. slight + ly = ____________
6. quick + er = ____________ 12. smart + est = ____________

Part 2
Write the two words that make up each compound word.
1. newspaper = _______ + _______
2. upstairs = _______ + _______
3. myself = _______ + _______
4. driveway = _______ + _______
5. birthday = _______ + _______
6. underline = _______ + _______
7. backpack = _______ + _______
8. everyone = _______ + _______
9. inside = _______ + _______
10. toothpick = _______ + _______
11. watermelon = _______ + _______
12. sunshine = _______ + _______

Part 3
Write the words.
1. were + not = ________________
2. where + is = ________________
3. they + are = ________________
4. I + am = ________________
5. we + have = ________________
6. could + not = ________________
7. here + is = ________________
8. you + will = ________________
**The Sale**

Salt was having a surprise party. Pies were flying, people were being tossed into the water, and everybody was getting sore sides from laughing so hard.

The old people had tossed the president into the water. “Please,” the president said, “we must have a little order.”

The president went back to the table and again explained the rules of the pie-eating contest. The con man brought out another load of pies, and the contest began.

“Glub, glump, chump, chump.” Everybody ate pie and more pie. Pretty soon a very fat man said, “That’s all. I’m finished. I hate pie.” Everybody laughed.

The president spotted one person feeding pie to a dog under the table. A woman was trying to feed her pie to an ostrich, but the ostrich didn’t like the pie. The ostrich liked a button on the woman’s coat.

“Get out of here, you giant turkey,” the woman yelled.

The winner of the pie-eating contest was a tall, slim man named Thin Jim. After everybody else quit, Thin Jim was still putting pie away. “I’m just getting down to my all-day pace. I could eat like this for days. I can eat more than anyone in these parts. I can eat more than—”

---

**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ____________ Number of errors ____________

We read the story ____________ times.

(Parent’s/Listener’s) signature ____________________________

Date __________________________
Lesson 1

Name ____________________________________________

Part 1
Write these words without endings.

1. stripes ________________________________ 5. choked ________________________________
2. stinker ________________________________ 6. blinded ________________________________
3. noses ________________________________ 7. closer ________________________________
4. smaller ________________________________ 8. talked ________________________________

Part 2
Read the words in the box. Then fill in the blanks.

horse    ten    garden    six    tips    striped
see    five    mad    stripes    smell    stand
stinker    brown    hear    proud    middle    look

There were __________ stink bugs that lived in a __________. Stink bugs are proud if they can make a big stink. The biggest stink bug was very __________. She said, “This is how to make a stink.” And she made a big stink that you could __________ on the other side of the garden.

One stink bug had a __________ back. He said, “If a bug has stripes on its back, it has the best __________. Here I go.”

Part 3
Copy the sentences.

A bird was flying over the garden.

The smallest bug had stripes on its back.

We are in the middle of a contest.

Suffixes, vocabulary/context clues, copying sentences

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Answer Key
Lesson 1

Part 1
Write these words without endings.
1. stripes
2. stinker
3. noses
4. smaller
5. choked
6. blushed
7. closer
8. talked

Part 2
Read the words in the box. Then fill in the blanks.

There were five stink bugs that lived in a garden. Stink bugs are proud if they can make a big stink. The biggest stink bug was very proud. She said, “This is how to make a stink.” And she made a big stink that you could smell on the other side of the garden.

One stink bug had a striped back. He said, “If a bug has stripes on its back, it has the best stinker. Here I go.”

Part 3
Copy the sentences.
A bird was flying over the garden.

The smallest bug had stripes on its back.

We are in the middle of a contest.

Part 4
Write these words with ed endings.
1. jump
2. fish
3. form
4. talk
5. smell
6. trick

Part 5
Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, “One time, I made a stink that was so powerful it turned all the grass brown. I’ll bet that I can beat ten skunks in a stinking contest.”

1. What happened when the little bug made a powerful stink?
The grass turned brown.

2. What did the little bug bet?
(She bet that she could beat ten skunks in a stinking contest.)

Part 6
Match the words and complete them.

snow
chomping

sings
summer

night
snow

summer
night

A Note to the Parent
Work was completed at home.

(Parent's/Listener's) signature ______________________ Date ________________

Suffixes, inferences, word completion
Lesson 1 1
Lesson 2

Part 1
Write these words without endings.
1. talking
2. taking
3. striped
4. bigger
5. shopped
6. stinker
7. closed
8. packed

Part 2
Match the words and complete them.
forest
began
stand
glad

cold
deeper
harder
taller
helper
stinker

Part 3
Read the sentences in the box. Then write the answer to each question.
The little bug asks, “Are you grabbing on to something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don’t die from the smell. They are just sick for weeks.”

1. What is the first thing that happens to other bugs when they smell the little bug’s stink?

2. How long are the bugs sick from the stink?

Part 4
Read the words in the box. Then fill in the blanks.
There was a contest in the garden. Five stink bugs were trying to see who had the best stinker. All of the bugs but one had blown off their best stinkie. Now that bug began telling the others how good his was. The other bugs began to leave. Soon only the biggest bug was left.

Part 5
Write these words with endings.
1. cold
2. stick
3. hard
4. talk
5. deeper
6. faster
7. help
8. stink

Part 6
Copy the sentences.
Breathe in deeply and hold in the air.

Part 7
Match the words and complete them.

Part 8
Write these words with endings.
1. talking
2. taking
3. striped
4. bigger
5. shopped
6. stinker
7. closed
8. packed

Part 9
Match the words and complete them.
forest
began
stand
glad

cold
deeper
harder
taller
helper
stinker

### Part 1
Write the words without endings.

<table>
<thead>
<tr>
<th>ask</th>
<th>alone</th>
<th>wink</th>
<th>skip</th>
<th>tell</th>
<th>farmer</th>
<th>teacher</th>
<th>older</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

### Part 2
Follow the instructions for each item.

1. Write the word coach. Make a line over **oa**.
2. Write the word **pond**. Make a line under **o**.
3. Write these words: **couch**, **coach**, **pail**.

### Part 3
Write these words with **er** endings.

<table>
<thead>
<tr>
<th>teller</th>
<th>farmer</th>
<th>teacher</th>
<th>older</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Part 4
Write these words with **ing** endings.

<table>
<thead>
<tr>
<th>waiting</th>
<th>laughing</th>
<th>looking</th>
<th>walking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Part 5
Match the words and complete them.

<table>
<thead>
<tr>
<th>pond</th>
<th>growth</th>
<th>thirteen</th>
<th>block</th>
<th>trick</th>
<th>tried</th>
<th>tried</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

### Part 6
Read the sentences in the box. Then write the answer to each question.

1. What did Art do after school? **He went home to work on the farm.**
2. Why did the other kids say, "Art is a loner"? **(because he never hangs out with the other kids)***

### Part 7
Copy the sentences.

- He skipped stones on the pond.
- He went to class on time.
- She went to class on time. (because he never hangs out with the other kids)
Lesson 4

Part 1
Write these words with ed endings.
1. coach  coached
2. blush  blushed
3. toss  tossed

Part 2
Write these words with es endings.
1. coach  coaches
2. blush  blushes
3. toss  tosses

Part 3
Write the two words that make up each word.
1. herself  her + self
2. basketball  basket + ball
3. sometimes  some + times
4. motorboat  motor + boat
5. everyone  every + one
6. anything  any + thing

Part 4
Write these words without endings.
1. raising  raise
2. grabbed  grab
3. smiled  smile
4. nearly  near
5. sailed  sail
6. deeply  deep
7. skipping  skip
8. roses  rose

Vocabulary/suffixes, compound words
coached  blushed  tossed  coaches  blushes  tosses  her  ball  times  motor  boat  one  thing  raise  grab  smile  near  sail  deep  skip  rose

Lonely Art
Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn’t hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, “Art’s a loner. He never hangs out with us.” They didn’t know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn’t played basketball before. And he wasn’t any good. He couldn’t shoot the ball. He couldn’t block shots. He couldn’t dribble the ball.

The coach said, “Art, this game is too hard for you. Why don’t you try out for another sport?”

But Art didn’t try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, “I just wish there were a stone-skipping team. I’d be the champ of that team.”

A Note to the Parent
Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read  #  Number of errors  #
We read the story  #  times.

(Parent’s/Listener’s) signature  Signature

Date  Date

Reading fluency
Lesson 5

Part 1
Write these words with *er* endings.
1. play player
2. small smaller
3. catch catcher
4. long longer

Part 2
Write these words with *ed* endings.
1. lean leaned
2. walk walked
3. yell yelled
4. dress dressed

Part 3
Write the two words that make up each word.
1. baseball = base + ball
2. someone = some + one

Part 4
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Art didn’t sleep well that night.
2. The coach said, “Art, I would like you to come out for baseball.”
3. Art didn’t sleep well that night.

Suffixes, compound words, sequence

Lesson 6

Part 1
Write these words without endings.
1. whipped
2. laughing
3. leaned
4. tallest
5. raises
6. blushed
7. stones
8. faking

Part 2
Match the words and complete them.
started
springing
smiled
deeply
clcloser

Part 3
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Art kept telling himself what he should not do.
2. Art didn’t sleep well before the game with West High.
3. He leaned back and tossed the ball about nine feet over the catcher’s mitt.

Suffixes, word completion, sequence

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Lesson 7

Part 1
Read the sentences and answer the questions.
Art remembered that Bob was the best batter on the West team.
For a moment, Art began to think about the things that he should not do.

1. Who was Bob? ________________
2. When Art remembered about Bob, what did Art begin to think about? (the things that he should not do)
3. For how long did Art think about those things? (a moment)

Part 2
Write these words without endings.
1. deeply ___________ 5. baker ___________
2. grabbed ___________ 6. taking ___________
3. loudly ___________ 7. smiling ___________
4. smartest ___________ 8. muttered ___________

Part 3
Read the words in the box. Then fill in the blanks.

Art leaned back and—"Zip—pow." The catcher was down. And the batter began to swing after the ball had reached the catcher.
The fans from Art's school cheered and cheered. They jumped up and down. They hugged each other. They yelled, "Go to it, Art. Show them how to pitch."

Details, suffixes, vocabulary/context clues
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Lesson 8

Part 1
Read the sentences in the box. Then write the answer to each question.
After the first game, things were different in school. The kids smiled at Art. They went out of their way to talk to him. Art felt a lot better about school. In fact, school was a lot of fun for Art now. He wasn't afraid to talk to girls. He didn't look down when he talked to them. He had done that before, but now he was Art the Star, the big pitcher.

1. When were things different in school for Art? (after the first game)
2. Name two ways that things were different in school. (the kids smiled at Art; he wasn't afraid to talk to girls)
3. Why wasn't Art afraid to talk to the girls now? because he was Art the Star, the big pitcher

Part 2
Write these words without endings.
1. rider ___________ 4. remembered ___________
2. riding ___________ 5. groaned ___________
3. smiles ___________ 6. patted ___________

Part 3
Read the sentences and answer the questions.
Art said to Patty, "If that's the way you want it," and walked down the hall. He started to whistle, just to show her that he didn't care if she went with him.

1. Who walked down the hall? Art
2. Why did Art start whistling? (because he wanted to show Patty he didn't care if she went with him)
3. What did Art do as he walked down the hall? (whistled)

Make inferences, suffixes, draw conclusions based on evidence
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Lesson 9

Part 1
Follow the instructions for each item.

1. Write the word would. Make a line over ou. 
   
2. Write the word almost. Make a line over al. 
   
3. Write the word ducked. Make a line under ck. 

Part 2
Write these words with ed endings.

1. play played 
2. whistle whistled 
3. jog jogged 

Part 3
Write these words with er endings.

1. bat batter 
2. start starter 
3. play player 

Part 4
Read the sentences in the box. Then write the answer to each question.

Before the game, some fans didn’t cheer. One of the fans said, “We didn’t come here to see kids play. We came to see the Reds and the Tigers.”

Art walked to the mound. Then he looked up at the stands. He had never seen so many fans before. Suddenly he became afraid. He began to think about all of the things that he shouldn’t do. “Don’t throw the ball too high,” he told himself.

1. Why didn’t some fans cheer? (because they came to see professional ball players, not kids)
2. When Art looked up at the stands, what did he see? (He saw more fans than he had ever seen before.)
3. What did Art say to himself? Don’t throw the ball too high.

Sound/symbol correspondence, suffixes, details

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Lesson 10

Part 1
Read the sentences in the box. Then write the answer to each question.

People from the big league came over to talk to Art that night. A man from the Reds said that he would pay Art three hundred thousand dollars if Art left school and became a pitcher for the Reds. A woman from the Tigers told Art that she would give Art five hundred thousand dollars if Art played with the Tigers.

Art told them that he would have to think about leaving school.

Then some of Art’s friends came over. They wanted to take Art to a party. Art asked his dad and mom, and they said that it was all right for him to go.

1. How much money were the Tigers offering to give to Art if he came and pitched for them? five hundred thousand dollars
2. Why did Art want to take time to think about the offers from the two baseball teams? (He wanted to decide if he should leave school.)
3. Who told Art it was okay to go to the party? (His parents said it was okay.)

Part 2
Write the name of the person or the people each sentence tells about.

Art Art’s mom and dad Art’s friends
Woman from the Tigers Man from the Reds

1. These people asked Art to go to a party with them. Art’s friends
2. This person offered Art $300,000 to play baseball. Woman from the Tigers
3. This person asked to go to a party. Art
4. This person offered Art $500,000 to play baseball. Art’s mom and dad
5. These people said Art could go to a party.

Draw conclusions based on evidence, skim and scan for information/character identification

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### Lesson 11

**Part 1**
Write these words without endings.

1. nearly
2. speaker
3. leaving
4. winner
5. falling
6. mixed
7. skipped
8. smallest

**Part 2**
Match the words and complete them.

<table>
<thead>
<tr>
<th>itched</th>
<th>contest</th>
</tr>
</thead>
<tbody>
<tr>
<td>flying</td>
<td>feared</td>
</tr>
<tr>
<td>contest</td>
<td></td>
</tr>
<tr>
<td>nosed</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3**
Write the two words that make up each word.

1. handshake = hand + shake
2. basketball = basket + ball
3. somewhere = some + where
4. spotlight = spot + light

---

### Lesson 12

**Part 1**
Read the sentences in the box. Then write the answer to each question.

Art didn’t talk to Patty for a month. He moped around school, and he moped around the farm. He went to the doctor’s office three times a week. The doctor had him do exercises for his arm.

Now Art could bend his arm almost all the way. But his arm was weak. It was so weak that he couldn’t bend it when he held a heavy steel ball. The doctor told him that he should exercise his arm at home every day, but Art didn’t feel like exercising. So his arm didn’t get very strong.

1. Art moped around school and around the farm. What does mope mean? *(act sad and depressed)*
2. What did the doctor tell Art that he should do? *exercise his arm at home every day*
3. Why didn’t Art’s arm get very strong? *(because Art was not exercising it)*

**Part 2**
Write these words with ed endings.

1. sail
2. clap
3. lean
4. pass
5. scratch

**Part 3**
Write these words with ing endings.

1. yell
2. think
3. sit
4. dream
5. drive
Lesson 13
Name ____________________________

Part 1
Write the words.

out + side = __________ outside
any + where = __________ anywhere
your + self = __________ yourself
to + lead + er = __________ cheerleader

Part 2
Read the sentences in the box. Then write the answer to each question.

Art said, “I once read that a bird with a broken wing never flies as high again.”
Patty said, “Stop that. You’re not a bird, and you don’t have a broken wing. They fixed your arm. You just have to start being brave.”
Art glared at her. “What do you mean? What makes you think I’m not brave?”

1. What did Art say about a bird with a broken wing? A bird with a broken wing never flies as high again.
2. Art thinks that he is a bird with a broken wing. What does he mean by that? (He thinks that he’ll never be good at baseball again.)
3. What did Patty tell Art that he should do? Start being brave.
4. Art glared at Patty. What does glare mean? (to stare angrily at someone)

Part 3
Write these words without endings.

1. watched  watched
2. nodded  nod
3. taken  take
4. making  make
5. skipped  skip
6. feeling  feel
7. broken  broke
8. harder  hard

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Lesson 14
Name ____________________________

Part 1
Read the sentences in the box. Then write the answer to each question.

Now Art was afraid. A player was on third base. There was one out. And Art didn’t have a flashing fast ball that would strike out the other batters.
The catcher jogged out and said to Art, “Just make the old brain work. Art. You can strike this next guy out. Just throw the kind of pitch he’s not looking for. Watch me. I’ll give you some signals.”
So Art watched the catcher. The catcher signaled for a slow curve. “No,” Art said to himself. “He’ll hit it out of the park.” Then Art began to think, “Maybe he won’t. Maybe he’s looking for a very fast ball. Maybe a curve will throw his timing off and make him miss the ball.”

1. Art didn’t have his flashing fast ball. What is a flashing fast ball? (a pitch that moves very fast)
2. What did the catcher tell Art? (He told Art to make his brain work; to throw a pitch that the batter didn’t expect; to watch him for some signals)
3. What kind of pitch did the catcher signal for? a slow curve
4. Why could that kind of pitch trick the batter? (It could throw off the batter’s timing.)

Part 2
Write the words. Items 1 and 3 are done for you.

1. I + will = __________ I’ll
2. he + will = __________ he’ll
3. did + not = __________ didn’t
4. would + not = __________ wouldn’t
5. is + not = __________ isn’t

Conclusions, contractions
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**Part 1**
Write these words with **er** endings.
1. speak ________ speaker
2. pitch ________ pitcher
3. fast ________ faster
4. bat ________ batter

**Part 2**
Write these words with **ing** endings.
1. talk ________ talking
2. start ________ starting
3. stop ________ stopping
4. think ________ thinking

**Part 3**
Read the sentences in the box. Then write the answer to each question.

The president was standing next to the cab. He said to the con man, “Get out of that cab this instant.”

The con man got out of the cab. He was thinking to himself, “I must find a way to get away from this guy.”

The president said, “Before we leave on our trip, we must find some fine duds. Who would think of going on a trip without fine duds?”

1. The president told the con man to get out of the cab this instant. What does **this instant** mean? (right now; at this moment)
2. What does the con man want to do? (He wants to get away from the president.)
3. What are fine duds? (nice clothes)

(Note: Accept reasonable spelling of “clothes.”)

**Part 4**
Write these words without **ings**.
1. driver ________ drive
2. faking ________ fake
3. taken ________ take

Suffixes, conclusions

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Lesson 15 29

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**Part 1**
Write the words. Item 1 is done for you.

1. he + is = ________ he’s
2. there + is = ________ there’s
3. you + will = ________ you’ll

**Part 2**
Read the words in the box. Then fill in the blanks.

started mistake watched list past
pitched picked stormed fuss mess
guys shocked stared bags expected
strokes lies dashed tried desk

The president looked ________ shocked ________ He ________ stared ________ at the list of names. Then he said, “I am sorry for making such a ________ fuss ________ I was so upset about our ________ bags ________ that I must have looked right ________ past ________ the name on the list.”

The president was telling ________ lies ________ left and right. He had just ________ picked ________ the name Henry Reeves from the ________ list ________ and had given it to the con man.

**Part 3**
Write these words with **ly** endings.

1. proud ________ proudly
2. slow ________ slowly
3. clean ________ cleanly

**Part 4**
Write these words with **ing** endings.

1. wait ________ waiting
2. ship ________ shipping
3. catch ________ catching

Contractions, vocabulary/context clues, suffixes

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Lesson 16 31
Lesson 17

Name______________________________

Part 1 Write the words.

1. with + out = ______ without
2. over + sight = ______ oversight
3. every + body = ______ everybody
4. some + where = ______ somewhere

Part 2 Read the sentences in the box. Then write the answer to each question.

As the woman called the shipping department, the president turned to the con man and whispered, "I don't want to tell them that I am a president. That would scare them. So I'll just pretend that I'm another person."

The steamship woman said, "I'm happy to report that all of your bags are safe in our shipping department."

The president turned to the con man and said, "You fool. You told me that our bags were not in the shipping department. You must try to take more care when I give you a task to do."

The con man didn't say a thing. He just looked at the president. The con man said to himself, "If I am a con man, the president is a super con man."

Part 3 Write these words without endings.

1. hopped _______ hop
2. hopes _______ hope
3. taken _______ take
4. turned _______ turn
5. missing _______ miss
6. hardly _______ hard

Details, suffixes

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Lesson 17

33

Lesson 18

Name______________________________

Part 1 Read the passage and answer the questions.

A tall man had found out that the con man was trying to steal his bags. The con man was trying to think of something to say, but the words were not flowing from his mouth. He was stammering and stuttering and saying, "You know—I mean, you see..." The tall man was getting very mad.

Then suddenly the president came back. He had a cop with him. He said, "There he is. Officer. That tall man is the impostor. Go ask him his name, and you'll see."

The cop went up to the tall man. "All right, buddy," he said. "What's your name?"

"Fredrick. Robert Fredrick," the tall man said. "And this man seems to be stealing my bags."

1. What did the president tell the cop? (He told the cop that the tall man was the impostor.)
2. What did the tall man say his name was? Robert Fredrick
3. What did the tall man say was going on? (He said that the con man was trying to steal his bags.)

Part 2 Write these words without endings.

1. rubbed _______ rub
2. nosed _______ nose
3. opening _______ open
4. quickly _______ quick
5. piped _______ pipe
6. lonely _______ lone
7. shouted _______ shout
8. flowing _______ flow

Details, suffixes

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Lesson 18

35
Lesson 19
Name ________________________________

Part 1
Follow the instructions for each exercise.
1. Write the word partner. Make a line over ar. ____________
2. Write the word person. Make a line over er. ____________
3. Write the word loaded. Make a line under oa. ____________

Part 2
Read the words in the box. Then fill in the blanks.

spat
hollow
open
start
hollered
cried
slept
homesick
care
smiling
smile
catch
catcher
cheer
cheering

"I have _____ spent _____ three years at Happy Hollow," the president said. He was still _____ smiling _____ . "Those were the best three years of my life. When the cop said, 'Happy Hollow,' I became _____ homesick __." 

The con man was thinking that he would have to _____ start _____ all over. He would have to _____ plan _____ some way to get out of the rest home. He said to himself, "The next time I _____ escape _____ , I won't be _____ conned _____ into going with a _____ guy _____ like the president."

Part 3
Write the words. Item 1 is done for you.
1. they + had = they'd 4. I + will = I'll
2. I + had = I'd 5. could + not = couldn't
3. you + had = you'd 6. here + is = here's

Lesson 20
Name ________________________________

Part 1
Write the two words that make up each word.
everything = every + thing
homesick = home + sick
understand = under + stand
without = with + out

Part 2
Read the sentences in the box. Then write the answer to each question.

Hurn tried to back away from the big cat. But he felt the hard rock of the cave against his back. He could go back no more. Surt was curled next to him.

1. Why couldn't Hurn back away from the big cat? (There was no room to move in the cave.)
2. Name three things Hurn did to try to scare the cat away. (showed his teeth, began to growl, snapped at the air)
3. What did the cat do next? (It stopped for an instant, and then it moved closer.)

Part 3
Write these words without endings.
1. smelling = smell
2. smiles = smile
3. closer = close
4. flashing = flash
5. snapped = snap
6. noses = nose
7. catcher = catch
8. cheering = cheer

Sound/symbol correspondence, vocabulary/context clues, contractions
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Lesson 19 37

Compound words, details, suffixes
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Lesson 20 39
Lesson 21

Part 1
Write the words. Item 1 is done for you.

1. I + have = I've  2. you + have = you've  3. did + not = didn't
4. there + is = there's  5. you + will = you'll  6. is + not = isn't

Part 2
Read the sentences in the box. Then write the answer to each question.

The pups stood in the cold water, shivering and scanning the air with their noses. Slowly the pups walked from the water. But they did not go back to the cave. Something told them that the cave was no longer safe. Something said to Hurn, "Stay away from the cave." So Hurn and Surt began to follow the bank of the stream. Hurn led the way. Surt followed. From time to time she tried to play with her brother, but Hurn wouldn't play.

1. When the pups stood in the water, what did they do with their noses? (They scanned the air.)
2. Why didn't the pups go back to the cave? (Something told them that the cave was no longer safe.)
3. Where did the pups go after they got out of the stream? (along the bank of the stream)
4. Which wolf pup still wanted to play? Surt

Part 3
Match the words and complete them.

- quickly
- shivering
- thirsty
- reached
- wheeze

Contractions, details, word match

Lesson 22

Part 1
Write the words.

1. sudden + ly = suddenly
2. howl + ed = howled
3. long + er = longer
4. time + s = times
5. reach + es = reaches

Part 2
Read the words in the box. Then fill in the blanks.

Suddenly there was a rustling sound in the ferns next to the spit. She was running toward the spit. She was running as fast as her legs would take her. She reached the spit before any of the men saw her, and she might have gotten away with a big chunk of deer meat—except for one thing. She stepped in the fire. She had never seen fire before. She had been in such a hurry to get the meat that she didn't take as much care as she should have.

Part 3
Write these words without endings.

1. tossed  5. broken  2. softly  6. takes  3. shines  7. hunter  4. following  8. popped
Lesson 23

Vocabulary/context clues, details

Part 1

Read the sentences in the box. Then write the answer to each question.

One of the men was stirring the beans. Another was sitting near the spit. Vern sat on the other side of the fire. And Hurn was trying to hear everything and see everything. But he didn’t move. The only things that moved were his sides as he breathed.

1. Who was stirring the beans?
2. Where was Vern?
3. Hurn stayed very still. What part of him moved?
4. Why do you think Hurn didn’t move?

Part 2

Read the sentences in the box. Then write the answer to each question.

As the man played the fiddle, Surt began to walk slowly down the hill toward the men. She was still limping, but she walked on all four paws. She wanted some more meat, but she wanted a friend, too. She missed her brother. She wanted to have a friend. She leaned over and gave Vern a little poke with her nose.

1. What did Hurn do after he had a drink at the stream?
2. Why didn’t he go back to the cave?
3. Name two things Hurn needed to do.

Part 1

Write these words without endings.

1. wag
2. softly
3. stepping
4. pile
5. howling
6. followed
7. watched
8. sitting

Part 3

Write the two words that make up each part.

1. didn’t = not + did
2. I’ll = will + I
3. here’s = is + here

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Lesson 25

Name ____________________________________________

Part 1
Write the words.

1. stiff + ly = __________
2. tug + ed = __________
3. whine + ed = __________
4. scan + ing = __________
5. miss + ed = __________
6. stare + ing = __________

Part 2
Read the words in the box. Then fill in the blanks.

nipped  followed  closed  heat  yawned

tan  eat  sniffed  dashed  snuggled

harm  standing  opening  sneaked  tired

back  blinked  howled  stared  realized

Hurn ___ followed ___ the tan wolf back to her den. There he met her pup. He was sleeping, curled up in a little ball. Hurn ___ sniffed ___ him, and the tan wolf ___ stared ___ at Hurn. When she felt that Hurn would not ___ harm ___ her pup, she ___ yawned ___ Then she turned around three times and lay down with her nose toward the ___ opening ___ of the den.

Hurn ___ snuggled ___ up next to her. They looked like two balls of fur. Hurn was so, so tired. He ___ blinked ___ two times. Then his eyes closed, and he went to sleep.

Suffixes, vocabulary/context clues

Lesson 25 49

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Lesson 26

Name ____________________________________________

Part 1
Read the sentences in the box. Then write the answer to each question.

Then the tan wolf began to walk up the slope, past the other wolves. When she was part way up the slope, she stopped and waited for Hurn. He ran up behind her and tried to hide under her. She held her head up and walked on past the other wolves. They stared at her as she passed.

1. How did the tan wolf show that she wanted Hurn to follow her? (When she was part way up the slope, she stopped and waited for him.)

2. Why did Hurn try to hide under her? (He was afraid of the other wolves.)

3. What did the other wolves do as the tan wolf walked past them? They stared at her.

Part 2
Write the two words that make up each word.

1. outside = ___ + ___
2. daytime = ___ + ___
3. campfire = ___ + ___
4. someday = ___ + ___
5. upwind = ___ + ___

Part 3
Write the two words that make up each word.

1. you’ll = ___ + ___
2. isn’t = ___ + ___
3. I’ve = ___ + ___

Inferences, compound words, contractions

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Lesson 26 51
Lesson 27

Part 1
Read the sentences in the box and answer the questions.

The fox was very smart. It would bite off bits of fur and drop them on the bank of the stream. Then the fox would swim to the other side of the stream. The idea was to get the wolves mixed up.

And the plan almost worked. The wolves came to the bank of the stream. They smelled the bits of fur. The smell was very strong. It was so strong that the wolves could smell nothing else. They ran around and around, but they always came back to the bits of fur.

1. What did the fox do to trick the wolves?

   It bit off bits of fur and dropped them on the bank of the stream.

2. Why did the bits of fur fool the wolves?

   (The fur smelled so strong that the wolves couldn’t smell anything else.)

3. Where was the fox?

   It was on the other side of the stream.

Part 2
Write the words.

1. smart + er = smarter
2. roll + ed = rolled
3. jog + ed = jogged
4. gaze + ed = gazed
5. chase + ing = chasing
6. quick + ly = quickly

Part 3
Write the words.

1. could + not = couldn’t
2. you + had = you’d
3. there + is = there’s

Details, suffixes, contractions

Lesson 28

Part 1
Read the words in the box. Then fill in the blanks.

Hurn didn’t have to fight any of the other wolves. They seemed to know that Hurn was boss. Maybe they knew from the way he had gone at the black wolf.

Late in the fall, Hurn led the other wolves to high ground way up the side of a mountain. They would spend the winter up there, and they would not have an easy time. The trees were not tall, and there were not many animals.

The snow came early. It swirled down every night. Before the middle of December, the snow had piled up in swells that were twenty feet high.

Part 2
Write the two words that make up each word.

1. hasn’t = hasn’t + not
2. I’ll = I’ll + will
3. you’ve = you’ve + have
4. wouldn’t = wouldn’t + not

Part 3
Write the words.

1. loud + est = loudest
2. get + ing = getting
3. fool + ed = fooled
4. puzzle + ed = puzzled
5. near + ly = nearly

Vocabulary/context clues, contractions, suffixes
Lesson 29

Part 1
Write these words without endings.
1. slowly  
2. crouched  
3. rubbed  
4. bothered  
5. starved  
6. friendly  
7. piles  
8. chasing

Part 2
Read the sentences in the box. Then write the answer to each question.

Hurn didn't walk away from the wolf pup. Hurn got above the wolf pup and grabbed her by the nape of the neck. He gave a hard jerk. The pup let out a yelp, but now the pup was free. The pup wagged her tail and rolled over on her back to show Hurn that he was boss and that she would do what he wanted her to do.

1. What did Hurn do to the wolf pup? (He grabbed her by the nape of the neck, gave a hard jerk, and freed her.)
2. The pup let out a yelp. What is a yelp? (a cry or bark)
3. Why did the pup roll over on her back? to show Hurn that he was the boss

Part 3
Write the words.
1. he + is = he's
2. is + not = isn't
3. you + have = you've
4. here + is = here's

Suffixes, details, contractions

Lesson 30

Part 1
Match the words and complete them.

in vent or  
ex peri ment 
com plain 
fac tory 
com plain

Part 2
1. Write the word lousy. Make a line over the ou. lousy
2. Write the word point. Make a line under the oi. point
3. Write the word boarding. Make a line over the oo. boarding
4. Write the word toil. Make a line under the oi. toil
5. Write the word folded. Make a line under the ol. folded

Part 3
Write the words.
1. like + ed = liked
2. bright + ly = brightly
3. invent + or = inventor
4. board + ing = boarding
5. starve + ed = starved

Part 4
Write the words.
1. some + body = somebody
2. may + be = maybe
3. with + out = without
4. every + one = everyone
5. an + other = another

Word match, word parts, suffixes, compound words

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Lesson 29 57

Lesson 30 59
Lesson 31
Name ____________________________

Part 1
Match the words and complete them.
- recall
- hammer
- crazy
- pretzel
- foolish
- pre
- ze
- l
- re
- call
- ham
- mer
- cra
- zy

Part 2
Write the words.
1. listen + ed = listened
2. stick + y = sticky
3. drop + ing = dropping
4. flat + er = flatter
5. walk + ing = walking
6. dent + s = dents

Part 3
Write the two words that make up each word.
1. yourself = your + self
2. downstairs = down + stairs
3. anything = any + thing
4. paintbrush = paint + brush
5. anyone = any + one

Word match, suffixes, compound words
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Lesson 32
Name ____________________________

Part 1
Write the words. Item 1 is done for you.
1. do + not = don’t
2. you + will = you’ll
3. she + is = she’s
4. would + not = wouldn’t
5. I + had = I’d
6. we + have = we’ve

Part 2
Write the words without endings.
1. watching = watch
2. wadded = wad
3. chores = chore
4. beaches = beach
5. smiled = smile
6. dropped = drop
7. relatives = relative
8. stinky = stink

Part 3
Write the words.
1. up + stairs = upstairs
2. some + thing = something
3. any + body = anybody
4. how + ever = however
5. with + out = without
6. day + light = daylight

Contractions, suffixes, compound words
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**Lesson 33**

**Part 1**
Write the name of the person each sentence tells about.

Herman  Carl  Irma  Berta  Fern

1. This person said, “I don’t know why we stay here. She is all for herself. She never thinks about anybody else.”
   - Berta

2. This person said, “Here is the hand you wanted,” and held up her right hand.
   - Irma

3. This person looked at the hand. His lips moved, but his voice did not seem to be working.
   - Herman

4. This person looked at the hand and said, “Uh, buh, duh, buh, uh.”
   - Carl

**Part 2**
Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Herman sat on the _____ and watched TV.
   - coach  couch

2. Irma dumped the _____ from the jar.
   - paint  point

3. In a _____ voice, she said, “You wanted me to give you a hand?”
   - lead  loud

4. Fern stopped talking and _____ at the hand.
   - stared  stared

**Part 3**
Write the words.

1. wave + ed = ______ wavyed
2. bake + ing = ______ baking
3. face + ing = ______ facing
4. joke + s = _______ jokes
5. stop + ed = _______ stopped
6. stare + ed = _______ stared

Characterization, spelling, suffixes

**Lesson 34**

**Part 1**
Write these words without endings.

1. stopped  stop
2. hoped  hope
3. waking  wake
4. staring  stare

**Part 2**
Write the words. Item 1 is done for you.

1. does + not = _____ doesn’t
2. do + not = _____ don’t
3. we + will = _____ we’ll
4. he + is = _____ he’s
5. they + had = _____ they’d
6. I + have = _____ I’ve

**Part 3**
Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Berta ran from the room as fast as a track ______ star
   - stare  star

2. Irma _____ rubbed the rag on the invisible paint.
   - rubbed  robbed

3. Fern was just _____ waking up again.
   - walking  waking

Suffixes, contractions, spelling

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Lesson 35

Name ____________________________

Part 1
Write the words. Items 1, 5, and 9 are done for you.
1. I + am = ________ I’m 6. it + is = ________ it’s
2. I + will = ________ I’ll 7. do + not = ________ don’t
3. he + will = ________ he’ll 8. does + not = ________ doesn’t
4. she + is = ________ she’s 9. we + are = ________ we’re
5. he + has = ________ he’s 10. you + are = ________ you’re

Part 2
Write these words without endings.
1. flipped ________ flip 5. offering ________ offer
2. closed ________ close 6. really ________ real
3. drapes ________ drape 7. remarked ________ remark
4. places ________ place 8. smiled ________ smile

Part 3
Write the two words that make up each word.
1. inside = ________ in + ________ side
2. herself = ________ her + ________ self
3. something = ________ some + ________ thing

Contractions, suffixes, compound words

Lesson 35 69

Lesson 36

Name ____________________________

Part 1
Read the words in the box. Then fill in the blanks.

<table>
<thead>
<tr>
<th>grab</th>
<th>meal</th>
<th>scare</th>
<th>fast</th>
<th>anything</th>
<th>chore</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>right</td>
<td>listen</td>
<td>main</td>
<td>something</td>
<td>now</td>
</tr>
<tr>
<td>bold</td>
<td>yell</td>
<td>stand</td>
<td>stare</td>
<td>remember</td>
<td>careful</td>
</tr>
<tr>
<td>quiet</td>
<td>next</td>
<td>remarked</td>
<td>note</td>
<td>tone</td>
<td>stand</td>
</tr>
</tbody>
</table>

Irma said, “I have ________ to say, and I am going to say it right now. And I
want you to ________ listen ________.”

“All right, all right,” Carl said. “Say what you have to say. Just make it ________ fast ________.”

Irma said, “From now on, don’t ________ yell ________ at me. Don’t tell me to do every ________
chore ________ around this house. And don’t be ________ mean ________ to me.”

Berta said, “Who do you think you are, talking to me in that ________ tone ________ of voice?”

“You know very well who I am,” Irma said. “Just ________ remember ________ what I’m
telling you.”

“Oh, be ________ quiet ________ and let’s eat,” Carl ________ remarked ________.

Part 2
Write the words.
1. eat + en = ________ eaten 5. taco + s = ________ tacos
2. bother + ing = ________ bothering 6. daze + ed = ________ dazed
3. boil + ed = ________ boiled 7. scare + ed = ________ scared
4. complain + ing = ________ complaining 8. mix + ed = ________ mixed

Vocabulary/context clues, suffixes

Lesson 36 71
Lesson 37

Part 1

Write the name of the person each sentence tells about.

Irma  Berta  Fern  Herman  Carl

1. This person said, “Who has my keys? Give them back right now.”  ________ Carl

2. This person said, “Will you cut the noise? I can’t even hear what they’re saying on TV.”  ________ Fern

3. This person was yelling, “I want my keys.”  ________ Carl

4. This person was yelling, “I hope you can find them, so that you can get out of here, you bum.”  ________ Berta

5. This person was yelling, “I don’t know anything about your lousy keys.”  ________ Herman

6. This person was laughing.  ________ Irma

Part 2

Write these words. Items 1 and 3 are done for you.

1. what + is = what’s
2. that + is = that’s
3. can + not = can’t
4. I + am = I’m
5. do + not = don’t
6. was + not = wasn’t
7. we + are = we’re
8. were + not = weren’t
9. she + has = she’s
10. you + have = you’ve

Characterization, contractions

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Lesson 37 73

Lesson 38

Part 1

Read the sentences in the box and answer the questions.

Irma had done some things to start an argument between her boarders. She had removed Carl’s keys from his coat and slipped them into Herman’s pocket. She had taken a glass and placed it next to Carl. Then she had taken a chunk of ice from the glass and dropped it down Berta’s back.

Now everybody was yelling. Carl was yelling because he couldn’t find his keys. Berta was yelling because of the ice down her back. Fern was yelling because the others were making so much noise that she couldn’t watch TV. And Herman was yelling because Carl was yelling at him about the keys.

1. Why was Carl yelling?  ________ He couldn’t find his keys.
2. Where had Irma put the keys?  ________ She put them into Herman’s pocket.
3. Why was Berta yelling?  ________ She had a chunk of ice down her back.
4. What did Fern want to do?  ________ She wanted to watch TV.
5. Why was Herman yelling?  ________ Because Carl was yelling at him about the keys.

Part 2

Write these words without endings.

1. opened ________ open
2. removed ________ remove
3. placed ________ place
4. wearing ________ wear
5. pizzas ________ pizza
6. worker ________ work
7. hardly ________ hard
8. slipped ________ slip

Details, suffixes

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Lesson 38 75
Lesson 39

Part 1
Write the words.
1. what + is = _______
2. you + are = _______
3. should + not = _______
4. that + is = _______
5. we + will = _______
6. does + not = _______
7. we + have = _______
8. I + am = _______
9. can + not = _______
10. you + had = _______

Part 2
Fill in the circle next to the word that completes the sentence. Write the word in the blank.
1. Irma will ______ her money to pay the dentist's bill.
2. It was a ______ for her to get the paint off.
3. She fumbled around on the work ______ until she ______ the invisible glasses.
4. She left the room and ______ to see what would happen.

Part 3
Write the compound words.
1. every + one = _______
2. some + times = _______
3. in + side = _______
4. down + stairs = _______
5. it + self = _______
6. through + out = _______

Contraction, vocabulary/context clues, compound words

Lesson 40

Part 1
Read the words in the box. Then fill in the blanks.
simmering nice brother tacos fish smiled
arguing stared smiles complain spilled slipped
tired bother cheese yelled pizza cola
peace started complaining late scared warned

Now Irma's boarders didn't ______ her. They didn't yell. They didn't ______. Herman was even ______ to her from time to time. One time she came home with a ______. Carl ______ to say something about how ______ she was, and Herman said, "Listen here. She works in that ______ factory all day and still brings us dinner. So stop ______." Irma ______ at Herman and said, "Well, thank you, Herman. That was a very nice thing for you to say."

Part 2
Write the words without endings.
1. fumbles ______
2. simmering ______
3. slipped ______
4. prices ______
5. smiled ______
6. scared ______
7. whistled ______
8. nearly ______

Vocabulary/context clues, suffixes

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Lesson 41

Name __________________________

Part 1

Fill in the circle next to the word that completes the sentence. Write the word in the blank.

1. Then one day, Irma made up her ______ to keep the paint. ○ mind ○ mine
2. From time to time, Berta would start to ______ about Irma. ○ grip ○ gripe
3. When this happened, Herman would say, “Stop ______.” ○ gripping ○ griping
4. It's so nice and ______ in this room. ○ quiet ○ quite

Part 2

Write the two words that make up each word.

1. downstairs = ______ + ______
2. yourself = ______ + ______
3. billboard = ______ + ______
4. everybody = ______ + ______
5. outside = ______ + ______
6. nothing = ______ + ______
7. anyone = ______ + ______
8. bedroom = ______ + ______

Part 3

Write the words.

1. was + not = ______
2. there + is = ______
3. I + have = ______
4. should + not = ______

Vocabulary/context, compound words, contractions

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Lesson 42

Name __________________________

Part 1

Read the sentences in the box and answer the questions.

When Old Salt had first moved into that little white house a year before, the girls and boys hadn't made fun of him. They listened to Old Salt tell about his days as a first officer on cargo ships. They heard him tell about the First World War and the Second World War. They listened to his tales about a chest of gold that had been taken from the SS Foil just before it had gone down in the South Pacific. The old man told the boys and girls that the Foil had sunk in 1918, while World War I was going on.

1. For how long had Old Salt lived in the house? ______
2. What job did he have on cargo ships? ______
3. What did he say was taken from the SS Foil before it sank? ______
4. What is the South Pacific? ______
5. What was going on in the year 1918? ______

Part 2

Write these words without endings.

1. retired
2. relatives
3. mumbled
4. really
5. worker
6. later
7. loved
8. liking
9. certainly
10. tales

Part 3

Write the words.

1. he + would = ______
2. what + is = ______
3. they + are = ______
4. had + not = ______

Details, suffixes, contractions

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Lesson 43
Suffixes, compound words, contractions

Part 1
Write the words. Item 1 is done for you.
1. like + ing = liking
2. nose + ing = noseing
3. take + en = taken
4. try + ing = trying
5. decide + ed = decided
6. snap + ed = snapped
7. young + er = younger
8. store + ed = stored
9. magnify + ing = magnifying
10. kid + ing = kidding

Part 2
Write the two words that make up each compound word.
1. outside = out + side
2. everybody = every + body
3. matchbox = match + box
4. sometime = some + time
5. without = with + out
6. downstairs = down + stairs
7. herself = her + self
8. classroom = class + room

Part 3
Write the words. Item 1 is done for you.
1. was + not = wasn't
2. will + not = won't
3. here + is = here's
4. that + is = that's
5. does + not = doesn't
6. we + are = we're

Part 2
Write the two words that make up each compound word.
1. outside = out + side
2. everybody = every + body
3. matchbox = match + box
4. sometime = some + time
5. without = with + out
6. downstairs = down + stairs
7. herself = her + self
8. classroom = class + room

Part 3
Write the words. Item 1 is done for you.
1. was + not = wasn't
2. will + not = won't
3. here + is = here's
4. that + is = that's
5. does + not = doesn't
6. we + are = we're

Part 2
Write the two words that make up each compound word.
1. outside = out + side
2. everybody = every + body
3. matchbox = match + box
4. sometime = some + time
5. without = with + out
6. downstairs = down + stairs
7. herself = her + self
8. classroom = class + room

Part 3
Write the words. Item 1 is done for you.
1. was + not = wasn't
2. will + not = won't
3. here + is = here's
4. that + is = that's
5. does + not = doesn't
6. we + are = we're
Lesson 45

Name_________________________

Part 1
Match the words and complete them.

- **volcano**
- **poison**
- **treasure**
- **sprang**
- **thorns**
- **peace**
- **bunch**
- **numbers**
- **thousands**

Part 2
Write the words.

1. make + ing = **making**
2. store + ed = **stored**
3. solve + ed = **solved**
4. hike + ing = **hiking**
5. pace + s = **paces**
6. peer + ed = **peered**
7. set + ing = **setting**
8. pass + ed = **passed**
9. large + er = **larger**
10. grip + ed = **gripped**

Part 3
Write the two words that make up each word.

1. won’t = **will** + **not**
2. where’s = **where** + **is**
3. couldn’t = **could** + **not**
4. I’ve = **I** + **have**
5. you’re = **you** + **are**
6. she’ll = **she** + **will**

Word match, suffixes, contractions

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Lesson 46

Name_________________________

Part 1
Read the sentences in the box and answer the questions.

“How much is the gold worth?” Tony asked.
“That’s not a thing to be talking about,” Salt said sharply. He looked boiling mad.
“Don’t talk about gold,” he said.
“I’m sorry, Salt,” Tony said. “Are you going to see about getting a ship?”
Salt shook his head, “Don’t talk about that,” he said. “Just go off to school and think about something else.”

So Tony went to school. It seemed like a long day. It seemed as if the three o’clock bell would never ring. But at last it did, and Tony ran all the way to Salt’s house. Now he would find out about the ship.

1. What two things did Old Salt tell Tony not to talk about? **gold and the ship**
2. What did Salt tell Tony to do instead? **go to school and think about something else**
3. Why did the school day seem so long to Tony? **(he wanted to go to Salt’s house; he wanted to find out about the ship)**
4. What did Tony hope to find out about after school? **the ship**

Part 2
Write these words without endings.

1. takes = **tale**
2. slowly = **slow**
3. getting = **get**
4. having = **have**
5. talked = **talk**
6. boiling = **boil**
7. stopped = **stop**
8. quickly = **quick**
9. places = **place**
10. sharper = **sharp**

Details, suffixes

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Lesson 47
Name ________________________________

Part 1
Read the sentences in the box and answer the questions.

Rosa and Tony bent over the table. Salt talked very softly. He told them that a vacation ship was leaving for the South Pacific in three weeks. Salt said that he could get a job on that ship. The ship would go as far as Wake Island. From that point, Salt would have to rent a small boat and travel 300 miles to Rose Island.

1. What kind of ship was leaving for the South Pacific? ______ a vacation ship ______
2. When would the ship leave? ______ in three weeks ______
3. How did Salt plan to pay for the trip? ______ He would get a job on that ship. ______
4. Where is Wake Island? ______ He would rent a small boat. ______
5. How did Salt plan to get from Wake Island to Rose Island? ______ He would rent a small boat. ______
6. How far is it from Wake Island to Rose Island? ______ 300 miles ______

Part 2
Write the words.
1. trap + ed = ______ trapped ______ 4. broke + en = ______ broken ______
2. puddle + s = ______ puddles ______ 5. bite + ing = ______ biting ______
3. let + ing = ______ letting ______ 6. sharp + ly = ______ sharply ______

Part 3
Write the two words that make up each word.
1. won’t = ______ will ______ + ______ not ______
2. there’s = ______ there ______ + ______ is ______
3. you’ll = ______ you ______ + ______ will ______
4. I’m = ______ I ______ + ______ am ______
5. they’re = ______ they ______ + ______ are ______
6. can’t = ______ can ______ + ______ not ______

Details, suffixes, contractions
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Lesson 48
Name ________________________________

Part 1
Read the words in the box. Then fill in the blanks.

placed four worked kidding week grime weak stopped fished mess cook button
three sailor blazing pointed week grime painted three sailor blasting pointed week grime painted
passed boiler streaked showed showed showed chunks

For ______ four ______ hours Tony ______ fished ______ clinkers from the furnace. He had a long, ______ pointed ______ rod. He ______ rammed ______ the rod into the clinkers. Then he lifted them from the furnace.

After four hours had ______ passed ______ , a ______ sailor ______ came to Tony and said, "Okay, you’re off for four hours.” Tony was a ______ mess ______. He was covered with grit and ______ grime ______. His face was ______ streaked ______ with sweat. His hands were sore. His legs were ______ weak ______.

Part 2
Write the words.
1. late + er = ______ later ______ 5. carry + ing = ______ carrying ______
2. change + ed = ______ changed ______ 6. open + ed = ______ opened ______
3. pat + ed = ______ patted ______ 7. quick + ly = ______ quickly ______
4. pile + ing = ______ piling ______ 8. hire + ed = ______ hired ______

Part 3
Write the words.
1. It + is = ______ It’s ______ 3. we + have = ______ we’ve ______
2. he + would = ______ he’d ______ 4. she + has = ______ she’s ______

Vocabulary/context, suffixes, contractions
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Lesson 49
Name __________________________

Part 1
Read the sentences in the box and answer the questions.

The ship had made five stops. This was the last one. It would stay at Wake Island for three days. Then it would go back home. But Tony, Rosa, and Salt would not be on it. They would be in a small boat for rent. The night air was sweet with the smell of wild flowers. And the air was hot and wet.

Salt was saying to the woman at the dock. “We need a boat that can go six hundred miles out to sea.”

1. For how long would the vacation ship stay at Wake Island? __three days____
2. When the ship went back home, where would Salt, Rosa, and Tony be? __in a small boat on their way to Rose island____
3. Why did they meet with the woman on the dock? __She had small boats for rent.____
4. What made the air smell sweet? __wild flowers____
5. How did the air feel? __The air felt hot and wet.____
6. What kind of boat did Salt say they needed? __one that can go six hundred miles out to sea____
7. How far is it from Wake Island to Rose Island? __300 miles____

Part 2
Write the words.
1. grip + ing = __gripping__ 6. large + er = __larger__
2. hard + ly = __hardly__ 7. move + ed = __moved__
3. believe + ed = __believed__ 8. slap + ing = __slapping__
4. wave + ing = __waving__ 9. final + ly = __finally__
5. small + er = __smaller__ 10. like + ing = __liking__

Details, inferences, endings

Lesson 49 97

Lesson 50
Name __________________________

Part 1
Read the words in the box. Then fill in the blanks.

birds place pop green feet string
wash dock melt volcano yellow bring
beach swim distance sheet gallon surface
shovels ring pile bugs wild claws

The sky in the east was starting to turn __yellow____. The sea was as smooth as a __sheet____ of glass. Every now and then a little fish would __pop____ out of the water and leave a __ring____ that moved slowly and seemed to __melt____ into the smooth __surface____ of the water. The vacation ship was dark, except for the __string____ of lights on the top deck. Little birds were walking on the __beach____. So were big crabs with __claws____ that could cut off your finger. The __bugs____ seemed to be everywhere.

Part 2
Write the compound words.
1. every + where = __everywhere__ 6. some + how = __somehow__
2. speed + boat = __speedboat__ 7. pass + port = __passport__
3. flash + light = __flashlight__ 8. your + self = __yourself__
4. out + fit = __outfit__ 9. when + ever = __whenever__
5. after + noon = __afternoon__ 10. any + thing = __anything__

Vocabulary/context, compound words

Lesson 50 99
Part 1
Read the sentences in the box and answer the questions.

The island didn't look the way Tony had thought it would. It looked much bigger than he had thought. And the cliffs were much higher than he had thought.

At last the boat came to the place where there were no cliffs. There was a little cove. The water in the cove was clear and very green. Tony could see fish swimming under the surface of the water. The boat slid up on the black-sand beach. Salt cut the engine, and everything was calm, except for the hooting of birds.

1. Name two ways that the island looked different than Tony thought it would look.
   (The island looked much bigger, and the cliffs were higher.)
2. Salt, Tony, and Rosa found a place to land the boat where there were no cliffs. What place was that? a little cove
3. What was the water like in the cove? clear and very green
4. What kind of beach did they land on? a black-sand beach
5. After Salt turned off the motor, what was the only sound they could hear? the hooting of birds

Part 2
Write the words.
1. start + er = starter
2. slap + ed = slapped
3. snore + ed = snored
4. pile + ing = piling
5. spray + ed = sprayed
6. pace + ing = pacing
7. bounce + ed = bounced
8. shake + ing = shaking
9. speckle + ed = speckled
10. bob + ing = bobbing

Part 3
Write the words.
1. you + had = you'd
2. we + have = we've
3. do + not = don't
4. he + has = he's

Details/inferences, suffixes, contractions
Lesson 51 101

Part 1
Read the words in the box. Then fill in the blanks.

They stopped at the _____ edge ____ of a stream. They jumped across the stream, turned more toward the west, and _____ paced ____ off another twenty-six paces. They stopped at the edge of the very steep _____ slope ____.

“This must have been the _____ foot ____ of the volcano,” Salt said. “So far we’ve been _____ lucky _____. There has been a landmark for everything _____ arrow _____ on the map.”

Now Salt and the others _____ turned ____ south. The map said W-16. So Salt stepped off twenty-three paces and _____ stopped _____. There was no landmark.

Salt _____ mopped ____ the sweat from his face. He _____ squinted ____ and looked through the underbrush. “No landmark,” he said. “But let’s go on.”

Part 2
Write the two words that make up each compound word.
1. underbrush = under + brush
2. landmarks = land + marks
3. sunlight = sun + light
4. southwest = south + west

Part 3
Write the words.
1. pace + ed = paced
2. slight + ly = slightly
3. rot + ing = rotting
4. holler + ed = hollered
5. excited + ed = excited
6. smile + ing = smiling

Vocabulary/context, compound words, suffixes
Lesson 52 103
Lesson 53

Part 1
Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

2. Salt uncoiled a rope and tied one end of it around the handle of the knife.
1. Tony found a knife handle in the pile of rocks.
4. Suddenly, a huge pile of rocks came sliding down the side of the volcano.
3. Salt tugged and tugged until the knife came out of the ground.

Part 2
Write the words.

1. he + had = _______ 5. where + is = _______
2. it + is = _______ 6. will + not = _______
3. did + not = _______ 7. you + will = _______
4. we + are = _______ 8. I + am = _______

Part 3
Write the words.

1. rumble + ing = _______ 4. tug + ed = _______
2. rust + y = _______ 5. bite + ing = _______
3. rattle + ing = _______ 6. cool + er = _______

Lesson 54

Part 1
Read the words in the box. Then fill in the blanks.

knife pushed peered rusty bent patted
find bobbed volcano handle paced shovel
piles traps tugged ledge chain bands
soil scrambled cove corner rocks lock

Tony and Rosa scrambled up the side of the volcano. Tony remembered to bring his shovel. When they reached the ledge, they saw Salt bent over.

Without looking up, Salt said, “They put the treasure under the knife.”

I don't see any more traps. Let's dig down and see what we find.” Salt pushed the shovel into the ground. “Clink.” He tossed the dirt aside. And there it was, the corner of the chest.

Part 2
Write the two words that make up each compound word.

1. breakfast = _______ + _______
2. something = _______ + _______
3. afternoon = _______ + _______
4. nothing = _______ + _______
5. maybe = _______ + _______
6. sunlight = _______ + _______
7. landside = _______ + _______
8. whenever = _______ + _______
9. daytime = _______ + _______

Part 3
Write the words.

1. here + is = _______ 3. you + have = _______
2. is + not = _______ 4. were + not = _______

Vocabulary/context, contractions, word parts
Lesson 55

Part 1

Read the sentences in the box and answer the questions.

The treasure didn’t look the way Tony had thought that it would. He had thought that he would see heaps of shiny coins and gold crowns. He had thought that he would see huge red gems that sparkled and gold drinking cups. But he saw heaps of black coins. Some of them were covered with green mold. Some of them had specks of white on them, but most of them were black.

There were three or four bugs in the chest, too. They scrambled down between the coins when the chest was opened.

1. Name three things that Tony thought he would see in the treasure chest.
   
   heaps of shiny coins, huge red gems, gold drinking cups

2. What did he see instead?
   
   heaps of black coins

3. What were some coins covered with?
   
   green mold

4. What happened to the bugs in the chest? They scrambled down between the coins.

Part 2

Write the words.

1. strange + er = stranger
2. have + ing = having
3. taste + ed = tasted
4. sudden + ly = suddenly
5. stop + ing = stopping
6. uncover + ed = uncovered
7. sparkle + ed = sparkled
8. dance + ing = dancing
9. mop + ed = mopped
10. stare + ing = staring

Part 3

Write the two words that make up each word.

1. shouldn’t = should + not
2. that’s = that + is
3. I’ll = I + will
4. we’ve = we + have

Details, suffixes, contractions

Lesson 56

Part 1

Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. Rosa, Tony, and Salt made eight trips to drag the sacks of gold down to the boat.
2. Salt said they would get the treasure home if the sea wanted them to take it home.
3. They figured out that 24 sacks of gold would be worth over seven million dollars.
4. Salt, Tony, and Rosa put pretty stones in the sacks to hide the gold.

Part 2

Read the paragraphs and answer the questions.

“Don’t talk that way,” Tony said. “We’ve got the gold, and we’re going to get it home. Right, Rosa?”

“Right,” Rosa said. “If we have to swim home with those sacks, we’ll get them home. Right, Salt?”

Salt smiled. “Yes. We’ll get it home if the sea wants us to take it home. And I hope that the sea does just that. But remember, our boat is going to ride low in the water. There will be nearly 2,000 pounds of weight in the front of the boat. A good squall could send our treasure to the bottom of the ocean. Let’s just hope that the sea is calm and that no squalls come up.”

1. What was in the front of the boat? (the gold; nearly 2,000 pounds of weight)
2. Why would the boat ride low in the water? (because the gold was so heavy)
3. What could happen if a squall came up? (A squall could cause the boat to sink, sending the treasure to the bottom of the ocean.)
Lesson 57

Part 1
Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

1. The bottom of the boat had nearly a foot of water in it.
2. Within an hour, a stiff wind began to blow.
3. Before long, the waves were rolling and pounding into the side of the boat.
4. The air was foggy the next morning, and the sea was still very calm.

Part 2
Read the words in the box. Then fill in the blanks.

Before long, the waves were rolling and ___________ and pounding into the side of the boat. The fog was ___________ now, and Tony could see that the ocean was a ___________ of white, ___________ waves. The boat was ___________ from side to side as the waves pounded against it. The ___________ of the waves was very loud.

Salt said, “We’re going to have to change ___________. Unless we ___________ into the wind, we’ll ___________. Those waves will soon be coming over the ___________ of the boat.”

Lesson 58

Part 1
Read the sentences in the box and answer the questions.

Tony liked to think about the things that he could do with two million dollars. But every time he began to feel good about the gold, he remembered what Salt had said and became a little worried about the sea. Salt had said they wouldn’t reach Wake Island until just before morning. They would still be in the boat all afternoon, all evening, and almost all of the night. That was a lot of time. And the sea could change quickly.

Tony opened his eyes and looked around. Rosa was eating a banana. The sun was very hot.

1. What happened to Tony every time he began to feel good about the gold?
2. When would they reach Wake Island?
3. How much longer would they be in the boat before they reached Wake Island?
4. What could happen during that time?
5. While Tony worried about the sea, what was Rosa doing?

Part 2
Write the words.

1. wade + ing = ___________
2. figure + ed = ___________
3. sparkle + er = ___________
4. drag + ing = ___________
5. drench + ed = ___________
6. carry + ing = ___________
7. remove + ed = ___________
8. hard + ly = ___________
9. wonder + ed = ___________
10. muffle + ed = ___________
11. measure + ing = ___________
12. heave + ed = ___________

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Lesson 59

Part 1 Read the words in the box. Then fill in the blanks.

- darkness
- squinted
- place
- tense
- slowly
- appeared
- far
- hard
- planned
- quickly
- poured
- stars
- tiller
- pointed
- steered
- supposed
- bucket
- decided

Morning was near now. This was the time they were supposed to reach Wake Island. Salt’s face was tense. His head moved quickly—looking this way and that way.

“We should be seeing lights any time,” Salt said. But no lights appeared. Salt looked up at the stars. Then he checked his compass. Then he began to look this way and that way again.

“I think I see something,” Rosa said from the front of the boat. “Over there.” She pointed to the west.

Tony squinted and looked where Rosa was pointing. He looked as hard as his eyes could look, but he didn’t see anything.

Part 2 Write the two words that make up each compound word.

1. herself = her + self
2. motorcycle = motor + cycle
3. throughout = through + out
4. outside = out + side
5. somewhere = some + where
6. anyone = any + one

Part 3 Write the words.

1. was + not = wasn’t
2. what + is = what’s
3. we + will = we’ll
4. I + have = I’ve

Vocabulary/context, compound words, contractions

Lesson 60

Part 1 Write the words without endings.

1. scrambled = scramble
2. grinning = grin
3. nearly = near
4. imagined = imagine
5. touching = touch
6. tiller = suppose
7. supposed = drive
8. driving = tangle
9. tanged = tangle
10. clapped = clap

Part 2 Write the words.

1. had + not = hadn’t
2. she + will = she’ll
3. he + is = he’s
4. would + not = wouldn’t
5. I + had = I’d
6. they + had = they’d
7. do + not = don’t
8. you + have = you’ve
9. I + will = I’ll
10. will + not = won’t

Part 3 Write the work knock. Circle kn.

1. Write the work surface. Make a line under ce.
2. Write the word invitation. Make a line under tion.
3. Write the word huge. Circle ge.

Suffixes, contractions, copying words

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Lesson 61

Part 1
Read the sentences in the box and answer the questions.

Rosa said, “Do you think Tony and I should give some of our gold away?”

don’t let it change your life. Remember, the gold is not the real treasure. The real treasure
is the treasure hunt. The treasure is doing things and having good friends with you.”

Tony remembered what Salt said. He remembered it for years, and he tried to follow
the advice that Salt had given him. Tony didn’t buy a lot of motorcycles and cars. He
didn’t act as if he were a big-timer. He and Rosa helped their mother and father buy a
new house. Tony went back to school, and he worked hard. After he graduated, he went
on to college and worked hard. Whenever he got a chance, he went to visit Old Salt.

1. According to Salt, what is the real treasure? (the treasure hunt and
doing things with good friends)

2. Name four things Tony did that show he tried to follow Salt’s advice. (He didn’t
act like a big-timer. He and Rosa helped their parents buy a new house. He went back to school. He visited Old Salt when he got the chance.)

Part 2
Write the two words that make up each word.

1. motorboat = motor + boat
2. afternoon = after + noon
3. loudspeaker = loud + speaker
4. sunset = sun + set
5. airport = air + port
6. forever = for + ever
7. throughout = through + out
8. sideways = side + ways

Part 3
Write the two words that make up each word.

1. can’t = can + not
2. here’s = here + is
3. didn’t = did + not
4. that’s = that + is
5. you’re = you + are
6. wasn’t = was + not

Story theme, compound words, contractions

Lesson 62

Part 1
Write 1, 2, 3, or 4 in front of each sentence to show when these things happened in the story.

Then write the sentences in the blanks.

2. Rosa parked the car in the driveway in front of the old sailors’ home.
4. Somebody snapped on the lights, and everybody yelled, “Surprise.”
1. Old Salt loaded his fishing gear into the car, and the car took off down the street.
3. Tony, Rosa, and Salt went up the front steps and inside the building.

Part 2
Write the words.

1. report + er = reporter
2. wheeze + ed = wheezed
3. quiet + ly = quietly
4. arrive + ed = arrived
5. range + er = ranger
6. office + er = officer
7. figure + ing = figuring
8. disappear + ed = disappeared
9. graduate + ed = graduated
10. move + ing = moving
11. plan + ed = planned
12. bang + ed = banged

Part 3
1. Write the word howled. Make a line over the ow.
   howled
2. Write the word reformed. Underline or.
   reformed
Lesson 63

Name ____________________________

Part 1  Write the name of the person each sentence tells about.

Emma Branch        president
Rosa          president
Old Salt          president
con man

1. This person passed out the ostrich eggs.
2. This person said, “Come on, Salt. We can beat these bums.”
3. This person said, “Take one big step back. Throw your eggs.”
4. This person did not throw the egg far enough, and Tony dropped it.
5. This person said, “Our next event will be a pie-eating contest.”
6. This person was the first to get a pie in the face.
7. This person tossed a pie and hit the rancher right in the face.
8. This person grabbed the con man by the back of the neck and pushed his face into a pie.

Part 2  Write the words.

1. invite + ed = invited
2. mad + er = madder
3. blame + ed = blamed
4. argue + ing = arguing
5. ranch + er = rancher
6. remember + ed = remembered
7. snap + ed = snapped
8. live + ly = lively
9. quick + ly = quickly
10. wave + ed = waved

Part 3  Write the words.

1. we + will = we’ll
2. is + not = isn’t
3. does + not = doesn’t
4. I + will = I’ll

Lesson 64

Name ____________________________

Part 1  Write the name of the person each sentence tells about.

Stan        president
Thin Jim        president
Fuzz        president
con man

1. This person got out of the water and again explained the rules of the pie-eating contest.
2. This person brought out another load of pies.
3. This person won the pie-eating contest.
4. This person always wears three pairs of socks.
5. This person won a gold toothpick.
6. This person said, “I can’t help it if I got jungle sickness.”
7. This person said, “Our next event will be the sale.”
8. This person put a baseball mitt on his foot.
9. This person dragged out a box that was almost as big as he was.
10. This person passed out the ostrich eggs.

Part 2  Write these words without endings.

1. hollered
2. sticky
3. laughing
4. finished
5. flying
6. cheered
7. rancher
8. received

Lesson 64 127

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Part 1
Write the words.
1. shake + ing = shaking
2. grin + ing = grinning
3. smile + ed = smiled
4. quiet + ly = quietly
5. figure + ing = figuring
6. quick + er = quicker
7. yell + ed = yelled
8. eat + en = eaten
9. drip + ed = dripped
10. glance + ed = glanced
11. slight + ly = slightly
12. smart + est = smartest

Part 2
Write the two words that make up each compound word.
1. newspaper = news + paper
2. upstairs = up + stairs
3. myself = my + self
4. driveway = drive + way
5. birthday = birth + day
6. underline = under + line
7. backpack = back + pack
8. everyone = every + one
9. inside = in + side
10. toothpick = tooth + pick
11. watermelon = water + melon
12. sunshine = sun + shine

Part 3
Write the words.
1. were + not = weren’t
2. where + is = where’s
3. they + are = they’re
4. I + am = I’m
5. we + have = we’ve
6. could + not = couldn’t
7. here + is = here’s
8. you + will = you’ll
Corrective Reading

Enrichment Blackline Masters

Decoding C  Skill Applications

Siegfried Engelmann
Gary Johnson

Columbus, OH
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Corrective Reading
Decoding C
Blackline Masters

**Note to the Teacher**

The activities in this book reinforce the skills taught in the 2008 edition of the Corrective Reading Decoding C program. The Decoding C Blackline Masters consist of 125 selections, one for every lesson in the Decoding C program. Each selection is to be read independently by students, possibly as a homework assignment. Each assignment involves two pages. The first page presents the selection that students read. The second page has items that require some form of written response. Lessons 1 through 25 provide multiple-choice items only. Starting with Lesson 26, most lessons provide questions that require short written responses, true-false items, and multiple-choice items.

**Needs of the Decoding C Student**

The student who is appropriately placed in Decoding C is a fairly competent reader, but the reader has not generalized the decoding skills that are taught in the Corrective Reading program to other material. The main purposes of the Decoding C Blackline Masters are to:

1. **Provide students with practice in independently reading informational selections that focus primarily on science and history.**

   The area in which the students need the most work in decoding is reading in subject areas like science and history. The Decoding C program provides some exposure to these areas through informational selections. Also, many of the stories students read in the Decoding C program contain references to scientific facts, rules, and information. The main contributions of the Blackline Masters are to provide more work that focuses on these areas and to provide a greater spectrum of topics, such as general science information, biographies of scientists, information about possible science careers, cross-curricular connections (music and art, for instance), and math applications.

2. **Provide students with practice in reading material that may have sentence structures and vocabulary that have not been carefully taught.**

   The Decoding C program teaches vocabulary before it ever appears in a selection. Many of the selections in the Blackline Masters actually teach the meaning of words in the selection. This type of reading is new, and often difficult, for students.

   Another difference is that all the selections in the Decoding C program were written by the same group of authors, who controlled both the vocabulary and the syntax of the sentences. In contrast, selections in the Decoding C Blackline Masters are written by many different authors who have many different ways of expressing themselves. Therefore, the selections expose students to expressions and patterns that are unlike anything in the Decoding C program. For instance, a selection might use this kind of expression: “The heart beats irregularly, or palpitates.” This meaning of or is not used in Decoding C. (It doesn’t mean that there is a choice between beating irregularly or palpitating.)

3. **Provide students with comprehension items that differ in form from those of the Decoding C program.**
Most of the story-comprehension items in *Decoding C* ask students questions about what, who, where, when, and why. The program also presents some items that are answered with yes or no. None of these items presents choices. In contrast, many of the selections in the Blackline Masters present multiple-choice items. This item type tends to be more common in the early parts of the series. For the rest of the Blackline Masters, the most common items are those that require short, written answers.

The items include

- questions about vocabulary definitions that were presented in the context of the selection
- questions about fact versus opinion
- true-false items
- items that call for inferences and predictions based on the content of the selection
- items that ask about the main idea
- items that ask about the best title
- items that require students to draw conclusions
- items that require application of math operations

### Presenting the Blackline Masters:

The sequence of the Blackline Masters roughly corresponds to the progression of skills presented in *Decoding C*. The easier selections appear earlier in the series, and the more challenging selections occur later.

The most efficient practice is to coordinate the presentation of the Blackline Masters with what the students do in class. Present the Blackline Master on the same day the corresponding lesson is completed in the regular *Decoding C* program. For instance, present Blackline Master Lesson 23 after students complete Lesson 23 in the regular *Decoding C* program. Students should be able to complete most assignments without any special help, but they may have questions, particularly about the meaning of some words or sentences.

### Checking Homework

Blackline Masters may be assigned as homework. Here are some guidelines for using Blackline Masters in this way.

The homework should be checked each day. The most efficient procedure is to conduct a teacher-directed group workcheck. Use the annotated answer key beginning on page 251 of this book. Monitor students as they mark their own papers. Scan students’ written responses for accuracy and legibility.

For each activity, identify the part and call on individual students to read each item and say the correct answer. For difficult comprehension items, call on different students to read their answers. Provide feedback on which answers are acceptable.

If the group is large, read the correct answers for each item as students check their own papers.
Grading System

At the top of each page that has questions is a summary that you can use to give students a percent-correct score.

After students check their work and mark items that are not correct, students count the number of correct items and write that number in the Number Correct box.

For awarding letter grades and comparing performance from one lesson to the next, convert the number to a percent value. Use the table on page ix to determine the percent correct. To use the table,

1. refer to the Number of Items column,
2. refer to the Number Correct row, and
3. refer to the Percent Correct row.

For example, there are 9 items, and a student has 7 items correct. The Percent Correct row shows the percent value for 7/9 is 78%.

Homework Chart

Keep a record of homework performance. A reproducible chart appears on page x. It covers a span of 15 lessons. For each lesson, record the percent-correct score for each student. This record not only shows daily performance; it also can be used as an objective measure for awarding letter grades.

Your school may have set rules for the relationship between percent-correct scores and letter grades. A rule of thumb for a passing criterion is that students achieve a percent-correct score of 80% or higher. You could consider a score of 78% or higher as passing, in which case the performance in the previous example would meet the passing criterion.

The Decoding C Enrichment Blackline Masters is a potentially useful tool for bridging the gap between the performance of students as they progress through Decoding C and the demands of textbooks and other content-area material.
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Part A

The word for a balloon that carries people high into the air has had an interesting history. In 1600 the English played a game of football much like the modern game of rugby. The players either kicked a ball or hit it with their arms and hands. The ball was so large that the players wore wooden arm braces to keep from being hurt. Both the game and the ball were called balloon, which came from the French word ballon, meaning “a large ball.”

But a far larger ball was invented by the Montgolfier brothers of France in 1783. This was a huge bag filled with hot air, which rose high above the earth. This, too, was called a balloon and led to the sort of balloons we have today.

Part B

Alexander Graham Bell invented the telephone. He and his assistant, Thomas Watson, made quite a team. Bell would travel to many places showing off his invention. Watson stayed behind. That way Bell had someone to call and talk with.

The early telephones were quite crude. A person had to shout into them to be heard. Watson lived in a boarding house. The owner didn't like all of the noise. She wanted Watson to leave. But Watson had an idea. He took some blankets from his bed. Then he put them over himself and the telephone.

The noise stayed under the blankets, and Watson was allowed to stay in the house. You might say he had just invented the first telephone booth.
**Part A**

**Circle the letter of the answer.**

1. In 1600 the English played a game like the modern game of
   - a. football.  
   - c. soccer.  
   - b. rugby.  
   - d. None of the above

2. In the old English game the players moved the ball by
   - a. kicking it with their feet.  
   - b. hitting it with their arms.  
   - c. hitting it with their hands.  
   - d. All of the above

3. To keep from being hurt, the players wore
   - a. special boots.  
   - c. arm braces.  
   - b. special pads.  
   - d. leg braces.

4. The name of the English game was
   - a. soccer.  
   - c. football.  
   - b. balloon.  
   - d. rugby.

5. The name of the game came from the French word for
   - a. a large ball.  
   - c. football.  
   - b. balloon.  
   - d. rugby.

6. The Montgolfier brothers of France invented a balloon in
   - a. 1600.  
   - c. 1700.  
   - b. 1683.  
   - d. 1783.

7. The Montgolfier balloon was filled with
   - a. a far larger ball.  
   - c. hot air.  
   - b. a huge bag.  
   - d. The story does not say.

---

**Part B**

**Circle the letter of the answer.**

1. Who invented the telephone?
   - a. Thomas Watson  
   - c. Samuel Morse  
   - b. Thomas Edison  
   - d. None of the above

2. Thomas Watson stayed at home to
   - a. show off the new invention.  
   - b. invent the telephone booth.  
   - c. receive calls from Bell.  
   - d. The story does not say.

3. Because early telephones were crude,
   - a. people could not call very far.  
   - b. people had to shout into them.  
   - c. they cost too much money.  
   - d. they were too big and hard to hold.

4. The owner of the boarding house wanted Watson to leave because he
   - a. hadn’t paid his rent.  
   - c. was always shouting.  
   - b. made too much noise.  
   - d. Both b and c

5. Watson solved the problem by
   - a. cutting off the telephone.  
   - c. talking softer.  
   - b. covering up the telephone.  
   - d. moving to another boarding house.

6. What was the result of Watson’s new idea?
   - a. Watson didn’t have to move.  
   - b. Watson started a new business.  
   - c. Bell sold a lot of telephones.  
   - d. The boarding house got a new telephone.

7. Watson’s new idea was a kind of telephone
   - a. office.  
   - c. booth.  
   - b. call.  
   - d. bill.
Part A

Crows usually build their nests high in an evergreen tree. The nests are bulky structures of sticks, twigs, grasses, and tree bark. They are often decorated with shiny stones or sparkling bits of glass.

The eggs in this nest, usually from four to six, are pale green and thickly marked with brown. When hatched, the hungry young birds stay in the nest about three weeks. They eat their weight in food every day. By the time they are ready to leave, they look almost like their parents except that their coats are less shiny. Their parents show them the surrounding land and teach them the rules of the group of fifty or sixty crows that live in the area.

Part B

Mother animals don’t always take care of their young. Sometimes that’s the father’s job. For example, the male sea horse has a special pouch on his belly. The female squirts about six hundred eggs into the pouch through an opening at the top. Then she swims off.

Soon the male’s belly becomes fatter as the eggs begin to grow. Fifty-five days later the eggs hatch a few dozen at a time, and the babies leave the pouch.

The young sea horses are able to care for themselves right away. They start to feed on tiny sea creatures and plants. They had better stay away from their father, though. After all that work he is hungry and quite likely to eat some of them.
Part A
Circle the letter of the answer.

1. You would probably find a crow’s nest
   a. built into a hole in a wall.
   b. by climbing a tree.
   c. by following its tracks on the ground.
   d. in the desert.
2. According to the article, a crow’s nest has
   a. bark and leather.
   b. stones and twigs.
   c. sand and grass.
   d. All of the above
3. A female crow usually lays about
   a. five pale brown eggs.
   b. four eggs marked with green.
   c. six green eggs and six brown eggs.
   d. six green and brown eggs.
4. Young crows
   a. eat in the nest for about three weeks.
   b. do not get heavier for three weeks.
   c. eat after they are three weeks old.
   d. None of the above
5. When young crows leave the nest, they
   a. move far away.
   b. are larger than their parents.
   c. are not as shiny as their parents.
   d. do not have coats.
6. A young crow’s parents
   a. teach it how to behave.
   b. show it land nearby.
   c. Neither a nor b
   d. Both a and b
7. The article says that crows
   a. live alone.
   b. nest in groups.
   c. are not intelligent.
   d. do whatever they want.

Part B
Circle the letter of the answer.

1. One male animal that takes care of its young is the
   a. sea turtle.
   b. sea horse.
   c. sea otter.
   d. shark.
2. The male has a special pouch on his
   a. belly.
   b. back.
   c. tail.
   d. None of the above
3. About how many eggs does the female squirt into the male’s pouch?
   a. 300
   b. 400
   c. 500
   d. 600
4. The eggs grow inside the male for how many days?
   a. 35
   b. 45
   c. 55
   d. 65
5. The babies are born a
   a. few at a time.
   b. few dozen at a time.
   c. few hundred at a time.
   d. The story does not say.
6. After they are born, the young feed on tiny
   a. sea creatures.
   b. sea plants.
   c. Both a and b
   d. Neither a nor b
7. After his babies are born, the father is quite likely to
   a. eat the babies.
   b. swim away.
   c. look for the mother.
   d. hide from fish.

Number Correct
Number of Items 14
Percent Correct %
Lesson 3

Part A

What we call the sky is nothing but air with billions of tiny bits of dust floating in it. It gets its blue hue from the sun.

The light from the sun is a mixture of purple, blue, green, yellow, orange, and red rays, but we never see the rays separately except in a rainbow. As the purple, blue, and green rays of light stream down from the sun, they are scattered by the bits of dust in the air. The red, orange, and yellow rays are not scattered as much. When we look up at the sky in the daytime, we see the blue light rays reflected, or bounced, back to us by the bits of dust. We see blue sky.

Part B

In the early 1800s, sailors returning from a long time at sea were often weak or ill. They had not been getting enough good food on board their ship. Unlike today, there was no way to keep fruits, vegetables, and meat fresh. In just a few days most food spoiled and had to be thrown away. The sailors then ate only dried rice and beans. This was not the right kind of food to keep them strong.

Luckily, Nicholas Appert decided to do something about this. He worked at the problem for a year. Then, in 1811, he invented a way of putting food in cans. Food could now be kept a long time, and sailors could enjoy their meals at sea. They could eat fruits and vegetables, as well as rice and beans.
Part A
Circle the letter of the answer.

1. The article says that the sky is nothing but
   a. red, orange, and yellow rays of light.
   b. purple, blue, and green rays of light.
   c. air and tiny bits of dust.
   d. a rainbow.

2. The light from the sun is a mixture of
   a. tiny bits of dust.
   b. red, orange, and yellow rays.
   c. purple, blue, and green rays.
   d. purple, blue, green, yellow, orange, and red rays.

3. When do we see rays of light separately?
   a. In a rainbow
   b. When they stream straight down to earth
   c. When they are scattered by bits of dust
   d. None of the above

4. A rainbow is caused by rays of light
   a. streaming straight down to earth.
   b. scattered by bits of dust in the air.
   c. reflected by bits of dust in the air.
   d. The article does not say.

5. When rays of light stream down to earth from the sun, they
   a. are scattered.
   b. turn red.
   c. form clouds.
   d. create dust.

6. The daytime sky appears blue to us because the blue light rays
   a. are blocked by the bits of dust in the air.
   b. are reflected by the bits of dust in the air.
   c. stream straight down to earth from the sun
   d. None of the above

Part B
Circle the letter of the answer.

1. In the early 1800s
   a. every sailor was weak and ill.
   b. sailors at sea had difficulty staying strong.
   c. weak and ill sailors often went to sea.
   d. Both b and c

2. The article says that sailors were often weak or ill because
   a. they didn’t get enough of the right foods.
   b. they ate spoiled food.
   c. there was no food on their ships.
   d. they did not like fruit.

3. Food spoiled because
   a. the sailors ate nothing but rice and beans.
   b. the fruits and vegetables were not fresh.
   c. there was no way to keep it fresh.
   d. All of the above

4. Because the sailors ate only rice and beans,
   a. their strength faded.
   b. they returned home ill.
   c. they returned home.
   d. Both a and b

5. Nicholas started on his invention in
   a. 1811.
   b. 1809.
   c. 1810.
   d. 1812.

6. Because of Nicholas Appert’s invention,
   a. food could be kept a long time.
   b. people learned how to make cans.
   c. people could cook their meals.
   d. canned food became more enjoyable.
Part A
People at the 1912 Indianapolis 500 automobile race were certain that Ralph DePalma would win. He had led for most of the 500-mile race, and he was far ahead of the other cars. Only a disaster could stop him from winning.

Then it happened. Going into the last lap, his car suddenly stopped. DePalma jumped out and began to push it. As he pushed, cars whizzed by at a speed of 100 mph. But he did not seem to mind. He slowly made his way toward the finish line.

DePalma’s car crossed the line just before Joe Dawson, the man in second place, roared past. DePalma thought he had won, even though he was not driving the car. But the prize went to Dawson. There is a rule that the winning car has to cross the finish line under its own power.

Part B
Feathers are rooted to a bird’s skin. They clothe the bird in a light covering that protects its body.

Birds have special muscles in their skin for fluffing out their feathers. When a bird fluffs its feathers, dead air space is created between them that keeps cold air away from the bird’s skin.

Birds lose and replace their feathers at least once a year, but a bird doesn’t lose all of them at once. Main feathers are lost two at a time (one from each side of the body), so that the bird is still able to fly.

Feathers have long been treasured as objects of art, and people everywhere in the world have used them to decorate their clothing.
Part A
Circle the letter of the answer.

1. The race in the story was the
   a. Monaco Grand Prix.
   b. Canadian Grand Prix.
   c. Indianapolis 500.
   d. Grand National Championship.

2. The story says that people were sure DePalma would win because he
   a. had been leading for most of the race.
   b. was considered the best driver in the world.
   c. had the best car in the world.
   d. All of the above

3. When DePalma’s car stopped, he was
   a. just starting the race.
   b. just crossing the finish line.
   c. going into the last lap.
   d. None of the above

4. DePalma’s car stopped because it
   a. got too hot.
   b. ran out of gas.
   c. lost a tire.
   d. The story does not say.

5. When the cars whizzed by DePalma as he was pushing his car, he
   a. waved a flag.
   b. moved off the speedway.
   c. stood still.
   d. None of the above

6. DePalma’s car crossed the finish line
   a. first.
   b. second.
   c. third.
   d. fourth.

7. DePalma didn’t receive a prize because
   a. his car was too small.
   b. a rule said he couldn’t.
   c. he didn’t have a driver’s license.
   d. he blocked the racetrack.

Part B
Circle the letter of the answer.

1. A bird fluffs its feathers by
   a. nodding its head up and down.
   b. flapping its wings.
   c. perching itself in a brisk wind.
   d. using special muscles in its skin.

2. The article says that a bird fluffs its feathers in order to
   a. draw attention to itself.
   b. keep warm.
   c. find itself a mate.
   d. keep itself clean.

3. Fluffed feathers help the bird by
   a. creating dead air spaces between the feathers.
   b. keeping out cold air.
   c. keeping out warm air.
   d. Both a and b

4. The article says that a bird’s feathers
   a. make the bird attractive.
   b. help the bird find a mate.
   c. cover and protect its body.
   d. help birds identify each other.

5. According to the article, birds replace their feathers
   a. at least once a year.
   b. all the time.
   c. once every other year.
   d. only once during their lifetime.

6. A bird loses its main feathers
   a. all at once.
   b. from half of its body at a time.
   c. from half of its body at a time.
   d. The article does not say.

7. Feathers have been used as decoration by
   a. Peruvians.
   b. Polynesians.
   c. nineteenth-century Americans.
   d. people everywhere in the world.
Part A

A giant panda has a big appetite. It eats about twenty pounds of bamboo leaves and stems a day.

With its strong teeth, this bearlike animal from China bends the tall stalks of bamboo cane to the ground. With a crunch, it bites through the tough stem near the bottom of the plant. Holding the stalk in its paws, it strips the outer bark with its teeth. Then the giant panda munches on the bamboo stem the way you might on a chicken leg. Finally the tender, green top leaves of the plant are left. The giant panda likes this part best.

In this way the large animal eats its way through a bamboo forest.

Part B

The Canary Islands are a group of islands swarming with wild canaries. You might think that the islands were named for the birds. But that guess would be wrong.

The Canary Islands are off the coast of Morocco, a country in northwest Africa. They were named long ago by some Spanish explorers who came to one of the islands. Those explorers often saw large, fierce dogs running about. So they called the island Canaria. That means Isle of Dogs. The name is based on the Latin word canis, which means “dog.”

So the Canary Islands owe their name to the fierce dogs that once roamed there, and the wild birds in turn owe their name to the islands.
Part A

Circle the letter of the answer.

1. The giant panda is an animal that looks like a
   a. bear.  c. cat.  
   b. fox.  d. dog.  
2. Giant pandas live in
   b. Japan.  d. India.  
3. How much bamboo does a giant panda eat in one day?
   a. Twelve pounds  c. Ten pounds  
   b. Twenty pounds  d. Twenty-five pounds  
4. What is the first thing a giant panda does to gather bamboo stalks?
   a. Munches on the stem  
   b. Holds the stalk in its paws  
   c. Strips the bamboo bark  
   d. Bends the bamboo cane to the ground  
5. After stripping the bamboo stem with its teeth, the giant panda
   a. munches on the stem.  
   b. eats the tender top leaves.  
   c. bends the bamboo cane to the ground.  
   d. cuts through the stem at the bottom of the plant.  
6. The part of the bamboo plant the giant panda likes best is the
   a. tough stems at the bottom.  
   b. stripped stalks.  
   c. tender top leaves.  
   d. None of the above  
7. During the day how much time does the giant panda spend eating?
   a. Ten to twelve hours  
   b. Eight to ten hours  
   c. Six to eight hours  
   d. The story does not say.  

Part B

Circle the letter of the answer.

1. The Canary Islands are located off the coast of
2. The islands were named by
   a. the natives of the islands.  c. Italian explorers.   
3. The islands’ name was prompted by the
   a. fierce dogs that roamed them.  
   b. wild bobcats that roamed them.  
   c. wild natives that roamed them.  
   d. swarms of yellow birds that nested there.  
4. The islands were first named
   a. Island of the Yellow Cats.  
   d. Island of the Singing Birds.  
5. The word canis is
   a. an Italian word meaning “bird.”  
   b. an English word meaning “cat.”  
   c. a Spanish word meaning “yellow.”  
   d. a Latin word meaning “dog.”  
6. The Canary Islands were named
   a. before the birds were named.  
   b. after the birds were named.  
   c. after the explorers landed.  
   d. Both a and b  
7. The canary bird owes its name to the
   a. Italian explorers.  
   d. island natives.  

10 Lesson 5
Part A

For ten thousand years some desert people have depended on the camel. It has given them many goods: wool for clothing and tents, milk and meat for food.

But the camel has been best known for carrying people and goods across deserts. It is very strong. A camel can carry 1,000 pounds (half a ton) for over 100 miles a day.

Camels are well suited for desert travel. They have soft feet that spread in sand. They have double rows of eyelashes that guard their eyes from sand and sun. They eat almost anything, including shrubs and poor grasses that even goats won’t eat, and they can live without water for a long time. Sometimes they won’t drink for sixteen or seventeen days.

Part B

One of the best fishing areas in the world is called the Grand Banks. This is a place in Canada. The Grand Banks is shallow water in the Atlantic Ocean near Newfoundland.

Most of the Atlantic is many miles deep, but the Grand Banks is only about 150 to 1,000 feet deep. In these shallow waters live millions of fish, particularly codfish.

The Grand Banks is not a pleasant place. It is often stormy and cold. Icebergs drift down from the north. Fog often covers the water.

But there are many, many fish. So for hundreds of years fishing boats from many countries have taken on the dangers of the Grand Banks.
Part A

Circle the letter of the answer.

1. Camels are usually found in areas where there are
   a. deserts.  
   b. forests.  
   c. mountains.  
   d. swamps.

2. People have depended on camels for
   a. 100 years.  
   b. 1,000 years.  
   c. 10,000 years.  
   d. 100,000 years.

3. A camel can carry a load of
   a. half a ton.  
   b. a ton.  
   c. a ton and a half.  
   d. two tons.

4. A camel has feet that
   a. are soft and that spread.  
   b. are hard and that become narrow.  
   c. sink in the sand.  
   d. have a double row of toes.

5. In one day a fully loaded camel can travel
   a. 10 miles.  
   b. 50 miles.  
   c. 100 miles.  
   d. 200 miles.

6. A camel will eat
   a. almost anything.  
   b. only goat’s milk and meat.  
   c. anything but grasses and shrubs.  
   d. The article does not say.

7. Camels have been known to live without water for as long as
   a. 10 days.  
   b. 17 days.  
   c. 70 days.  
   d. 100 days.

Part B

Circle the letter of the answer.

1. The Grand Banks is a well-known
   a. fishing area.  
   b. yachting area.  
   c. oil reserve.  
   d. testing area.

2. The Grand Banks is near
   a. Greenland.  
   b. Newfoundland.  
   c. Maine.  
   d. Massachusetts.

3. In comparison with other parts of the Atlantic Ocean, the Grand Banks is
   a. deep.  
   b. clear.  
   c. shallow.  
   d. dirty.

4. One of the most numerous fish in the Grand Banks is the
   a. shark.  
   b. shrimp.  
   c. salmon.  
   d. cod.

5. The climate on the Grand Banks is
   a. pleasant.  
   b. unpleasant.  
   c. constant.  
   d. boring.

6. The Grand Banks often has
   a. icebergs.  
   b. fog.  
   c. sunshine.  
   d. Both a and b

7. Fishing boats have come to the Grand Banks for
   a. ten years.  
   b. fifty years.  
   c. a hundred years.  
   d. hundreds of years.
Part A

You can see through glass, but you can't see through any of the things that are used to make glass. These things are sand, soda, and limestone. Glass is formed when these materials are mixed together, melted, and cooled quickly.

Before people knew how to make glass, nature was making it in one of two ways. When lightning strikes sand, its heat can create glass from the sand. When a volcano erupts, rocks and sand are sometimes melted into a kind of glass.

Perhaps people first learned to make glass by watching how nature does it. In any case, we have learned much about making glass since early times. Today more than a hundred thousand kinds of glass are made, and each has its own special uses.

Part B

In summer, young cottontail rabbits can be found snuggled in fur-lined nests. As the pink color of their skin fades and fur appears, young cottontails take on a brown-and-white pattern. Their ears grow crisp and upright, and within a few days they learn to hop about and nibble on green sprouts. But during the first two weeks about a third of them die. In fact, few live longer than a year. The following enemies kill them: hunters, disease, harsh weather, and hostile animals.

Cottontails usually feed during the night. They eat herbs in the summer, and tender buds and the bark of trees and shrubs in the winter. Because of their eating habits, it would be dangerous if every rabbit survived. They would eat all the plants. As the plants disappeared, the soil would blow away and no new plants could thrive.
Part A

Circle the letter of the answer.

1. Glass is made mainly of
   a. sand and water.  
   b. sand, limestone, and soda.  
   c. rock, salt, and limestone.  
   d. None of the above

2. In order to make glass, the materials that form it must be
   a. mixed, heated, and then cooled.  
   b. washed and then ground up.  
   c. baked and then coated with plastic.  
   d. heated, mixed, and then baked.

3. Glass is sometimes made in nature when
   a. lightning strikes sand.  
   b. a volcano erupts.  
   c. Both a and b  
   d. Neither a nor b

4. Glass can be created from sand by
   a. the sound of lightning.  
   b. the heat of lightning.  
   c. flashes of lightning.  
   d. the strength of lightning.

5. People may have first learned to make glass by
   a. watching nature.  
   b. examining natural glass.  
   c. working with clay.  
   d. None of the above

6. Over the years people have
   a. lost interest in glass.  
   b. learned a great deal about making glass.  
   c. changed the basic way of making glass.  
   d. None of the above

7. Today glass companies all over the world are
   a. making most of their glass by hand.  
   b. trying to learn how glass was first made.  
   c. discovering better materials than glass.  
   d. making thousands of kinds of glass.

Part B

Circle the letter of the answer.

1. Cottontail young can usually be found in
   a. spring.  
   b. summer.  
   c. autumn.  
   d. winter.

2. The young cottontail starts to become
   a. pink and furry.  
   b. crisp and upright.  
   c. brown and white.  
   d. faded and weak.

3. One of the first lessons the cottontail learns is how to
   a. find its own food.  
   b. build its own nest.  
   c. keep its ears upright.  
   d. avoid disease.

4. Few cottontails live longer than a year because of
   a. the shortage of food.  
   b. their natural enemies.  
   c. the lack of space.  
   d. their wasteful habits.

5. Which happens last?
   a. The cottontail's ears grow crisp and upright.  
   b. The cottontail's skin color fades.  
   c. The cottontail takes on a brown-and-white pattern.  
   d. The cottontail learns to hop about and feed itself.

6. The cottontail's winter food is usually
   a. tree bark and buds.  
   b. nuts and pine cones.  
   c. all types of herbs.  
   d. weasels and other animals.

7. If every cottontail survived, the result would probably be
   a. floods.  
   b. forest fires.  
   c. soil erosion.  
   d. lightning storms.
Part A

Coral reefs are formed by millions of tiny animals called corals. Corals produce limestone, which hardens into cuplike shapes that stick together. As the animals die, younger corals attach themselves to the old cups. In this way the reef is built up.

Sometimes corals form odd shapes. Pipe-organ coral looks like the pipes of an organ. Staghorn coral looks like antlers. Brain coral forms a huge mound that looks like the human brain.

Precious corals are found in parts of the Mediterranean Sea and in the Sea of Japan. They are valuable as well as beautiful, and their bright red parts are used for jewelry.

The most famous coral reef in the world is Australia's Great Barrier Reef. It is about twenty to thirty miles from shore and more than twelve hundred miles long.

Part B

Many insects disguise themselves to trick their enemies. They pretend to be stones, seeds, blades of grass, and even dewdrops. The prize for the best disguise must go to the walking-leaf beetles of India and the Philippines.

The eggs of these insects look like seeds. When the young hatch, they are glossy red copies of the buds sprouting on the bushes that they inhabit. The adult beetles have green bodies that are shaped and veined to look exactly like the leaves they feed on. Their flat legs resemble small leaves with ragged yellow-stained edges. When it is windy, walking-leaf beetles often hang by two legs and turn their bodies to and fro like breeze-blown leaves. At every stage in life, the walking-leaf beetles can fool their enemies.
Part A
Circle the letter of the answer.

1. Coral reefs are formed by
   a. small animals   c. deer’s antlers.
   b. large insects   d. organ pipes.

2. The limestone
   a. takes a cuplike shape.  c. sticks together.
   b. hardens.  d. All of the above.

3. Which happens first?
   a. The corals die.
   b. The corals produce limestone.
   c. The reef builds up.
   d. Younger corals attach themselves.

4. Fan coral probably
   a. waves in the water.  c. looks like a fan.
   b. is used to make fans.

5. Precious corals are valuable probably because they
   a. have bright red parts.
   b. are found in the Mediterranean.
   c. have unusual shapes.
   d. look like the human brain.

6. The most famous coral reef is near

7. The reef is probably famous because of its
   a. distance from shore.  c. location.
   b. length.  d. shape.

Part B
Circle the letter of the answer.

1. According to the author, many insects disguise themselves for
   a. hunting.  c. warmth.
   b. safety.  d. housing.

2. Some insects can make themselves look like
   a. grass.  c. seeds.
   b. stones.  d. Any of the above.

3. Walking-leaf beetles are found in
   a. India.  c. Both a and b.
   b. the Philippines.

4. The correct order of the walking-leaf beetles’ disguises is
   a. leaves, flowers, seeds.
   b. branches, bark, buds.
   c. seeds, buds, leaves.
   d. leaves, seeds, veins.

5. The young walking-leaf beetle is different from the adult in that it is
   a. a different color.  c. a darker shade.
   b. a lighter shade.  d. many colors.

6. The legs of the adult beetle are similar to
   a. sprouting buds.
   b. small, ragged leaves.
   c. green shoots.
   d. twigs.

7. Walking-leaf beetles have a good disguise because they
   a. change color every few seconds.
   b. can make themselves look like leaves.
   c. sit perfectly still.
   d. fall in the wind.
Part A

A hermit crab that has found an empty shell for its new home may share its dwelling with a sea anemone, which lives on top of the crab’s shell. This animal, which usually looks like a flower, usually lives on a rock.

The sea anemone gains by the partnership. As it rides on the shell, it has a better chance of getting food. Pieces of food torn by the crab as it eats may also reach the anemone’s mouth.

The crab also benefits. With the anemone on the crab’s shell, its enemies find the crab harder to see and to attack. Around the anemone’s mouth are tiny arms called tentacles. These shoot out threads that poison and even kill.

A hermit crab sometimes carries an anemone on each claw of its first pair of legs.

Part B

An octopus is made up of a central mass and eight arms. Suction cups on the arms give the octopus a firm grip. In the mass there is a parrotlike beak. There is also a siphon, which squirts water for jet propulsion when the creature is in a hurry. Because its blood contains copper instead of the iron that ours has, the octopus’s blood is blue, not red. In most species the skin, or mantle, is thick, tough, and muscular.

Octopuses vary in size from a few inches to several feet long. They range in habitat from surface waters to depths of two or three miles. Some shallow water octopuses protect themselves by changing color. There are about 150 known species. Other species may yet be discovered.
Part A

Circle the letter of the answer.

1. The crab in this partnership is the
   a. spider crab.  
   c. hermit crab.
   b. fiddler crab.  
   d. sponge crab.

2. Its partner is described as
   a. a sea plant.  
   c. a flower that looks like an animal.
   b. a sea flower.  
   d. an animal that looks like a flower.

3. The crab’s partner lives
   a. inside the shell.  
   c. on a nearby rock.
   b. on top of the shell.  
   d. None of the above

4. The sea anemone gains because it has a better
   a. supply of food.  
   c. Both a and b
   b. place to hide.  
   d. Neither a nor b

5. The crab gains because it is
   a. better hidden from its enemies.  
   c. Both a and b
   b. harder to attack.  
   d. Neither a nor b

6. A hermit crab sometimes carries
   a. two anemones settled on its shell.
   b. an anemone on each claw.
   c. an anemone on each of its rear legs.
   d. two crabs.

7. In the crab-anemone relationship, the two animals
   a. both profit while living together.
   b. work together only now and then.
   c. try to harm each other.
   d. each use tentacles against enemies.

Part B

Circle the letter of the answer.

1. The first paragraph gives details about the octopus’s
   a. lifespan.  
   c. general features.
   b. size.  
   d. habitat.

2. Because their blood contains copper, octopuses have
   a. thick blood.  
   c. a thin skin.
   b. blue blood.  
   d. a muscular skin.

3. The author suggests our blood is red because it contains
   a. iron.  
   c. mineral salts.
   b. copper.  
   d. carbon dioxide.

4. Octopuses have
   a. eight arms.  
   c. a parrotlike beak.
   b. a central mass.  
   d. All of the above

5. A feature not common to all octopuses is the ability to
   a. move by jet propulsion.  
   c. grip by suction cups.
   b. change color.  
   d. All of the above

6. The author does not tell us
   a. which species inhabit deep waters.
   b. how many known species there are.
   c. how the creatures range in size.
   d. when the creatures use jet propulsion.

7. The author states that we
   a. know everything about octopuses.
   b. enjoy eating octopuses.
   c. may discover new species.
   d. think octopuses are ugly.
Part A

A volcano is a mountain of lava, ash, and cinders. The volcano builds up around a vent, which leads to a lake of molten rock deep in the earth. The vent is really a crack in the earth’s crust. Some volcanic mountains have taken centuries to form. Others have grown to great heights in a few weeks. These fiery mountains spew out rivers of red-hot molten rock and clouds of steam and poisonous gases.

Although thousands of people have been killed by sudden eruptions, volcanoes also benefit humans. Tin, tungsten, gold, and other metals have been brought closer to the earth’s surface. Chemicals in the ash have enriched farmland. When solid, lava is a good building material. In Italy steam from active volcanoes supplies heat and power to surrounding areas.

Part B

Sea otters off the coast of California have an unusual method of getting food. They dive to the floor of the sea to find the shellfish they like.

When an otter brings a shellfish to the surface of the water, it floats on its back and puts the shellfish on its chest. Then the otter digs the meat out of the shell with its teeth.

Sea otters are especially fond of shellfish with a very hard shell. When the otter brings up one of these, it also brings a stone. The otter puts the stone on its chest, holding the shellfish in its front paws. It takes a wide swing and smashes the hard shell on the stone. Then the otter has no trouble getting at the meat in the shell.
Part A
Circle the letter of the answer.
1. Materials that help build a volcanic mountain are
   a. gases and steam. c. gases and cinders.
   b. lava and ash. d. All of the above
2. A volcano forms around a
   a. dome. c. vent.
   b. cone. d. hump.
3. Volcanic mountains develop
   a. quickly. c. Either a or b
   b. slowly. d. Neither a nor b
4. The inside of a volcanic mountain contains
   a. a solid rock. c. liquid gold.
   b. molten matter. d. veins of metal.
5. A sudden volcanic eruption is probably
   a. a disaster for the area.
   b. good for the soil.
   c. the time to mine minerals.
   d. None of the above
6. Volcanic areas might be good for
   a. mining.
   b. farming.
   c. quarrying building materials.
   d. All of the above
7. In Italy, heat and power are harnessed from volcanoes that are
   a. active. c. resting.
   b. cold. d. small.

Part B
Circle the letter of the answer.
1. The selection says that these sea otters live
   a. off the coast of California.
   b. on rocks near the sea.
   c. on the floor of the sea.
   d. Both a and c
2. To catch shellfish, otters must
   a. smash the rocks where shellfish hide.
   b. dive to the floor of the sea.
   c. float on their backs.
   d. come to the surface of the sea.
3. An otter gets the meat from most shellfish by
   a. cracking the shells on rocks.
   b. digging it out with its teeth.
   c. opening the shell with a sharp stone.
   d. digging it out with its front paws.
4. Sea otters are especially fond of
   a. large shellfish.
   b. small ocean fish.
   c. tiny soft-shelled fish.
   d. shellfish with a hard shell.
5. The otter uses a stone to
   a. dig the meat from the shell.
   b. dig the shellfish from the sea floor.
   c. smash the shell.
   d. hold the shellfish on its chest.
Lesson 11

Part A

Most of the world’s diamonds come from Africa, but there is one place in the United States where they are found. It is near Murfreesboro, Arkansas.

Diamonds were first found near Murfreesboro in 1906. Many thousands of diamonds have come from this field. One forty-carat diamond was the largest ever found in North America. Most of the stones were small, but the mining was worthwhile.

One night a fire destroyed the buildings, and all mining stopped. Today a visitor to Murfreesboro can still hunt for diamonds.

A few diamonds have been found in sand and gravel along some of the Great Lakes, too. But none of these were where they originally formed. They may have been formed far to the north and carried south by the last great glaciers.

Part B

The earthworm is a useful animal. Out of the ground, it is food for other animals. In the ground, it makes rich soil for fields and gardens.

Earthworms dig tunnels that loosen the soil and make it easy for air and water to reach the roots of plants. These tunnels help keep the soil well drained.

Earthworms drag dead leaves, grass, and flowers into their burrows. When this plant material decays, it makes the soil more fertile.

No other animal is so useful in building up good topsoil. It is estimated that in one year, one worm may add three quarters of a pound of earth to the topsoil. Fifty thousand earthworms carry about eighteen tons of fine soil to the surface of an acre of land.
Part A

Circle the letter of the answer.

1. Most diamonds come from
   b. South America.
   c. Africa.
   d. Arkansas.

2. Diamond-bearing ground has been found
   a. in Arkansas.
   b. in several states.
   c. around all of the Great Lakes.
   d. All of the above.

3. Mining stopped at Murfreesboro because
   a. the ground was too hard.
   b. there were no more diamonds.
   c. the mining was not worthwhile.
   d. there was a fire.

4. In Murfreesboro today, visitors can
   a. watch miners at work.
   b. explore an old mine.
   c. hunt for diamonds.
   d. find large valuable stones.

5. The diamonds found along the Great Lakes were
   a. carried there from other places.
   b. not found where they originally formed.
   c. found in the rocks where they were formed.
   d. Both a and b.

Part B

Circle the letter of the answer.

1. The best title for this selection is
   a. Fertilizing the Soil.
   b. How Earthworms Improve the Soil.
   c. Working Underground.
   d. How Earthworms Carry Topsoil.

2. The earthworm makes tunnels that
   a. pack earth tightly around plant roots.
   b. carry water and air to the roots of plants.
   c. destroy weeds.
   d. Both a and b.

3. The amount of topsoil that one worm may bring to the surface is about
   a. three-quarters of a pound.
   b. three pounds.
   c. a quarter of a pound.
   d. eighteen pounds.

4. The plant material carried underground by earthworms make soil
   a. well drained.
   b. more fertile.
   c. easier to plow.
   d. uneven.

5. The selection says that
   a. good crops will grow wherever there are earthworms.
   b. worms sometimes harm the soil.
   c. worms do more to improve the soil than any other animal.
   d. worms are most useful as food for other animals.
Part A

For hundreds of years people have used three ways to keep meat from spoiling: salting, drying, and freezing.

People near salty waters salted their meat. They probably rubbed dry salt on it. Salt kills bacteria that cause meat to spoil.

In hot, dry lands, people found that they could eat meat that had dried while it was still on the bones. They later learned to cut meat into thin strips and hang it up to dry in the hot air.

People in cold climates found that frozen meat did not spoil. They could just leave the meat outside and eat it when they pleased.

Part B

The word *horsepower* was first used two hundred years ago. James Watt had made one of the first steam engines. He had no way of telling people exactly how powerful it was.

Watt decided to find out how much work one strong horse could do in one minute. He called that unit *one horsepower*. With this unit he could measure the work his steam engine could do.

He discovered that a horse could lift a 3,300-pound weight 10 feet into the air in one minute. His engine could lift a 3,300-pound weight 100 feet in one minute.

Because his engine did ten times as much work as the horse, Watt called it a *ten-horsepower* engine.
**Part A**

**Circle the letter of the answer.**

1. Some tribes learned that they could keep meat from spoiling by
   a. rubbing dry salt on it.
   b. soaking it in salt water.
   c. cooking it with salt.
   d. cutting it into strips.
2. People who lived in the desert learned to dry meat by
   a. hanging it up in strips in the hot air.
   b. leaving the animals where they were killed.
   c. hanging it in strips over their fires.
   d. leaving the meat on the bones.
3. The method used to keep meat from spoiling depended on
   a. how much meat had to be kept.
   b. where the people lived.
   c. how long the meat had to be kept.
   d. Both b and c.
4. It is probably true that
   a. freezing was the easiest way to keep meat.
   b. salting was the best way to keep meat.
   c. dried meat stayed fresh the longest.
   d. none of these was a good way to keep meat.
5. The best title for this selection is
   a. How to Salt Meat.
   d. People Learn to Preserve Meat.

**Part B**

**Circle the letter of the answer.**

1. The selection says that Watt made one of the first
   a. engines.
   b. steam engines.
   c. gas-powered engines.
   d. useful engines.
2. Watt wanted to find a way to
   a. measure the work his engine could do.
   b. tell people how powerful his engine was.
   c. lift a 3,300-pound weight.
   d. Both a and b.
3. He made up a unit of measurement based on the strength of
   a. a man.
   b. ten horses.
   c. his engine.
   d. a horse.
4. One horsepower would equal the
   a. work a horse could do in a minute.
   b. weight a horse could lift.
   c. work a horse could do in ten minutes.
   d. weight of one horse.
5. The best title for this selection is
   a. Watt's Engine.
   b. The Beginning of *Horsepower*.
   c. Units of Measure.
   d. It Happened 200 Years Ago.
Part A

A desert is a place that has very little moisture. Antarctica is actually a desert. It is the only continent on the earth without a river or a lake. The warmest temperature ever recorded at the South Pole is zero. Antarctica is covered with ice all year round. The snow that does fall in Antarctica never melts. It continues to pile up deeper and deeper year after year and century after century. When the snow gets to be about eighty feet deep the snow on the bottom is turned to ice by the weight of the snow above it.

Part B

What is color? Why do some objects look red, others green, others blue? Color is caused by reflected light rays. White objects reflect all colors of light. Black objects do not reflect any light. What happens to the colors of light that are not reflected? They are absorbed, or soaked up, by the object. The darker the color, the less light is reflected and the more light is absorbed. Light that is absorbed is turned into heat. For this reason, dark-colored clothes are warmer in the sunlight than lighter-colored clothes.
**Part A**

Circle the letter of the answer.

1. Antarctica is called a desert because it
   a. is sandy.
   b. has the same temperature as a desert.
   c. has little moisture and no lakes or rivers.
   d. All of the above
2. Antarctica has
   a. as much moisture as the Sahara.
   b. more moisture than the Sahara.
   c. less moisture than the Sahara.
   d. None of the above
3. The snow in Antarctica is very deep because it
   a. falls all year long.
   b. piles up year after year.
   c. never melts.
   d. Both b and c
4. The snow turns to ice when
   a. it gets wet.
   b. the temperature gets colder.
   c. the next snowfall comes.
   d. the snow above it is heavy enough.
5. The best title for this selection is
   a. A Strange Continent.
   b. Antarctica—An Ice Desert.
   c. Snowfall at the South Pole.
   d. The World’s Greatest Desert.

**Part B**

Circle the letter of the answer.

1. Color is caused by
   a. the object itself.
   b. the light around an object.
   c. reflected light.
   d. your eyes.
2. Something looks red because it
   a. reflects mostly red light.
   b. absorbs mostly red light.
   c. reflects only red light.
   d. absorbs only red light.
3. Things that look black are reflecting
   a. mostly black light.
   b. all light.
   c. many different colors.
   d. no light.
4. Light that is absorbed is
   a. turned into heat.
   b. stored by the object.
   c. reflected later.
   d. Both b and c
5. In the sunlight, the warmest clothes would be
   a. white.
   b. yellow.
   c. dark-colored.
   d. light-colored.
Part A

Most Americans think that ice cream is as American as baseball and apple pie. But ice cream was known long before America was discovered.

The Roman emperor Nero may have made a kind of ice cream. He hired hundreds of men to bring snow and ice from the mountains. He used it to make cold drinks. Traveler Marco Polo brought back recipes for chilled and frozen milk from China.

Hundreds of years later, ice cream reached England. It is said that King Charles I enjoyed that treat very much. Some people say that he bribed his cook to keep the recipe for ice cream a royal secret.

Today ice cream is known throughout the world. Americans alone eat more than nine billion quarts a year.

Part B

When a tornado destroys a house, it doesn't blow it down the way a hurricane does. It makes the house explode.

Why does the house explode?

The air that surrounds a house presses against the house all the time. It usually has a force of about fifteen pounds per square inch. The air inside the house presses out against the walls just as hard. So the walls and windows are not being pushed harder from the inside or the outside.

When a tornado passes over a house, it suddenly sucks away the air outside the house. The air inside the house still pushes out against the walls, but now there is no air outside to push back. So the walls are pushed out in an explosion.

Pieces of the house are sucked up into the tornado and carried away. There is little left where the house once stood.
Part A
Circle the letter of the answer.
1. The selection says that most Americans
   a. think that ice cream is very new.
   b. think that ice cream was an American idea.
   c. know that ice cream is very old.
   d. do not know what ice cream is.
2. The Roman emperor Nero hired men to
   a. make ice cream for him.
   b. bring ice cream from China.
   c. guard the secret of ice cream.
   d. bring ice to cool his drinks.
3. Marco Polo is known as
   a. a Roman emperor.
   b. the inventor of ice cream.
   c. a royal cook.
   d. a traveler to China.
4. Charles I of England wanted to
   a. make ice cream popular.
   b. keep the secret of ice cream for himself.
   c. develop new kinds of ice cream.
   d. bring ice-cream recipes from China.
5. More than nine billion quarts of ice cream have been eaten
   a. by Americans in one year.
   b. all over the world in one year.
   c. since the time of Nero.
   d. since America was discovered.

Part B
Circle the letter of the answer.
1. A tornado makes a house
   a. explode.
   b. blow away.
   c. fall down.
   d. catch on fire.
2. The air pressure outside the house is usually
   a. greater than the pressure inside.
   b. the same as the pressure inside.
   c. less than the pressure inside.
   d. a different kind of pressure.
3. The walls of a house stay up when
   a. air pushes harder from the outside.
   b. air pushes harder from the inside.
   c. air pushes equally from inside and outside.
   d. Both a and b
4. A house's walls are pushed out when
   a. the air outside is taken away.
   b. the air inside is taken away.
   c. too much air is pushing outside.
   d. None of the above
Part A

A rattlesnake’s tail is formed like a stack of tiny teacups. Each cup is attached to the next, and each has three small bumps on it.

When the snake shakes, or “rattles,” its tail (about fifty times a second), the bumps on one cup tap against the bumps on the next cup very rapidly. This makes a sound more like a hisssss than a rattle.

Like most animals, rattlesnakes don’t want to make trouble. They would rather hide than fight a dangerous enemy like a human.

But if someone happens to surprise a rattlesnake, the snake will probably rattle with all its might. This is the snake’s way of saying, “Stay back!” If someone surprises or frightens a rattlesnake too much, it won’t give any warning. It will just strike!

Part B

The Great Wall of China is the biggest structure that’s ever been built. It is fifteen feet thick and as tall as a house. It stretches 1,500 miles across the mountains and valleys of northern China. The entire wall is made of earth and stones. Different parts of the wall were built at different times, but it was finished many hundreds of years ago. It was built without machinery.

Why was the wall built to begin with? The wall was built by the emperors of China to keep out barbarians named the Huns. The Huns had been riding their horses into China, killing people and stealing things. After the Great Wall was built, the people felt safer.
Lesson 15

Part A
Circle the letter of the answer.
1. A rattlesnake's tail is formed like
   a. a child's rattle. c. a whistle.
   b. tiny teacups. d. The article does not say.
2. How fast does a rattlesnake shake its tail?
   a. 50 times a second c. 70 times a second
   b. 60 times a second d. 80 times a second
3. How does the snake make a hissing sound?
   a. With its tongue c. With its tail
   b. With its breath d. None of the above
4. If a rattlesnake saw a human coming toward it, the snake
   would rather
   a. hide. c. strike the human.
   b. shake its tail. d. play dead.
5. If someone surprised a rattlesnake, the snake would probably
   a. hide under a rock. c. signal for help.
   b. shake its tail rapidly. d. run away.
6. Shaking its tail is the snake's way of saying
   a. “Come here!” c. “Do you like me?”
   b. “Let's fight!” d. “Stay back!”
7. A rattlesnake might strike without warning when it is
   a. frightened. c. hungry.
   b. surprised. d. Either a or b

Part B
Circle the letter of the answer.
1. The biggest structure ever built is the
   a. Great Pyramid of Egypt.
   b. Great Wall of China.
   c. palace of the Chinese emperors.
   d. Tower of London.
2. The Great Wall of China is made entirely of
   a. earth and stone. c. wood and cement.
   b. wood. d. None of the above
3. How long is the Great Wall of China?
   a. 1,500 miles c. 2,000 miles
   b. 15 miles d. 2,400 miles
4. The structure was built
   a. in recent times. c. in prehistoric times.
   b. during World War II. d. many hundreds of years ago.
5. The wall was built by order of the
   a. palace scholars. c. Chinese army.
   b. Chinese emperors. d. Both a and b
6. At the time the wall was begun, the enemies of China were
   a. Huns. c. Neither a nor b
   b. Trojans. d. Both a and b
7. What happened when the wall was finished?
   a. The emperor died. c. The Chinese felt safer.
   b. The raids stopped. d. None of the above
Part A

Before they had paper, people wrote on rocks, clay tablets, and animal skins. The Romans sometimes wrote on certain palm leaves. They put holes in them and strung them into a kind of book.

Paper was invented by the Chinese about A.D. 105. According to legend, Ts’ai Lung, a court scribe, made paper from bark, rags, and fishnet in order to please the emperor, who was tired of writing on silk. China carefully guarded the secret of papermaking for five hundred years. Then, as happens with all great inventions, the secret leaked out. Later it was carried to the West by people who had visited China.

Paper has come a long way. Once a rare and royal stuff, now it wraps your rubbish.

Part B

Paul Laurence Dunbar was one of the first African American authors to win world fame for stories and poems. He was born in Ohio in 1872. He was the son of former slaves who told him many tales of plantation life. He would use these later in his writing.

Paul was a fine student and the editor of his high school paper. In high school he put out a community newspaper. He did all the writing himself. He signed his articles with different names to keep people from knowing that the paper had only a staff of one.

In his later writing he often used the rough speech of uneducated African Americans, for he knew the importance of preserving their ways. He died in 1906, and his poems and stories are still read and enjoyed.
Part A

Circle the letter of the answer.

1. People once wrote on rocks, clay tablets, and animal skins because they
   a. wanted to save paper. c. used paper only on walls.
   b. had no paper to write on. d. had no tools to write on paper.

2. The first paper was made in
   b. Rome. d. None of the above

3. What did the scribe use to make paper?
   a. Rags c. Bark
   b. Fishnet d. All of the above

4. The invention of paper came about because a Chinese court scribe
   a. accidentally discovered how to make paper.
   b. was ordered to make a new writing material.
   c. wanted to please his emperor.
   d. None of the above

5. Before he had paper, the Chinese emperor wrote on
   a. animal skins. c. silk.
   b. clay. d. All of the above

6. How long did the Chinese guard the secret of making paper?
   a. 105 years c. 150 years
   b. 500 years d. None of the above

7. The secret of papermaking was learned by the rest of the world from
   a. Chinese travelers. c. the Chinese emperor.
   b. a scribe in China. d. visitors to China.

Part B

Circle the letter of the answer.

1. Paul Laurence Dunbar was
   a. a farmer. c. an author.
   b. a plantation owner. d. an actor.

2. The article says that Dunbar’s parents helped him by
   a. teaching him to write. c. paying for his education.
   b. telling him stories. d. buying his newspaper.

3. In high school Paul Dunbar was a
   a. good student. c. newspaper writer.
   b. newspaper editor. d. All of the above

4. The articles in Dunbar’s newspapers were
   a. written by friends. c. signed with different names.
   b. written by him. d. Both b and c

5. The name of Dunbar’s newspaper was
   b. “Community News.” d. The article does not say.

6. The article says that Dunbar’s poems and stories used
   a. the language of uneducated African Americans.
   b. tales of his life.
   c. his experiences in high school.
   d. Both a and b

7. Paul Laurence Dunbar died in
Part A

In the animal world, tongues have a variety of uses. The okapi, a relative of the giraffe, uses its tongue to strip leaves off trees. Hummingbirds have tongues like straws for sucking nectar from flowers. The anteater’s long tongue helps it catch ants and other insects. The rattlesnake’s tongue flicks in and out of its mouth picking up smells from the air and ground. When eagles pant with their tongues, like dogs, it helps them to cool off.

One of the most interesting tongues belongs to a lizard called the gecko. It serves as a wiper for the lizard’s transparent eyelids.

We humans don’t use our tongues this way, but we do something with ours that animals can’t do: we form sounds into words so that we can speak.

Part B

They don’t build cars as they used to. Thank goodness! Eighty years ago most cars in the cold climates were kept under cover all winter. A few people kept driving, however. Early cars had a front window but no side windows. Side curtains protected people from the worst winds but were seldom really tight. When there were many passengers in a car, the windows frosted over.

To prevent ice from forming, people sliced an onion in half and rubbed the glass with the fresh-cut end. Or electric heaters with glowing wires like a toaster’s could be used; the heater could be fastened to the window with suction cups.

Passengers could warm their feet with wrapped soapstones, bricks, or an iron heated on the kitchen range. Other early heaters sometimes became so hot they burned the wooden floorboards of the car.
Part A
Circle the letter of the answer.

1. The okapi uses its tongue to
   a. catch ants and other insects.
   b. strip leaves off trees.
   c. suck nectar from flowers.
   d. cool off.

2. Hummingbirds use their tongues to
   a. form sounds into words.
   b. cool off.
   c. wipe their eyelids.
   d. suck nectar from flowers.

3. The anteater uses its tongue to
   a. catch ants and other insects.
   b. pick up smells.
   c. form sounds into words.
   d. wipe its eyelids.

4. The rattlesnake’s tongue
   a. is shaped like a straw.
   b. forms sounds into words.
   c. flicks in and out of its mouth.
   d. strips leaves off trees.

5. Eagles use their tongues to help them
   a. catch ants and other insects.
   b. pick up smells.
   c. form sounds into words.
   d. cool off.

6. The article says that the gecko’s tongue
   a. wipes its eyelids.
   b. is shaped like a straw.
   c. strips leaves off trees.
   d. flicks in and out of its mouth.

7. Which of these can animals *not* do with their tongues?
   a. Pick up smells
   b. Form sounds into words
   c. Catch ants and insects
   d. Wipe their eyelids

Part B
Circle the letter of the answer.

1. Window heaters in early cars were fastened to the window with
   a. window bolts.
   b. suction cups.
   c. sticky tapes.
   d. The article does not say.

2. Drivers were protected from the worst winds by
   a. side curtains.
   b. earmuffs.
   c. fur blankets.
   d. window boards.

3. Eighty years ago, you probably would not have used your car for several months if you lived in
   a. cold climates.
   b. warm climates.
   c. rainy climates.
   d. muddy climates.

4. Drivers cleared frosted windows by rubbing them with
   a. hot bricks.
   b. sandpaper.
   c. horsehair.
   d. pieces of onion.

5. The article says that one problem with early heaters was that they sometimes
   a. exploded.
   b. burned floorboards.
   c. gave off poison gas.
   d. did not heat properly.

6. Passengers sometimes warmed their feet with
   a. hot water.
   b. wrapped hot bricks.
   c. rolls of cotton.
   d. rubbing alcohol.
Part A

Long ago, in the days of the Roman Empire, people used to believe in a god of farming named Saturn. The Romans believed that Saturn could make the weather good or bad. They thought that he decided how much rain would fall.

Before a Roman farmer would plant his fields, he would try to get Saturn to give him good weather. The farmer believed that if he killed an animal for Saturn, that would make the god happy. Then Saturn would make sure that the weather was good.

The Romans not only named a planet after Saturn, but they also named a day of the week after him. They called this day Saturni dies. These are Latin words that mean “day of Saturn.” In English these words became Saturday.

Part B

Cars in their early days were built one at a time. One car was completely assembled before any work on the next one began. It took a long time to build a car. That made cars very expensive. Very few people could afford to buy them.

Henry Ford solved the problem. He decided to make a great number of car parts at once. The parts, when done, were placed along a line called an assembly line. The bare frame of a car was moved along the line. The first worker that the frame reached put on the first part, the second worker put on the second part, and so on until at the end of the line the car was finished.

Because the cars were built quickly, they cost less to make. More people could afford cars, and more people bought them.
**Part A**

**Circle the letter of the answer.**

1. Saturn was the Roman god of
   - a. hunting.
   - c. flowers.
   - b. farming.
   - d. animals.

2. The Romans believed that Saturn
   - a. was an angry god.
   - c. controlled the weather.
   - b. ruled the planets.
   - d. killed animals.

3. Before Roman farmers planted their fields, they
   - a. tried to make Saturn happy.
   - b. killed an animal.
   - c. asked Saturn for good weather.
   - d. All of the above.

4. What did the Romans name after Saturn?
   - a. A day of the week
   - b. A planet
   - c. Both a and b
   - d. Neither a nor b

5. The Latin words *Saturni dies* mean
   - a. “day of Saturn.”
   - c. “Saturn’s week.”
   - d. “death of Saturn.”
   - d. None of the above.

6. In English *Saturni dies* became the word
   - a. Satan.
   - b. Saturday.
   - c. satin.
   - d. Saturn.

7. The Romans believed in the god Saturn because
   - a. their crops grew well.
   - b. it rained frequently.
   - c. the weather was always good.
   - d. The story does not say.

---

**Part B**

**Circle the letter of the answer.**

1. Before assembly lines were used, cars were built
   - a. one at a time.
   - c. four at a time.
   - b. two at a time.
   - d. eight at a time.

2. In the early days, according to the article, why did few people own cars?
   - a. They would rather have horses.
   - b. Cars were very expensive.
   - c. Not very many people knew how to drive.
   - d. Many people were afraid of cars.

3. The person who developed the assembly line to make cars was
   - a. Thomas Edison.
   - b. Henry Ford.
   - c. Eli Whitney.
   - d. David Buick.

4. A car is started on an assembly line as
   - a. nothing at all.
   - c. a bare frame.
   - b. an almost-completed car.
   - d. a half-finished model.

5. On an assembly line
   - a. cars are moved past workers.
   - b. workers are moved past cars.
   - c. workers and cars are moved past each other.
   - d. workers and cars stay in one place.

6. Because cars on an assembly line were built quickly, they
   - a. fell apart sooner.
   - c. used more fuel.
   - b. cost less to make.
   - d. ran faster, with less noise.

7. When cars were cheaper, they
   - a. were bought by more people.
   - c. were not built as well.
   - b. caused more accidents.
   - d. did not run as well.
Part A

There are many ways to make pottery. One method is to shape wet clay with the fingers—forming it into the desired shape. After the pottery has dried somewhat, it is “fired” by baking in an oven called a kiln.

In “slab building,” flat slabs of clay are rolled out like pie dough. Shaped pieces are cut out and joined to form the desired pottery piece.

In “coil building,” clay is rolled into long ropes, or coils. Then the coils are stacked up. After the pottery piece is assembled, the coils are carefully smoothed.

Many modern potters use a potter’s wheel, which is a round platform that turns. As the platform spins, the potter shapes a piece of clay by hand, working the piece so that it becomes taller as it turns.

Part B

A manatee is a strange-looking creature. Underwater it looks like a huge gray balloon. From tail to nose, it is twelve feet long. It has small flippers at the front of its body and no hind legs. Although it cannot exist out of the water, it needs air to breathe.

In spite of their great size, manatees are gentle. They eat nothing but underwater plants. When frightened, they speed away at fifteen miles per hour (mph).

Although there once were thousands of manatees, only a few remain. They are threatened by the propellers of power boats, by vandals who shoot them for fun, and by hunters who kill them for their meat. Manatees are safe in Everglades National Park in Florida.
Part A
Circle the letter of the answer.
1. One method of making pottery is to
   a. chisel the desired shape out of stone.
   b. pat mounds of moist sand with the palm of the hand.
   c. shape wet clay with the fingers.
   d. pour liquid lead into a preshaped mold.
2. After a pottery piece has dried enough to be handled, it is
   a. fired.
   b. sprayed.
   c. hammered.
   d. melted.
3. A kiln is a
   a. tool used to shape clay.
   b. slab of clay.
   c. title given to experienced potters.
   d. type of oven.
4. The slab building method of making pottery uses clay that is
   a. rolled out like pie dough.
   b. whipped up like cake mix.
   c. rolled into balls.
   d. shaped like bricks.
5. In the coil building method of making pottery, the pottery is structured by
   a. stacking clay coils on top of each other.
   b. placing strings of clay end to end.
   c. coiling slabs of clay around a mold.
   d. None of the above
6. The story says that many modern potters
   a. prefer the coil building of pottery.
   b. wear special gloves as they work.
   c. use a potter's wheel.
   d. Both b and c
7. A potter's wheel is
   a. an instrument used in decorating pottery pieces.
   b. a round platform that turns for shaping pottery.
   c. an organization for beginning potters.
   d. a dial on the kiln that controls the heat inside the kiln.

Part B
Circle the letter of the answer.
1. Manatees are found
   a. only in water.
   b. only on land.
   c. both in water and on land.
   d. The article does not say.
2. From tail to nose, a manatee measures
   a. five feet.
   b. seven feet.
   c. fifteen feet.
   d. twelve feet.
3. Manatees live on a diet of
   a. underwater plants.
   b. small fish.
   c. rats and other small creatures.
   d. coconut flowers.
4. Manatees are capable of speeds up to
   a. twenty mph.
   b. fifty mph.
   c. fifteen mph.
   d. twenty mph.
5. One strange thing about the manatee is that it has no
   a. hind legs.
   b. eyes.
   c. stomach.
   d. backbone.
6. According to the selection, manatees are found in
   a. Illinois.
   b. Florida.
   c. South Carolina.
   d. Massachusetts.
7. Manatees are now threatened mainly by
   a. sharks.
   b. droughts.
   c. humans.
   d. diseases.
Part A

The hognose snake, sometimes called the puff adder, is one of nature’s clowns. Some people think that it is deadly poisonous. Actually, it is just a harmless snake that spends most of its time hunting toads.

The puff adder gets its name from being a terrific bluffer. It will swell up, hiss, and strike viciously to frighten you away. If that doesn’t work, it will make its head look like a cobra’s.

The adder has one more trick—playing dead. It goes limp, opens its mouth wide, and rolls over on its back so that it couldn’t possibly look more dead.

Unfortunately, this trick is spoiled by the adder’s one-track mind. If you pick it up it lies still, but turn the snake over and it will thrash about wildly, trying to turn itself belly up again.

Part B

The process by which fires start themselves is called spontaneous combustion. Many houses have been burned down by fires that started in this way.

When oily rags are left in a heap, air is not able to move freely among them. The oils combine with oxygen and form heat, and air cannot carry the heat away. The rags become warmer and warmer. When they get hot enough, they will burst into flame.

Fires may start in wet hay by spontaneous combustion. Wet hay will rot, and rotting hay gives off heat. The heat is trapped in the hay and eventually makes the hay burn spontaneously.

Farmers know that they must cut and store their hay during dry weather to keep it from rotting. Perhaps this is the meaning of the saying, “Make hay while the sun shines.”
Lesson 20

Part A

Circle the letter of the answer.

1. The hognose snake is
   a. poisonous.
   b. dangerous.
   c. harmless.
   d. Both a and b

2. The puff adder gets its name because it
   a. swells up.
   b. makes a puffing noise.
   c. hunts toads.
   d. is vicious.

3. The adder does tricks in order to
   a. attack enemies.
   b. get exercise.
   c. amuse people.
   d. protect itself.

4. When the puff adder flattens its head, it is trying to
   a. frighten you.
   b. play dead.
   c. get away unnoticed.
   d. catch its food.

5. This snake has a “one-track mind” because it
   a. tries to play dead.
   b. lies perfectly still.
   c. tries to turn belly up if you turn it over.
   d. acts dead even when you pick it up.

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Part B

Circle the letter of the answer.

1. Heat forms in oily rags when
   a. they become too dry.
   b. they rot.
   c. the oils combine with oxygen.
   d. the room temperature rises.

2. The rags burn because
   a. the heat cannot get out.
   b. air is trapped in the pile.
   c. oxygen feeds fires.
   d. All of the above

3. Spontaneous combustion is likely to take place in hay that is
   a. too tightly baled.
   b. too dry.
   c. wet.
   d. stored in a closed place.

4. This happens because
   a. oxygen cannot get into hay that is pressed together.
   b. dry hay takes less space than wet hay.
   c. rotting hay gives off heat.
   d. All of the above

5. “Make hay while the sun shines” tells the farmer to
   a. cut and store hay in dry weather.
   b. work only when the sun is shining.
   c. store hay in the sun.
   d. grow hay in a dry climate.
Part A

When scientists began to search the skies with improved telescopes, what they saw made them feel very small. Compared with the universe, Earth seems to be just a tiny bit of cosmic dust.

Earth is only a small planet perched on the edge of the Milky Way. The Milky Way is our galaxy. It has roughly thirty billion stars like our sun. It is just one of about a hundred million galaxies in the known universe.

Space is so vast and distances are so great that there is a problem in measuring distance. Instead of writing down all the zeros, scientists describe these distances in light-years. Light travels about 186,000 miles per second, and in a year it goes billions of miles. That’s the distance of each light-year.

Our closest neighbor galaxy, Andromeda, is more than 900,000 light-years away from Earth.

Part B

Licorice can be used for other things besides candy. Some of the powers of the licorice plant have been known since ancient times. The Egyptians used it to cure sore throats, and an old Chinese story tells how licorice cured a dragon whose throat was sore from breathing fire. Two thousand years ago, armies of Rome carried licorice root as medicine on all of their campaigns.

Many of today’s cough syrups contain licorice. It is good for both humans and animals.

Licorice can put out fires, too. After the sweet juices have been taken out, the waste fiber of the root may be used to make a fire-fighting foam. This foam smothers fire by keeping oxygen away from it.
Part A
Circle the letter of the answer.

1. Good telescopes showed scientists that
   a. the Milky Way is the only galaxy.
   b. other galaxies are close to ours.
   c. the sun is a large star in the Milky Way.
   d. the Earth is a tiny part of the universe.

2. A galaxy is the name for
   a. a large group of stars.
   b. the sun.
   c. planets like the earth.
   d. the universe we know.

3. In the Milky Way we can see many
   a. galaxies.
   b. suns like ours.
   c. stars like our sun.
   d. Both b and c

4. Distances in the universe are measured in
   a. miles. c. light-years.
   b. feet and inches. d. months and years.

5. In one second, light travels about
   a. a light-year. c. 186,000 miles.
   b. 186 miles. d. 186,000 mph.

6. Our galaxy’s closest neighbor is as far away as light can travel in
   a. a year. c. a second.
   b. 900,000 years. d. 186,000 seconds.

Part B
Circle the letter of the answer.

1. Licorice today can be used for
   a. medicine.
   b. candy.
   c. fighting fires.
   d. All of the above

2. Roman armies used licorice
   a. to eat during battles.
   b. as medicine.
   c. to feed to their animals.
   d. to put out fires

3. The part of the licorice used in extinguishing fires is the
   a. leaf.
   b. stem.
   c. flower.
   d. root fiber.

4. The licorice fire extinguisher puts out fires by
   a. spraying water.
   b. keeping oxygen away from them.
   c. giving them too much oxygen.
   d. melting.

5. The best title for this selection is
   b. A Good Fire Extinguisher.
   c. A Useful Plant.
   d. Licorice in History.
Part A

What makes mosquito bites itch?

In the first place, a mosquito doesn't actually bite people. Rather, it pierces a person's skin. To do that, it uses a tiny needlelike tube at its mouth.

Once the skin has been punctured, the insect sucks blood from its victim through the thin tube. But human blood is quite thick for this tube. So before the mosquito sucks up any blood, it injects a few drops of its own saliva under the skin it has pierced. This thins the blood in the area so it can be drawn more easily through the narrow tube.

A mosquito's saliva is irritating to humans. That's why you feel itching and swelling when you don't swat a mosquito quickly enough. Incidentally, fleas do the same, only worse—each flea has two tiny tubes and uses them both at the same time!

Part B

Whales are among the largest creatures that have ever existed on Earth. They are warm-blooded mammals, not fish, so they must breathe air to live. Most whales are gentle, even playful, both among themselves and around people.

Whales move in herds, often migrating year after year between the same areas. They communicate with each other by making a series of high-pitched noises that sound like singing.

Whales normally “cruise” at about six mph—approximately twice as fast as a person usually walks. They are capable of short bursts of speeds up to twenty mph, and they have been known to keep up with large ocean liners.

The blue whale is the largest of all whales. Its heart can weigh more than 1,200 pounds. Some of its arteries are so large a small child could crawl through them.
Part A
Circle the letter of the answer.

1. A mosquito doesn’t really bite people; it
   a. scratches them.   c. drops saliva on their skin.
   b. pierces their skin.  d. drops blood on their skin.

2. The “needle” the mosquito uses is
   a. one of its legs.   c. its tongue.
   b. a tiny tube near its mouth.  d. its mouth.

3. A mosquito takes some of a person’s
   a. saliva.   c. blood.
   b. skin.   d. flesh.

4. The mosquito injects a few drops of its own saliva in order to
   a. clean out the needlelike tube.
   b. thin the person’s blood.
   c. push its own blood into the person.
   d. make room for the person’s blood.

5. The thing that makes a mosquito bite itch is
   a. the mosquito’s saliva.
   b. the tiny hole made in the skin.
   c. dirt carried by the mosquito.
   d. the mosquito’s blood.

6. One difference between mosquitoes and fleas is that
   a. mosquitoes inject saliva, but fleas don’t.
   b. mosquitoes suck blood, but fleas don’t.
   c. fleas have two tubes, but mosquitoes have only one.
   d. mosquitoes have two tubes, but fleas have only one.

7. You can conclude from this selection that
   a. mosquitoes are insects.
   b. mosquitoes do not have blood.
   c. mosquitoes carry serious diseases.
   d. fleas are a type of mosquito.

Part B
Circle the letter of the answer.

1. A blue whale is larger than
   a. a dinosaur.   c. a sperm whale.
   b. an elephant.   d. All of the above

2. Whales breathe
   a. underwater.   c. air just like people.
   b. like fish.   d. a mixture of water and air.

3. Whales are dangerous when
   a. they are not in a herd.   c. there are two or more of them.
   b. they are near people.   d. The article does not say.

4. When whales “sing,” they are
   a. just making noise.
   b. communicating with one another.
   c. racing ocean liners.
   d. None of the above

5. Normally whales move about
   a. as fast as a person can walk.
   b. twice as fast as a person can walk.
   c. six mph.
   d. Both b and c

6. According to the article, some of the blue whale’s arteries are
   a. too small to see.
   b. so large a child can crawl through them.
   c. so large a large person can move through them.
   d. larger than its heart.
Part A

Modern transportation has given us oranges to eat, squeeze, and gulp almost anytime we like. But it wasn’t always so.

Not long ago oranges were hardly ever seen by most people. The rich had their portraits painted showing them holding an orange because oranges were so rare and valuable. Oranges were thought a proper treat at the theater.

Oranges are believed to have come from southern China. Arabs took them to southern Africa and Spain. Spaniards took them to North America.

In 1873 Mrs. Eliza Tibbits decided to plant oranges in Riverside, California. The U.S. government helped her by giving her two small trees from Brazil. Branches from these trees were later used to begin the first orange groves in California.

The branches grew into trees, and some of these trees still grow fruit. An old orange tree still stands in Riverside. It has lived for more than 125 years.

Part B

Stagecoaches were introduced in England about 1640. People paid to ride in them. Some traveled on the roof because it was cheaper. (It was more dangerous, too, because there was nothing on top of the coach to hang on to.) These new stagecoaches had teams of horses waiting at different “stages” or stations along the route. At each station fresh horses were used instead of resting the horses that were pulling the stagecoach. A stagecoach could not travel faster than five miles an hour. Even so, traveling time was cut down.

Later, turnpike roads were started. People paid a toll to use the roads, and the money was used to mend the roads. But it wasn’t until about a hundred years ago that English roads improved. Then coaches could travel at eight miles an hour.
Part A
Circle the letter of the answer.

1. According to the article, we have so many oranges today because of modern
   a. science.  c. industry.
   b. transportation.  d. government.

2. Oranges first came from
   a. southern Africa.  c. southern India.
   b. southern Spain.  d. southern China.

3. Oranges were first taken to North America by the
   a. Spaniards.  c. Arabs.
   b. Chinese.  d. The article does not say.

4. The article says that oranges were at one time thought a proper
   a. birthday present.  c. payment for a painting.
   b. treat at the theater.  d. reward from the government.

5. Mrs. Tibbits planted her first orange tree in
   a. 1843.  c. 1863.
   b. 1853.  d. 1873.

6. The orange tree Mrs. Tibbits planted came from
   a. Brazil.  c. Spain.

7. Mrs. Tibbits was helped by the government of
   a. the United States.  c. Spain.
   b. the state of California.  d. the city of Riverside.

8. The old tree mentioned in the article is
   a. less than 50 years old.  c. more than 100 years old.
   b. less than 75 years old.  d. more than 125 years old.

Part B
Circle the letter of the answer.

1. Stagecoaches were first used in England about
   a. 1604.  c. 1640.
   b. 1704.  d. 1740.

2. Because of the way the coaches were built,
   a. people could only ride inside them.
   b. people could ride inside and on top of them.
   c. it was too dangerous to ride on top of them.
   d. it was cheaper to ride inside them.

3. The story suggests that the new coaches probably got their names from the
   a. use of fresh horses at points in a journey.
   b. kind of horses that were used.
   c. different kinds of people that rode in them.
   d. Both a and b

4. At first, stagecoaches could go
   a. fifteen miles an hour.  c. faster than eight miles an hour.
   b. eight miles an hour.  d. five miles an hour.

5. Another name for a turnpike road would be a
   a. toll road.  c. mile-long road.
   b. kilometer road.  d. None of the above

6. The money collected on a turnpike was used to
   a. buy stagecoaches.  c. fix the roads.
   b. buy horses.  d. pay people.

7. After English roads improved, coaches could go
   a. eight mph.  c. eighty mph.
   b. thirteen mph.  d. more than twenty mph.
Part A

The Amazon River starts in Peru and flows through Brazil's rainy jungles to the Atlantic. It is the world's biggest river. It carries more water than the next three biggest rivers put together. The Amazon River is not the longest river in the world. The Amazon is second to the Nile River.

The surface of the Amazon looks as smooth as glass. But under the surface the water is full of snakes, eels, and deadly fish called piranhas. Piranhas attack in groups. They can eat an animal as big as a horse in just a few minutes.

There's a lot of life on the surface of the Amazon River, too. Some of the people who live along the river build their houses on wooden rafts that are tied together with ropes. Then, when the river floods during the rainy season, the whole village rises with the Amazon.

Part B

Why does some corn pop? The answer lies in the popcorn kernel. Inside each kernel is a moist, starchy mass. When the kernel is heated, the moisture turns into steam. The steam expands and then exerts so much pressure that it bursts the kernel's hard outer coat. The kernel then turns inside out and becomes a large, fluffy morsel.

The first contact Europeans had with corn was in 1492 when Columbus reached North America. There he found the Native Americans growing and eating it as their grain.

Years later, explorers found Native Americans all the way from South America to Canada who grew popping corn. In 1519, Cortez found the Aztecs of Mexico using popcorn in many ways. They not only ate it but also made necklaces and other objects by threading popped kernels on a string.
### Part A
**Circle the letter of the answer.**

1. The Amazon River begins in
   - a. Brazil.  
   - b. the Atlantic.  
   - c. Peru.  
   - d. Brazil’s jungles.

2. The Amazon is the world’s
   - a. longest river.  
   - b. biggest river.  
   - c. second-biggest river.  
   - d. third-longest river.

3. The world’s longest river is the
   - a. Amazon.  
   - b. Mississippi.  
   - c. Nile.  
   - d. The article does not say.

4. The Amazon contains
   - a. piranhas.  
   - b. snakes and eels.  
   - c. horses.  
   - d. Both a and b

5. When piranhas attack, they
   - a. attack one at a time.  
   - b. attack as a group.  
   - c. eat their victim within minutes.  
   - d. Both b and c

6. People living along the river
   - a. build one house on top of another.  
   - b. build their houses on stilts.  
   - c. build their houses on rafts.  
   - d. leave their houses during the rainy season.

7. When the Amazon rises
   - a. the rainy season ends.  
   - b. houses rise.  
   - c. houses flood.  
   - d. the water rises up to the houses.

8. This selection is mainly about the
   - a. size and characteristics of the Amazon.  
   - b. age and nature of the Amazon.  
   - c. history of the Amazon.  
   - d. usefulness of the Amazon.

### Part B
**Circle the letter of the answer.**

1. Each popcorn kernel contains
   - a. a mass of starch.  
   - b. moisture.  
   - c. Neither a nor b  
   - d. Both a and b

2. When a kernel is heated, the
   - a. starch turns into steam.  
   - b. moisture turns into starch.  
   - c. moisture turns into steam.  
   - d. steam turns into moisture.

3. According to the article, the steam inside a kernel
   - a. makes the outer coat hard.  
   - b. breaks the outer coat.  
   - c. makes the starch moist.  
   - d. Both b and c

4. When the kernel turns inside out, it
   - a. is fluffy.  
   - b. is ruined.  
   - c. turns to steam.  
   - d. None of the above

5. Corn was brought to North America
   - a. in 1492.  
   - b. by Christopher Columbus.  
   - c. Both a and b  
   - d. The article does not say.

6. Native Americans
   - a. grew and ate corn.  
   - b. discovered corn in 1492.  
   - c. ate grain instead of corn.  
   - d. None of the above

7. According to the article, in 1519 Cortez
   - a. showed the Aztecs how to use popcorn.  
   - b. discovered Mexico.  
   - c. saw how the Aztecs used popcorn.  
   - d. founded the Aztec empire.

8. According to the article, the Aztecs
   - a. ate popcorn.  
   - b. put popcorn on their houses.  
   - c. made necklaces out of popped kernels.  
   - d. Both a and c

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Lesson 24

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Part A

During the 1800s cattle roamed the open range in the western United States. There were no fences to keep the cattle of one ranch separated from cattle of other ranches. So ranchers used brands to identify their cattle. Each ranch had its own brand.

The branding was done with a branding iron. Two types of branding irons were used to burn the identification marks on the hide of the animals. The running iron had a blunt point. It was heated and then used like a pen to trace a brand on the animal. Stamping irons were those with fixed brand designs. This iron was heated, and the brand was stamped on the animal.

A good brand was simple and large enough to read from a distance. Designs included many familiar objects: hats, tepees, teapots, knives, shovels, turkey tracks, boots, or just initials.

Part B

Traditional Japanese houses are different from what many of us are accustomed to. They are unpainted wood, so the outside becomes gray and weathered. There are no beds or chairs. The people sleep on thick mats, which are put away during the day. Although the houses are simple, they are attractive. Folding screens are painted with beautiful scenes, and there are flowers in many rooms.

In a Japanese house two or more sides have no permanent walls. The whole side of a house is a sliding panel that can be opened to let air and sunlight inside.

Occasionally swallows fly in and build nests in the house. People like to have them and build a shelf beneath the nest so that the floor won’t be soiled.
Part A

Circle the letter of the answer.

1. The article says that in the 1800s western United States cattle
   a. were kept in corrals.  c. were raised for meat.
   b. roamed the open range.  d. traveled in herds.

2. Ranchers used brands to
   a. decorate cattle.  c. keep cattle quiet.
   b. identify cattle.  d. scare cattle.

3. Each ranch had its own
   a. fence.  c. brand.
   b. range.  d. Both a and c

4. The article says that branding was done
   a. with an iron.  c. on the range.
   b. in the spring.  d. by cowboys.

5. The article says that in the 1800s there were
   a. two kinds of branding irons.
   b. two kinds of cattle.
   c. one kind of branding iron.
   d. many kinds of ranches.

6. A branding iron used like a pen was called a
   a. pen iron.  c. tracing iron.
   b. stamping iron.  d. running iron.

7. A branding iron with a fixed design was called a
   a. running iron.  c. western iron.
   b. stamping iron.  d. fixed iron.

8. According to the article, a good brand was
   a. simple.  c. small.
   b. heavy.  d. Both a and c

Part B

Circle the letter of the answer.

1. Traditional Japanese houses are made from
   a. wood.  c. concrete.
   b. brick.  d. The article does not say.

2. These Japanese houses are
   a. painted every other year.
   b. painted a different color every year.
   c. left unpainted.
   d. The article does not say.

3. In Japanese houses people usually do not use beds, but sleep
   a. on the hard floor.  c. on thick mats.
   b. in hammocks.  d. on low couches.

4. The Japanese add beauty to their homes
   a. with painted screens and flowers.
   b. with rugs of complex designs.
   c. with luxurious furniture.
   d. All of the above

5. The side of a Japanese house is usually made of
   a. glass walls.  c. paper screens.
   b. a sliding panel.  d. None of the above

6. Occasionally swallows will fly into the house, and people
   a. welcome them.  c. have to get rid of them.
   b. put them in cages  d. Both a and b

7. A small shelf is built under the swallow’s nest to
   a. catch baby birds that fall out.  c. protect the floor below.
   b. provide a perch for the birds  d. None of the above
Matthias Jakob Schleiden

Matthias Schleiden was born in 1804 in Hamburg, Germany. Schleiden studied law in Heidelberg, Germany. However, he soon gave up law to study botany. Botany is the science of plants. Schleiden taught botany to students at the University of Jena from 1839 to 1862.

In Schleiden's day, botanists mainly just named and described plants. Schleiden thought they also should study the parts of plants. Schleiden examined plants with a microscope and discovered that they are made up of cells.

Schleiden's discovery had a powerful effect. It caused scientists to shift their attention to cells. Botanists began to study plant embryos. A plant embryo is a very young plant with just a few cells that will develop into an adult plant.

Schleiden's friend and partner, Theodor Schwann, discovered that animals also are made up of cells. Today, Schleiden's and Schwann's discoveries are known as the cell theory. The cell theory states that all living things are made up of cells.
Lesson 26

Vocabulary
Write the answer.
1. What is botany?

2. What do we call a young plant that is made up of only a few cells?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. Matthias Schleiden was born in 1804 in Hamburg, Germany.
4. Schleiden studied medicine before he became a botanist.
5. Schleiden taught botany at the University of Jena.
6. Schleiden felt that botanists should study the parts of plants.
7. Before Schleiden’s work, botanists mainly studied plant cells.
8. Theodor Schwann discovered that animals are made up of cells.

Determining the Main Idea
Write the answer.
9. What was Matthias Schleiden’s most important discovery?

10. What is the cell theory?
What would it be like to live and work in a greenhouse for two years? Some scientists did just that! From 1991 to 1993, eight scientists lived with 3,800 plants and animals inside Biosphere II. Biosphere II is a glass building near Tucson, Arizona. It was designed to be a closed environment. Nothing went into the building and nothing came out of it during the two years of the experiment. The scientists inside studied how plants and animals responded to living in a closed environment.

Some of the scientists who lived in Biosphere II were botanists. A botanist is a scientist who studies plants. Each botanist did experiments, and each had a special job taking care of the plants inside the building. For example, one botanist's job was to care for, study, and grow plants for food.

A person who plans to become a botanist must go to college and study science, geography, and math. Botanists work in many places, including forests, farms, and schools.
Write T if the statement is true. Write F if the statement is false.

1. A botanist is a scientist who studies plants and animals.  
   
2. Biosphere II is a glass building in Arizona.  
   
3. Botanists work in places such as forests, farms, and schools.  
   
4. A biosphere botanist works mostly in outer space.  
   
5. Biosphere II was home to both plants and animals.  
   
6. Fifteen scientists lived inside Biosphere II.  
   
7. Botanists must study science and math.  

Write the answer.

8. What does a botanist study?  

9. What does it mean to state that Biosphere II is a closed environment?
Most plants reproduce, or make new plants, with seeds. However, scientists have developed another way to produce some types of plants. This way of reproducing plants is called grafting. To graft a plant, a person cuts off part of one plant and joins the cut part to another plant. The two plants grow together to form a new plant, which is called a hybrid.

The new plant is similar to both of the plants that were grafted together. For example, fruit farmers can graft the branches of a tree that produces good apples with a tree that is strong. The hybrid formed from the graft might be a strong tree with good fruit. Farmers also can grow seedless fruits, such as grapes and oranges, using plant grafts. In addition, farmers use grafting to grow plants that can resist insects and diseases.
Lesson 28

Number Correct
Number of Items =

Percent
Correct

Name

Vocabulary
Write the answer.
1. What do we call the process of creating a plant by combining parts of two plants?

2. When two plants are grafted together what is the new plant called?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. Most plants reproduce by grafting.

4. A hybrid is similar to both of the plants that were grafted together to produce the hybrid.

5. The only reason farmers use grafting is to produce seedless fruit.

6. Two examples of fruits that have been produced with grafting are seedless grapes and oranges.

7. Grafting can be used to grow plants that resist insects.

Making Inferences
Write the answer.
8. If two parts that are grafted come from a tree that is tall and from a tree that is strong, what could the hybrid be?

9. A farmer has an apple tree that always produces a lot of sweet apples, but the apples are small. The farmer has another apple tree that produces apples that are big but sour. Explain how the farmer might use grafting to grow an apple tree that produces sweet apples that are big.

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the selection?
   a. Plants are useful.
   b. Grafting can help farmers produce better, stronger plants.
   c. Seedless grapes are hybrids.
   d. Plant grafting is a difficult process.
Why do you think different plants are grown in different parts of the world? The main reason is climate. That is the average weather of a region. Some plants, such as bananas, grow well in hot climates. Others, such as peas, grow best in cool climates.

Rice is another hot-climate plant. It is grown in tropical areas such as China and India. Tropical areas have a lot of rainfall and a long, hot growing season. Rice is grown in fields called paddies, where the roots are kept underwater much of the time. Farmers have found that the roots of rice plants grow better when they are in water. Other food plants grown in tropical areas include coconuts, peanuts, and yams.

Freezing weather kills tropical plants. However, some plants do best in cool climates. For example, field peas grow best in cool weather, and freezing temperatures may not harm them. As a result, these plants can be grown in cool climates, such as in the northern United States and Canada.
### Reading Comprehension

**Write the answer.**

1. What is the main reason different food plants are grown in different parts of the world?

2. Name three plants that are grown by farmers in tropical areas of the world.

3. Explain why farmers in China grow rice underwater.

4. Explain why farmers in Canada can grow peas but not yams.

### Vocabulary

**Write the answer.**

5. What are *rice paddies*?

6. Define *climate*.

### Fact and Opinion

**Write F if the statement is a fact. Write O if the statement is an opinion.**

7. Tropical areas have a long, hot growing season. _____

8. Rice and peanuts are grown in tropical areas. _____

9. Yams are delicious. _____

10. Freezing temperatures may not harm field peas. _____
Nicolaus Copernicus was born in 1473 in Poland. In college, he first became interested in mathematics. He also learned to read Greek and studied law and medicine. He became very interested in astronomy, which is the study of stars and planets. He watched the sky carefully and noticed the positions of planets and stars.

In Copernicus’s time, most people thought that Earth was the center of the universe and that the sun revolved around Earth. Copernicus did not agree. His knowledge of geometry helped him understand his many years of observing the movements of the stars and planets. He decided that Earth and the other planets revolved around the sun, and only the moon revolved around the Earth. He did not think that either Earth or the sun were the center of the universe. Copernicus thought that the universe was much larger than that.

Gradually, other people came to know that Copernicus’s theories were true. This change in how people viewed the universe is called the “Copernican Revolution.” Copernicus caused the revolution by making careful observations and thinking about what he saw. He died in 1543.
**Reading Comprehension**

Write the answer.

1. When was Copernicus born?

2. Name three subjects Copernicus studied in college.

Circle the letter of the answer.

3. Most people in Copernicus’s time thought
   a. that Earth revolved around the sun.
   b. that Earth was the center of the universe.
   c. that the moon revolved around the sun.
   d. None of the above

4. To develop his theories, Copernicus
   a. watched the sky.
   b. used his knowledge of geometry.
   c. noticed the positions of planets and stars.
   d. All of the above

Write T if the statement is true. Write F if the statement is false.

5. In Copernicus’s time, people knew a great deal about the universe. __________

6. Everyone accepted Copernicus’s ideas right away. __________

7. Copernicus thought that Earth is the center of the universe. __________

8. Copernicus believed that the planets revolve around the sun. __________

9. Copernicus thought that the universe is very large. __________
Flight Simulators

A video game is a small computer. A computer program, which is a set of directions for the computer, tells it what to do. In a video-game program, the directions tell the computer to make sounds and pictures and to respond to the controls. Many video games make you feel like you really are running, driving, or flying. They can do this because their programs simulate, or copy, the conditions involved in these activities.

Pilots and astronauts learn to fly using similar computer programs that make them feel like they really are flying an aircraft. The programs are called flight simulators. The pilot or astronaut sits in front of an aircraft instrument panel. The instruments show how and where the aircraft is flying. Computer screens show images of the sky and the ground, just as they would look if the pilot or astronaut really were flying. The simulator’s computer translates the pilot’s or astronaut’s actions into images on the screen. This lets the pilot see his or her mistakes. Flight simulators let pilots and astronauts practice and correct their mistakes before they actually fly an aircraft.
Vocabulary
Write the answer.
1. What is a computer program that makes you feel as if you’re flying an airplane called?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

2. A video game is a small computer. ___

3. A pilot uses a flight simulator to fly an airplane in stormy weather. ___

4. Flight simulators are a special type of video game. ___

5. Flight simulators tell pilots and astronauts how high they should fly. ___

Write the answer.
6. How do pilots and astronauts first learn to fly?

Making Inferences
Write the answer.

7. What do the instruments show the pilot or astronaut?

8. Why do you think flight simulators are used to train new pilots and astronauts?
The Heat Index

Have you noticed that you feel hotter on a humid day than on a dry day of the same temperature? This is because not as much perspiration evaporates from your skin on humid days when the air is already moist. The evaporation of perspiration is one way your body keeps cool. You feel hotter when less perspiration evaporates. The heat index takes into account the given temperature and the humidity. It is a measure of how hot the air feels to your body. How warm the air feels can be higher or lower than the actual air temperature.

The table shows heat indexes at different air temperatures and different levels of humidity. For example, if the temperature is 90°F and the humidity is only 20%, the air feels cooler than it is. The heat index is 87°F. However, if the temperature is 90°F and the humidity is 80%, then the air feels a lot hotter than it is. Then the heat index is 113°F. The arrows on the table show how to find the heat index of 113°F. The arrow from the top is for 90°F. The arrow from the side is for 80% humidity.

High heat indexes can cause fatigue, heat exhaustion, and even death from heatstroke. However, wind, even on humid days, helps perspiration evaporate, which would lower the heat index.

<table>
<thead>
<tr>
<th>Humidity (%)</th>
<th>How Hot the Air Feels (°F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
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<tr>
<td>20</td>
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<td>80</td>
<td>71</td>
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<tr>
<td>90</td>
<td>71</td>
</tr>
<tr>
<td>100</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: National Weather Service, NOAA
Reading Comprehension
Use the heat index table on the previous page to answer the following questions. Circle the letter of the answer.
1. What number on the table shows air that feels the hottest?
   a. 91°F   c. 108°F
   b. 100°F   d. 144°F
2. What air temperature and humidity would make the air feel 144°F?
   a. 100°F and 0%   c. 100°F and 70%
   b. 90°F and 50%   d. 90°F and 100%
3. When the air temperature is 90°F and the humidity is 60%, how hot does the air feel?
   a. 70°F   c. 90°F
   b. 80°F   d. 100°F

Write the answer.
4. As the humidity goes up, does the air feel hotter or colder?
   ____________________

5. When the humidity is 0%, does the air feel hotter or colder than the actual temperature?
   ____________________

Write T if the statement is true. Write F if the statement is false.
6. A high heat index can be a serious health risk.   ___

7. The evaporation of perspiration is one of the main ways your body stays warm.   ___

8. Wind helps lower apparent temperature.   ___

Making Inferences
Write the answer.
9. Suppose you are trying to heat your house in winter, but you still feel cold. Should you keep the house dry or humid?
   ____________________

10. Should you vigorously exercise outside when the air feels very hot? Why or why not?
    ____________________
Environmental engineers solve environmental problems. These engineers can have many types of jobs. Some environmental engineers study rainwater to see how it drains into lakes and rivers. They are concerned with rainwater that carries pollution with it.

As rainwater drains across roads and parking lots, it can pick up oil and gasoline. The polluted rainwater can carry these toxic substances into streams or lakes. Sometimes the rainwater carries toxic substances deep into Earth, to underground lakes that provide drinking water for cities and towns.

What do environmental engineers do about polluted rainwater? They may design special retention ponds. Retention ponds clean polluted water before it seeps into the ground. Environmental engineers may even clean up polluted groundwater. They inject special bacteria into the groundwater that break down oil and gasoline. This cleans the water deep in the ground.

Environmental engineers went to college and studied math, chemistry, physics, and biology. Many environmental engineers like their job because they work outdoors, solve important problems, and take care of the environment.
Lesson 33

Vocabulary
Match the term in the left column with the phrase in the right column. Write the correct letter on the line provided.

1. underground lakes  a. solve environmental problems
2. retention pond   b. can break down oil and gasoline in groundwater
3. certain bacteria   c. supply drinking water for cities and towns
4. environmental engineer  d. catches and filters polluted water

Reading Comprehension
Write the answer.
5. Name three subjects that environmental engineers studied in college.

6. What can happen to rainwater that runs across roads and parking lots?

7. How do environmental engineers use bacteria to clean up polluted rainwater?

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
8. Environmental engineers may design retention ponds.
9. Some underground lakes provide the best drinking water for cities and towns.
10. Environmental engineers have an easy job.
A computer technician is a person who repairs or helps keep computers working. Although technicians do not always need a college degree, they do need special training. Vocational schools or two-year colleges usually offer this training.

Some computer technicians work with large, mainframe computers, while others work with small, personal computers. Technicians must know about hardware, the parts that make up a computer, and software. Software refers to the programs that make the computer run.

A computer technician must protect computers from electricity. Although a computer needs electricity to function, electricity can severely damage a computer by changing the computer chips that run a computer. Therefore, computer technicians must be careful to protect computers against electricity.
**Vocabulary**
Write the answer.
1. What is a computer technician?

2. What is computer hardware?

3. What is computer software?

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.
4. Electricity can damage a computer.

5. A computer technician does not need to be concerned with electricity.

6. A person needs no special training to become a computer technician.

7. A computer technician might work on large mainframe computers.

**Fact and Opinion**
Write F if the statement is a fact. Write O if the statement is an opinion.
8. Computers need electricity to run.

9. The job of a computer technician is more important than the job of a computer programmer.

10. To be a good computer technician, you must love to work with machines.
Part A

What do you get when you cross a zebra with a donkey?

A zonkey!

This is not a joke. It’s a real example of a hybrid—the offspring of two different animals. Hybrids have some of the qualities of each of their parents.

For example, the zonkey is strong and hard-working like a donkey, but it is gentle and can survive very hot weather, like a zebra. This makes it a useful work animal for hot climates.

The zonkey looks unusual. Part of its body is tan, but the other part may have black and white zebra stripes!

Another hybrid comes from mating beef cattle with buffaloes. This hybrid is called “beefalo.” Its meat tastes like beef, but the beefalo does not need to be fed expensive grains as cattle do. Like buffaloes, it lives on grass, and it can survive snowstorms.

Part B

Big Ben is not the biggest, the oldest, or the loudest, but it is probably one of the world’s most famous bells. “Big Ben” is the bell in the clock tower of the Houses of Parliament in London. Big Ben has chimed forth the time since 1859.

In its early days, Big Ben’s clock was wound by hand. It took two workers five hours a day, three days a week, to perform the chore. Now, a small electric motor does the winding in forty minutes, three times a week.

The clock’s pendulum is controlled by the weight of a few coins in a tray. Removing the smallest coin—a halfpenny—for twenty-four hours will advance the clock by one-fifth of a second. Careful adjustments keep Big Ben’s clock within one and one-half seconds of the correct time each day.
Part A
Circle the letter of the answer.

1. A hybrid is
   a. an unusual offspring of two of the same kind of animal.
   b. any animal that is very strong.
   c. an imaginary combination of two different animals.
   d. the offspring of two different kinds of animals.

2. A zonkey is a hybrid between
   a. a cow and a zebra.
   b. a donkey and a horse.
   c. a zebra and a monkey.
   d. a zebra and a donkey.

3. A zonkey's body
   a. is tan all over like a donkey's.
   b. has black and white stripes all over.
   c. is partly tan and partly striped.
   d. is either all tan or all striped.

4. A hybrid between beef cattle and buffaloes is called a
   a. beefalo.
   b. buffle.
   c. Either a or b
   d. Neither a nor b

5. The article suggests that farmers probably raise beeefaloes because beeefaloes
   a. work hard.
   b. look unusual.
   c. provide good milk.
   d. provide good meat.

6. The selection suggests that beeefaloes eat
   a. corn and other grains.
   b. grass.
   c. hay.
   d. several different kinds of plants.

7. The selection suggests that some hybrids are useful to farmers because they
   a. have the good qualities of both parents.
   b. live longer than their parents.
   c. look very odd.
   d. eat less than their parents do.

Part B
Circle the letter of the answer.

1. Big Ben could be one of the world's
   a. biggest bells.
   b. most accurate clocks.
   c. most famous bells.
   d. most famous clocks.

2. Big Ben regularly chimes
   a. when Parliament meets.
   b. the time.
   c. every three days.
   d. every forty minutes.

3. The Parliament tower was built in
   a. 1859.
   b. 1895.
   c. 1855.
   d. The article does not say.

4. When Big Ben’s clock was wound by hand, it took
   a. five workers.
   b. three workers.
   c. two workers.
   d. seven workers.

5. Big Ben's clock is now wound
   a. by a motor in forty minutes.
   b. three times a week.
   c. forty times a week.
   d. Both a and b

6. The clock's pendulum
   a. weighs as much as a few coins.
   b. is controlled by weight.
   c. can't be adjusted.
   d. is run by an electric motor.

7. The clock will gain time if
   a. coins are added to the tray.
   b. the pendulum is held still.
   c. coins are taken from the tray.
   d. a halfpenny is added to the tray.

8. Big Ben’s clock is usually quite
   a. wrong about the time.
   b. accurate.
   c. difficult to adjust.
   d. Both b and c
Georges-Louis Leclerc, Count de Buffon

Georges-Louis Leclerc was a French naturalist, that is, a person who studies nature. Leclerc was born in Montbard, France. He studied math and law in Dijon. He continued his studies in medicine and botany in Angers.

After leaving Angers, Leclerc traveled in Italy and England. In England, he was made a member of the Royal Society. Leclerc returned to Montbard on the death of his mother. There, on the family estate, Leclerc began a time of serious research. He studied probability. He also developed his own version of the scientific method. In addition, he translated the works of other scientists.

A turning point in Leclerc's life occurred when he was 32 years old. He was made keeper of the royal botanical gardens. He also was told to produce a catalog of the natural history collections. Leclerc saw this as an opportunity to write an account of all of nature. This led to his great work, *Histoire Naturelle* (Natural History). It was the first attempt to present everything known about natural history, geology, and anthropology in a single work. Leclerc worked long hours but was able to complete only 36 of the planned 50 volumes before he died.
**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

1. Leclerc was born in England. __________

2. Leclerc studied botany, math, and law. __________

3. After his mother died, Leclerc returned to the family estate. __________

4. Leclerc was made head of the natural history museum at age 32. __________

5. Leclerc wrote 50 volumes on natural history. __________

6. Leclerc was a naturalist. __________

7. The English name of Leclerc’s great work is *World History*. __________

8. Leclerc tried to present everything known about natural history, chemistry, and physics in a single work. __________

**Vocabulary**
Write the answer.

9. What is a naturalist?

__________________________
How would you like to take a blood sample from a horse or record the number of eggs laid by a flock of hens? These are just two of the jobs that an animal scientist might do. An animal scientist studies farm animals such as cattle, chickens, and pigs.

Animal scientists may work in a laboratory. A laboratory is a room used to do science experiments. It has lab equipment and computers. Animal scientists may also work directly with farm animals. They may inspect food products such as meat and milk, study how much milk cows produce, or work to improve the number and size of eggs that chickens lay.

Anyone who is interested in becoming an animal scientist needs a college degree in science. Classes in math and English also are important. An animal scientist must be able to work alone as well as be part of a team.
Vocabulary
Write the answer.
1. What does an animal scientist study?

2. What is a laboratory?

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
3. Animal scientists need to have a degree in science.
4. Working with cows and pigs is fun.
5. Cows, pigs, and chickens are farm animals.
6. Animal science is interesting.
7. Some animal scientists inspect food products such as bread and vegetables.
8. Being an animal scientist requires a college degree.
9. An animal scientist must be able to work alone as well as with others.
10. Most animal scientists work with zoo animals, such as lions or tigers.
Gregor Mendel was born in Austria in 1822. He was a Catholic priest, a scientist, and a gardener. Mendel grew more than 12,000 pea plants in his garden. He carefully studied and recorded the characteristics of these pea plants.

Mendel performed experiments with his pea plants. In his experiments, he crossed pea plants with different characteristics. Then he compared the characteristics of the offspring plants with those of their parents. Some of the characteristics Mendel studied were height, flower color, and seed color.

In one experiment, Mendel crossed a short pea plant with a tall pea plant. He found that all the offspring pea plants that grew from his cross were tall; there were no short plants at all.

Mendel died in 1884 before his findings became widely known. However, his work was later rediscovered. His ideas became known as Mendel’s laws.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Mendel was born in Austria in 1922. __________

2. Mendel was a priest and a scientist. __________

3. Mendel recorded the characteristics of more than 12,000 pea plants. __________

4. Mendel did experiments to see how much water and sunlight pea plants need. __________

5. Mendel died before his ideas were widely known. __________

6. After his death, Mendel’s ideas became known as Mendel’s laws. __________

Write the answer.
7. Name three characteristics that Mendel studied in pea plants. ______________________________________
   ______________________________________
   ______________________________________

8. Describe what Mendel discovered when he crossed a short pea plant with a tall pea plant.
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

Determining the Main Idea
Circle the letter of the answer.
9. Which statement best sums up the main idea of the selection?
   a. Mendel learned how characteristics are passed from living things to their offspring by experimenting with plants.
   b. Mendel’s ideas were not accepted in his own day.
   c. Mendel was primarily interested in improving pea plants for home gardeners.
   d. Mendel was a scientist who lived in Austria in the 1800s.
Night Sight

Light reflects, or bounces off, objects. When you look at an object, your eyes capture some of this reflected light. Without this light, you would not be able to see.

Even though a human can’t see well on a dark night, a nocturnal animal is able to see clearly. A nocturnal animal is one that moves around and finds food at night and sleeps during the day. Animals that can see at night, such as owls, can do so because their eyes are able to see using very low levels of light.

One characteristic that helps animals see clearly in low light is the size of their eyes. Larger eyes can capture more light than smaller eyes. Most nocturnal animals have eyes that are larger than the eyes of animals that are not nocturnal. The eastern screech owl, for example, has very large eyes that allow it to see at night.

Some nocturnal animals have stronger light receptors in their eyes. Light receptors are the parts of the eye that respond to light by sending messages to the brain. Stronger receptors don’t require as much light to send messages to the brain.

Many nocturnal animals have a white material called guanine at the backs of their eyes. Light bounces off the guanine, and this allows the animals’ eyes to collect more light. This is the reason that the eyes of some nocturnal animals, such as deer and cats, seem to glow in the dark.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
1. Nocturnal animals look for food during the day.
2. Nocturnal animals can see clearly at night.
3. Most nocturnal animals have small eyes.
4. Some nocturnal animals have stronger light receptors in their eyes.
5. Guanine improves night vision by absorbing light.
6. Eastern screech owls are nocturnal animals.
7. Some nocturnal animals’ eyes glow in the dark because their eyes are very large.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
8. Light receptors send messages to the brain.
9. Nocturnal animals look cute because of their big eyes.

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the reading?
   a. The eyes of nocturnal animals glow in the dark.
   b. Humans have better eyesight than other animals.
   c. Nocturnal animals have characteristics that allow them to see clearly at night.
   d. Large eyes are better than small eyes.
Benjamin Franklin

Benjamin Franklin was the tenth son of a soap and candle maker. He attended school only until he was ten years old. Two years later, he became a printer’s apprentice. Franklin learned about printing and published a newspaper and his famous annual, *Poor Richard’s Almanack.*

In spite of his lack of formal education, Ben Franklin read a great deal. He was interested in many subjects, including science. His poor vision led him to invent glasses that allowed him to see things more clearly.

Franklin was fascinated by the weather, particularly by lightning. He believed that lightning was electricity. Franklin tested this belief with his famous kite experiment. During a violent thunderstorm, he launched a silk kite with a wire attached. Soon the kite and the string were soaked. Franklin attached a key to the kite. Lightning struck the wire on the kite, and electricity was conducted down the wet string. Franklin’s experiment showed that lightning is a form of electricity. Franklin was lucky to survive. A lightning strike can be deadly.

Franklin also went into politics. He was an important influence in the founding of the United States. He spent a long time in France representing U.S. interests.
Lesson 40

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Franklin represented U.S. interests in France. ___

2. Franklin went into politics. ___

3. Franklin graduated from high school. ___

4. One of Franklin's many inventions was the invention of special eyeglasses. ___

5. Ben Franklin read a great deal in spite of his lack of a formal education. ___

6. At age 12, Franklin became a printer's apprentice. ___

Reading Comprehension
Write the answer.
7. What was the name of Ben Franklin's famous annual?

8. What part of nature fascinated Franklin?

9. What did Ben Franklin show about lightning in his kite experiment?

10. How did Franklin test his belief about lightning?

Name ____________________________
A meteorologist is a scientist who studies weather and makes weather forecasts—a prediction of weather conditions. Meteorologists use information gathered from sensors located on Earth’s surface, in the air, and from space. These sensors can provide information on temperature, wind speed, humidity, and other weather conditions.

Satellites and computers also help the meteorologist. Satellites photograph Earth to show cloud cover and storm systems. In order to produce more accurate forecasts, meteorologists use computers to produce models of weather patterns. Although these tools are helpful, they are not 100 percent accurate.

Forecasting weather is difficult. Weather patterns are the result of many things that happen at the same time. Even with the best computers, meteorologists cannot always make accurate predictions.

Meteorologists take college courses in math, physics, chemistry, and meteorology. They learn about complex systems, such as weather. Some meteorologists work for the National Weather Service. Others may work for television stations where they give local weather reports.
Lesson 41

Reading Comprehension
Write the answer.
1. What is a meteorologist?

2. What kinds of information do meteorologists get from sensors on Earth’s surface?

3. What do satellite photographs of Earth show?

4. How do computers help meteorologists?

5. What is a weather forecast?

6. Why is forecasting weather difficult?

Write T if the statement is true. Write F if the statement is false.
7. All meteorologists work for the National Weather Service. _____

8. Meteorologists always make accurate predictions about the weather. _____

9. Meteorologists must take college courses in math and science. _____

Name ____________________________

Lesson 41

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More than 100 years ago, a severe winter storm hit Nebraska. The storm came up suddenly and without warning. The storm, known as the “Schoolchildren’s Blizzard,” tore across Nebraska on January 12, 1888. The temperature plunged to 36 degrees below zero. Winds gusting at 55 mph blew snow horizontally. Many students on their way home from school froze to death. Would this happen today? Well, we can’t stop killer storms, but we can warn people about them.

Radar is the most important storm-forecasting tool. Standard radar detects clouds and rain or snow. A more sensitive type of radar, Doppler radar, can detect movement within clouds. Doppler radar can show the formation of tornadoes. This tool allows meteorologists to predict when a storm will reach a certain location.

The next time a weather bulletin interrupts your television program, pay attention. Listen to the terms used. A storm “warning” is more serious than a storm “watch.” Alert an adult if the situation looks serious.
Lesson 42

Name

Reading Comprehension
Write the answer.

1. When and where did the “Schoolchildren’s Blizzard” happen?

2. What did the temperature plunge to in the “Schoolchildren’s Blizzard”?

Making Inferences
Write the answer.

6. What is the difference between a storm “watch” and a storm “warning?”

7. What can standard radar detect?

Classifying Objects
Fill in the blank after each statement with the correct term: standard radar or Doppler radar.

3. Detects movement within clouds

4. Shows the beginning of tornadoes

8. Why did many people die in the “Schoolchildren’s Blizzard?”

9. Can we change or stop severe weather?

10. Why are people more likely to survive severe weather today than they were 100 years ago?
Sensing the Weather

What if you were unable to get your weather forecast from the television, newspaper, or radio? Some farmers, Native Americans, and researchers believe that animals can make weather predictions. Some animals sense weather changes before they happen. Deer, squirrels, rabbits, and even insects eat more before storms. Mosquitoes bite more often. Flies find shelter and go to sleep. These animals probably react to changes in barometric pressure.

Other insects react to changes in humidity. Cicadas are insects that call by vibrating their wings, as crickets do. On rainy days, they are silent. Some beekeepers think that bees are more likely to sting before a storm. This may be due to changes in the amount of electricity in the air.

Humans may be affected by some of the same things that affect animals. Cold, wet weather may cause people’s joints to hurt if they have arthritis. The darker days of winter may change the amounts of certain chemicals in the brain. This change may cause some people to feel sad.
Reading Comprehension
Write the answer.
1. Which animals eat more before storms?

2. What do mosquitoes do before a storm?

3. What do flies do?

4. How are cicadas different on rainy days than on dry days?

5. What might bees do before a storm?

Drawing Conclusions
Write the answer.
6. How might the dark days of winter affect some people? Why is this so?

Determining the Main Idea
Write T if the statement is true. Write F if the statement is false.
9. People and animals may be sensitive to humidity and barometric pressure. _____

10. Drops in barometric pressure, which signal storms, may cause some animals to bite more. _____
Lightning Safety

Lightning is the rapid flow of electricity from a cloud to the ground or between two clouds. The average flash could light everything in a house for a month.

Lightning strikes somewhere on Earth about 100 times a second. Therefore, most people see lightning many times over a lifetime. Lightning can be very dangerous to humans, but precautions can be taken.

People who are outdoors are in the most danger from lightning. If a sudden storm occurs while you are outside, immediately seek shelter in a building. If you cannot get inside a building, do not stand under tall objects, such as trees. Tall objects attract lightning and can put you in greater danger. You should also stay away from water and metal objects. Both are conductors of electricity. Conductors carry electricity easily and can be extremely dangerous.

If you are indoors during a thunderstorm, some precautions can be taken. Do not take a shower or bath until the storm has passed. Do not use a telephone because a telephone can conduct electricity.

Following these safety tips can help reduce your chances of being struck by lightning.
Lesson 44

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. The average lightning flash could light a house for about three days. [ ]

2. The safest place to be in a thunderstorm is indoors. [ ]

3. It is safe to take a bath or shower during a thunderstorm. [ ]

4. Lightning is a form of electricity. [ ]

5. Water and metal are safe to be around during a thunderstorm. [ ]

6. If you are outside during a thunderstorm, you should find shelter under a tall tree. [ ]

7. Lightning rarely strikes Earth. [ ]

8. You should not use the telephone during a thunderstorm. [ ]

9. List three precautions that people should take to protect themselves from lightning.

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

 Determining the Main Idea
Write the answer.

10. What is the main idea of this passage?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________
Part A

The huge crocodiles that live along the Nile River in Africa are fierce beasts. But a small bird called the plover does not fear the crocodile at all. In fact, the two creatures help each other.

Small, wormlike leeches often fasten themselves tightly to the crocodile’s gums and suck its blood. The crocodile has no way of shaking the leeches loose or picking them off. But the plover likes to eat them.

So the mighty crocodile and the tiny plover form a strange partnership. The crocodile opens its mouth wide, and the plover flutters inside. There within the gaping jaws the bird safely hops about. It pulls off leeches and gobbles them down. The plover is not afraid of the crocodile’s teeth. The crocodile will wait patiently until the plover is finished before closing its jaws again.

Part B

The Pony Express began in 1860. It provided fast mail service to and from the West Coast of the United States. A rider on horseback rode with twenty pounds of mail in leather pouches strapped to his saddle. At each station a fresh horse waited, saddled, to be ridden the fifteen miles to the next station. In two minutes the rider changed horses, transferred the mail, and was on his way again.

Riders earned high pay for those days, from $100 to $150 a month. It was dangerous work, and each rider carried two pistols and a knife for defense. They rode day and night, through floods and storms. They lost the mail only once.

Yet the Pony Express lasted only seventeen months. Samuel Morse invented the telegraph, and people started sending news by this new fast way.
Lesson 45

Part A

Circle the letter of the answer.

1. The crocodile mentioned in this article lives along the

2. The plover is a
   a. small bird. c. wormlike creature.
   b. water snake. d. large reptile.

3. The article says that plovers like to eat
   a. crocodiles. c. fish.
   b. insects. d. leeches.

4. A leech is a
   a. small bird. c. wormlike creature.
   b. large tick. d. water snake.

5. Leeches fasten themselves to the crocodile's
   a. gums. c. back.
   b. tail. d. teeth.

6. According to the article, the plover helps the crocodile by
   a. warning of danger. c. cleaning its mouth.
   b. keeping it company. d. sucking its blood.

7. The crocodile helps the plover by
   a. killing leeches. c. sucking its blood.
   b. warning of danger. d. giving it food.

8. Why doesn’t the crocodile eat the plover?
   a. The crocodile is too lazy.
   b. The crocodile needs its help.
   c. The crocodile isn’t hungry.
   d. The plover is too small.

Part B

Circle the letter of the answer.

1. The Pony Express
   a. started in 1861. c. started in 1860.
   b. ended in 1860. d. started in 1870.

2. A Pony Express rider carried
   a. fifteen pounds of mail.
   b. twenty pounds of mail.
   c. nine pounds of mail.
   d. mail in a pouch around his neck.

3. There was a distance of
   a. ten miles between stations.
   b. twenty-four miles between stations.
   c. fifteen miles between stations.
   d. twenty miles between stations.

4. When a rider rode into a station, he
   a. waited for a horse to be saddled.
   b. waited for someone to take his place.
   c. was on his way again very quickly.
   d. left his mail at the station.

5. A Pony Express rider’s job was
   a. a dangerous way to earn a lot of money.
   b. an easy way to earn a few dollars.
   c. dangerous and poorly paid.
   d. mainly done at night.
A geologist studies rocks to find out important things about Earth. Geologists also study soil, mountains, and other parts of Earth in a science called geology. The word geology comes from the prefix geo-, which means “Earth,” and the suffix -logy, which means “the study of.” Those who wish to become geologists go to college and study the history of Earth. They must know about the structure and development of Earth’s crust and the composition of Earth’s interior.

A geologist might look for magnetite, which is a magnetic mineral. Lodestone, which contains magnetite, was used long ago as a compass. Some geologists today still look for magnetite. Some geologists also specialize in fossils.

Geologists hold many different jobs in industry, education, and government. Some work for oil and gas companies. They find the fuel that makes cars, trucks, and planes run. If you like to work outdoors and enjoy studying different types of rocks, this may be the profession for you.
Lesson 46

Name __________________

Number Correct = 10

Number of Items = 10

Percent Correct = %

Reading Comprehension
Circle the letter of the answer.

1. A geologist studies
   a. Earth.
   b. the sun.
   c. water.
   d. food.

2. Some geologists specialize in
   a. farming.
   b. water.
   c. fossils.
   d. digging.

Write T if the statement is true. Write F if the statement is false.

3. Some geologists hold jobs in education. _____

4. Geologists must know about the development of Earth's crust. _____

5. Lodestone is a type of rock that is not magnetic. _____

Determining the Main Idea
Circle the letter of the answer.

10. Which sentence best states the main idea of the selection?
    a. Rocks are beautiful.
    b. Geologists are scientists who study Earth.
    c. Geologists go to college.
    d. Geologists look for oil. _____

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People use electrical energy to do many things. For example, refrigerators, televisions, and lights all require electrical energy to work. Most methods of making electrical energy use up valuable resources. Scientists are always looking for ways to generate electrical energy that do not use up these resources. One of these methods is wind power.

People have used windmills to do work for more than 2,000 years. Early American farmers used the power from windmills to pump water out of the ground. They also used the power of windmills to grind wheat, corn, and other grains. Now people are using wind power to generate electricity.

A wind turbine is a special windmill that changes wind into electrical energy. Wind blows the blades of the turbine, making them spin. The blades are attached to a shaft. When the blades spin, the shaft also spins. Inside the shaft is a generator that produces electricity when the shaft spins. The electricity leaves the wind turbine generator through cables that go to businesses and homes.
Lesson 47

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. All methods of making electrical energy use up valuable resources. __________

2. People first began using windmills to do work about 100 years ago. __________

3. Early American farmers used the power from windmills to pump water. __________

4. Wind blows on the generator of a wind turbine and makes it spin. __________

5. A wind turbine is a special windmill. __________

6. The blades of a wind turbine are attached directly to electrical cables. __________

7. Electrical energy leaves the wind turbine generator through cables. __________

8. When the shaft of a wind turbine stops spinning, the turbine stops producing electricity. __________

9. A wind turbine changes wind energy into heat energy. __________

Determining the Main Idea
Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
   a. Farmers used windmills to grind corn.
   b. Producing electrical energy usually uses up valuable resources.
   c. Wind turbines change wind energy into electrical energy without using up valuable resources.
   d. Wind energy has been used by people for more than 2,000 years.
Charles Elton was born in 1900 in England. Elton was a zoologist, which is someone who studies animals. Elton made four trips to the Arctic, where he studied animals in the wild. He described what he learned on these trips in a book called *Animal Ecology*. Ecology is the study of how organisms interact with each other and with their surroundings. In his book, Elton discussed food chains and how energy moves through ecosystems, which are communities of living things that live in the same place.

Elton also studied several kinds of rodents, a group of animals that includes rats, mice, and squirrels. Because of his knowledge, Elton was asked to help control rats and mice in England during World War II. Food was in short supply during the war, and the government wanted to keep rats and mice from eating what little food there was. After the war, Elton studied both animal and plant communities.
Lesson 48

Vocabulary
Write the answer.
1. What does a zoologist study?

2. Define ecology.

3. Name three types of rodents.

4. Give the meaning of ecosystem.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

5. Elton lived during the 1800s. ___

6. Elton was born in France. ___

7. Elton wrote a book called Animal Ecology. ___

8. In his book, Elton described food chains and how energy moves through ecosystems. ___

9. Elton made four trips to Africa to study wild animals. ___

10. Elton studied both plant and animal communities. ___
A baker is a person who makes bread and other foods with grain. The first known bakers worked in Rome more than 2,000 years ago. Their customers were Roman families who liked to buy their bread instead of making it themselves. Today, bakers may work in small bakeries or large machine-run bakeries. These large bakeries make bread that is packaged and then sold in grocery stores.

Most bakers work with tiny, one-celled organisms called yeast. Bakers add these organisms to bread dough. Another ingredient bakers add is sugar. The yeast feed on the sugar in the dough and break down the sugar in a process called fermentation. During fermentation, the yeast produce carbon dioxide gas and also alcohol as waste products. The alcohol evaporates when the bread is baked. The carbon dioxide forms bubbles in the dough, causing the dough to puff up. Dough that puffs up is said to be rising. Without bubbles, bread would be flat, like tortillas or pancakes.
Vocabulary
Write the answer.
1. What substance is broken down by fermentation?

Reading Comprehension
Write the answer.
2. Where and when did the first known bakers work?

3. Where do bakers work today?

4. What organisms do bakers use as an ingredient in most kinds of bread?

5. What two waste products do these organisms produce during fermentation?

6. Why is sugar added to bread dough?

Write T if the statement is true. Write F if the statement is false.
7. Alcohol causes bread dough to rise.
8. The alcohol in bread dough evaporates when the bread is baked.
9. Bubbles in bread dough are formed by carbon dioxide gas.

Making Inferences
Write the answer.
10. Do you think yeast is an ingredient in pancakes? Why or why not?
James Hutton

James Hutton was born in 1726 in Scotland. In school, Hutton was interested in science, but his first job was as a lawyer’s apprentice. The job didn’t last long. He was fired for doing chemical experiments. Hutton tried studying medicine. That didn’t work out, so he started a company making fertilizer from coal dust. Then he turned to farming. While he farmed, Hutton continued his interest in science. He learned about geology, the study of Earth’s rocks. He studied how weather changed the land.

In the 1700s, some scientists thought that Earth’s surface was shaped by floods, volcanoes, and earthquakes that had happened long ago. They did not believe that the shape of Earth’s surface was still changing. Hutton did not agree with these scientists. He wrote a book called *Theory of the Earth*, based on his careful observations of weather and changes in the land. In this book, he proposed that the same processes that shaped Earth’s surface in the past are still shaping it in the present. Modern rivers slowly move soil in the same way ancient rivers did. Mountains still rise very slowly and are worn away very slowly.

Hutton died in 1797. Today he is known as the father of geology.
Vocabulary
Write the answer.
1. What is geology?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Hutton lived during the 1800s. ______
3. Hutton was born in Scotland. ______
4. Hutton studied geology in college. ______
5. Hutton first became interested in science late in life. ______
6. Hutton was especially interested in the way weather changed the land. ______
7. Hutton wrote a book called Theory of the Earth. ______
8. Hutton is known today as the father of physics. ______

Determining the Main Idea
Write the answer.
9. What are two ways Hutton believed the Earth is still changing?

10. Did other scientists of Hutton’s time believe that the Earth’s surface was still changing?
A hydrogeologist is a scientist who studies water. The prefix *hydro-* refers to water. Some of the things hydrogeologists are especially interested in are the paths of rivers, the drainage patterns of land, and the sources of water deep inside Earth.

A large pocket of water deep inside Earth is called an *aquifer*. Aquifers often provide drinking water for cities and towns. Hydrogeologists study aquifers to find out how water drains down into them. That tells hydrogeologists how aquifers are being polluted.

Are you interested in the environment and especially in clean water? If so, then a career in hydrogeology may be right for you. To become a hydrogeologist, you must study geology, math, chemistry, and physics in college. After college, some hydrogeologists work for state or national governments. Others work for private companies. Many hydrogeologists are involved in helping clean up the environment.
Vocabulary
Write the answer.
1. What does hydro- refer to?

2. What is an aquifer?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. Hydrogeologists are geologists who study volcanoes.
4. The only science courses hydrogeologists need to study in college are hydrogeology and geology.
5. Some hydrogeologists work for the government, and others work for private companies.

Determining the Main Idea
Write the answer.
7. Why are aquifers important?

8. Why are hydrogeologists interested in learning how water drains from the Earth’s surface into aquifers?

Making Inferences
Write the answer.
6. What might a person interested in a clean environment and clean water want to become?

Recognizing Cause-and-Effect Relationships
Write the answer.
9. How could pesticides applied to a cornfield on Earth’s surface end up polluting water deep underground?
Retention Ponds

The next time you pass a parking lot, look for a wide, sunken, grassy area near the edge of the parking lot. What is it? It is a retention pond, and it helps protect the environment.

Large paved areas, such as parking lots, cannot soak up rainwater. The water runs off the pavement instead. In cities where much of the surface is paved, runoff from heavy rains can cause flooding. Runoff can also cause erosion in unpaved areas. As water quickly runs over bare soil, the soil washes away, or erodes. In addition, rapidly running rainwater can pick up pollution, such as oil from parking lots. Polluted rainwater then drains down into underground water supplies.

A retention pond is a simple solution to these problems. After a heavy rain, polluted rainwater collects in the sunken area and makes a pond. Some pollution evaporates from the surface of the pond. Filters at the bottom of the pond remove more pollution. The cleaned water leaks slowly into the ground. Because of the retention pond, there is no erosion or flooding, and underground water supplies are not polluted.
Lesson 52

Vocabulary
Write the answer.
1. What is a retention pond?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. A retention pond catches runoff water from paved areas.
3. A retention pond helps protect the environment by providing a habitat for water plants and animals.
4. A retention pond contains filters to improve the quality of pond water for fish and other water life.
5. Runoff rainwater can cause erosion.
6. Polluted rainwater can drain into underground water supplies.

Recognizing Cause-and-Effect Relationships
Write the answer.
7. How do retention ponds help prevent pollution?

Making Inferences
Write the answer.
8. Where would retention ponds be more likely to be needed—near a shopping mall or near a football field? Why?
9. Why doesn’t a retention pond contain water all the time?

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The Dust Bowl

In the early 1930s, a part of the central United States was called the Dust Bowl. Wind carried dirt through the air in big clouds called dust storms. What caused this?

The dust storms occurred in the central prairies because too many animals were grazing. Native grasses could not grow back as quickly as they were eaten. Other parts of the prairies were plowed to grow wheat, which could not hold the soil in place as well as the native grasses. Then came a drought that lasted seven years. During a drought, very little rain falls. Both native grasses and crops died, and the land became bare.

Each spring, high winds blew large amounts of soil high into the air, blocking out the sunlight. The soil blew across many miles. It also blew through every crack in farm houses. It was terrible for people living on the prairie, and many families were forced to give up their ruined land and look for work elsewhere. The Dust Bowl finally ended when rains came and the drought was over.

After the Dust Bowl, improved grazing methods protected native grasses. Improved farming methods helped hold the soil in place. Because of these changes, the United States has never had another Dust Bowl.
Vocabulary
Write the answer.
1. What happens during a drought?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. The Dust Bowl occurred in the 1950s. 
3. The Dust Bowl occurred in the prairie states. 
4. Scientists are still not sure what caused the Dust Bowl. 
5. Many farmers had to give up their land because of the Dust Bowl. 
6. Wheat is better than native grasses at holding the soil in place. 
7. The United States has had several Dust Bowls over the past 50 years. 

Recognizing Cause-and-Effect Relationships
Write the answer.
8. How did grazing too many animals contribute to the Dust Bowl?
9. How did drought help create the Dust Bowl?
Electrician

People rely on electricity for almost everything they do. In their houses, at work, at school, and even in their cars, they use electricity every day. Electricians are people who are trained to work with electric wires and electrical devices. There are almost as many different jobs for electricians as there are uses for electricity.

Some electricians work only on electrical systems in cars. Other electricians help build new houses. They install all the wires, outlets, and light fixtures that the houses will need to have electric power. They also may hook up electrical appliances such as stoves, ovens, air conditioners, refrigerators, and clothes dryers. Still other electricians design or repair electrical devices such as toasters, VCRs, clocks, or computers.

Electricians must know how to read diagrams and blueprints that show where to place wires and outlets. Electricians must be able to test electric devices and figure out what is wrong with them. Electricians also must be careful and follow safety rules.
Lesson 54

Name ________________________________

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Almost all electricians have jobs repairing computers.
   T

2. Some electricians work with rocks and soil.
   F

3. Electricians must know how to read circuit diagrams and test electrical devices.
   T

4. Electricians need to know how to read blueprints.
   F

5. Some electricians work only on electrical systems in cars.
   F

Write the answer.
6. How do electricians help build new houses?
   ____________________________________________________________________
   ____________________________________________________________________

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

7. Electricians must be able to test electric devices.
   T

8. Electricians must be very brave to work with electricity all the time.
   O

9. Electricians deserve to be paid more money.
   O

10. Some electricians repair electrical devices such as VCRs.
    T
Part A

Groundhog Day is celebrated on February 2 in the United States. It is a substitute for what was called Badger Day in Germany. Germans settling in Pennsylvania found no badgers there. So they substituted a local animal, the groundhog.

The groundhog is supposed to come out of its hole on this day. If it doesn’t see its shadow, winter is supposed to end. If it does see its shadow, winter will last six more weeks.

One Pennsylvania club has watched groundhogs since 1898; another since 1908. Wisconsin also has a groundhog club. Pennsylvanians say Wisconsin’s groundhog is a prairie dog. Wisconsinites reply, “There’s so much pollution in the air in Pennsylvania, groundhogs can’t tell a shadow from a smudge.”

All three clubs claim the groundhog predicts the weather. But a weather forecaster disagrees. The groundhog, the forecaster says, has been right just 28 percent of the time.

Part B

To move troops and supplies quickly, the ancient Romans built wide, ruler-straight roads. First trenches were dug about twenty-five feet apart. Stones were used to mark the edges. The dirt between the trenches was removed until a firm foundation was reached; then flat slabs of stone were laid down as a base. Smaller stones (rubble) came next; then gravel and turf were spread on top. All this material was then rammed into place.

Only roads near cities were paved; sometimes a dividing strip of stones was built down the middle. Drainage was important. If water stayed on the surface, the roads wore out quickly and needed constant repair. So most roads were built with camber. That means the roads were higher in the middle than at the sides. Ditches were dug along each side of some roads to drain water away.
Part A
Circle the letter of the answer.

1. Groundhog Day is a substitute for what was called in Germany
2. Some say that the Wisconsin groundhogs are really
   a. prairie dogs.  c. moles.
   b. pack rats.  d. None of the above
3. If the groundhog sees its shadow, this is supposed to be a sign that
   a. winter will last six more weeks.
   b. spring will begin a month early.
   c. summer will be cool and cloudy.
   d. autumn will be unusually warm.
4. A groundhog is supposed to come out of its hole
5. Groundhog Day in the United States was begun by the
   a. English.  c. Spaniards.
6. Groundhog watchers in Wisconsin say that groundhogs in another state
   a. can't tell a clear day from a cloudy day.
   b. can't tell the truth from a lie.
   c. can't tell a shadow from a smudge.
   d. All of the above
7. A weather forecaster says that groundhogs have been right
   a. 28 percent of the time.  c. 48 percent of the time.
   b. 35 percent of the time.  d. 60 percent of the time.

Part B
Circle the letter of the answer.

1. Roman roads were designed to
   a. help the Roman army.  c. Both a and b
   b. last only a year.  d. Neither a or b
2. The width of a Roman road was about
   a. twenty-five feet.  c. ruler-straight.
   b. eight feet.  d. The article does not say.
3. The base of a Roman road was made of
   a. gravel and turf.  c. flat stone slabs.
   b. rubble.  d. small stones.
4. The middle layer of a Roman road was made of
   a. turf.  c. smaller stones.
   b. large stones.  d. stone slabs.
5. The top layer of a Roman road was
   a. always paved.
   b. painted down the middle.
   c. made of gravel and turf.
   d. made of stones rammed into concrete.
6. If water stayed on a Roman road, the surface would
   a. become more firmly packed.
   b. wear out quickly.
   c. develop ditches.
   d. be covered with new rubble.
7. Roads built with a camber are
   a. higher at the sides than in the middle.
   b. higher in the middle than at the sides.
   c. designed to drain off water.
   d. Both b and c
Daniel Gabriel Fahrenheit

Daniel Gabriel Fahrenheit invented tools that could measure temperature. In 1709 he invented a thermometer filled with alcohol. In 1714 he invented a thermometer that used mercury. He used the mercury thermometer to develop the Fahrenheit temperature scale. The Fahrenheit scale is based on the freezing and boiling points of water. The freezing point of water is 32°F on the scale, and the boiling point of water is 212°F. In the United States, we still use the Fahrenheit scale.

Before Fahrenheit invented his scale, thermometer makers would mark the high point of the scale on a hot day and the low point of the scale on a cold day. Because weather changes from place to place and from year to year, the scales of thermometers depended on the place and the year that they were made. Thermometers made with the Fahrenheit scale, however, are the same no matter where or when they are made.
Lesson 56

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Daniel Gabriel Fahrenheit lived in the 1500s. _____

2. Fahrenheit’s temperature scale was based on the weather. _____

3. Fahrenheit invented two kinds of thermometers. _____

4. We don’t use the Fahrenheit scale in the United States. _____

5. Water boils at 100°F. _____

6. Water freezes at 32°F. _____

7. Thermometers using the Fahrenheit scale are different in different places. _____

Drawing Conclusions
Write the answer.

8. You put two thermometers in a pot of boiling water. One thermometer reads 212°, and one reads 100°. Which thermometer uses the Fahrenheit scale? How do you know?
Hypothermia and Hyperthermia

The average human body temperature is about 98°F. To stay healthy, the body needs to stay close to this temperature. When body temperature falls too low, a person develops hypothermia. The body begins to slow down. For example, the heart pumps more slowly and the lungs take fewer breaths.

If you fall into an icy lake in winter, you might get hypothermia. Sometimes hikers get caught in sudden cold weather. If they don’t have warm clothes, they might develop hypothermia. Adults are less likely to develop hypothermia than children or old people. One way to treat hypothermia is to wrap the victim of hypothermia in blankets. At a hospital, doctors try to raise the victim’s temperature slowly.

Hyperthermia is a condition in which the body’s temperature rises above normal. A more common word for hyperthermia is fever.
Reading Comprehension
Write the answer.

1. The average human body temperature is about ______ F.

2. ________________ is a condition in which body temperature falls below normal.

3. ________________ is a condition in which body temperature rises above normal.

4. ________________ is a common word for hyperthermia.

Write T if the statement is true. Write F if the statement is false.

5. The heart of a person with hypothermia beats faster than normal.

6. Hikers caught in cold weather might get hypothermia.

7. If you fell into a warm lake in summer, you might get hypothermia.

8. Children are less likely to develop hypothermia than adults are.

9. One way to treat a person with hypothermia is to wrap the person in blankets.

10. When doctors treat a person with hypothermia, they try to raise the patient’s temperature quickly.
Our bodies burn food for fuel. We use this fuel to move and grow. We can measure the amount of fuel that a kind of food will give us in calories.

If people eat too much food, their bodies will store some of the fuel as fat. People can count the calories in food to help make food choices that will keep their bodies from storing too much fat.

The amount of calories in some foods is shown below. Use this information to help you answer the questions.

- cereal: 120 calories in 1 cup
- milk: 130 calories in 1 cup
- bread: 100 calories in 1 slice
- butter: 100 calories in 1 tablespoon
- peanut butter: 100 calories in 1 tablespoon
- jam: 40 calories in 1 tablespoon
- corn chips: 130 calories in 1 ounce
- nacho cheese dip: 40 calories in 2 tablespoons
Lesson 58

What To Do

Write the answer.

1. Suppose you want to eat a total of 2,000 calories today. For breakfast you eat 1 cup of cereal, 1 cup of milk, and 1 slice of bread with a tablespoon of butter. How many calories did you eat?

2. Next, you eat a peanut butter sandwich for lunch. You use 2 slices of bread, 2 tablespoons of peanut butter, and 2 tablespoons of jam. You also drink a cup of milk. How many calories did you eat for lunch?

3. When you get home from school, you eat a snack of 2 ounces of corn chips with 4 tablespoons of nacho cheese dip. How many calories did you eat for your snack?

4. How many calories have you eaten so far?

5. How many calories can you eat for dinner? (Remember that you want to eat a total of 2,000 calories for the day.)

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

6. One cup of cereal has more calories than one cup of milk.

7. Two slices of bread have 500 calories.

8. Counting calories can help us make wise food choices.

9. Two tablespoons of nacho cheese dip have fewer calories than two tablespoons of butter.

10. Our bodies can store fuel as fat.
Rachel Carson

Rachel Carson was born in Pennsylvania in 1907. She was very interested in ocean life, and she wrote three books about plants and animals that live in the ocean. She worked for many years for the United States Fish and Wildlife Service.

In 1950, she wrote an exciting book about the oceans, titled *The Sea Around Us*. In 1962, Rachel Carson wrote her most famous book, *Silent Spring*. It was about the effects of pollution on plants and animals. She believed that people were overusing insecticides, which are chemicals used to kill insects. Rachel Carson pointed out that insecticides affect more than just insects. They also affect animals that eat the insects. A few years earlier, scientists had discovered that the insecticide DDT was building up in the bodies of birds and fish. This is because these animals were eating insects that had been poisoned with DDT. The use of DDT in the United States is now limited by law.

In *Silent Spring*, Rachel Carson also encouraged people to use native plants. A native plant is one that is found naturally in an area. She thought plants that were not native to an area would not be as well adapted or grow as well.
Vocabulary
Write the answer.
1. Define insecticide.

2. What is a native plant?

Reading Comprehension
Write the answer.
3. When and where was Rachel Carson born?

4. Where did Carson work for many years?

5. What was the name of Carson’s most famous book?

6. What animals besides insects were affected by DDT?

Write T if the statement is true. Write F if the statement is false.
7. Carson believed that insecticides were being overused.

8. Carson pointed out that only insects were harmed by insecticides.

9. Carson thought that people should use native plants.

Making Inferences
Write the answer.
10. What do you think would happen to people who ate fish that contained a large amount of DDT?
Insecticides

Most insects eat plants. Some insects do a lot of damage to food crops. One weapon farmers have against harmful insects is insecticides, which are poisonous chemicals that kill insects. However, insecticides can be washed away from fields and into lakes and streams by rain. These insecticides pollute the water. Insecticides also can end up in the bodies of birds, fish, and even people. Therefore, we must use insecticides wisely and explore other ways of controlling insect pests.

Insect predators such as ladybugs help control insect populations by eating the insects that eat the plants. That’s why many gardeners buy large numbers of ladybugs and put them in their gardens.

Many insects are attracted to traps that give off a certain kind of light or smell. Also, some kinds of chemicals that are not poisonous can keep insects from reproducing. In addition, scientists are developing bacteria that can be sprayed on crops to infect and kill their insect pests.

Perhaps the best way to control insect pests is by combining two or more of these ways. For example, the use of traps might be combined with the release of insect-harming bacteria. This will allow us to reduce the amount of poisonous insecticides that we add to the environment.
Lesson 60

Name ____________________________

Number Correct: 9
Number of Items: __________
Percent Correct: ______

Reading Comprehension

Write the answer.

1. Name two ways the use of large amounts of insecticides can harm the environment.

___

___

___

Write T if the statement is true. Write F if the statement is false.

3. Insecticides can end up in the bodies of people.

___

4. Light can be used to trap some kinds of insects.

___

5. Ladybugs eat crops.

___

6. Some kinds of insects can be kept from reproducing with nonpoisonous chemicals.

___

7. Insecticides are no longer harmful to the environment after they have been washed away by rain.

___

Fact and Opinion

Write T if the statement is true. Write F if the statement is false.

8. Ladybugs are predators.

___

9. All farmers hate to use insecticides.

___

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The chemical DDT was once sprayed on crops to kill insects. However, DDT was washed away from fields by rainwater and poured into rivers and lakes after heavy rains. Tiny organisms called zooplankton took in DDT from the water, and small fish ate the zooplankton. Large fish ate the small fish, and birds such as eagles ate the large fish. At each level of the food chain, the DDT was passed on. The graph shows the amount of DDT at each level. The units shown by the bars are parts per million (ppm). If there are 2 ppm in a fish, every million parts of the fish would contain 2 parts of DDT.

As the graph shows, there were 25 ppm of DDT in large birds. So much DDT built up in the bodies of the birds that the eggs they laid had thin shells and broke very easily. As a result, the number of birds began to decline. For these reasons, the United States outlawed many uses of DDT in 1972.
Reading Comprehension

Circle the letter of the answer.

1. How much DDT was in small fish?
   a. .1 ppm       c. .5 ppm
   b. .04 ppm     d. 2 ppm

2. How much DDT was in large fish?
   a. 2 ppm       c. .5 ppm
   b. 25 ppm     d. .04 ppm

3. How much DDT was in zooplankton?
   a. .04 ppm     c. 2 ppm
   b. .5 ppm     d. 25 ppm

4. How much DDT was in large birds?
   a. .04 ppm     c. 2 ppm
   b. .5 ppm     d. 25 ppm

Write the answer.

5. If there are 1.6 ppm of DDT in a snail, every million parts of the snail could contain how much DDT?

6. How many more parts per million ( ppm) of DDT were found in large birds than were found in large fish?

7. Why did so much DDT build up in the bodies of large birds?
Some places, such as Japan and California, have many earthquakes. In these areas, engineers try to design buildings that can withstand earthquakes without being damaged. Buildings that can withstand earthquakes can save a lot of lives and property.

When the ground moves during an earthquake, a regular building is too rigid to shift, slide, or sway with the moving ground. As a result, it may crack and break. The building may even collapse.

For buildings to withstand earthquakes, they must be able to move as the ground beneath them moves. The following three methods tell how to make buildings that can withstand earthquakes:

1. Buildings can be placed on springs or thick layers of rubber. This allows buildings to shift up and down as the ground moves.

2. Buildings can be placed on rollers. Rollers allow the buildings to slide back and forth as the ground moves.

3. Steel tubes called tendons can be put in buildings. Tendons are controlled by computers that detect ground movement. These computers adjust the length of tendons to let buildings bend or sway as the ground moves.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. California and Japan have many earthquakes. ___
2. Making buildings that withstand earthquakes saves both lives and property. ___
3. A building that is rigid has a better chance of withstanding an earthquake without damage. ___
4. Rollers let buildings expand or shrink during an earthquake. ___
5. Tendons in buildings are controlled directly by ground movements. ___

Determining the Main Idea
Write the answer.

6. What happens to regular buildings when an earthquake occurs?

Making Inferences
Write the answer.

7. Imagine jumping on a trampoline. How is the trampoline like a spring that is placed under a building to help it withstand earthquakes?

Sequencing
Write the answer.

8. Describe the sequence of events that might lead to a building collapsing when an earthquake occurs.
Air Traffic Controller

By 1922, there were so many planes in the sky that rules to control air traffic had to be set up. In the United States today, the Federal Aviation Administration, or FAA, is responsible for making these rules. The FAA also gives licenses to air traffic controllers, the people who direct airplanes as they fly into and out of airports.

Air traffic controllers watch radar screens that show symbols representing many planes. Air traffic controllers give pilots directions by radio. Air traffic controllers tell pilots which runways to use. Because airplanes fly at all hours, controllers may have to work all night. Controlling air traffic is a very high-pressure job because lives depend on the way the controller directs the planes.

Air traffic controllers must go through a difficult training program. They must be able to understand electronic navigation and communication systems. Many air traffic controllers get their training in the military.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Air traffic controllers must get their training in the military. ___

2. The first rules for guiding air traffic were set up in 1952. ___

3. Air traffic controllers get their licenses from airports. ___

4. Air traffic controllers need only a high school education. ___

5. Air traffic controllers watch radar screens that show symbols representing planes. ___

Write the answer.
6. What do air traffic controllers do?

7. How do air traffic controllers talk to the pilots in the planes?

Drawing Conclusions
Write the answer.

8. What two systems must air traffic controllers understand?

9. Give two reasons why the job of an air traffic controller is difficult.

10. Why is controlling air traffic a high-pressure job?
Robert Goddard was born in Massachusetts in 1882. He became interested in rockets when he was a child. In 1919 he published a book that predicted a rocket could reach the moon. In 1923 he tested the use of liquid fuels in rocket engines. In 1929 he launched the first rocket that carried scientific instruments.

Later, Goddard worked in New Mexico. He made rockets that went more than a mile high and over 500 mph. He made more than 200 inventions that had to do with rockets.

He died in 1945. At that time his work was largely ignored in the United States. However, in Germany Goddard’s work was being used to develop weapons that were used in World War II. After the war, the United States and the Soviet Union started using Goddard’s work to develop rockets that could explore space.
Lesson 64

Name ________________

Number Correct
Number of Items

\[
\frac{10}{\text{Percent Correct}} = \% \]

Reading Comprehension
Circle the letter of the answer.
1. Robert Goddard became interested in rockets when
   a. he was in college.
   b. he was a child.
   c. he was in New Mexico.
   d. he was in the Soviet Union.
2. In ______ Goddard’s book predicted that a rocket could go to the moon.
   a. 1919
   b. 1923
   c. 1929
   d. 1942
3. Goddard tested the first rocket engines that used liquid fuels in
   a. 1919.
   b. 1923.
   c. 1930.
   d. 1945
4. Goddard made rockets that went
   a. less than a mile high and as fast as 500 mph.
   b. more than a mile high and over 500 mph.
   c. 500 miles high and over 500 mph.
   d. less than a mile high and less than 200 mph.

Write T if the statement is true. Write F if the statement is false.
5. The United States used Goddard’s work as a base for exploring space. ______
6. Goddard launched the first rocket that carried scientific instruments. ______
7. The Soviet Union used Goddard’s work to develop weapons used in World War II. ______
8. Goddard patented only 100 inventions that had to do with rockets. ______
9. Goddard worked in Germany. ______
10. Goddard died in 1945. ______
Part A

In times past one of the places most dangerous to sailors was the Strait of Messina. This long narrow strip of water separates the island of Sicily from the Italian mainland. One can see across the strait, but the currents are strong and tricky. Many ships have been wrecked there.

Legends tell of two great dangers. Near the Sicilian shore was a whirlpool where a monster called Charybdis lived. Ships that sailed too close were swallowed up. But if a ship sailed too close to the Italian shore, there was a huge rock. There lived the monster Scylla, who seized and ate ships. In attempting to escape one danger, sailors often fell into the other danger.

Even today when a person tries to avoid two dangers, some say the person is trying to go between Scylla and Charybdis.

Part B

Latin America is the name given to all countries that lie south of the Rio Grande. This river flows between the United States and Mexico. Latin America extends south from the river to the tip of South America. It also includes some islands in the Caribbean Sea.

But why is that part of the world called Latin America? There are many reasons. Here is the one most people give.

There were three countries that explored and settled most of that land: Spain, Portugal, and France. All the people from those countries speak Latin languages.

Many of the people who first came to what are now the United States and Canada spoke English. English is not a Latin language. That is why the United States and Canada are not considered part of Latin America.
Part A

Circle the letter of the answer.

1. The water between Sicily and Italy is called the
2. This strip of water is
   a. narrow.  c. wide.
   b. long.  d. Both a and b
3. The stories about the strait’s danger come from
   a. diaries.  c. newspapers.
   b. legends.  d. None of the above
4. People feared the Strait of Messina because of
   a. tidal waves.  c. storms.
   b. large fish.  d. None of the above
5. Charybdis was a monster that lived in
   a. a house.  c. a boat.
   b. a whirlpool.  d. a cave.
6. The monster Scylla lived on
   a. a rock.  c. the Sicilian shore.
   b. a mountain.  d. an island.
7. Scylla and Charybdis were both
   a. rocks.  c. tidal waves.
   b. whirlpools.  d. None of the above
8. Sailors in ancient times feared
   a. the Sicilian coast only.  c. both Sicilian and Italian coasts.
   b. the Italian coast only.  d. no coasts.

Part B

Circle the letter of the answer.

1. Most of Latin America lies south of which river?
   a. Amazon  c. Paraná
   b. Rio Grande  d. Paraguay
2. A river forms the boundary between the United States and
3. Latin America extends from the Rio Grande to the tip of
   b. lower California.  d. Brazil.
4. Latin America includes some islands in the
   b. Gulf of Mexico.  d. Gulf of California.
5. Most of Latin America was settled by
   a. Spain, Japan, and Germany.
   b. Spain, Portugal, and France.
   c. Spain, Sweden, and England.
   d. Spain, the United States, and Canada.
6. Most people in South America speak
   a. Latin languages.  c. Asian languages.
7. According to the selection, many of the first settlers in the United States and Canada spoke
8. According to the selection, the English language is called
   a. an Anglo-Saxon language.  c. a Latin language.
   b. a Nordic language.  d. The article does not tell us.
Astronauts are people who are trained to fly into outer space. Some astronauts pilot the spacecraft. Others operate systems on the spacecraft to do science experiments.

Until 1980, all astronauts were military airplane pilots. Now, people with degrees in science can also become astronauts. Some astronauts know physics. Some know chemistry. And some have studied earth sciences. These astronauts are called mission specialists, because they work in their own fields of study. Until 1978, the only Americans who had been in outer space were men. In 1978, Dr. Sally Ride was chosen as the first American woman to fly into space on the space shuttle.

An astronaut must train hard to prepare body and mind for space travel. Some training is in classrooms. But much training is in simulators that reproduce the conditions astronauts are likely to find in space. Astronauts also train in full-size models of the spacecraft. Astronauts must get used to living and working where everything and everyone are weightless.

All astronauts must also learn about the control, communications, and life-support systems of a spacecraft. Even mission specialists must learn how to fly jet airplanes so they can fly the spacecraft if they have to.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Mission specialists are astronauts. ________
2. All mission specialists are experts in chemistry. ________
3. Today all astronauts are military airplane pilots. ________
4. Dr. Sally Ride was the first American woman to fly into space. ________
5. All astronauts must have a good knowledge of science. ________
6. Astronauts train in simulators and model spacecrafts. ________
7. Only men could be astronauts until 1988. ________
8. Astronauts must get used to living and working where things are weightless. ________

Drawing Conclusions
Write the answer.

9. Why must mission specialists learn how to fly jet airplanes?

______________________________
Jane Goodall was born in London, England, in 1934. She worked at a variety of jobs and finally saved enough money to buy a ticket to Africa. In Africa, she assisted the famous scientist Louis Leakey. Through her work with Leakey, she established a camp in the Gombe Stream Game Reserve. There, she began the observations of chimpanzees that would make her famous and change the world’s view of these animals.

Goodall spent a lot of time with wild chimpanzees. The chimpanzees learned to trust her and allowed her to share their environment. Goodall discovered that chimpanzees make tools and live within an organized, complex society. Before Goodall’s studies, most scientists believed that only human beings made tools.

Goodall wrote a number of popular books and made several films with the National Geographic Society. Later in her career, she founded the Jane Goodall Institute for Wildlife Research, Education, and Conservation. This institute is dedicated to the protection of all species.
Reading Comprehension

Write the answer.
1. Where was Dr. Goodall born?

2. Which famous scientist did Dr. Goodall work with in Africa?

3. What were two of Dr. Goodall’s discoveries about chimpanzees?

4. What is the name of the institute founded by Dr. Goodall?

5. What is the purpose of this institute?

Write T if the statement is true. Write F if the statement is false.

6. Dr. Goodall observed chimpanzees only from very far away.

7. Dr. Goodall didn’t discover anything new about chimpanzees.

8. People thought that only humans made tools before Dr. Goodall’s discoveries.

9. The chimpanzees trusted Dr. Goodall right away.

10. Dr. Goodall has written many books.
Did you know that there are tiny living things inside of you? These organisms are bacteria. They help your body carry out some important functions, including digesting food. Scientists who study bacteria are called microbiologists.

The first microbiologist was Antonie van Leeuwenhoek. He discovered bacteria with a microscope he built himself. Since then, microbiologists have learned a lot about bacteria. They have discovered that bacteria cause many diseases, including a plague that killed millions of people during the 1300s. They also have discovered ways to prevent and cure many diseases caused by bacteria.

Microbiologists have now found helpful ways to use some bacteria. Because of the discoveries of microbiologists, farmers now use some types of bacteria on the roots of their bean plants to help them grow better. Certain kinds of bacteria can also be used to help clean up oil spills. Some microbiologists are even trying to create new types of bacteria that have never been seen in nature.

If science is your favorite subject and you like using a microscope, a career in microbiology might be right for you. To become a microbiologist, you need a college degree in microbiology.
Lesson 68

Reading Comprehension
Circle the letter of the answer.

1. What does a microbiologist study?
   a. Plants
   b. Bacteria
   c. The digestive system
   d. Mammals

2. Which of the following statements is the best description of bacteria?
   a. Bacteria are both helpful and harmful to the body.
   b. Bacteria are always harmful to the body.
   c. All bacteria are helpful to the body.
   d. Bacteria have no effect on the body.

3. The first microbiologist was
   a. Albert Einstein.
   b. Charles Darwin.
   c. Marie Pasteur.
   d. Antonie van Leeuwenhoek.

Write T if the statement is true. Write F if the statement is false.

4. Bacteria help your body digest food. ___

5. A plague caused by bacteria killed millions of people in the 1300s. ___

6. Farmers use some types of bacteria on the leaves of bean plants to help them grow better. ___

7. Bacteria can be used to help clean up oil spills. ___

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

8. Bacteria cause many diseases. ___

9. Microbiologists have discovered ways to cure many diseases caused by bacteria. ___

10. Microbiologists have interesting jobs. ___

Name ____________________________
Most of Earth’s surface is covered by water. However, there’s not much water for humans to drink. More than 97 percent of Earth’s water is salt water that is in the oceans. Another 2 percent is locked up in glaciers as ice. Only the remaining 1 percent is fresh water in lakes and rivers.

As our populations grow, we need more fresh water. Cities need water to function. Many cities in dry areas have to pipe water in from far away. This can be expensive and may damage the environment.

Some cities now get their water from the ocean. Because ocean water is full of salts and minerals, drinking water straight from the ocean will make you sick. In order to make ocean water safe for drinking, the salt must be removed. The oldest method of removing salt from ocean water is distillation. In distillation, water is boiled until it turns into steam. As the water boils away, the salt stays behind in the container. When the steam cools in another container, it forms pure water. Another method of removing salt from ocean water is crystallization. In crystallization, water freezes into ice crystals, leaving the salt behind. The ice crystals are then melted to form pure water.
Vocabulary
Circle the letter of the answer.
1. What do we call the process of boiling water, collecting the steam, and letting it cool?
   a. Fermentation
   b. Crystallization
   c. Distillation
   d. Population
2. What do we call the process of freezing water and melting the ice?
   a. Fermentation
   b. Crystallization
   c. Distillation
   d. Population

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. About 5 percent of water on Earth’s surface is found in lakes and rivers.
4. There is more fresh water in glaciers than there is in rivers and lakes.
5. Less than 90% of Earth’s water is salt water.
6. Some cities now get their water from the ocean.

Sequencing
Circle the letter of the answer.
9. Which is the correct sequence of steps in the process of distillation?
   a. Salt water is boiled; then the steam is cooled to produce pure water.
   b. Salt water is frozen; then the salt is removed with chemicals.
   c. Salt water is heated; then the hot water is passed through a filter.
   d. Salt water is cooled; then the cool water is stirred and left to settle.
10. Which is the correct sequence of steps in the process of crystallization?
    a. Salt water is boiled; then the steam is frozen.
    b. Salt water is frozen; then the ice is melted to form pure water.
    c. Salt water is heated; then the hot water is cooled and mixed.
    d. Salt water is cooled; then the salt is skimmed from the surface.
Range Manager

Range managers work on ranches. Range managers oversee the grazing of animals such as cattle, sheep, and goats. The overgrazing can cause land to lose most of its plant life. This can result in erosion. Erosion occurs when water or wind carries away the soil. Erosion can keep plants from growing back. A range manager of a large ranch must plan where and when the herds will graze. Animals must be moved from place to place or the land will be overgrazed. The range manager must also make sure that the animals will have enough to eat and drink.

In the past, range managers learned their job while living on a ranch. Today, some colleges offer degrees in range management. Range managers take courses in agriculture (the science of farming), animal science, and range and wildlife management. Modern range managers must know a great deal about the land and animals that are in their care. They must also know how to study and protect the ecosystem on the ranch.
Vocabulary
Write the answer.
1. Where do range managers work?

2. What is erosion?

3. What is agriculture?

Reading Comprehension
Write the answer.
4. What types of courses must a range manager take in college?

5. Name three types of grazing animals.

6. In the past, how did range managers learn their job?

7. What is the main duty of a range manager?

Making Inferences
Write the answer.
8. Why can overgrazing be a problem for ranch land?

Circle the letter of the answer.
9. Suppose the number of animals on a ranch doubled. Which of the following would probably be true?
   a. The animals would have to be moved less often to prevent overgrazing.
   b. The animals would have to be moved more often to prevent overgrazing.
   c. The animals would not need to be moved.
   d. The land would be less likely to erode.
Mount St. Helens was once a green, snow-capped mountain in Washington State. But on May 18, 1980, Mount St. Helens blew its top. Mount St. Helens is a volcano, and when it exploded in 1980, millions of tons of superheated ash and rock covered the surrounding countryside. Rocks traveling over 200 mph flew out of the volcano and knocked down almost every tree for miles. The broken trees filled lakes and ruined ecosystems. It seemed that the volcano's eruption had destroyed every living thing nearby.

But life is not so easily defeated. Soon after the eruption, fireweed plants appeared. Deer and bears crossed the ash fields, and their footprints broke the ash and revealed the soil below. Animals and the wind carried in seeds that sprouted in the footprints. Underground bulbs buried by the ash began to sprout again. Gophers dug through the ash, leaving piles of soil where other plants could grow.

With time, the ash and rock will combine with dead plants and animals to make the soil richer. Already, Mount St. Helens has turned green again.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Mount St. Helens is located in Montana. ___

2. Mount St. Helens erupted in 1980. ___

3. When Mount St. Helens erupted, flying rocks only knocked down trees that were already sick or damaged. ___

4. The lakes around Mount St. Helens were not affected by the eruption. ___

5. Volcanoes like Mount St. Helens cause permanent destruction of the forest unless people replant the area with trees. ___

6. The first plants to grow after Mount St. Helens erupted were mountain ash trees. ___

7. The soil around Mount St. Helens will get richer with more time. ___

Determining the Main Idea
Circle the letter of the answer.

8. Which sentence best sums up the main idea of the selection?
   a. Volcanoes are destructive to the environment.
   b. Volcanoes are helpful to the environment.
   c. Volcanoes may be destructive at first, but life quickly returns to the area.
   d. Volcanoes are harmless.

Recognizing Cause-and-Effect Relationships
Write the answer.

9. How did deer and bears traveling through the area around Mount St. Helens help plants grow again?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

10. How did gophers near Mount St. Helens help plants grow again?

    ______________________________________________________
    ______________________________________________________
    ______________________________________________________
Some people are extremely sensitive to certain things. This extreme sensitivity is called an allergy. Substances that cause allergies include grass, pollen, animal fur, some foods, dust, and mold. Some people sneeze or rub their eyes when they are having an allergy attack. Other people may get red, itchy patches on their skin. Still others may find it hard to breathe and could have a medical emergency.

An allergist is a doctor who treats people with allergies. Allergists test their patients to find out what is causing their allergies. One kind of test is a skin-patch test. The allergist puts a drop of a substance on the patient’s skin and pricks the spot with a needle. The allergist then observes how the patient’s body responds. The test may be repeated many times using different substances. The allergist who knows what is causing the patient’s allergies can help the patient prevent future attacks.

If you suffer from allergies, an allergist might give you medicine or injections so you don’t have allergy attacks. Or the doctor may simply tell you to avoid the allergen.

Allergists must complete four years of college, four years of medical school, and three years of training in a hospital before they can treat patients on their own. Allergists work in hospitals and in private offices.
Lesson 72

Vocabulary
Write the answer.
1. What is an allergy?

2. What is an allergist?

---

Reading Comprehension
Write the answer.
3. Name three substances that cause allergies.

4. Why does an allergist give a skin-patch test?

5. What are two signs of an allergy attack?

---

Write T if the statement is true. Write F if the statement is false.
7. An allergist has a degree in medicine.

8. You can become an allergist in three years.

9. All people who have itchy skin have allergies.

---

Making Inferences
Write the answer.
10. Why can it be hard for allergy patients to avoid the materials that cause their allergies?
Living things grow by cell division. Cell division also replaces dead or worn-out cells. The process that cells go through when they divide is called mitosis. During mitosis, a single cell splits into two cells.

The two cells produced by mitosis are called daughter cells. They are identical. Mitosis causes the number of cells to double. At the end of the process, there are twice as many cells. For example, if three cells go through mitosis, six cells are produced. If those six cells go through another cell division, twelve cells are produced.

Cells divide at different rates. Mitosis might take place every minute or every three hours. The rate depends on the type of cell and the type of organism. Chemicals, temperature, and the time of day also affect the rate of mitosis.

If you know the rate at which a cell divides, you can determine the number of cells that will be present after an hour, a day, or a week. Scientists can use the rate of mitosis to calculate how long it will take to grow a certain number of cells. This helps them plan their experiments.
**What To Do**
Suppose you are a scientist who wants to grow cells. R cells divide every 20 minutes. P cells divide every 30 minutes. You want to determine whether there will be more R cells or more P cells at the end of 3 hours.

Complete the following charts.

**CHART A: R Cells**

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Cells</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>2</td>
</tr>
<tr>
<td>40 minutes</td>
<td>4</td>
</tr>
<tr>
<td>1 hour</td>
<td>8</td>
</tr>
<tr>
<td>1 hour and 20 minutes</td>
<td>16</td>
</tr>
<tr>
<td>1 hour and 40 minutes</td>
<td>32</td>
</tr>
<tr>
<td>2 hours</td>
<td>1. ____________</td>
</tr>
<tr>
<td>2 hours and 20 minutes</td>
<td>2. ____________</td>
</tr>
<tr>
<td>2 hours and 40 minutes</td>
<td>3. ____________</td>
</tr>
<tr>
<td>3 hours</td>
<td>4. ____________</td>
</tr>
</tbody>
</table>

**CHART B: P Cells**

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Cells</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>2</td>
</tr>
<tr>
<td>1 hour</td>
<td>4</td>
</tr>
<tr>
<td>1 hour and 30 minutes</td>
<td>5. ____________</td>
</tr>
<tr>
<td>2 hours</td>
<td>6. ____________</td>
</tr>
<tr>
<td>2 hours and 30 minutes</td>
<td>7. ____________</td>
</tr>
<tr>
<td>3 hours</td>
<td>8. ____________</td>
</tr>
</tbody>
</table>

**Write the answer.**
9. At the end of 3 hours, are there more R cells or P cells?

10. At the end of 3 hours, how many more R cells are there than P cells?
Cancer is a disease in which cells divide uncontrollably. Cancer cells are different from normal body cells. As cancer cells grow and multiply, they form a cluster of cells called a tumor. The tumor destroys nearby healthy cells. Sometimes cancer cells from a tumor may enter a person’s bloodstream. When this happens, the cancer cells can spread to different parts of the body, where they may form new tumors. There are many different types of cancer, and there are just as many causes for the disease.

There are also many types of cancer treatments. Sometimes doctors try to remove the tumor through surgery. If any of the cancer cells are left behind, they will probably grow into a new tumor. During surgery, doctors cut the tumor out of the patient's body. Radiation is another way that doctors treat cancer. X rays are one type of radiation used to treat cancer. Radiation destroys a tumor by keeping cancer cells from dividing. A third way tumors are treated is with chemotherapy. Chemotherapy is the use of drugs to kill cancer cells. The drugs used in chemotherapy destroy cells that are dividing. Often, a combination of surgery, radiation, and chemotherapy is used to treat a patient who has cancer.
**Vocabulary**

1. What is cancer?
2. What is a tumor?
3. What does radiation do to cancer cells?
4. What is chemotherapy?

**Reading Comprehension**

5. Name three ways that doctors may treat cancer.

6. How can cancer cells travel from one part of a patient's body to another?

7. What may happen if some of the cancer cells in a tumor are not removed or destroyed?

8. All types of cancer are caused by smoking cigarettes.

9. Radiation destroys cancer cells by causing them to burst.

10. Chemotherapy can destroy cells that are dividing.

---

**Name %**

\[ \frac{\text{Number Correct}}{10} \times 100 \]
Part A

The cheetah is surely one of the fastest animals in the world. It can reach a speed of 70 mph over a distance of one hundred yards. Beyond that it cannot keep up the pace and would easily be beaten by a horse at distances of more than a mile.

The peregrine falcon does a power dive at 186 mph, but in level flight it would be outpaced by the spine-tailed swift, which can fly at over 100 mph. A large dragonfly can go 35 mph. Tiny midges are insects that don’t fly, but they beat their wings at a thousand beats each second. The black mamba is the champion among reptiles. This snake cannot outpace a horse, as some people believe, but it can go 15 mph.

Part B

When the first explorers from Europe came to the Americas, they found that the natives played a game with bouncing balls. The balls were made from latex, the milky white juice of the rubber tree. The natives also spread latex on their feet and let it dry to make waterproof shoes.

The South American natives called the rubber tree cahuchu, which means “weeping wood.” The name came from the fact that the drops of latex oozing from the bark resembled large white tears.

In 1735 a French explorer took samples of latex back to France. In 1770 an English chemist discovered a new use for “elastic gum,” as it was called in England. It could be used as an eraser to rub out pencil marks. From this came the present English word, rubber.
Part A

Circle the letter of the answer.

1. The cheetah is faster than
   a. a peregrine falcon in a power dive.   c. a black mamba.
   b. a spine-tailed swift.                d. All of the above
2. A cheetah can run at
   a. 110 mph.          c. 70 mph.
   b. 90 mph.           d. 100 mph.
3. A horse can outrun a cheetah when the distance is
   a. more than a mile.     c. less than one hundred yards.
   b. 70 mph.             d. Both b and c
4. A peregrine falcon flying in a level flight would be
   a. slower than a spine-tailed swift.
   b. faster than a spine-tailed swift.
   c. moving at 70 mph.
   d. moving at 200 mph.
5. The spine-tailed swift can fly
   a. over 100 mph.
   b. faster than a peregrine falcon can dive.
   c. faster than a dragonfly.
   d. Both a and c
6. A black mamba can
   a. fly as fast as a dragonfly.
   b. move faster than a horse can run.
   c. move at 15 mph.
   d. The article does not say.

Part B

Circle the letter of the answer.

1. The first Europeans to discover rubber were
   a. chemists.         c. farmers.
   b. natives.         d. explorers.
2. Today, the milky white juice of the rubber tree is called
   a. cahuchu.        c. latex.
   b. elastic gum.    d. weeping wood.
3. South American natives called the rubber tree
   a. latex.         c. elastic gum.
   b. cahuchu.       d. white tears.
4. An explorer took samples of latex back to France in
   a. 1935.         c. 1735.
   b. 1835.         d. 1635.
5. Before 1770 the English called rubber
   a. elastic gum.    c. weeping wood.
   b. cahuchu.       d. bouncing balls.
6. In 1770 an English chemist discovered that the new
   substance could
   a. bounce like a ball.    c. protect the feet.
   b. make good raincoats.  d. erase pencil marks.
7. After 1770 the substance came to be known in England as
   a. rubber.         c. weeping wood.
   b. bouncing ball.    d. elastic gum.
Wastewater goes down the drain. Wastewater treatment plants remove harmful materials from the wastewater so the water may be released into streams, rivers, and oceans. Sometimes wastewater is used to water grassy areas or used by manufacturing plants.

Operators who work in wastewater treatment plants perform many tasks. They use equipment that removes solid materials, harmful chemicals, and bacteria from the water. They control pumps and other machinery.

During the water treatment, operators make sure the machines are cleaning the water properly. When pumps or other machines break down, operators make repairs. Operators also test samples of the wastewater as it is being cleaned. If the water is not clean, operators sometimes change the amount of cleaning chemicals that are added to the water.

The duties that a plant operator performs depend on the size of the plant. In a small plant, an operator may run the machinery, do the tests, keep the records, and make repairs. In a larger plant, each operator may do only one of those jobs.

Operators in wastewater treatment plants need a high school diploma. Employers often want operators who have taken classes in science and math. Usually, new employees are trained by experienced operators. After training, they are ready to help produce water that is safe to return to the environment.
Reading Comprehension
Circle the letter of the answer.
1. The duties of a wastewater treatment plant operator depend on
   a. the type of wastewater.
   b. the size of the plant.
   c. state laws.
   d. the environment.
2. Wastewater treatment plants
   a. make wastewater.
   b. sell wastewater.
   c. clean wastewater.
   d. capture rainwater.

Write T if the statement is true. Write F if the statement is false.
3. Plant operators need a college degree.
4. Treated wastewater is not clean enough to return to rivers, streams, and oceans.
5. Some plant operators repair machines.
6. Operators sometimes change the amount of cleaning chemicals added to the water.
7. Cleaned wastewater is used by some manufacturing plants.

Making Inferences
Write the answer.
8. Why do you think science and math are useful for plant operators?

9. Why do operators test samples of the wastewater as it is cleaned?

10. Why is wastewater cleaned before it is returned to the environment?
Sound vibrations can make things vibrate and even move or break. Although you cannot touch sound, it can even damage jet airliners. Sound vibrations can cause small cracks to appear in a jet’s surface. Engineers search for these cracks by conducting tests with the same thing that causes the cracks: sound. To test a jet’s surface, large blowers force air into the jet being tested. The pressure causes the plane to bulge slightly. Any cracks will open up a little bit, making a popping sound. When the cracks pop, they are detected by sound sensors. This method is also used to find cracks in other objects that need to be airtight, such as some kinds of railroad cars.

Wind can also cause dangerous vibrations. On November 7, 1940, the Tacoma Narrows Bridge was completely destroyed by wind. How did this happen? The bridge was the third-longest suspension bridge in the world when it was built. However, it was too flexible and narrow to withstand strong gusts of wind, and soon became known as “Galloping Gertie.” The bridge was only 4 months old when winds blowing at 40 mph caused the bridge to vibrate violently. After a short time, the suspension cables broke loose and the bridge collapsed into the water. This whole event was captured on film. The bridge had been closed in time to prevent serious injury, but one abandoned car tumbled down with the structure.
Lesson 77

Name ____________________________

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Since you cannot touch sound, it cannot damage objects.
   __________

2. Sound vibrations can make things move or even break.
   __________

3. Air must be removed from the inside of a plane to check for small cracks.
   __________

4. A jet’s surface has to be hit by a flying object before it will crack.
   __________

5. The Tacoma Narrows Bridge was the third-longest suspension bridge in the world when it was built.
   __________

6. No one saw “Galloping Gertie” collapse.
   __________

Making Predictions

Write the answer.

7. What would have happened if the Tacoma Narrows Bridge was rebuilt exactly as it had been before it collapsed?
   ____________________________________________________________________________

   ____________________________________________________________________________

Drawing Conclusions

Write the answer.

8. If a jet’s surface has many small cracks, what would the sound sensors detect in a pressure test?
   ____________________________________________________________________________

   ____________________________________________________________________________

9. What do you think the designers of Galloping Gertie learned after its collapse?
   ____________________________________________________________________________

   ____________________________________________________________________________

10. Why can’t airplane maintenance crews see the cracks with their eyes?
    ____________________________________________________________________________
Musical Vibrations

All musical instruments use vibrations to make sound. Instruments sound different because the vibrations are made in different ways.

Some instruments vibrate when they are hit. The sound of a drum is caused by the vibration of the surface that is struck. The size and shape of a drum determine the sound that it makes. When cymbals are clashed together, the vibrating metal can make a very loud noise. Vibrating metal also causes the sound you hear when a bell rings.

String instruments, such as the violin, cello, guitar, and harp, make sounds when a string vibrates. The vibration causes the body of the instrument to vibrate. The size and shape of each body produces a unique sound. Although you may not think of a piano as a string instrument, striking the key of a piano causes a hammer to hit a metal string inside the piano. The vibration of the metal string is what you hear.

Sounds from horns and other wind instruments are also produced by vibrations. A trumpet sounds when the lips of the player cause the air inside the trumpet to vibrate. Air rushing past a reed in a clarinet or saxophone causes the reed to vibrate and produce sound.
Lesson 78

Name

Reading Comprehension
Write the answer.

1. What do all musical instruments have in common?

2. What does plucking a string on a harp do?

3. Describe what happens when you play a piano key.

4. What makes a reed vibrate in a clarinet?

Recognizing Cause-and-Effect Relationships
Write the answer.

5. What do you think would happen if you wrapped a bell in cloth before you rang it?

6. Compare the sounds you would hear if you touched a piano key softly and then banged on the same key.

Making Inferences
Write the answer.

7. Explain why two drums might sound different.

Circle the letter of the answer.

8. The body of a string instrument
   a. makes it lighter.
   b. affects the sound it produces.
   c. makes it stronger.
   d. has no effect on the sound of the instrument.
Lesson 79

Richard Feynman

In January 1986, a terrible tragedy occurred. NASA’s space shuttle Challenger exploded just moments after it had taken off. NASA appointed a group of people to investigate the explosion. Richard Feynman was one of the scientists asked to be part of the group.

Feynman helped discover that the explosion was caused by certain rubber parts that failed to expand. Feynman realized that at temperatures lower than 0°C, the rubber did not expand as it normally would. This physical property of the rubber had been overlooked, and it was one of the causes of the Challenger explosion.

Feynman helped solve the Challenger mystery through his curiosity, intelligence, and persistence. When he was just 11 years old, he set up a small laboratory in his room. He experimented with everything from electrical fuses to microscopic organisms. He even invented a burglar alarm that he used to surprise his parents.

Feynman studied science at MIT and Princeton. Besides his investigation of the Challenger tragedy, Feynman made many important discoveries in modern physics. He was awarded the Nobel Prize for physics in 1965. Feynman died in Los Angeles, California, in 1988.
Reading Comprehension
Circle the letter of the answer.
1. Whether rubber expands at different temperatures is
   a. a chemical property.
   b. a physical property.
   c. both a chemical property and a physical property.
   d. neither a chemical property nor a physical property.
2. When did the Challenger explosion occur?
   a. 1986
   b. 1965
   c. 1988
   d. 1996
3. Feynman received the Nobel Prize in what subject?
   a. Chemistry
   b. Physics
   c. Aeronautics
   d. Electrical engineering
4. Feynman made many discoveries that were important to modern physics
5. Feynman didn’t like science when he was a child.

Write T if the statement is true. Write F if the statement is false.
4. Feynman made many discoveries that were important to modern physics
5. Feynman didn’t like science when he was a child.

Drawing Conclusions
Circle the letter of the answer.
10. Why do you think Feynman set up a laboratory in his room when he was a child?
   a. Feynman’s parents forced him to study science at a young age.
   b. Feynman wanted to conduct experiments because he was curious about nature.
   c. Feynman needed a lab at home because his school did not have one.
   d. Feynman did not like to play sports.
Nature’s Ceramic: Seashells

Ceramics are hard, brittle materials that can withstand high temperatures. Some ceramics you may be familiar with are brick, glass, china, and porcelain. Because ceramics are often brittle, some ceramics can break easily.

Researchers have investigated ways to make some ceramics more resistant to scratches or breaking. By using seashells as their model, researchers have developed a process that makes some ceramics harder to scratch or break.

Researchers found that the tough shells made by animals called mollusks have alternating layers of a hard, brittle material and a natural rubbery substance called a polymer. If the hard layer breaks, then the polymer layer quickly blocks the crack from spreading. Thus, even if the shell is cracked, it may remain strong.

Researchers have developed a process that joins a substance containing silicon and a polymer. The process results in a transparent coating of alternating hard and soft layers, similar to the layers in a seashell. Such a strong transparent material could be used for many purposes, such as making unscratchable eyeglasses or unbreakable windshields. By studying the physical properties of seashells, researchers have been able to develop new processes that can make some ceramics, such as glass, stronger.
**Lesson 80**

**Reading Comprehension**

Circle the letter of the answer.

1. What are ceramics?
   a. Soft, plasticlike materials
   b. Hard, brittle materials that can withstand high temperatures
   c. Hard, flexible materials that melt easily
   d. Animals that live by the ocean

Write T if the statement is true. Write F if the statement is false.

2. Some ceramics can break easily.

3. Researchers have used seashells as models for developing ways to make ceramics harder to break or scratch.

4. Polymers are not usually found in the shells of mollusks.

5. Researches have found a way to make a transparent coating that has alternating hard and soft layers.

6. No research has been developed that could make eyeglasses scratch-proof.

7. The alternating layers found in a mollusk shell are made up of a polymer and a soft substance.

8. If the hard layer in a seashell cracks, the layer of polymer blocks the crack from spreading.

9. Physical properties can be used to develop new processes that can make some ceramics stronger.

10. Seashells are not strong.

11. The layers of soft and hard material in seashells make them more difficult to scratch or crack.

**Vocabulary**

Write the answer.

12. What is a polymer?
Hematologists are scientists who specialize in the study of blood. Blood has four main parts: plasma, red blood cells, white blood cells, and platelets. Plasma is the liquid part of blood that holds the other parts. It makes up about 60 percent of the total blood volume. Red blood cells absorb oxygen in the lungs and carry it to cells throughout the body. White blood cells destroy harmful microorganisms—tiny living things that can be seen only with a microscope. Platelets help blood to clot and scabs to form when there is a break in the skin.

When a patient is ill, a hematologist runs tests to find out how sick the patient is. The hematologist uses automated microscopes and cell counters to examine the patient’s blood and then compares the patient’s blood with healthy blood. The hematologist then consults with the patient’s doctor, who decides the best treatment for the patient.
Lesson 81

Name

Vocabulary
Define the following terms.

1. hematologist

2. microorganism

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

3. Blood has three main parts.

4. Hematologists study diseases of the blood.

5. Doctors and hematologists work closely together.

Write the answer.

6. What is the job of red blood cells?

7. What is the job of white blood cells?

Fact and Opinion
Circle F if the statement is a fact. Circle O if the statement is an opinion.

9. Hematologists like to work with blood.

10. A hematologist is not a doctor.

11. Hematologists should only work in universities doing research.

Drawing Conclusions
Circle the letter of the answer.

12. The job of a hematologist
a. requires working long hours every day.

b. requires specialized training.

c. can be done by anyone with a general interest in science.

d. All of the above

8. What is the job of platelets?

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How Does Thin Air Affect the Body?

Earth’s atmosphere is only about 21 percent oxygen. About 78 percent is made of nitrogen, and 1 percent is made of carbon dioxide and other gases. Depending on where you are in the world, there are different amounts of oxygen in the air. For example, at high altitudes, like at the top of a mountain, there is less oxygen. At lower altitudes, like at the bottom of a valley, there is more oxygen.

People who live at high altitudes are used to the “thin air” that has less oxygen. However, a visitor to the area, who is used to more oxygen, may experience a variety of reactions. The visitor could suffer from lightheadedness, loss of appetite, or fatigue. This is called “altitude sickness.”

An athlete competing in a sports event at a high altitude can do one of two things to avoid altitude sickness. One is to train at a location that is at a high altitude. The other is to arrive early to the event and get used to the altitude. It is important for athletes to do one of these plans. Otherwise, atmosphere can affect their performance.
Lesson 82

Number Correct
Number of Items = \( \% \)

Name

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Most of the Earth’s atmosphere is oxygen.
2. Air on a mountain has less oxygen than air in a valley.
3. “Thin air” means that there is a small amount of nitrogen in the air.
4. A person’s health is affected by the amount of oxygen in the air.

Fact and Opinion
Circle F if the statement is a fact. Circle O if the statement is an opinion.

5. It is better to live at low elevations.
6. Lightheadedness and loss of appetite are symptoms of altitude sickness.
7. The quantity of oxygen in the air is not the same for all places in the world.
8. Athletes like to train at high altitudes.

Making Inferences
Choose the correct answer.

9. Based on the selection, which of the following is probably true?
   a. There is less oxygen in the air at sea level than there is below sea level.
   b. Athletes should always train at high altitudes, regardless of where the competition is being held.
   c. Over time, a person who moves from a low-altitude area to a high-altitude area will adjust to breathing the “thin air.”
   d. All of the above

Drawing Conclusions
Circle the letter of the answer.

10. People who live at a high altitude don’t usually suffer from altitude sickness because
    a. they get medication to help deal with less oxygen in the air.
    b. they have adapted to the environment.
    c. they make frequent trips to lower elevations for rest and relaxation.
    d. None of the above
The main purpose of digestion is to make the energy in food available for the body. The process of digestion is similar in most mammals. Food travels from the mouth down the esophagus and into the stomach. There, the food is mixed with acid and digestive juices that turn the food into a thick liquid. The liquid then passes into the small intestine. There, nutrients in the liquid food pass through the intestine’s lining and into the bloodstream. Blood carries the nutrients to all body cells. The cells obtain energy from the nutrients.

Different mammals have different types of digestive systems. For example, some plant-eating mammals have structures that enable them to break down and digest tough plant parts. Cattle, sheep, goats, giraffes, and deer are in this group. These animals’ stomachs have three or four chambers that break down the food. These mammals also can rechew their food after they have swallowed it.

Mammals with many-chambered stomachs are able to bring food back up to the mouth after swallowing it so they can chew it again. These mammals also have bacteria and other tiny living things in their stomach that help break down tough plant fibers.
Lesson 83

Identifying the Main Idea
Circle the letter of the answer.
1. Which of the following sentences best states the main idea of the reading?
   a. Some mammals have four-chambered stomachs.
   b. Humans cannot digest plant parts such as stems and leaves.
   c. Mammals’ digestive systems are similar in some ways and different in other ways.
   d. Some mammals can rechew their food after they have swallowed it.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. All mammals have the same type of digestive system.
3. In the stomach, digestive juices and acid turn food into a thick liquid.
4. Some animals have stomachs with three or four chambers.
5. All mammals can digest tough plant parts.
6. The main purpose of digestion is to make food energy available for the body.
7. The process of digestion starts in the small intestine.

Making Inferences
Circle the letter of the answer.
8. According to the selection, which of the following is probably true?
   a. If humans could rechew their food after swallowing it, they would be able to digest tough plant parts.
   b. Having a stomach with more than one chamber helps some mammals digest plant parts.
   c. Cows eat bacteria.
   d. All mammals have difficulty digesting plants.
9. According to the selection, which of the following is probably true?
   a. Only some mammals can digest tough plant parts.
   b. The digestive systems of humans and other animals are often different.
   c. All mammals have a mouth.
   d. All of the above

Drawing Conclusions
Circle the letter of the answer.
10. Which of the following do mammals use in digestion?
    a. Mouth
    b. Esophagus
    c. Stomach
    d. All of the above
Reproducing Bacteria

Bacteria are one-celled organisms that can be seen only with a microscope. Bacteria are harmful to humans as well as to other animals and plants. Scientists have found fossils of bacteria that lived over 3 billion years ago.

Most bacteria reproduce by mitosis. In this process, a single cell, called a parent cell, splits in half. This produces two new organisms that are exact copies of the parent cell. The two new cells are called daughter cells.

Different types of bacteria divide at different rates. Each time a population of bacteria divides, the population doubles. If bacteria divide every 20 minutes, there will be twice as many bacteria after 20 minutes. In just one day, a single bacterium may produce as many as 16 million copies of itself!
Write the answer.

Use these numbers to figure out the answers.

2 4 8 16 32 64 128 256 512

1. Suppose bacterium A divides every hour. If you started with one bacterium, how many bacteria would there be after 3 hours?

2. How many hours would it take to produce 256 bacteria?

3. How many bacteria would there be after 9 hours?

4. Suppose that after 9 hours you heated the bacteria, and 500 of them died. How many living bacteria would be left?

5. Suppose you added a chemical to the bacteria that slows down their growth rate. Now, the bacteria divide every four hours. If you start with only one bacterium, how many bacteria will there be after 12 hours?

6. What are bacteria?

7. What is the single cell before mitosis called?

8. What are the two new cells after mitosis called?

9. Based on fossils that scientists have found, how long have bacteria been on Earth?
Part A

The first cows in America were brought from Spain by Columbus. The first horses in America also came from Spain.

The first cowboys were Mexican slaves. Many were branded on the cheek by their masters. They were marked even before their masters started branding cattle!

These Mexican cowboys were called vaqueros. Vaquero is Spanish for cowboy. Spaniards brought vaqueros from Mexico to California and New Mexico to tend herds of cattle.

Almost everything cowboys now wear or do came from vaqueros. The big hat, the chaps, the high-heeled boots—all were Mexican.

The cowboy learned from the Mexicans to brand cattle. The broad saddle that cowboys used was Mexican.

Many of the words we use to talk about the job of herding cattle come from Spain or Mexico: corral, bronco, lariat, rodeo, canyon, mesa, and mesquite.

Part B

Thomas Alva Edison was awarded more patents on inventions than any other American. When he died in 1931, Americans wondered how they could best show their respect for him.

One suggestion was for the nation to observe a minute or two of total blackout. All electric power would be shut off in homes, streets, and factories.

This plan was never carried out. But it made Americans realize fully what Edison and his inventions meant to them. Electric power was so important to the country that shutting it off for even a short time would have led to complete confusion. Traffic lights wouldn’t work. Elevators would stop. Hospitals might be in darkness. A blackout was out of the question.

On the day of Edison’s funeral, many people dimmed their lights. In this way they honored the man who had done more than anyone else to put the great force of electricity at our fingertips.
Part A
Circle the letter of the answer.

1. Vaquero is a Spanish word meaning
   a. “cowboy.”  
   b. “master.”  
   c. “slave.”  
   d. The article does not say.

2. Vaqueros worked in what is now
   a. Texas and Oklahoma.  
   c. Louisiana and Mississippi.  
   d. California and New Mexico.

3. You could often tell a vaquero by
   a. the brand on his cheek.  
   b. canned meat.  
   c. his bowlegs.  
   d. his sunburn.

4. Which of the following came to us from the vaqueros?
   a. six-shooters  
   b. his missing middle finger  
   c. safety matches  
   d. high-heeled boots

5. The vaqueros came to what is now the United States from
   a. Mexico.  
   b. Peru.  
   c. Cuba.  
   d. Haiti.

6. The first vaqueros in America were
   a. Spanish soldiers.  
   b. Mexican slaves.  
   c. French servants.  
   d. English sailors.

7. The first cows in America were brought here by
   a. Drake.  
   b. Cortez.  
   c. Cartier.  
   d. Columbus.

8. Vaqueros spoke
   a. Spanish.  
   b. English.  
   c. French.

Part B
Circle the letter of the answer.

1. This selection says that Thomas Edison
   a. was the only important American inventor.  
   b. received the first American patent.  
   c. received more patents than any other American.  
   d. was the first American inventor.

2. People decided to honor Edison when
   a. he made the first electric light.  
   b. electric power was 100 years old.  
   c. the country realized electricity’s importance.  
   d. he died in 1931.

3. The suggested plan was to
   a. turn off the lights in factories and schools.  
   b. observe a few minutes of total silence.  
   c. dim all electric lights.  
   d. shut off all electricity for a short time.

4. The plan was never carried out because
   a. not everyone wanted to honor Edison.  
   b. it was too difficult.  
   c. electric power was too important to the country.  
   d. it honored only one of Edison’s inventions.

5. This selection was probably written to
   a. tell about Edison’s inventions.  
   b. explain electricity.  
   c. prove that people wished to honor Edison.  
   d. show what a great man Edison was.
Most milk cartons have the word *pasteurized* on their labels. Pasteurization is the process of heating milk to kill bacteria. Pasteurized milk spoils much more slowly than milk that is not pasteurized. Other food items that are pasteurized include cheese, eggs, and butter.

The ordinary way to pasteurize milk is to heat milk to about 150°F for 30 minutes. Then it is quickly cooled. If milk is heated in this way, the taste of the milk will change. To make the change in taste less noticeable, processing plants use flash pasteurization. During flash pasteurization, milk passes through a heater that rapidly raises the milk’s temperature to about 160°F. The milk stays at this temperature for 15 seconds, and then it is quickly cooled. After pasteurization, the milk must be refrigerated or it will quickly spoil.

Milk and cream can be pasteurized at even higher temperatures. This is called ultra-high-temperature pasteurization. In this method, the milk is heated to at least 280°F for two or more seconds, and then it is rapidly cooled. This milk can be stored in a refrigerator for 60 to 90 days.

Ultra-high-temperature pasteurization can also be used to sterilize milk. In this process, milk is heated to about 300°F for six to nine seconds. It is cooled rapidly and placed in containers. It does not have to be refrigerated and can be stored for months. Milk treated in this way is called sterilized milk.
Reading Comprehension
Circle the letter of the answer.
1. Sterilized milk
   a. is not pasteurized.
   b. is heated to 300°F.
   c. does not need refrigeration.
   d. must be used within a week.
2. Pasteurization is a method of
   a. putting milk in containers.
   b. killing bacteria.
   c. adding bacteria to milk.
   d. making milk taste better.
3. What can happen when manufacturing plants pasteurize large quantities of milk?
   a. The milk does not get hot enough.
   b. The milk spoils.
   c. The flavor changes.
   d. The bacteria are not killed.

Write T if the statement is true. Write F if the statement is false.
4. Milk is the only food that is pasteurized. _____
5. Milk that is flash pasteurized is heated to a higher temperature than ultra-high-temperature pasteurized milk. _____

6. Pasteurization involves heating and cooling milk. _____
7. Some pasteurized milk can last 60 to 90 days before spoiling. _____
8. Bacteria can cause milk to spoil. _____

Drawing Conclusions
Write the answer.
9. Why would someone want to buy sterilized milk?

10. Why is it important to heat milk to a high temperature during pasteurization?
Pilot Astronauts and Mission Specialists

Almost everyone has dreamed of being an astronaut. What you may not know is how much hard work it takes. The National Aeronautics and Space Administration (NASA) trains pilot astronauts and mission specialist astronauts. Pilot astronauts fly the spacecraft. Mission specialist astronauts take care of the spacecraft and all its equipment. They also conduct experiments and go outside the spacecraft when necessary.

To apply to become a U.S. astronaut, you must be a citizen with a college degree in mathematics, engineering, or physical or biological science. Pilot astronauts must have 1,000 hours of flight experience in a high-performance jet. Mission specialist astronauts need three years of mission-related experience. All applicants have to pass a physical examination and undergo a week of interviews and other tests.

If you are selected to become an astronaut candidate, you go through a year of training at the Lyndon B. Johnson Space Center in Houston, Texas. The training includes classroom study as well as flight training, survival training, mission training, and special training. Students who do well in all these courses become astronauts. Astronaut crews are trained to solve problems that may occur during flight. This training lasts from six to eighteen months before the mission begins. You can see that an astronaut works many years to spend a short time in space!
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. All astronauts must know how to fly a plane.
2. You can apply to become an astronaut after you finish high school.
3. Astronauts may wait many years before they actually go on a mission.
4. Astronauts train in Washington, D.C.
5. Pilot astronauts must have at least 1,000 hours of flight time in high-performance jets.
6. Astronaut training includes two years of classroom study.
7. A citizen of France can be a U.S. astronaut.

Making Inferences
Write the answer.

8. What would astronauts learn in survival training?

9. What are some of the things mission specialists do?

10. Why are people willing to work so hard to become astronauts?
Air is polluted when harmful substances are released as gases or tiny particles into the air. Most pollution in the air comes from burning fuel used in vehicles and from heating and cooling homes and other buildings. Car exhaust causes a great deal of air pollution. Factories also cause air pollution. Burning trash and yard wastes causes so much pollution that it is now illegal to do this in many parts of the United States. Forest fires, grass fires, and volcanoes also release dangerous substances into the air.

When you breathe polluted air, the harmful substances travel down to your lungs. Particles that stay in your lungs can make it difficult to breathe. Some chemicals in the air can cause cancer. Gas pollutants can keep your body from getting the oxygen it needs. In 1952, thousands of people in London died from a heavy smog. Air pollution is also bad for crops, animals, and forests.

In the United States, many laws have been passed to ensure that the air remains safe to breathe. These laws call for cleaner fuels and exhaust. Everyone can help reduce air pollution by conserving energy and recycling.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Car exhaust is a leading cause of air pollution.  
   ________________________

2. Most pollution is caused by human activity.  
   ________________________

3. Polluted air only affects the outside of your body.  
   ________________________

4. Only governments can reduce air pollution.  
   ________________________

5. Air pollution can kill people.  
   ________________________

6. Laws have been passed in the United States to ensure that the air remains safe to breathe.  
   ________________________

Drawing Conclusions
Write the answer.

7. What would happen if there were no laws aimed at reducing pollution?
   ________________________

8. What happens to the air in a room where someone is smoking?
   ________________________

Making Predictions
Write the answer.

9. What would happen to the air pollution in your town if no cars were driven for a week?
   ________________________

10. Where would you expect to see more breathing problems—in a rural area or in an industrial city? Why?
    ________________________
Musical Instruments

In the past, people used objects found in nature to create musical sounds. Some people used hollow bones or reeds as flutes. Others blew through holes in seashells or hollow animal horns to create trumpetlike instruments.

Today, we know how to mold metal and wood into particular shapes. This has made it possible to design and create a variety of musical instruments. Many of the instruments used today are modeled after ancient instruments. For example, the modern flute is similar to some of the flutes used in ancient cultures.

Over time, instruments were modified. People have tried to improve their sound and ease of playing. Because the instruments of today are designed rather than found in nature, they are made of many different materials.

The physical properties of metal and wood make these two materials especially well suited for instruments. Saxophones, trumpets, and tubas are usually made of metal. Violins and cellos are made of wood. Flutes are made of metal or wood.

The construction of instruments is not an easy task. For example, violins are hard to make. Violins are made of wood. The wood body must produce a certain sound. The sound the wood makes can be changed by changing the thickness of the wood. However, the correct thickness is not the same for all violins. Each violin must be tested. If the wood is too thick, it is sanded until it gives the correct sound.
Reading Comprehension
Circle the letter of the answer.

1. The wooden body of a violin is hard to make because wood must be adjusted to produce a certain
   a. length.
   b. width.
   c. sound.
   d. thickness.

2. Which instrument was used in ancient times?
   a. Flute
   b. Violin
   c. Saxophone
   d. All of the above

3. Today, many instruments are made of
   a. wood and bones.
   b. wood and metal.
   c. metal and bones.
   d. metal and seashells.

4. Why might ancient people have used natural objects as musical instruments?
   a. They didn’t know how to mold metal and wood into musical instruments.
   b. They thought bamboo flutes sounded better than metal or wooden flutes.
   c. They did not know that sounds could be made with objects found in nature.

For each instrument, write the letter of the material it is made of today. Some materials may be used more than once.

5. _______ tuba
   a. metal

6. _______ saxophone
   b. wood

7. _______ violin
   c. seashells

8. _______ trumpet
   d. hollow bones

9. _______ cello

Write the answer.

10. If a violin does not sound good, what can the violin maker do to improve its sound?

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________
Only a doctor can prescribe some medicines. Without a prescription from a doctor, you could not buy these medicines. This is because prescription medicines are stronger than the medicines you can buy without a prescription. All medicines can be dangerous if they are not used properly. Prescription medicines can be especially dangerous.

You must go to a pharmacy to get your prescription medicine. In a pharmacy, people called pharmacists prepare medicines. Pharmacists know about all different kinds of medicines. They must know how each medicine works, how much should be taken, and its effects.

To know how medicines work, pharmacists must understand chemical reactions. They need to know how chemicals in drugs will react with chemicals in your body.

Pharmacists must go to college for five years or more. In college, pharmacists study a wide variety of subjects, including physics, chemistry, and biology. After graduating, pharmacists work in pharmacies, which can be located in drugstores, supermarkets, hospitals, or clinics.
Lesson 90

Name ____________________________

Lesson 90

10 = \frac{\text{Number Correct}}{\text{Number of Items}}

Reading Comprehension

Circle the letter of the answer.

1. To get medicines from a pharmacist, you need a
   a. letter
   b. fever
   c. prescription
   d. degree

2. Prescription medicines are usually _____ than medicines you can buy without a prescription.
   a. stronger
   b. more colorful
   c. weaker
   d. easier to get

3. Pharmacists must go to college for _____ or more years.
   a. five
   b. two
   c. ten
   d. seven

Write T if the statement is true. Write F if the statement is false.

4. Pharmacists prescribe medicines.

5. Pharmacists must study a variety of subjects.

6. Pharmacists must understand chemical reactions.

7. Only prescription medicines can be dangerous.

8. Pharmacists study physics.

9. Pharmacists must know the effects of medicines.

10. A pharmacist must talk to a doctor before giving people medicine.
Every minute, the average human heart pumps about five quarts of blood throughout the body. This blood supplies life-giving oxygen and nutrients to body tissues. Blood is a mixture of different things, including solids and liquids. All of the components of blood work together to keep the body healthy.

A little over half of your blood is a liquid called plasma. Plasma is a light-yellow solution that is made mostly of water. Plasma carries many different substances, including proteins, fats, and minerals.

In addition to plasma, blood has three types of cells: red blood cells, white blood cells, and platelets. Red blood cells look like small round cushions. Their main job is to carry oxygen from the lungs to the body’s cells. White blood cells are colorless and shaped like blobs. The blood has far fewer white blood cells than red blood cells, but white blood cells have an important task, too. They help protect the body from illness and disease. When the body is sick, the number of white blood cells increases to fight the infection.

Platelets are the third type of blood cells. These cells help stop bleeding when tissue is damaged. Platelets cause blood to clot.

Each component of blood—plasma, red blood cells, white blood cells, and platelets—plays an important role in the body. Health problems can occur when any blood component does not function properly.
### Vocabulary
Write a. Plasma
b. Red blood cells
c. White blood cells
d. Platelets

1. carry oxygen from the lungs to cells in the body.
2. help fight infections.
3. help stop bleeding.
4. are shaped like round cushions.
5. are colorless and do not have a regular shape.

### Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

6. Plasma is mostly made of water. _T_  
7. An average heart pumps about 15 quarts of blood throughout the body each minute. _T_  
8. Blood is mostly made up of white blood cells. _F_  
9. Platelets carry oxygen. _F_  
10. If the number of white blood cells in your blood increases, you probably have some kind of infection. _T_  

### Name

<table>
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**Percent Correct =**
Lasers

The image of a bird on the credit card shown here is a hologram. Holograms are flat, but they don't look flat. Holograms are images produced with intense beams of light called laser beams.

What is a laser beam? All atoms have energy. Sometimes when an atom releases energy, you see light. In a laser beam, all the atoms release exactly the same amount of energy. The result is a concentrated beam of light, a laser beam. The principle behind laser beams was first discovered by Albert Einstein in 1917.

A device that creates laser beams is called a laser. The first laser was developed in 1960. It used a ruby crystal to produce a red laser beam.

Today, lasers have many uses. One use of lasers is to produce holograms. Another use is in CD players. When you put a disc in the player, a laser beam “reads” the information on the disc and converts it into a signal that becomes sound. Laser beams are also used to send phone messages, to cut metals, and to survey land. Doctors use lasers for many medical procedures, including eye surgery.
Lesson 92

Vocabulary
Circle the letter of the answer.
1. A hologram is
   a. a telephone line.
   b. a flat image that looks like it is not flat.
   c. a concentrated beam of light.
   d. a photograph.

2. What is a laser beam?
   a. A type of CD player
   b. Any kind of light produced by atoms
   c. A ruby crystal
   d. A concentrated beam of light

3. What are lasers used for?
   a. Eye surgery
   b. Playing CDs
   c. Cutting metals
   d. All of the above

Reading Comprehension
Write the answer.
4. Who first discovered the principle behind lasers?

5. What do all the atoms in a laser release?

6. When was the first laser developed?

Drawing Conclusions
Write T if the statement is true. Write F if the statement is false.
7. Holograms can be made without using lasers.

8. Laser beams are used to cut metal.

9. A ruby crystal produces a white laser beam.

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the selection?
    a. We could not do without lasers today.
    b. Lasers have many different uses.
    c. Holograms are made with laser beams.
    d. Doctors use lasers to perform surgery.
One type of muscle tissue in your body moves your bones. This muscle tissue forms the skeletal muscles. Exercising these muscles increases their strength.

Exercise to increase muscle strength is called strength training. This kind of training can include activities like lifting weights or using special exercise machines.

Strength training is done in steps. First, the person does 8 to 12 repetitions, or reps, of an exercise that works one muscle group. Then the person does 8 to 12 reps of another exercise that works a different muscle group.

A group of 8 to 12 reps is called a set. Experts recommend doing two or three sets of each exercise in each training session. A training session should include sets that exercise all of the major muscle groups in your body, including the muscles in your arms, legs, stomach, and back. Strength training should be done two or three times a week.
Vocabulary
Write the answer.
1. What are skeletal muscles?

2. What is a rep?

3. What is strength training?

Reading Comprehension
Circle the letter of the answer.
4. How many reps are in a set?
   a. 1 or 2
   b. 3 to 7
   c. 8 to 12
   d. 20

5. How often should strength training be done?
   a. every day
   b. once a week
   c. two or three times a month
   d. two or three times a week

6. How many sets of each exercise should be done in one training session?
   a. 8 to 12
   b. 2 or 3
   c. 4 or 5
   d. as many as possible

Write T if the statement is true. Write F if the statement is false.
7. Strength training involves exercising one muscle group per session.

8. Strength training is most effective if it is done once a week.

9. Weight lifting is one kind of strength training.

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the selection?
    a. Everyone should exercise.
    b. Weight lifting strengthens all types of muscle tissue.
    c. There is a certain way to do strength training.
    d. There are different kinds of muscles in the body.
In 1967, Dr. Christiaan Barnard transplanted the heart of a 25-year-old woman into the body of a 55-year-old man. This was the first human heart transplant ever done. The patient died 18 days later, but Barnard had paved the way for future and more successful heart transplants.

Barnard was born in South Africa. After studying medicine in South Africa and the United States, Barnard returned to South Africa to teach and do surgery.

Barnard specialized in open-heart surgery. Open-heart surgery is a very delicate operation. First, the patient’s chest is opened. Then the pericardium, the sac around the heart, is cut open. In a heart transplant, the patient’s diseased heart is removed and replaced with a healthy heart. The healthy heart is donated from someone who has just died. Barnard also designed artificial heart valves to regulate blood flow into and out of the heart.

In 1974 Barnard transplanted a second heart into a patient without removing the patient’s own heart. He linked the two hearts together to circulate blood. Barnard was the first surgeon to perform this operation.
Vocabulary
Write the answer.
1. Define pericardium.

Making Inferences
Circle the letter of the answer.
8. Which of the following is probably true?
   a. Other doctors taught Barnard how to do a transplant.
   b. Barnard was a pioneer in heart transplant surgery.
   c. Heart transplants are not risky today.
   d. Artificial heart valves must be put into a donor’s heart before it is transplanted.

Write the answer.
9. In open-heart surgery, why is the patient’s pericardium cut open?

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Christiaan Barnard performed the first heart transplant.

3. The first heart transplant patient lived a long, healthy life.

4. In a heart transplant, the healthy heart comes from a living donor.

5. Christiaan Barnard was born in South America.

6. Barnard was the first surgeon to transplant a second heart into a patient’s body.

7. Artificial heart valves regulate blood flow into and out of the lungs.

Drawing Conclusions
Write the answer.
10. The first heart transplant patient lived only 18 days. Explain why this operation was not considered a failure.
Part A

When the pioneers began their conquest of the western prairie, they used nearby materials for building shelters. Where timber was available, the settlers sometimes built log houses. Most prairie homes, however, were either sod houses or dugouts. These houses could be built quickly and easily.

The dugout was a room dug in the side of a hill. A few rails or posts were used to make a doorframe and, possibly, a window. The front wall was made of pieces of sod or logs. A roof sloped back onto the hill. The roof was made of poles or logs covered with a layer of brush, a layer of prairie grass, and a layer of dirt.

As soon as a pioneer family found a good place to live, the head of the family took out his shovel. The family lived in their covered wagon for the few days that it took the pioneer to build a dugout.

Part B

For every man in the Civil War who died in battle, two or three men died of disease. Doctors of that time knew very little about causes of sicknesses or ways of preventing them. Thousands of men in poor health became soldiers. Hundreds of others had never had childhood diseases like measles and mumps. Many of these soldiers could not withstand the epidemics of measles, mumps, and whooping cough that went through the camps.

Army life was hard. Soldiers did not eat many fruits or vegetables. There was no milk unless they happened to find a cow. Neither their clothes nor their shelters protected the troops from rain, snow, and cold. Sickness and disease were spread by insects, rats, and impure drinking water. Often the men drank straight from the muddy streams that were polluted.

Gunshot wounds killed many soldiers, but they did not cause as much death and suffering as disease did.
Part A
Circle the letter of the answer.
1. The pioneers built their houses of materials they
   a. brought with them.
   b. bought at county stores.
   c. found on the prairie.
   d. were given by their neighbors.
2. Most prairie houses were made of
   a. stone.
   b. sod.
   c. timber.
   d. brick.
3. The dugout was often used because
   a. it was easy to build.
   b. it could be built quickly.
   c. it lasted longer than other kinds of houses.
   d. Both a and b
4. A dugout house was built
   a. at the edge of a hill.
   b. in a rocky area.
   c. into the side of a hill.
   d. on a log frame.
5. The settlers began building their first houses
   a. as soon as they found a good place to live.
   b. as soon as they had planted their crops.
   c. after they had lived in the wagon for a few months.
   d. as soon as they were certain they were staying on that
      land.
6. The best title for this selection is
   a. Pioneer Life.
   b. Life in a Covered Wagon.
   c. Homesteading.
   d. The Dugout.

Part B
Circle the letter of the answer.
1. Disease caused
   a. only a few deaths.
   b. fewer deaths than wounds did.
   c. more deaths than wounds did.
   d. Both a and b
2. Doctors at the time of the Civil War knew
   a. a lot about curing disease.
   b. little about the causes of disease.
   c. only how to prevent disease.
   d. Both b and c
3. Men who were accepted as Civil War soldiers were
   a. known to have already had measles and mumps.
   b. required to be in perfect health.
   c. able to withstand epidemics easily.
   d. sometimes in poor health.
4. Army life was hard on the troops because
   a. they were not sheltered from the cold.
   b. they had no warm clothing.
   c. their diets lacked good, healthful food.
   d. All of the above
5. Insects and rats were dangerous because they
   a. destroyed food.
   b. made the water impure.
   c. carried disease.
   d. ruined the soldier's clothing.
6. The best title for this selection is
   a. Disease.
   b. The Greatest Danger.
   c. Insects, Rats, and Gunshot Wounds.
   d. The History of Epidemics.
Sometimes a patient’s diseased organ has to be replaced. Not all transplanted organs come from human donors. Some are artificial. Artificial organs are made from materials called biomaterials. These can be types of plastic, metals, or ceramics. One type of artificial organ is an artificial heart. Other uses of biomaterials are in heart valves and hip joints.

The people who create artificial organs are called biomedical engineers. They work with scientists and doctors to design and make artificial organs that will work well inside a patient’s body.

To design a successful artificial organ, a biomedical engineer must first consider the hardness and strength of the biomaterial to be used. The device must be designed to last for a long time.

Inside the body, the artificial organ will be in constant contact with blood and other fluids. The biomedical engineer must choose a biomaterial that can withstand the conditions in the body without harming sensitive body tissues.

Biomedical engineers must complete at least four years of college. During that time, they take courses in engineering, biomedical engineering, biology, and medicine.
Vocabulary
Write the answer.
1. Define biomaterial.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Artificial organs can be made from plastics, metals, and ceramics.
3. The most successful artificial organ is the artificial lung.
4. Biomedical engineers help doctors operate on their patients.
5. Artificial organs must be designed to last a long time.
6. Biomedical engineers usually make artificial organs out of tissues from a tissue donor.

Circle the letter of the answer.
7. Which other professions do biomedical engineers usually work with?
   a. Doctors
   b. Scientists
   c. Teachers
   d. Both a and b
8. What are some subjects biomedical engineers must study?
   a. Medicine
   b. Biology
   c. Engineering
   d. All of the above

Write the answer.
9. Name three things that a biomedical engineer must consider when designing an artificial organ.
Whether you walk, run, play ball, or do chin-ups, your body gets a workout that makes you stronger and healthier. Your heart tells you when your body is getting a good workout.

Your heart pumps blood throughout your body. When you are at rest, your heart beats about 70 times per minute. When you are active, your muscles, nerves, and other organs need more oxygen. To provide more oxygen, your heart speeds up.

Exercise should speed up your heart rate just enough to be healthy for you. You can figure out what a healthy heart rate is for you when you exercise. Use the following steps.

1. Subtract your age in years from 220. This answer is an estimate of the highest possible heart rate you should have when you exercise.

2. Find 55% of your maximum heart rate. (Multiply your maximum heart rate by 0.55.) This answer is the slowest heart rate you should have when you exercise.

3. Find 85% of your maximum heart rate. (Multiply your maximum heart rate by 0.85.) This answer is the fastest heart rate you should have when you exercise.

A healthy heart rate when you exercise would be anywhere between your slowest and fastest heart rates.
Write the answer.

1. Suppose you measured your heart rate before you exercised. You counted 18 beats in 15 seconds. What was your heart rate per minute?

2. In question 1, was your resting heart rate healthy? Explain.

3. What is the highest possible heart rate for a 40-year-old person during exercise?

4. What is the slowest heart rate the 40-year-old person should have while exercising?

5. What is the fastest heart rate the 40-year-old person should have while exercising?

6. What is the maximum heart rate for a 15-year-old boy?

7. What would the fastest heart rate be for the boy when he exercises?

8. What would the slowest heart rate be for the boy when he exercises?

9. Suppose a 35-year-old woman was walking for exercise. Her heart rate was 90 beats per minute as she walked. Is that rate fast enough? Explain.

10. Suppose a 75-year-old woman’s heart rate while walking was 90 beats per minute. Is that rate fast enough? Explain.
If you broke a bone or sprained your ankle, you would probably see an orthopedic surgeon. An orthopedic surgeon is a doctor who repairs and treats injuries to the skeletal system.

Throughout time, people have studied bones and treated bone injury. Today, doctors have a great deal of knowledge about how muscles function, how bones grow, and how bones can be repaired. One medical advance used by orthopedic surgeons is strong plaster that makes strong casts for broken bones. Orthopedic surgery improved greatly during World War I when the doctors had to repair the limbs of wounded soldiers.

Today, orthopedic surgeons may treat broken bones, strained muscles, and torn ligaments and tendons. A ligament is a strong tissue that connects one bone to another bone. A tendon is a strong tissue that connects a muscle to a bone. Orthopedic surgeons also treat diseases that weaken bones.

Sometimes an orthopedic surgeon replaces an injured or diseased joint with an artificial joint made of metal or plastic. Orthopedic surgeons also fit patients with artificial limbs or braces.
Lesson 98

**Vocabulary**
Define the following terms.

1. What is an orthopedic surgeon?

2. What is a tendon?

3. What is a ligament?

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

4. Orthopedic surgeons treat teeth and gums.

5. One medical advance in orthopedic surgery was the use of strong plaster as casts for broken bones.

6. By treating wounded soldiers during World War I, doctors learned a lot about orthopedic surgery.

7. Orthopedic surgeons may treat muscles.

8. All artificial joints are made of metal.

9. Name two things that orthopedic surgeons do besides treat broken bones.

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Until the 1500s, a group of people called the Aztec ruled much of Mexico. The Aztec civilization built huge cities and had strong religious beliefs.

The Aztec called themselves “the people of the sun.” They believed that four worlds had existed before the world they lived in. They called these worlds “suns.” Each previous sun had been brought to an end by a great disaster.

The first sun was known as “Four-Jaguar.” The Aztec believed that people of the sun were killed by jaguars. The second sun, “Four-Wind,” was destroyed when the people were changed into monkeys by a hurricane sent by one of their gods, the Feathered Serpent. The third sun, “Four-Rain,” ended in fire sent by the god of thunder and lightning. A 52-year flood killed all but one man and one woman of the fourth sun known as “Four-Water.” These two people were turned into dogs when they disobeyed the creator god.

The Aztec believed that they were living in the fifth sun, “Four-Earthquake,” created by the Feathered Serpent. They thought that their sun would vanish if they did not nourish it with offerings and worship. The Aztec expected this world to end with an enormous earthquake.
Lesson 99

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. One of the Aztec gods was called the Feathered Serpent.

2. The Aztec people had strong religious beliefs.

3. The Aztec lived in small towns and villages.

4. The Aztec believed that the fifth sun would be destroyed by an earthquake.

Write the answer.

5. Where did the Aztec live?

6. What did the Aztec call themselves?

7. Why did they give offerings to the sun?

8. According to their legends, how many suns had already been destroyed?

9. How was “Four-Water” destroyed?

Making Inferences
Write the answer.

10. Do you think the Aztec ever experienced severe weather and natural disasters? Explain.
Radar uses radio waves to locate objects. When radio waves hit an object, they reflect, or "bounce back." When the object is moving, the reflected waves are different from the waves sent out by the radar. Doppler radar uses the difference in these waves to determine the direction and speed of a moving object.

Early detection and better tracking of severe storms—even tornadoes—are possible with Doppler radar. In addition to locating and tracking a storm, Doppler radar can show the direction in which a storm is moving. Different wind speeds and wind directions appear on the Doppler radar screen in different colors. Rain, dust, and even clouds of mosquitoes can be detected by Doppler radar. Since 1997, information from a network of Doppler radar stations called NEXRAD has improved severe-weather forecasting in the United States.

Doppler radar systems are also used at airports to detect areas of dangerous winds. These winds are called wind shear. Wind shear occurs when the wind suddenly changes speed or direction within a small area. When wind shear reaches the ground, it blows out strongly in many directions. Rapid changes in winds can be dangerous. Doppler radar helps detect wind shear so pilots can be warned not to take off or land.
Reading Comprehension

Write the answer.

1. What does radar use to detect objects?

2. What can Doppler radar determine about a moving object?

3. What do the different colors on a Doppler radar screen mean?

4. What is the name of the network of Doppler radar stations in the United States?

5. How is Doppler radar used at airports?

6. When radio waves hit an object, they
   a. play music.
   b. disappear.
   c. are absorbed.
   d. are reflected.

7. Doppler radar can show
   a. how much rain has fallen.
   b. how a storm is moving.
   c. how fast light is traveling.
   d. Earth's rotation.

8. Doppler radar systems are used at airports because
   a. wind shear can cause plane accidents.
   b. the passengers think the colors look good.
   c. pilots need to know when a tornado is near.
   d. mosquitoes can harm plane engines.

9. Doppler radar can be used to find
   a. severe storms.
   b. moving objects.
   c. strong winds.
   d. All of the above

10. When a wind shear reaches the ground
    a. a tornado forms.
    b. Doppler radar cannot detect it.
    c. it damages the ground.
    d. strong winds blow outward in many directions.
In 1781, a British scientist named Joseph Priestley showed that water is made of two gases, hydrogen and oxygen. Each molecule of water has two atoms of hydrogen and one atom of oxygen. The symbol for water is $\text{H}_2\text{O}$ (two hydrogen atoms and one oxygen atom). One drop of water contains billions of such molecules.

Priestley was born in northern England in 1733. He grew up wanting to become a preacher. As a boy, he was often sick, and as a teenager, he had to quit school because of illness. While he was at home recovering, he taught himself French, Italian, and German. He also studied geometry and algebra.

When he regained his health, Priestley became interested in natural events and scientific experimentation.

Priestley is best known for discovering oxygen. He was an extremely intelligent man whose research laid the basis for the branch of science we know today as chemistry.
Lesson 101

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Joseph Priestley showed that water is made of two gases.

2. One drop of water contains billions of molecules.

3. Priestley quit school because his mother died.

4. As a boy, Priestley wanted to become a preacher.

5. Priestley went to the local school where he learned French, Italian, and German.

6. When he was growing up, he was often sick.

7. While recovering from his illness, Priestley studied geometry and algebra.

8. Priestley is best known for discovering oxygen.

Write the answer.

9. What does the symbol H₂O stand for?

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
   a. Joseph Priestley was an intelligent man.
   b. Priestley loved to learn new things.
   c. Priestley was a hard worker.
   d. All of the above
Plastics are among the most commonly used materials today. One kind of plastic is polystyrene foam, the white material used to make cups for hot drinks. Parts of many machines are made of plastic. Most TVs and stereos have plastic cases. The nonstick coatings on pans and skillets are plastic. Many artificial body organs and artificial limbs are made of plastic.

Plastics are not found in nature. They are called synthetic substances. Synthetic substances are produced in laboratories. The first synthetic plastic was invented in the 1850s.

There are many different kinds of plastics, but they all have some things in common. Plastics usually share certain physical properties. For example, most plastics are molded using heat. They are not as strong as steel. They are about the same weight as water. Some common elements found in all plastics include carbon, hydrogen, oxygen, and nitrogen.

Some kind of plastics can be recycled to make new products.
Lesson 102

Reading Comprehension
Circle the letter of the answer.
1. Why weren’t plastics used before the 1850s?
   a. Plastics hadn’t been invented yet.
   b. No one knew how to make synthetic substances.
   c. Plastics were too expensive.
   d. Plastics were not as strong as steel.
2. What do all plastics have in common?
   a. All plastics are the same color.
   b. All plastics are stronger than steel.
   c. All plastics are made of carbon, hydrogen, oxygen, and nitrogen.
   d. All plastics are easily broken.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
3. Plastics are bad for our society.
4. Plastics are used in many different ways.
5. Hydrogen is a common element in plastic.
6. Plastics usually share certain physical properties.
7. Plastics are made in laboratories.
8. Plastics are not very safe.
9. We should not use plastics because they are not natural materials.

Drawing Conclusions
Circle the letter of the answer.
10. According to the selection, which of the following is probably true?
    a. Plastics can be molded with heat.
    b. The weight of plastic is about the same as the weight of water.
    c. Plastics are not as strong as steel.
    d. All of the above
Kidneys Filter the Blood

Your body has two kidneys. They are located at the back of your body, one on either side of your backbone. Each kidney is a little bigger than the size of your clenched fist. Your kidneys filter blood, remove extra water from your blood, and remove wastes. If these wastes are not removed from the blood, they will poison the body.

The cells in your body constantly produce wastes. These wastes are picked up by the blood and carried to the kidneys. Each kidney has about 1 million tiny filtering units that help clean the blood. As blood filters through these units, the wastes are removed. Then the wastes are passed out of the body in urine.

Imagine filtering dirt from muddy water, as shown in the diagram. If you pour muddy water into a paper filter, the water that goes through the filter will be cleaner. The larger dirt particles cannot pass through the filter.
Reading Comprehension

Review the selection and examine the diagram. Then answer the questions.

1. In the setup shown in the diagram, which part separates the dirt from the water?

2. What would happen if you used a wire screen instead of a paper filter to remove the dirt?

3. How is muddy water like the blood that enters the kidneys?

4. Why do you think it’s important for the kidneys to filter blood?

5. How much blood is filtered in each hour? Round off your answer to the nearest whole number. ______ gallons

How much blood do the kidneys filter in the following amounts of time? Use your answer in question 5 to figure out the answer.

6. 6 hours ______ gallons
7. 18 hours ______ gallons
8. 2 days ______ gallons
9. 4½ days ______ gallons
10. 1 week ______ gallons

11. How many kidneys does your body have?

12. Where are the kidneys located?
The kidneys are not the only filtering system found in nature. Other natural systems act as filters, too.

For example, when it rains or when snow melts, water soaks into the ground. The water trickles down through layers of soil, sand, gravel, and soft rock. These materials filter the water. Filtered water that collects under ground is called groundwater.

As rainwater soaks into the ground, it filters through gravel. The gravel traps large pieces of dirt in the water.

The partly cleaned water seeps down through a layer of sandstone. The sandstone removes tiny pieces of dirt and other impurities in the water.

The water cannot pass through the hard rock layer under the sandstone. Water collects in a pool above the hard rock layer. This water is usually very clean but may still contain chemical impurities.
Lesson 104

Reading Comprehension
Circle the letter of the answer.
1. Groundwater is
   a. water that runs over the surface of the ground.
   b. water in lakes, ponds, rivers, and streams.
   c. water that has been filtered that collects underground.
   d. All of the above

Write T if the statement is true. Write F if the statement is false.
2. Kidneys are the only filtering system found in nature.
3. Rainwater collects dirt and gravel as it soaks into the ground.
4. Rainwater is filtered as it soaks into the ground.
5. Sand and gravel remove impurities in groundwater.

Fact and Opinion
Circle F if the statement is a fact. Circle O if the statement is an opinion.
6. Soft rocks let water seep through them.
   F   O

7. Everyone should use groundwater.
   F   O
8. The human body includes a system for filtering blood.
   F   O

Drawing Conclusions
Write the answer.
9. If someone dumped used motor oil on the ground, what might happen to the groundwater? Why would this be a problem?

10. Is groundwater always safe to drink? Why or why not?
Part A

In 1950 aeronautical engineers couldn’t understand how insects fly. According to their mathematical calculations, insect flight was impossible. Obviously their calculations were wrong.

Most insects have two pairs of wings. To fly, they must synchronize their wings—make them work together—in various patterns. Bees and wasps make their two pairs of wings act as one. Tiny hooks fasten the wings together as if they were zippered. A grasshopper can direct its two sets of wings to do different things at one time. Its back wings give it lift in flight. At the same time its forward pair can either lift it higher or thrust it forward.

Scientists have learned a great deal about the way insects fly from studying photographs, but the mechanics of insect flight are complex. Scientists still have much to learn. As one explained, “Insects have been flying for two hundred and forty million years; they will not give up their secrets overnight.”

Part B

Horses are measured in hands: one hand equals 4 inches. The height of a horse is measured from the ground to the highest point of the withers (the part of a horse’s back between its shoulder blades). Any breed in which horses are under 14 hands 2 inches (58 inches) is a breed of pony. By this definition, a baby horse is not a pony; baby horses are called foals.

There are more than twenty breeds of ponies in the world. The best-known are the Shetlands, the smallest of all breeds, which average a little less than 10 hands, about 39 inches.

Shetlands were first used in England as work animals in coal mines because they were strong. They are also gentle and may be trained to be good pets.
Part A
Circle the letter of the answer.

1. How insects fly is a mystery because
   a. their wing area is so tiny.
   b. many have only one pair of wings.
   c. mathematically their flight is impossible.
   d. they synchronize their wings.

2. To synchronize their wings, insects must
   a. fasten the two pairs together.
   b. make their wings work together.
   c. use first one pair and then the other.
   d. direct the action of the pairs separately.

3. Bees and wasps have pairs of wings that
   a. work like grasshopper wings.
   b. can be hooked together.
   c. do not need to be synchronized.
   d. are never used.

4. The grasshopper flies forward by using
   a. its back wings only.
   b. its forward pair of wings.
   c. both pairs of wings together.
   d. either pair of wings.

5. This selection says that scientists have learned about the way insects fly by
   a. making experiments with insects.
   b. studying insects flying in the laboratory.
   c. studying photographs of insects in flight.
   d. Both a and c

6. According to one scientist, the secrets of insect flight
   a. are now known by everyone.
   b. have been studied for millions of years.
   c. are easy to understand.
   d. cannot be learned overnight.

Part B
Circle the letter of the answer.

1. One hand equals
   a. two inches.
   b. four inches.
   c. six inches.
   d. four feet.

2. The withers is a part of a horse’s
   a. back.
   b. legs.
   c. head.
   d. neck.

3. A pony is any breed of horse that
   a. is smaller than others of its breed.
   b. is smaller than fifty-eight inches.
   c. is a baby.
   d. All of the above

4. The Shetland pony was first used for
   a. riding.
   b. a pet.
   c. hunting.
   d. working.

5. The best title for this selection is
   a. The Shetland Pony.
   b. What Is a Pony?
   c. Different Breed of Ponies.
   d. Measuring Horses.
Heart-Rate Training

Your body uses oxygen all day long. The harder your body works, the more oxygen you use. Small amounts of exercise that do not use much oxygen do not help you stay as physically fit as exercise that uses more oxygen. On the other hand, too much exercise can damage your body. To get the most out of a workout, a person needs to find a balance between using too little and too much oxygen.

The amount of oxygen used during exercise is called $VO_2$. The $V$ stands for the amount of air, and the $O_2$ stands for oxygen. To figure out $VO_2$, you compare the amount of oxygen breathed in and the amount breathed out. Scientists have found that a person must stay within a certain $VO_2$ range to get the most benefit from a workout.

Directly measuring the amount of oxygen breathed in and out requires equipment that is not practical for athletes to use. Instead, athletes use a small, simple device called a heart-rate monitor to give clues about the amount of oxygen used during exercise.

A heart-rate monitor is a small computer worn on the chest during exercise. As the athlete exercises, the computer measures and records how fast the heart is beating. This information is used to estimate $VO_2$. By using this information to make changes in an exercise program, an athlete can get the most out of a workout.
Lesson 106

Name __________________________

**Reading Comprehension**

Circle the letter of the answer.

1. A heart-rate monitor
   a. speeds up the heart rate.
   b. slows down the heart rate.
   c. measures how much nitrogen is used during exercise.
   d. gives clues about how much oxygen is used during exercise.

2. To get the most out of a workout, you should
   a. exercise until you are too tired to do more.
   b. use very little oxygen while you exercise.
   c. stay within a certain $VO_2$ range.
   d. stay below a certain $VO_2$ range.

**Write T if the statement is true. Write F if the statement is false.**

3. By comparing the amount of oxygen a person breathes in and breathes out, scientists can learn how much oxygen the person uses during exercise. ___

4. Special equipment is needed to directly measure a person's $VO_2$. ___

5. Heart rate is harder to measure than the amount of oxygen a person breathes in. ___

6. A heart-rate monitor is a large computer. ___

7. The harder your body works, the more oxygen you use. ___

**Fact and Opinion**

Write F if the statement is a fact. Write O if the statement is an opinion.

8. Everyone should exercise at a gym. ___

9. The amount of oxygen you use during exercise can be measured. ___

10. Exercise that does not cause you to use much oxygen does not help you stay as physically fit as exercise that uses more oxygen. ___
An ecologist studies how living things interact with each other and with their environment. Ecologists might do experiments to find out what each type of organism needs to survive. The experiments see how organisms respond to changes in temperature, amount of water, and amount of light. Ecologists might study how an organism gets food and how it protects itself from predators. Ecologists also study how populations of organisms that live in a place change as time goes by.

Some ecologists study how populations of organisms increase or decrease over time. By observing a population, they can calculate its birth rate and its death rate. The birth rate of a population is the number of organisms that are born in a given amount of time. The death rate of a population is the number of organisms that die in a given amount of time. A population grows if its birth rate is greater than its death rate.

To become an ecologist, you must take classes in science and mathematics in college. It is also helpful for ecologists to know how to use computers. Ecologists may work for universities, governments, environmental groups, or private companies.
Vocabulary
Circle the letter of the answer.
1. What is an ecologist?
   a. A person who studies the interaction of living things
      in an environment
   b. A person who studies animals, but not plants
   c. A person who studies plants, but not animals
   d. A person who studies only the nonliving things in an environment

2. Define birth rate.

3. Define death rate.

Reading Comprehension
Write the answer.
4. Name three conditions that might affect the survival of
   an organism in an ecosystem.

5. An ecologist is studying an eagle population. She finds
   that 24 eagles were born and 16 eagles died in one year.
   Did the eagle population increase or decrease that year?

Write T if the statement is true. Write F if the statement is false.
6. Some ecologists work for environmental groups.

7. The types of organisms in an ecosystem stay the same over time.

8. Ecologists never do experiments.

9. Ecologists must study science and mathematics.

Making Inferences
Circle the letter of the answer.
10. Which of the following would ecologists NOT study?
    a. How eagles get food
    b. How much water is needed by pine trees
    c. How rabbits escape from predators
    d. How plastic expands when heated
Lesson 108

Climbing mountains is extremely demanding physically. A person must be in top-notch shape. The body must be able to withstand temperatures as low as -20°F and winds of 100 mph. There is less oxygen as you go higher. The lack of oxygen puts further strain on the body. Working as a mountain climbing guide is one of the most challenging occupations in the world.

Mountain Climbing Guide

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Vocabulary
Write the answer.
1. Define crevasse.

2. Define crampons.

Reading Comprehension
Write the answer.
3. Name two ways mountain climbing guides use ice axes.

4. How do crampons help mountain climbers?

Write T if the statement is true. Write F if the statement is false.
5. The tallest mountain in North America is Mount McKinley. ___

6. Climbing mountains is physically demanding because the body must withstand temperature as low as −100°F. ___

7. Mountain climbing requires special equipment. ___

8. Guides must be able to handle extremely high temperatures and high winds. ___

Drawing Conclusions
Circle the letter of the answer.
9. According to the selection, which of the following statements is probably true?
a. Mountain climbing guides do not need any special skills. ___
b. Mountain climbing guides must constantly be aware of their surroundings. ___
c. Mountain climbing guides don’t like to work outdoors. ___
d. Mountain climbing guides must like working alone. ___

Write the answer.
10. Would it be dangerous to go mountain climbing without a guide? Explain.
Jacques Cousteau was born in France in 1910. He always loved the water. In his early teens, Cousteau became interested in machines. Later, he saved his money and bought a home movie camera.

After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations. He worked on a breathing device that allowed him to stay under water for long periods of time. He called this device the aqualung.

In 1950, Cousteau bought a ship, the *Calypso*, to use in his ocean explorations. To raise money for his trips and to increase public awareness of ocean life, Cousteau produced films and published books.

In 1957, Cousteau organized the Conshelf Saturation Dive Program. This program was an experiment in which oceanographers lived and worked under water for long periods of time.

From 1968 to 1976, Cousteau produced a television program, *The Undersea World of Jacques Cousteau*. This program educated the public about the ocean environment. Cousteau started the Cousteau Society, which works to protect ocean life.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations.

2. While in the navy, Cousteau worked on a breathing device that allowed him to stay under water for long periods of time.

3. Cousteau invented the aqualung.

4. The aqualung is an underwater breathing device.

5. *Calypso* was the name of Cousteau’s aqualung.

6. To raise money for his trips, Cousteau borrowed money.

7. The Conshelf Saturation Dive Program was an experiment in which oceanographers lived and worked under water for long periods of time.

8. Cousteau’s television program, *The Undersea World of Jacques Cousteau*, educated the public about the ocean environment.

9. Cousteau was concerned about ocean life.

Write the answer.

10. How did the aqualung make it easier for divers to explore underwater?
Oceanographer

An oceanographer is a scientist who studies oceans. Oceanographers usually work in teams. They collect information about the sea, and then they return to a laboratory to study the information. They use special instruments and computers to study the information.

Oceanographers may travel around the world on their research trips. They may work on projects such as studying the effects of pollution on marine life or researching the effects of houses built on beaches.

While they are processing the information from one research trip, they are planning the next trip and raising money for it. A team of oceanographers may go out on a research trip for a month. And then they take nine months to process the information, write reports, and prepare scientific papers for publication.

In most research projects, there is one person who will have the responsibility of planning and directing the scientific research project.
**Vocabulary**

Write the answer.

1. What is an oceanographer?

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

2. Oceanographers seldom work in teams.

3. Oceanographers collect information about the sea.

4. Oceanographers study information in a laboratory.

5. Oceanographers use special instruments and computers to study the information.

6. Research information can always be analyzed very quickly.

7. Oceanographers study the effects of pollution on marine life.

8. Oceanographers may travel around the world on research trips.

**Drawing Conclusions**

Circle the letter of the answer.

9. Which of the following would not be part of an oceanographer’s job?
   a. Writing scientific papers
   b. Raising money for a trip
   c. Analyzing water samples
   d. Studying water vapor in the atmosphere

**Inferences**

Write the answer.

10. What problems are created by houses that are built on beaches?
Whenever there is an earthquake, news reports usually describe it according to the Richter scale. The Richter scale was named after its inventor, Charles Richter. People use the Richter scale to measure the strength of earthquakes. The scale is based on information Richter gathered from earthquakes that took place in California. Richter’s partner, Beno Gutenberg, applied the Richter scale to earthquakes in other parts of the world.

Charles Richter was born in 1900 in Ohio. He studied physics at Stanford University in California. During the 1930s, Richter recorded information on more than 200 earthquakes per year in California. At first, he used a scale that is based on the damage that an earthquake does. In 1935, Richter developed a scale that can be used to compare the strengths of earthquakes. The strength of the earthquake is determined according to the amount of energy it releases.

The Richter scale rates the strength of earthquakes in a range from 1 to 10. An earthquake that records a 3 on the Richter scale could cause cracks and a little damage. Earthquakes that reach 7 on the Richter scale topple buildings and cause bridges to collapse. The greatest earthquake ever recorded reached 8.9 on the Richter scale.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. The Richter scale measures the strength of earthquakes.

2. During the 1930s, Richter recorded information on more than 200 earthquakes a year.

3. Beno Gutenberg developed the Richter scale.

4. The Richter scale measures the strength of an earthquake based on the amount of energy it releases.

5. Charles Richter was born in California.

6. Richter studied physics at Stanford University.

7. The Richter scale compares the strengths of earthquakes.

8. An earthquake that records 7.0 on the Richter scale does a little damage.

9. The greatest earthquake ever recorded was 7.8 on the Richter scale.

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
    a. California has many earthquakes.
    b. The Richter scale cannot be used for earthquakes in Mexico.
    c. Richter worked alone on his projects.
    d. A strong earthquake releases less energy than a weak earthquake.
The Incas

The Incas were a Native American people who built a civilization in western South America in the 1400s. By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas. The Incan empire began in the city of Cuzco. Toward the end of the 1400s, the Incan empire had expanded into the southern Andes, a large chain of mountains. In 1532, the Incan empire was invaded by the Spanish. In the battles that followed, most of Cuzco was burned.

The capital city of Cuzco had been carefully designed. Incan engineers laid out broad avenues that were crossed by smaller streets. These streets met in an open square that was surrounded by religious temples and government buildings.

The Incas used advanced engineering skills to build the cities in their mountain empire. Within these cities, the Incas used cut stone, brick, or plaster for their buildings. For religious buildings, the Incas used huge stone blocks that fit together precisely. Today, some Incan cities, such as Machu Picchu, still remain. These cities show that Incan architects created some of the world’s finest stone buildings.
**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

1. By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas. ____

2. The Incan empire expanded into the mountains of the southern Andes. ____

3. The city of Cuzco was built by the Spanish. ____

4. Incan buildings were built of stone, brick, or plaster. ____

5. The Incas used huge stone blocks for religious buildings. ____

6. Machu Picchu was destroyed by the Spanish. ____

7. The Incan empire was invaded by the French. ____

8. The layout of Cuzco was disorganized and confusing. ____

9. All Incan cities have vanished. ____

10. Incan temples were built of stone blocks that fit together precisely. ____

**Drawing Conclusions**
Write the answer.

11. What evidence does the writer use to show that the Incas were intelligent?

____

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____
Louis Leakey was born in Kenya in 1903. He went to Cambridge University in England but returned to East Africa to do research in archaeology. Archaeologists study human history by digging up and examining physical remains.

Louis Leakey married a woman who was also an archaeologist. Louis and Mary Leakey and one of their two sons became famous worldwide because of the fossils they discovered.

In 1931, Louis Leakey began studying an area at Olduvai Gorge in Tanzania, Africa. The family made their most famous discoveries at this site. First, they found animal fossils and simple stone tools. Then, in 1959, Mary Leakey found a fossil of a humanlike animal. The fossil was about 1.75 million years old. This discovery indicated that the earliest humans lived in Africa. Until this time, scientists had thought that the earliest humans lived in Asia because of discoveries that had been made there.

Among other important fossils, Louis Leakey found the remains of an apelike animal that lived 14 to 15 million years ago. Through their research, Louis Leakey and his family showed that humans existed much earlier than people had thought. Louis Leakey died in England in 1972.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Louis Leakey was born in England.  
2. Leakey began his research in archaeology in East Africa.  
3. Mary Leakey was also an archaeologist.  
4. The family’s most famous discoveries were made in Kenya.  
5. The first things the Leakeys found at Olduvai Gorge were animal fossils and simple stone tools.  
6. Louis Leakey found a fossil of a humanlike animal believed to be 1.75 million years old.  
7. Archaeologists study human history by digging up and examining physical remains.  
8. The Leakeys’ discovery suggested that the earliest humans lived in Africa.  
9. Louis Leakey found the fossil remains of an apelike animal that lived 14 to 15 million years ago.  

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
    a. The earliest humans lived 5,000 years ago.  
    b. The earliest humans lived in Africa.  
    c. The earliest humans lived in England.  
    d. Olduvai Gorge is the only place where hominid fossils have been found.
Paleontologists study the history of life on Earth by examining fossils. Paleontologists are scientists who study plants, dinosaurs, mastodons, wooly mammoths, and other organisms that lived in the ancient past. The paleontologists then make conclusions about what, when, and how different types of organisms have existed on Earth over time.

Paleontologists need a college education. They study life, science, ecology, archaeology, computer science, geology, and other sciences. Most paleontologists are college or university professors. They usually work in the geology department and teach geology and paleontology. Some paleontologists work in museums. They do research and sometimes teach about exhibits in the museum.
**Reading Comprehension**

Write the answer.

1. How do paleontologists study the history of life on Earth?

Write T if the statement is true. Write F if the statement is false.

2. Paleontologists study animals and plants.  

3. Paleontologists make conclusions about animal life on Earth.  

4. Paleontology professors usually work in the history department of a college.  

5. Paleontologists study archaeology.  

6. Some paleontologists do research in museums.  

7. All paleontologists are college and university professors.  

**Drawing Conclusions**

Circle the letter of the answer.

8. Which of the following subjects do paleontologists study?
   a. Ecology  
   b. Geology  
   c. Computer science  
   d. All of the above  

9. What type of museum exhibit might a paleontologist design?
   a. Modern art  
   b. Fossils  
   c. World War I  
   d. Rare stamps
Part A

The first Olympic Games were held in Olympia, Greece, more than three thousand years ago. Athletes came there from many cities all over Greece to compete for the olive wreaths awarded to the champions.

Only men were allowed to enter the Olympic contests. Women could not compete, or even watch—perhaps because the athletes wore no clothes.

Many skills were tested at these early Olympics. These included foot races, wrestling and boxing, and javelin and discus throwing. The ancient Greeks had no instruments to measure exact times and distances, but form was also important. Judges picked winners not only for speed or distance, but also on the basis of grace, style, and skill.

When an athlete won a contest, he became a hero for life. A bronze or marble statute of him was erected in his home city. He no longer was required to pay taxes. And he was given free food and lodging for the rest of his days.

Part B

Being able to swim has always been a valued skill. But competitive swimming is just over one hundred years old. Racing in the water began in Europe only about fifty years before the first modern Olympics. England was the leader in this new sport. Pools were built, and races were held.

Interest was spurred when a group of Native Americans went to England in 1844 to swim against an English team. To the surprise and dismay of the English, the Americans beat them easily. At that time the English used the breast stroke, which was thought a good form. The Americans used a kind of free style that was much faster.

A short time later an English family that had moved to Australia developed the crawl, an overhand swimming method. One of that same family also took it to America. Charles Daniels, an early user of the crawl, changed the kicking rhythm to develop the American crawl.
Part A
Circle the letter of the answer.
1. The first Olympic Games were held in
2. Champion athletes were awarded
   a. medals. c. olive wreaths.
   b. money.   d. trophies.
3. Women could
   a. compete if they were strong enough.
   b. not compete but could watch.
   c. watch if they also competed.
   d. neither compete nor watch.
4. Some of the sports at the early Olympics were
   a. swimming and wrestling.
   b. boxing and discus throwing.
   c. soccer and javelin throwing.
   d. wrestling and diving.
5. Contests were judged on the basis of
   a. speed, distance, and form.
   c. accuracy and speed.
   b. form only.   d. endurance and strength.
6. A champion became a hero
   a. until the next year’s games.
   c. to his family and friends.
   b. for life.   d. among all the athletes.
7. To honor a champion, his home city
   a. made him honorary ruler.
   b. decorated his house with olive wreaths.
   c. built a temple in his name.
   d. erected a statue to him.
8. After winning, a champion no longer had to
   a. pay taxes   c. compete in future games.
   b. work.   d. return to his home city.

Part B
Circle the letter of the answer.
1. People have been swimming competitively
   a. only fifty years.
   b. over one hundred years.
   c. since the crawl was developed.
   d. since the breast stroke was developed.
2. England led in competitive swimming by
   a. building pools.
   c. holding races.
   b. developing the breast stroke.
   d. Both a and c
3. In 1844 a group of Native American swimmers
   a. was surprised by an English team.
   b. showed themselves faster than English swimmers.
   c. was dismayed by English swimming.
   d. learned the English way of swimming.
4. The Native Americans used this swimming style:
   a. breast stroke.
   c. side stroke.
   b. back stroke.   d. free style.
5. The crawl was first developed
   a. in Australia.
   c. in England.
   b. by English people.
   d. Both a and b
6. According to the article the Australian crawl is
   a. an overhand method of swimming.
   b. the same as the American crawl.
   c. used only in Australia.
   d. Both a and c
7. The American crawl
   a. was developed by Charles Daniels.
   b. uses the kicking rhythm of the Australian.
   c. Both a and b
   d. Neither a nor b
The Origins of Fossil Fuels

Coal, oil, and natural gas are the world’s most common energy sources. These are fossil fuels that contain large amounts of chemical energy. That means they can burn and give off lots of heat. This heat can be used to produce electricity.

Fossils are the remains of living things that were on Earth millions of years ago. When the organisms were alive, they stored chemical energy. The energy stored in these organisms remained in the organisms after they died.

When the organisms died, their remains settled at the bottom of lakes and in swamps. Over time, the remains were covered with sand, silt, or clay. As more and more material settled over the remains, their weight caused intense pressure. The pressure transformed the remains of the living things into oil, coal, and natural gas. It takes millions of years to transform the remains of living things into fossil fuels. Therefore, it would take millions of years to replace these fossil fuels. That’s why fossil fuels are referred to as nonrenewable resources.
Reading Comprehension
Circle the letter of the answer.

1. Coil, oil, and natural gas are called _____ fuels
   a. breakthrough
   b. dirty
   c. fossil
   d. alternative

2. It takes _____ of years to transform the remains of living things into fossil fuels
   a. millions
   b. hundreds
   c. thousands
   d. billions

Write T if the statement is true. Write F if the statement is false.

3. Fossil fuels contain large amounts of chemical energy. _____

4. Fossils are the remains of living things that were on Earth billions of years ago. _____

5. No one knows how fossil fuels form. _____

6. Fossil fuels don’t produce much heat when they burn. _____

7. Intense pressure caused fossil fuels to form. _____

8. Fossil fuels are a renewable resource. _____

Drawing Conclusions
Circle the letter of the answer.

9. Why are oil, coal, and natural gas called fossil fuels?
   a. Oil, coal, and natural gas look like fossils before they are transformed into electricity.
   b. Oil, coal, and natural gas form from the remains of living things that lived millions of years ago.
   c. Oil, coal, and natural gas are always found near fossils.
   d. None of the above

Vocabulary
Write the answer.

10. Why are fossil fuels referred to as nonrenewable resources?

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

232 Lesson 116
As the human population grows, people need more homes, more roads, and more clean water. But the growth of towns and cities can damage ecosystems. Governments are passing laws to try to protect Earth’s ecosystems. Some of these laws require people to take care of the ecosystems in which they build or to build in areas that are not homes to endangered plants and animals. An endangered species is a species that is in danger of not surviving. To help protect endangered species, some governments have begun buying land and establishing it as “off limits” to building.

One species of animal that has become endangered and has been affected by the growth of the human population is the Florida panther. There are now only a few dozen Florida panthers left. However, the government has set aside areas where the panthers can live without being disturbed. Without interference from people, the number of panthers may increase.
Vocabulary
Write the answer.
1. Define *endangered species*.

Reading Comprehension
Write the answer.
2. Name one animal species that is endangered.

3. What has the government done to protect Florida panthers?

4. What has affected the decrease in the population of the Florida panther?

Circle the letter of the answer.
5. How many Florida panthers are left in the wild?
   a. Less than 5  
   b. A few dozen  
   c. A few hundred  
   d. More than 500

Write T if the statement is true. Write F if the statement is false.
6. People can damage ecosystems.

7. Governments are setting aside land to protect endangered plants and animals.

8. The Florida panther population will definitely increase as areas are set aside for them to live.

9. The only surviving Florida panthers are in zoos.

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the selection?
   a. People shouldn’t build new homes and roads.
   b. As the human population grows, we must be careful to protect ecosystems.
   c. Builders need to destroy some ecosystems to make room for roads, homes, and other buildings.
   d. Governments should protect the environment.
Using Bacteria to Clean Oil Spills

Tankers are ships that carry oil. Oil spills occur when oil tankers leak or break apart. Oil tankers can carry hundreds of thousands of gallons of oil. An oil spill can cause great damage to the environment. Oil spills can kill or injure animals and plants in the sea and on the shore.

Scientists are developing new ways to clean up oil spills. They have discovered that some types of bacteria help break down oil. As the bacteria break down part of the oil, the oil changes into substances that are less harmful to the environment. When an oil spill occurs, cleaning crews may spray large amounts of these bacteria on the oil. They may also spray on chemicals that could help speed up the breakdown of oil. Bacteria are not used to remove large amounts of oil. Bacteria may be used when there are only small amounts of oil left as a final clean-up technique.
Vocabulary
Write the answer.
1. Define oil tankers.

Reading Comprehension
Write the answer.
2. How might an oil spill happen?

3. Sometimes cleaning crews spray chemicals on an oil spill. What do the chemicals do?

Making Inferences
Circle the letter of the answer.
9. Why do you think that some cleaning crews spray large amounts of bacteria on an oil spill?
   a. More bacteria will break down more oil.
   b. More bacteria will break down less oil.
   c. Larger bacteria need less food.
   d. Smaller bacteria need more food.

10. According to the selection, which of the following statements is probably true?
    a. Oil spills happen because tankers are poorly built.
    b. People should stop using oil because it can damage ecosystems.
    c. Scientists are working on better ways to clean up oil spills.
    d. Bacteria prefer oil to other kinds of foods.
Imagine that you are in charge of cleaning up an oil spill that has just occurred 20 miles from the coast. The sinking oil ship holds 150,000 gallons of oil. You'll use a substance called sorbent to clean up the oil. You must order enough sorbent to clean up the oil spill before it reaches the nearby coast. Sorbent is a material that can soak up oil.

Look at the information given in the following table. Use this information to help you answer the questions.

<table>
<thead>
<tr>
<th>Ship</th>
<th>Amount of Sorbent Ship Can Hold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship 1</td>
<td>65 tons</td>
</tr>
<tr>
<td>Ship 2</td>
<td>65 tons</td>
</tr>
<tr>
<td>Ship 3</td>
<td>40 tons</td>
</tr>
</tbody>
</table>
What To Do
Circle the letter of the answer.
1. It takes 1 ton of sorbent to soak up 1,000 gallons of oil. How much sorbent will you need to order?
   a. 15,000 tons   c. 150 tons
   b. 65 tons   d. 40 tons

Write the answer.
2. Which ships listed in the table will need to come to the oil spill?

3. Ship 1 can put 13 tons of sorbent on the oil spill per hour. How long will it take Ship 1 to put all its sorbent onto the spill?

4. Ship 2 can put 11 tons of sorbent on the spill per hour. How long will it take Ship 2 to put all its sorbent onto the spill?

5. Ship 3 can put 5 tons of sorbent on the spill per hour. How long will it take Ship 3 to put all its sorbent on the spill?

6. Ship 1 is 50 miles from the oil spill. Ship 1 travels at 10 miles per hour. How long will it take Ship 1 to arrive at the spill?

7. What is the total time needed for Ship 1 to get to the spill and put all its sorbent on it?

8. Ship 2 is 80 miles from the oil spill. Ship 2 travels 16 miles per hour. How long will it take Ship 2 to arrive at the spill?

9. Suppose Ship 3 cannot come to the oil spill. If only Ships 1 and 2 come, how much oil will the two ships be able to soak up?

10. How much oil will be left?

11. How many tons of sorbent will be needed to soak up the rest of the oil?
People began roller-skating almost 150 years ago. People in Holland wanted a way to skate in the summertime. Some people began putting wooden wheels on their ice skates, but these skates didn’t work very well. It was difficult to control the movement of the roller skates, and the wooden wheels broke easily.

Then, in 1863, American James Plimpton made a new kind of roller skate that could be steered. People wearing the new skates could turn corners and stop easily. Plimpton designed the skates to turn as the skater’s foot tipped to one side or the other. He also redesigned the wheels. He put four metal wheels on each skate, two in the front and two in the back. With this new design, the skates could be adjusted. The skater could loosen or tighten the wheels depending on his or her weight and skating style.

Plimpton became famous for his roller skates. As roller-skating became more popular, Plimpton built a huge skating rink to promote what he called “rinking.” In his rink, people skated to music and learned from professional skaters how to make turns and jumps. Today, roller-skating is still a very popular activity. Whether inside a rink or outdoors, skaters get healthy exercise and have fun at the same time.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. The sport of roller-skating began many years ago in Poland. ___

2. Some people in Holland put wooden wheels on their ice skates. ___

3. Plimpton’s skates could be steered. ___

4. Plimpton’s skates would turn as the skater’s feet tipped to one side or the other. ___

5. Plimpton’s skates used wooden wheels. ___

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

6. Roller-skating is a sport that everyone should try. ___

7. It’s harder to skate indoors in a roller rink than to skate outdoors. ___

8. It’s better to learn how to roller-skate. ___

9. Plimpton hired professional skaters to teach people how to do turns and jumps. ___

Comparing and Contrasting
Write the answer.

10. Compare the original roller skates from Holland with the roller skates that Plimpton made in 1863. How were the skates the same?

11. How were they different?
Each day, Earth makes one complete turn on its axis. Earth's axis is an imaginary line running through the center of Earth from the north pole to the south pole. Earth is tilted on its axis. The north pole is tilted toward the sun for part of the year and away from the sun for part of the year.

When the north pole is tilted toward the sun, the northern half of Earth gets sunlight for more than 12 hours each day. So it is spring and summer in the northern half. When the north pole is tilted away from the sun, the northern half of the Earth gets sunlight for less than 12 hours each day. So it is fall or winter in the northern half.

Because of the tilt of Earth, the seasons in the southern half are the opposite of the seasons in the northern half. For example, when it is winter in the northern half, it is summer in the southern half.
Vocabulary
Write the answer.
1. Define Earth’s axis.

Reading Comprehension
Write the answer.
2. Why does the northern half of Earth get more sunlight in the summer than in the winter?

Write T if the statement is true. Write F if the statement is false.
3. Earth is tilted on its axis.
4. When the north pole is tilted away from the sun, it is winter in the northern half of Earth.
5. When the north pole is tilted toward the sun, the south pole is also tilted toward the sun.

Making Inferences
Write the answer.
6. When the north pole is tilted toward the sun, the northern half of Earth gets more than 12 hours of sunlight each day.

7. When it is winter in the northern half of Earth, it is summer in the southern half.

8. When it is spring in the northern half of Earth, what season is it in the southern half?

9. Suppose you visited Alaska when the north pole was tilted away from the sun. Would you wear shorts or a heavy coat? Explain.

Circle the letter of the answer.
10. According to the selection, which of the following is probably true?
   a. It is always dark at the south pole.
   b. The tilt of Earth’s axis causes the seasons.
   c. The north pole is always tilted away from the sun.
   d. The south pole is much warmer than the north pole.
Physical therapy is the treatment of injured or diseased muscles and limbs. Exercise and massage are used as treatments to help the person move without pain or stress. Other treatments include the use of water and heat.

A physical therapist is a person who is trained to use these methods to treat patients. Physical therapists are not medical doctors. They do not use prescription medicines to treat patients. But medical doctors often refer patients to physical therapists to help their patients recover from injuries.

A physical therapist studies the patient’s medical records and develops a treatment plan that will improve the patient’s ability to move the injured area. The therapist works with the patient to strengthen the damaged muscles. The therapist may teach the patient how to use crutches, an artificial limb, or a wheelchair, so the patient can do as many daily activities as possible. The therapist also keeps a record of the patient’s progress and changes the treatment if necessary.

All physical therapists must graduate from a physical-therapy program at a college or university. They also must pass an exam to get a license. Some physical therapists work in hospitals. Other physical therapists work in health clubs, doctors’ offices, nursing homes, schools, and patients’ homes. Some physical therapists treat patients with a variety of problems. Others specialize in certain areas, such as sports medicine.
Reading Comprehension
Choose the best answer.
1. A physical therapist uses ______ to treat patients.
   a. exercise and massage  
b. medicines  
c. surgery  
d. music
2. Physical therapists help patients’ ______ recover from injuries.
   a. skin  
b. brains  
c. lungs  
d. muscles

Write T if the statement is true. Write F if the statement is false.
3. Physical therapy may include massage and heat treatments.  
4. A physical therapist helps improve the patient’s ability to move the injured part.  
5. A physical therapist’s job includes keeping records of dental problems.  
6. A physical therapist is a type of medical doctor.  
7. A physical therapist uses prescription medicine to help the patient get better.
8. All physical therapists work in hospitals.
9. A physical therapist changes a patient’s treatment when needed.

Making Inferences
Circle the letter of the answer.
10. Which of the following people would probably benefit most from physical therapy?
    a. An athlete with cuts and bruises  
b. An athlete who has torn a muscle  
c. A doctor who is tired from working too hard  
d. A person who doesn’t like to take medication
Carl Sagan was born in New York in 1934. As a boy, he liked reading science-fiction books. He went to college at the University of Chicago, where he studied astronomy. He later became a professor of astronomy at Cornell University in New York state.

Sagan strongly supported the exploration of space. He planned some of the experiments that were carried out by early spacecraft. His experiments helped show that the surface of Venus is very hot due to heat trapped by its atmosphere. He also helped show that the atmosphere of Titan, a moon of Saturn, contains chemicals similar to those that may have led to the beginning of life on Earth.

Sagan believed that it is important for people to search for life on other planets. He was one of the first scientists in the field of exobiology. Exobiology is the search for possible life on planets other than Earth. This life is called extraterrestrial life. Sagan gave his support to a project in which scientists used radio telescopes to listen for extraterrestrial signals from space. A radio telescope is an instrument that can pick up radio waves from distant places.

Sagan wrote books and magazine articles that explained astronomy in a way that people who are not scientists could understand. He also hosted and helped write a television series about astronomy called *Cosmos*. Sagan died in 1996.
**Vocabulary**

Write the answer.
1. What is meant by *extraterrestrial life*?

2. What is *exobiology*?

3. What is a radio telescope?

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

4. Sagan wrote books and a television series about astronomy. _____

5. Sagan was an astronaut on board an early spacecraft. _____

6. Sagan planned experiments that were carried out in space. _____

7. Sagan was an American astronomer. _____

8. Sagan believed that searching for extraterrestrial life was a waste of time. _____

9. Scientists have found fossils of living things on Titan. _____

10. According to the selection, which of the following is probably true?
    b. People use radio telescopes to talk to exobiologists.
    c. Some scientists believe that extraterrestrial life may exist.
    d. Exobiologists are extraterrestrials that live on Earth.
Astronomers use science and mathematics to learn about the sun, planets, stars, and galaxies. Astronomy is a very old science. The first astronomers lived as far back as 5,000 years ago in places such as Egypt, Babylon, and China. They saw patterns in the way the moon and the stars moved. Some early astronomers used the positions of stars and planets in the night sky to help sailors find their way across the seas.

One job of modern astronomers is to determine flight paths for spacecraft. They also trace the paths of comets and asteroids. Some astronomers even invent new instruments for observing the universe.

An astronomer might spend a few weeks each year making observations with telescopes. Traveling to observatories on mountains and working at night might be part of the job. Space-based instruments, such as the Hubble Telescope, also gather information and send it back to Earth. Astronomers need math and computer skills. An advanced college degree is necessary for most jobs in astronomy.
Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. People began to study the stars and planets only about 100 years ago.  
2. Sailors can use the positions of the stars in the sky to determine where they are.  
3. Astronomers usually work in outer space.  
4. The Hubble Telescope is a space telescope that sends information to Earth.  
5. Astronomers trace the paths of comets and asteroids.  
6. Most jobs in astronomy require an advanced college degree.  

Write the answer.
7. How old is the science of astronomy?

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

9. Astronomers help determine the flight paths of space shuttles.  
10. Astronauts have more exciting jobs than astronomers.  
11. The first Chinese astronomers lived thousands of years ago.  
12. The work of astronomers is not useful in everyday life.
Part A

There were many beautiful buildings in ancient Rome, but the living conditions for ordinary people were bad. Most of their homes were so poorly made that they fell down or were fire hazards with their steep, narrow wooden staircases. Most people were packed into apartment buildings that rose six to twelve floors above the ground. The apartments were rooms about twelve feet square, and each building housed about five hundred people.

These tall buildings faced each other across streets only ten feet wide, so no sunlight reached the ground. Even so, apartments were costly, though cheaper places could be had outside Rome. But people wanted to be near their work and entertainment. So the streets became crowded, and it was hard to move quickly. At night the streets were filled with noise as food and supplies were brought into the city on wagons and carts.

Rome was a city with the problems of our modern cities.

Part B

The water level of oceans rises and falls twice a day. This movement of water is called the tide. Tides are caused by the pull of the sun and the moon on the Earth’s surface. Since the moon is much closer, it affects the tides more than the sun. When the moon is directly overhead, it actually pulls on the water that is below it. This causes the water level to rise because the water is pulled away from the earth. As the moon disappears over the horizon, the pull lessens and the water level settles back toward the ocean bottom.

When the water reaches its highest level, we have high tide. And when the water reaches its lowest level, we have low tide. From its lowest point, the water rises gradually for about six hours until it reaches high tide. Then it begins to fall continuously for about six hours until it reaches low tide. Then the cycle begins again.
**Part A**

**Circle the letter of the answer.**

1. The workers of ancient Rome lived
   a. in beautiful buildings.  c. outside the city.
   b. in poorly constructed buildings.  d. Both b and c

2. The homes of ordinary people were
   a. poorly made.  c. dangerous because of fire.
   b. intended to fall down.  d. Both a and c

3. Apartment buildings were
   a. filled with large rooms.
   b. well built for the first six floors.
   c. sometimes twelve floors tall.
   d. usually not very crowded.

4. An apartment was a room that was
   a. about five hundred feet wide.  c. about twenty feet square.
   b. about twelve feet square.  d. Both a and b

5. The streets in ancient Rome were
   a. broad and sunny.  c. lined with small homes.
   b. narrow and dark.  d. usually vacant.

6. People lived in crowded conditions
   a. because they couldn’t afford to live outside Rome.
   b. because most of them worked outside Rome.
   c. in order to be near their work.
   d. because there was no other place to live.

**Part B**

**Circle the letter of the answer.**

1. The water level of oceans rises and falls
   a. twice a day.  c. twice a week.
   b. every other day.  d. only during the summer.

2. The selection says that the rise and fall of the oceans’ water level
   a. affects the moon.  c. changes the earth’s surface.
   b. disturbs the ocean bottom.  d. is called the tide.

3. The selection says that tides are caused by the
   a. heat of the sun.  c. shape of the moon.
   b. pull of the sun and the moon.  d. light of the moon.

4. The selection says that the moon’s effect on the tides is
   a. less than the sun’s.  c. the same as the sun’s.
   b. greater than the sun’s.  d. dependent on the sun.

5. When the moon is directly overhead, it
   a. calms the water below it.
   b. pulls the water below it.
   c. pushes the water below it.
   d. does not affect the water below it.

6. The water level of an ocean rises when
   a. the moon is directly over it.
   b. the moon disappears over the horizon.
   c. there is a low tide.
   d. there is no tide.

7. We have a high tide when the
   a. water level is at its lowest point.
   b. water starts to rise.
   c. water level is at its highest point.
   d. moon disappears over the horizon.

8. We have a low tide when the
   a. water level is at its lowest point.
   b. water starts to fall.
   c. water level is at its highest point.
   d. moon is directly overhead.
Answer Key
Part A
Circle the letter of the answer.

1. In 1600 the English played a game like the modern game of
   a. football. b. soccer. c. rugby. d. None of the above

2. In the old English game the players moved the ball by
   a. kicking it with their feet. b. hitting it with their arms.
   c. hitting it with their hands. d. All of the above

3. To keep from being hurt, the players wore
   a. special boots. b. special pads. c. arm braces. d. leg braces.

4. The name of the English game was
   a. soccer. b. football. c. volleyball. d. rugby.

5. The name of the game came from the French word for
   a. a large ball. b. a sachet. c. football. d. rugby.

6. The Montgolfier brothers of France invented a balloon in
   a. 1600. b. 1650. c. 1700. d. 1783.

7. The Montgolfier balloon was filled with
   a. a far larger ball. b. a huge bag. c. hot air. d. The story does not say.

Part B
Circle the letter of the answer.

1. Who invented the telephone?
   a. Thomas Watson b. Samuel Morse c. Thomas Edison d. None of the above

2. Thomas Watson stayed at home to
   a. show off the new invention. b. invent the telephone booth.
   c. receive calls from Bell. d. The story does not say.

3. Because early telephones were crude,
   a. people could not call very far. b. people had to shout into them.
   c. they cost too much money. d. they were too big and hard to hold.

4. The owner of the boarding house wanted Watson to leave
   because he
   a. hadn’t paid his rent. b. was always shouting.
   c. made too much noise. d. Both b and c

5. Watson solved the problem by
   a. cutting off the telephone. b. covering up the telephone.
   c. talking softer. d. moving to another boarding house.

6. What was the result of Watson’s new idea?
   a. Watson didn’t have to move. b. Watson started a new business.
   c. Bell sold a lot of telephones. d. The boarding house got a new telephone.

7. Watson’s new idea was a kind of telephone
   a. office. b. school. c. business. d. call.

Lesson 2
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Lesson 3

Part A
Circle the letter of the answer.

1. The article says that the sky is nothing but
   a. red, orange, and yellow rays of light.
   b. purple, blue, and green rays of light.
   c. air and tiny bits of dust.
   d. a rainbow.

2. The light from the sun is a mixture of
   a. tiny bits of dust.
   b. red, orange, and yellow rays.
   c. purple, blue, and green rays.
   d. purple, blue, green, yellow, orange, and red rays.

3. When do we see rays of light separately?
   a. In a rainbow
   b. When they stream down to earth
   c. When they are scattered by bits of dust
   d. None of the above

4. A rainbow is caused by rays of light
   a. scattering straight down to earth
   b. scattered by bits of dust in the air
   c. reflected by bits of dust in the air
   d. The article does not say.

5. When rays of light stream down to earth from the sun, they
   a. are scattered.
   b. turn red.
   c. form clouds.
   d. create dust.

6. The daytime sky appears blue to us because the blue light rays
   a. are blocked by the bits of dust in the air.
   b. are reflected by the bits of dust in the air.
   c. stream straight down to earth from the sun
   d. None of the above

Lesson 3

Part B
Circle the letter of the answer.

1. In the early 1800s
   a. every sailor was weak and ill.
   b. sailors at sea had difficulty staying strong.
   c. weak and ill sailors often went to sea.
   d. Both b and c

2. The article says that sailors were often weak or ill because
   a. they didn’t get enough of the right foods.
   b. they ate spoiled food.
   c. there was no way to keep it fresh.
   d. they did not like fruit.

3. Food spoiled because
   a. the sailors ate nothing but rice and beans.
   b. the fruits and vegetables were not fresh.
   c. there was no way to keep it fresh.
   d. All of the above

4. Because the sailors ate only rice and beans,
   a. their strength faded.
   b. they returned home ill.
   c. they returned home.
   d. Both a and b

5. Nicholas started on his invention in
   a. 1811.
   b. 1809.
   c. 1810.
   d. 1812.

6. Because of Nicholas Appert’s invention,
   a. food could be kept a long time.
   b. people learned how to make cans.
   c. people could cook their meals.
   d. canned food became more enjoyable.

Lesson 4

Part A
Circle the letter of the answer.

1. The race in the story was the
   a. Monaco Grand Prix.
   b. Canadian Grand Prix.
   c. Indianapolis 500.
   d. Grand National Championship.

2. The story says that people were sure DePalma would win because he
   a. had been leading for most of the race.
   b. was considered the best driver in the world.
   c. had the best car in the world.
   d. All of the above

3. When DePalma’s car stopped, he was
   a. just starting the race.
   b. just crossing the finish line.
   c. going into the last lap.
   d. None of the above

4. DePalma’s car stopped because it
   a. got too hot.
   b. ran out of gas.
   c. lost a tire.
   d. The story does not say.

5. When the cars whizzed by DePalma as he was pushing his car, he
   a. waved a flag.
   b. moved off the roadway.
   c. stood still.
   d. None of the above

6. DePalma’s car crossed the finish line
   a. first.
   b. second.
   c. third.
   d. fourth.

7. DePalma didn’t receive a prize because
   a. his car was too small.
   b. a rule said he couldn’t.
   c. he didn’t have a driver’s license.
   d. he blocked the racetrack.

Lesson 4

Part B
Circle the letter of the answer.

1. A bird fluffs its feathers by
   a. nodding its head up and down.
   b. flapping its wings.
   c. perching itself in a brisk wind.
   d. using special muscles in its skin.

2. The article says that a bird fluffs its feathers in order to
   a. draw attention to itself.
   b. keep warm.
   c. keep itself clean.
   d. Both a and b

3. Fluffed feathers help the bird by
   a. creating dead air spaces between the feathers.
   b. keeping out warm air.
   c. keeping out cold air.
   d. Both a and b

4. The article says that a bird’s feathers
   a. make the bird attractive.
   b. help the bird find a mate.
   c. cover and protect its body.
   d. help birds identify each other.

5. According to the article, birds replace their feathers
   a. at least once a year.
   b. after every other year.
   c. once every other year.
   d. only once during their lifetime.

6. A bird loses its main feathers
   a. all at once.
   b. from half of its body at a time.
   c. two at a time.
   d. The article does not say.

7. Feathers have been used as decoration by
   a. Peruvians.
   b. Polynesians.
   c. nineteenth-century Americans.
   d. people everywhere in the world.
Lesson 6

Part A
Circle the letter of the answer.

1. The giant panda is an animal that looks like a
   a. bear. b. fox. c. cat. d. dog.
2. Giant pandas live in
3. How much bamboo does a giant panda eat in one day?
   a. Twelve pounds b. Thirty pounds c. Twenty pounds d. Twenty-five pounds
4. What is the first thing a giant panda does to gather bamboo stalks?
   a. Munches on the stem b. Holds the stalk in its paws c. Strips the bamboo bark d. Bends the bamboo cane to the ground
5. After stripping the bamboo stem with its teeth, the giant panda
   a. munched on the stem b. eats the tender top leaves c. bends the bamboo cane to the ground d. cuts through the stem at the bottom of the plant.
6. The part of the bamboo plant that the giant panda likes best is the
   a. tough stems at the bottom b. tender top leaves c. stripped stalks d. None of the above
7. During the day how much time does the giant panda spend eating?
   a. Ten to twelve hours b. Eight to ten hours c. Six to eight hours d. The story does not say.

Part B
Circle the letter of the answer.

1. The Canary Islands are located off the coast of
2. The islands were named by
   a. the natives of the islands b. Italian explorers c. Spanish explorers d. the queen of England.
3. The islands’ name was prompted by the
   a. fierce dogs that roamed them b. wild bobcats that roamed them c. wild natives that roamed them. d. swarms of yellow birds that nested there.
4. The islands were first named
   a. Island of the Yellow Cats b. Canaria c. Canary Islands d. Island of the Singing Birds
5. The word canaria is
   a. an Italian word meaning “bird.” b. an English word meaning “cat.” c. a Spanish word meaning “yellow.” d. a Latin word meaning “dog.”
6. The Canary Islands were named
   a. before the explorers landed b. before the birds were named c. after the birds were named. d. Both a and b
7. The canary bird owes its name to the

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Part A

Circle the letter of the answer.

1. Glass is made mainly of
   a. sand and water.  
   c. rock, salt, and limestone.
   b. sand, limestone, and soda.  
   d. None of the above

2. In order to make glass, the materials that form it must be
   a. mixed, heated, and then cooled.
   b. washed and then ground up.
   c. baked and then coated with plastic.
   d. heated, mixed, and then baked.

3. Glass is sometimes made in nature when
   a. lightning strikes sand.  
   b. a volcano erupts.  
   c. Both a and b
   d. Neither a nor b

4. Glass can be created from sand by
   a. the sound of lightning.  
   b. the heat of lightning.  
   c. flashes of lightning
   d. the strength of lightning.

5. People may have first learned to make glass by
   a. watching nature.  
   b. examining natural glass.  
   c. working with clay.
   d. None of the above

6. Over the years people have
   a. lost interest in glass.
   b. learned a great deal about making glass.
   c. changed the basic way of making glass.
   d. None of the above

7. Today glass companies all over the world are
   a. making most of their glass by hand.
   b. trying to learn how glass was first made.
   c. discovering better materials than glass.
   d. making thousands of kinds of glass.

Part B

Circle the letter of the answer.

1. Cottontail young can usually be found in
   a. spring.  
   b. summer.  
   c. autumn.
   d. winter.

2. The young cottontail starts to become
   a. pink and furry.  
   b. crisp and upright.  
   c. keep its ears upright.
   d. avoid disease.

3. One of the first lessons the cottontail learns is how to
   a. find its own food.  
   b. build its own nest.  
   c. keep its ears upright.
   d. avoid disease.

4. Few cottontails live longer than a year because of
   a. the shortage of food.  
   b. the lack of space.
   c. their natural enemies.
   d. their wasteful habits.

5. Which happens last?
   a. The cottontail’s ears grow crisp and upright.
   b. The cottontail’s skin color fades.
   c. The cottontail takes on a brown-and-white pattern.
   d. The cottontail learns to hop about and feed itself.

6. The cottontail’s winter food is usually
   a. tree bark and buds.  
   b. nuts and pine cones.
   c. all types of herbs.  
   d. weasels and other animals.

7. If every cottontail survived, the result would probably be
   a. floods.  
   b. forest fires.  
   c. soil erosion.
   d. lightning storms.

Part A

Circle the letter of the answer.

1. Coral reefs are formed by
   a. small animals.  
   b. large insects.  
   c. deer’s antlers.  
   d. organ pipes.

2. The limestone
   a. takes a cuplike shape.  
   b. sticks together.  
   c. hardens.  
   d. All of the above

3. Which happens first?
   a. The corals die.
   b. The corals produce limestone.  
   c. The reef builds up.
   d. Younger corals attach themselves.

4. Fan coral probably
   a. waves in the water.  
   b. looks like a fan.  
   c. is used to make fans.  
   d. All of the above

5. Precious corals are valuable probably because they
   a. have bright red parts.
   b. red parts are found in the Mediterranean.
   c. have unusual shapes.
   d. look like the human brain.

6. The most famous coral reef is near
   a. China.  
   b. Australia.
   c. Japan.  
   d. Hawaii.

7. The reef is probably famous because of its
   a. distance from shore.  
   b. location.
   c. length.  
   d. shape.

Part B

Circle the letter of the answer.

1. According to the author, many insects disguise themselves for
   a. hunting.  
   b. safety.  
   c. warmth.
   d. housing.

2. Some insects can make themselves look like
   a. grass.  
   b. stones.
   c. seeds.
   d. any of the above

3. Walking-leaf beetles are found in
   a. India.  
   b. Both a and b
   c. the Philippines.
   d. Neither a nor b

4. The correct order of the walking-leaf beetles’ disguises is
   a. leaves, flowers, seeds.  
   b. leaves, seeds, buds.
   c. branches, bark, buds.
   d. leaves, seeds, veins.

5. The young walking-leaf beetle is different from the adult in that it is
   a. different color.  
   b. a darker shade.
   c. both a and b
   d. many colors.

6. The legs of the adult beetle are similar to
   a. sprouting buds.  
   b. small, ragged leaves.
   c. twigs.
   d. green shoots.

7. Walking-leaf beetles have a good disguise because they
   a. change color every few seconds.
   b. can make themselves look like leaves.
   c. sit perfectly still.
   d. fall in the wind.
Part A
Circle the letter of the answer.

1. The crab in this partnership is the
   a. spider crab
   b. fiddler crab
   c. hermit crab
   d. sponge crab

2. Its partner is described as
   a. a sea plant
   b. a sea flower
   c. an animal that looks like a flower
   d. None of the above

3. The crab’s partner lives
   a. inside the shell
   b. on top of the shell
   c. on a nearby rock
   d. None of the above

4. The sea anemone gains because it has a better
   a. place to hide
   b. supply of food
   c. Both a and b
   d. Neither a nor b

5. The crab gains because it is
   a. better hidden from its enemies
   b. harder to attack
   c. Both a and b
   d. Neither a nor b

6. A hermit crab sometimes carries
   a. an anemone settled on its shell
   b. an anemone on each claw
   c. an anemone on each of its rear legs
   d. two crabs

7. In the crab-anemone relationship, the two animals
   a. work together only now and then
   b. both profit while living together
   c. try to harm each other
   d. each use tentacles against enemies

Part B
Circle the letter of the answer.

1. The first paragraph gives details about the octopus’s
   a. lifespan
   b. general features
   c. size
   d. habitat

2. Because their blood contains copper, octopuses have
   a. thick blood
   b. a thin skin
   c. blue blood
   d. a muscular skin

3. The author suggests the blood is red because it contains
   a. iron
   b. copper
   c. mineral salts
   d. carbon dioxide

4. Octopuses have
   a. eight arms
   b. a central mass
   c. move by jet propulsion
   d. None of the above

5. A feature not common to all octopuses is the ability to
   a. move by jet propulsion
   b. enjoy eating octopuses
   c. may displace new species
   d. think octopuses are ugly

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Lesson 11

Part A
Circle the letter of the answer.

1. Most diamonds come from
   b. South America.
   c. Africa.
   d. Arkansas.

2. Diamond-bearing ground has been found
   a. in Arkansas.
   b. in several states.
   c. around all of the Great Lakes.
   d. All of the above.

3. Mining stopped at Murfreesboro because
   a. the ground was too hard.
   b. there were no more diamonds.
   c. the mining was not worthwhile.
   d. there was a fire.

4. In Murfreesboro today, visitors can
   a. watch miners at work.
   b. explore an old mine.
   c. hunt for diamonds.
   d. find large valuable stones.

5. The diamonds found along the Great Lakes were
   a. carried there from other places.
   b. not found where they originally formed.
   c. found in the rocks where they were formed.
   d. Both a and b.

Lesson 12

Part A
Circle the letter of the answer.

1. Some tribes learned that they could keep meat from spoiling by
   a. rubbing dry salt on it.
   b. soaking it in salt water.
   c. cooking it with salt.
   d. cutting it into strips.

2. People who lived in the desert learned to dry meat by
   a. hanging it up in strips in the hot air.
   b. leaving the animals where they were killed.
   c. hanging it in strips over their fires.
   d. leaving the meat on the bones.

3. The method used to keep meat from spoiling depended on
   a. how much meat had to be kept.
   b. where the people lived.
   c. how long the meat had to be kept.
   d. Both b and c.

4. It is probably true that
   a. freezing was the easiest way to keep meat.
   b. salting was the best way to keep meat.
   c. dried meat stayed fresh the longest.
   d. none of these was a good way to keep meat.

5. The best title for this selection is
   a. How to Salt Meat.
   d. People Learn to Preserve Meat.

Part B
Circle the letter of the answer.

1. The best title for this selection is
   a. Fertilizing the Soil.
   b. How Earthworms Improve the Soil.
   c. Working Underground.
   d. How Earthworms Carry Topsoil.

2. The earthworm makes tunnels that
   a. pack earth tightly around plant roots.
   b. carry water and air to the roots of plants.
   c. destroy weeds.
   d. Both a and b.

3. The amount of topsoil that one worm may bring to the
   surface is about
   a. three-quarters of a pound.
   b. three pounds.
   c. a quarter of a pound.
   d. eighteen pounds.

4. The plant material carried underground by earthworms
   make soil
   a. well drained.
   b. more fertile.
   c. easier to plow.
   d. uneven.

5. The selection says that
   a. good crops will grow wherever there are earthworms.
   b. worms sometimes harm the soil.
   c. worms do more to improve the soil than any other animal.
   d. worms are most useful as food for other animals.

Lesson 12

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   b. there were no more diamonds.
   c. the mining was not worthwhile.
   d. there was a fire.

4. In Murfreesboro today, visitors can
   a. watch miners at work.
   b. explore an old mine.
   c. hunt for diamonds.
   d. find large valuable stones.

5. The diamonds found along the Great Lakes were
   a. carried there from other places.
   b. not found where they originally formed.
   c. found in the rocks where they were formed.
   d. Both a and b.
Lesson 14

Part A

Circle the letter of the answer.

1. Antarctica is called a desert because it
   a. is sandy.
   b. has the same temperature as a desert.
   c. has little moisture and no lakes or rivers.
   d. All of the above

2. Antarctica has
   a. as much moisture as the Sahara.
   b. more moisture than the Sahara.
   c. less moisture than the Sahara.
   d. None of the above

3. The snow in Antarctica is very deep because it
   a. falls all year long.
   b. piles up year after year.
   c. never melts.
   d. Both b and c

4. The snow turns to ice when
   a. it gets wet.
   b. the temperature gets colder.
   c. the next snowfall comes.
   d. the snow above it is heavy enough.

5. The best title for this selection is
   a. A Strange Continent.
   b. Antarctica—An Ice Desert.
   c. Snowfall at the South Pole.
   d. The World’s Greatest Desert.

Lesson 13

Part B

Circle the letter of the answer.

1. Color is caused by
   a. the object itself.
   b. the light around an object.
   c. reflected light.
   d. your eyes

2. Something looks red because it
   a. reflects mostly red light.
   b. absorbs mostly red light.
   c. reflects only red light.
   d. absorbs only red light.

3. Things that look black are reflecting
   a. mostly black light.
   b. all light.
   c. many different colors.
   d. no light.

4. Light that is absorbed is
   a. turned into heat.
   b. stored by the object.
   c. reflected later.
   d. Both b and c

5. In the sunlight, the warmest clothes would be
   a. white.
   b. yellow.
   c. dark-colored.
   d. light-colored.

Lesson 14

Part A

Circle the letter of the answer.

1. The selection says that most Americans
   a. think that ice cream is very new.
   b. think that ice cream was an American idea.
   c. know that ice cream is very old.
   d. do not know what ice cream is.

2. The Roman emperor Nero hired men to
   a. make ice cream for him.
   b. bring ice cream from China.
   c. guard the secret of ice cream.
   d. bring ice to cool his drinks.

3. Marco Polo is known as
   a. a Roman emperor.
   b. the inventor of ice cream.
   c. a royal cook.
   d. a traveler to China.

4. Charles I of England wanted to
   a. make ice cream popular.
   b. keep the secret of ice cream for himself.
   c. develop new kinds of ice cream.
   d. bring ice-cream recipes from China.

5. More than nine billion quarts of ice cream have been eaten
   a. by Americans in one year.
   b. all over the world in one year.
   c. since the time of Nero.
   d. since America was discovered.

Lesson 14

Part B

Circle the letter of the answer.

1. A tornado makes a house
   a. explode.
   b. blow away.
   c. fall down.
   d. catch on fire.

2. The air pressure outside the house is usually
   a. greater than the pressure inside.
   b. the same as the pressure inside.
   c. less than the pressure inside.
   d. a different kind of pressure.

3. The walls of a house stay up when
   a. air pushes harder from the outside.
   b. air pushes harder from the inside.
   c. air pushes equally from inside and outside.
   d. Both a and b

4. A house’s walls are pushed out when
   a. the air outside is taken away.
   b. the air inside is taken away.
   c. too much air is pushing outside.
   d. None of the above

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Cir
Part A

Circle the letter of the answer.

1. A rattlesnake’s tail is formed like
   a. a child’s rattle. b. a whistle. c. tiny teacups. d. The article does not say.

2. How fast does a rattlesnake shake its tail?
   a. 50 times a second  b. 70 times a second  c. 60 times a second  d. 80 times a second

3. How does the snake make a hissing sound?
   a. With its tongue. b. With its tail. c. With its breath. d. None of the above

4. If a rattlesnake saw a human coming toward it, the snake would rather
   a. hide.  b. shake its tail.  c. strike the human. d. play dead.

5. If someone surprised a rattlesnake, the snake would probably
   a. hide under a rock.  b. shake its tail rapidly.  c. run away. d. None of the above

6. Shaking its tail is the snake’s way of saying

7. A rattlesnake might strike without warning when it is
   a. frightened. b. hungry. c. surprised. d. Either a or b

Part B

Circle the letter of the answer.

1. The biggest structure ever built is the

2. The Great Wall of China is made entirely of
   a. earth and stone. b. wood. c. wood and cement. d. None of the above

3. How long is the Great Wall of China?
   a. 1,500 miles  b. 2,000 miles  c. 150 miles  d. 2,400 miles

4. The structure was built
   a. in recent times. b. during World War II. c. in prehistoric times. d. None of the above

5. The wall was built by order of

6. The time the wall was begun, the enemies of China were
   a. Huns. b. Trojans. c. Neither a nor b. d. None of the above

7. What happened when the wall was finished?
   a. The emperor died. b. The Chinese felt safer. c. The raids stopped. d. None of the above

Name ____________________________

Lesson 15

Number Correct: 14  Percent Correct: ___

Lesson 16

Number Correct: 14  Percent Correct: ___

30 Lesson 15

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Lesson 17

Part A
Circle the letter of the answer.

1. The okapi uses its tongue to
   a. catch ants and other insects.
   b. strip leaves off trees.
   c. suck nectar from flowers.
   d. cool off.

2. Hummingbirds use their tongues to
   a. form sounds into words.
   b. cool off.
   c. suck nectar from flowers.
   d. pick up smells.

3. The anteater uses its tongue to
   a. catch ants and other insects.
   b. form sounds into words.
   c. pick up smells.
   d. wipe their eyelids.

4. The rattlesnake’s tongue
   a. is shaped like a straw.
   b. forms sounds into words.
   c. flicks in and out of its mouth.
   d. strips leaves off trees.

5. Eagles use their tongues to help them
   a. suck nectar from flowers.
   b. catch ants and other insects.
   c. pick up smells.
   d. cool off.

6. The article says that the gecko’s tongue
   a. wips its eyelids.
   b. is shaped like a straw.
   c. strips leaves off trees.
   d. flicks in and out of its mouth.

7. Which of these can animals not do with their tongues?
   a. Pick up smells.
   b. Catch ants and insects.
   c. Form sounds into words.
   d. Wipe their eyelids.

Lesson 18

Part A
Circle the letter of the answer.

1. Saturn was the Roman god of
   a. hunting.
   b. farming.
   c. flowers.
   d. animals.

2. The Romans believed that Saturn
   a. was an angry god.
   b. controlled the weather.
   c. ruled the planets.
   d. killed animals.

3. Before Roman farmers planted their fields, they
   a. tried to make Saturn happy.
   b. killed an animal.
   c. asked Saturn for good weather.
   d. None of the above.

4. What did the Romans name after Saturn?
   a. A day of the week.
   b. A planet.
   c. Both a and b.
   d. Neither a nor b.

5. The Latin words *Saturni dies* mean
   a. “day of Saturn.”
   b. “Saturn’s week.”
   c. “death of Saturn.”
   d. None of the above.

6. In English *Saturni dies* became the word
   a. Satan.
   b. Saturn.
   c. Saint.
   d. Saturday.

7. The Romans believed in the god Saturn because
   a. their crops grew well.
   b. it rained frequently.
   c. the weather was always good.
   d. The story does not say.

Lesson 18

Part B
Circle the letter of the answer.

1. Window heaters in early cars were fastened to the window with
   a. window bolts.
   b. suction cups.
   c. sticky tapes.
   d. The article does not say.

2. Drivers were protected from the worst winds by
   a. side curtains.
   b. fur blankets.
   c. earmuffs.
   d. window boards.

3. Eighty years ago, you probably would not have used your car for several months if you lived in
   a. cold climates.
   b. rainy climates.
   c. warm climates.
   d. muddy climates.

4. Drivers cleared frosted windows by rubbing them with
   a. hot bricks.
   b. sandpaper.
   c. rolls of cotton.
   d. rubbing alcohol.

5. The article says that one problem with early heaters was that they sometimes
   a. exploded.
   b. gave off poison gas.
   c. burned floorboards.
   d. did not heat properly.

6. Passengers sometimes warmed their feet with
   a. hot water.
   b. wrapped hot bricks.
   c. rolls of cotton.
   d. rubbing alcohol.

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Lesson 20

Part A

Circle the letter of the answer.

1. One method of making pottery is to
   a. chisel the desired shape out of stone.
   b. pat mounds of moist sand with the palm of the hand.
   c. shape wet clay with the fingers.
   d. pour liquid lead into a preshaped mold.

2. After a pottery piece has dried enough to be handled, it is
   a. fired.
   b. sprayed.
   c. melted.
   d. shaped like bricks.

3. A kiln is a
   a. tool used to shape clay.
   b. slab of clay.
   c. title given to experienced potters.
   d. type of oven.

4. The slab building method of making pottery uses clay that is
   a. rolled out like pie dough.
   b. whipped up like cake mix.
   c. shaped like bricks.

5. In the coil building method of making pottery, the pottery is
   a. stacked clay coils on top of each other.
   b. placing strings of clay end to end.
   c. coiling slabs of clay around a mold.
   d. None of the above.

6. The story says that many modern potters
   a. prefer the coil building of pottery.
   b. use a potter’s wheel.
   c. Both b and c
   d. an organization for beginning potters.

7. A potter's wheel is
   a. an instrument used in decorating pottery pieces.
   b. a dial on the kiln that controls the heat inside the kiln.
   c. a round platform that turns for shaping pottery.
   d. an organization for beginning potters.

Number of Items: 7

Part B

Circle the letter of the answer.

1. In the coil building method of making pottery, the pottery is structured by
   a. stacking clay coils on top of each other.
   b. placing strings of clay end to end.
   c. coiling slabs of clay around a mold.
   d. None of the above.

2. The puff adder gets its name because it
   a. swells up.
   b. makes a puffing noise.
   c. hunts toads.
   d. is vicious.

3. The adder does tricks in order to
   a. attack enemies.
   b. get exercise.
   c. amuse people.
   d. protect itself.

4. When the puff adder flattens its head, it is trying to
   a. frighten you.
   b. play dead.
   c. get away unnoticed.
   d. catch its food.

5. This snake has a “one-track mind” because it
   a. tries to play dead.
   b. lies perfectly still.
   c. tries to turn belly up if you turn it over.
   d. acts dead even when you pick it up.

Number of Items: 5

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Part A

Circle the letter of the answer.

1. Good telescopes showed scientists that
   a. the Milky Way is the only galaxy.
   b. other galaxies are close to ours.
   c. the sun is a large star in the Milky Way.
   d. the Earth is a tiny part of the universe.

2. A galaxy is the name for
   a. a large group of stars.
   b. the sun.
   c. planets like the earth.
   d. the universe we know.

3. In the Milky Way we can see many
   a. galaxies.
   b. suns like ours.
   c. stars like our sun.
   d. Both b and c

4. Distances in the universe are measured in
   a. miles.
   b. feet and inches.
   c. months and years.

5. In one second, light travels about
   a. a light-year.
   b. 186,000 miles.
   c. 186,000 mph.

6. Our galaxy's closest neighbor is as far away as light can travel in
   a. a year.
   b. a second.
   c. 900,000 years.
   d. 186,000 seconds.

Part B

Circle the letter of the answer.

1. Licorice today can be used for
   a. medicine.
   b. candy.
   c. fighting fires.
   d. All of the above

2. Roman armies used licorice
   a. to eat during battles.
   b. as medicine.
   c. to feed to their animals.
   d. to put out fires.

3. The part of the licorice used in extinguishing fires is the
   a. leaf.
   b. stem.
   c. flower.
   d. root fiber.

4. The licorice fire extinguisher puts out fires by
   a. spraying water.
   b. keeping oxygen away from them.
   c. giving them too much oxygen.
   d. melting.

5. The best title for this selection is
   b. A Good Fire Extinguisher.
   c. A Useful Plant.
   d. Licorice in History.

---

Part A

Circle the letter of the answer.

1. A mosquito doesn’t really bite people; it
   a. scratches them.
   b. pierces their skin.
   c. drops saliva on their skin.
   d. makes room for the person’s blood.

2. The “needle” the mosquito uses is
   a. one of its legs.
   b. its tongue.
   c. a tiny tube near its mouth.
   d. its mouth.

3. A mosquito takes some of a person’s
   a. saliva.
   b. blood.
   c. skin.
   d. flesh.

4. The mosquito injects a few drops of its own saliva in order to
   a. clean out the needle-like tube.
   b. thin the person’s blood.
   c. push its own blood into the person.
   d. make room for the person’s blood.

5. The thing that makes a mosquito bite itch is
   a. the mosquito’s saliva.
   b. the tiny hole made in the skin.
   c. dirt carried by the mosquito.
   d. the mosquito’s blood.

6. One difference between mosquitoes and fleas is that
   a. mosquitoes inject saliva, but fleas don’t.
   b. mosquitoes suck blood, but fleas don’t.
   c. fleas have two tubes, but mosquitoes have only one.
   d. mosquitoes have two tubes, but fleas have only one.

7. You can conclude from this selection that
   a. mosquitoes are insects.
   b. mosquitoes do not have blood.
   c. mosquitoes carry serious diseases.
   d. fleas are a type of mosquito.

---

Part B

Circle the letter of the answer.

1. A blue whale is larger than
   a. a dinosaur.
   b. an elephant.
   c. a sperm whale.
   d. All of the above

2. Whales breathe
   a. underwater.
   b. like fish.
   c. a mixture of water and air.
   d. root fiber.

3. Whales are dangerous when
   a. they are in a herd.
   b. they are not in a herd.
   c. they are near people.
   d. None of the above

4. When whales “sing,” they are
   a. just making noise.
   b. communicating with one another.
   c. racing ocean liners.
   d. None of the above

5. Normally whales move about
   a. as fast as a person can walk.
   b. twice as fast as a person can walk.
   c. six mph.
   d. Both b and c

6. According to the article, some of the blue whale’s arteries are
   a. too small to see.
   b. so large a child can crawl through them.
   c. so large a person can move through them.
   d. larger than its heart.
Lesson 24

Part A
Circle the letter of the answer.

1. According to the article, we have so many oranges today because of modern
   a. science.  c. industry.
   b. transportation.  d. government.
2. Oranges first came from
   a. southern Africa.  c. southern India.
   b. southern Spain.  d. southern China.
3. Oranges were first taken to North America by the
   a. Spaniards.  c. Arabs.
   b. Chinese.  d. The article does not say.
4. The article says that oranges were at one time thought a proper
   a. birthday present.  c. payment for a painting.
   b. treat at the theater.  d. reward from the government.
5. Mrs. Tibbits planted her first orange tree in
   a. 1843.  c. 1863.
   b. 1833.  d. 1873.
6. The orange tree Mrs. Tibbits planted came from
   a. Brazil.  c. Spain.
7. Mrs. Tibbits was helped by the government of
   a. the United States.  c. the state of California.
   b. the state of Florida.  d. the city of Riverside.
8. The old tree mentioned in the article is
   a. less than 50 years old.  c. more than 100 years old.
   b. less than 75 years old.  d. more than 125 years old.

Part B
Circle the letter of the answer.

1. Stagecoaches were first used in England about
   a. 1604.  c. 1640.
   b. 1704.  d. 1740.
2. Because of the way the coaches were built, people could only ride inside them.
   a. people could ride inside and on top of them.
   b. it was too dangerous to ride on top of them.
   c. it was cheaper to ride inside them.
   d. It was the cheapest way to travel.
3. The story suggests that the new coaches probably got their names from the
   a. use of fresh horses at points in a journey.
   b. kind of horses that were used.
   c. different kinds of people that rode in them.
   d. Both a and b
4. At first, stagecoaches could go
   a. fifteen miles an hour.  c. faster than eight miles an hour.
   b. eight miles an hour.  d. five miles an hour.
5. Another name for a turnpike road would be
   a. toll road.  c. mile-long road.
   b. kilometer road.  d. None of the above
6. The money collected on a turnpike was used to
   a. buy stagecoaches.  c. fix the roads.
   b. buy horses.  d. pay people.
7. After English roads improved, coaches could go
   a. eight mph.  c. eighty mph.
   b. thirteen mph.  d. more than twenty mph.
**Part A**

Circle the letter of the answer.

1. The article says that in the 1800s western United States cattle were kept in corrals.  
   - a. were kept in corrals  
   - c. were raised for meat.  
   - b. roamed the open range  
   - d. traveled in herds

2. Ranchers used brands to  
   - a. decorate cattle  
   - c. keep cattle quiet  
   - b. identify cattle  
   - d. scare cattle

3. Each ranch had its own  
   - a. fence  
   - b. range  
   - a. brand  
   - d. Both a and c

4. The article says that branding was done  
   - a. with an iron  
   - c. on the range  
   - b. in the spring  
   - d. by cowboys

5. The article says that in the 1800s there were  
   - a. two kinds of branding irons.  
   - b. two kinds of cattle.  
   - c. one kind of branding iron.  
   - d. many kinds of ranches.

6. A branding iron used like a pen was called a  
   - a. pen iron.  
   - b. stamping iron.  
   - c. running iron.  
   - d. fixed iron.

7. A branding iron with a fixed design was called a  
   - a. running iron.  
   - c. western iron.  
   - b. running iron.  
   - d. fixed iron.

8. According to the article, a good brand was  
   - a. simple.  
   - b. heavy.  
   - c. small.  
   - d. Both a and c

---

**Part B**

Circle the letter of the answer.

1. Traditional Japanese houses are made from  
   - a. wood.  
   - c. concrete.  
   - b. brick.  
   - d. The article does not say.

2. These Japanese houses are  
   - a. painted every other year.  
   - b. painted a different color every year.  
   - c. left unpainted.  
   - d. The article does not say.

3. In Japanese houses people usually do not use beds, but sleep  
   - a. on the hard floor.  
   - c. on thick mats.  
   - b. in hammocks.  
   - d. on low couches.

4. The Japanese add beauty to their homes  
   - a. with painted screens and flowers.  
   - b. with rugs of complex designs.  
   - c. with luxurious furniture.  
   - d. All of the above

5. The side of a Japanese house is usually made of  
   - a. glass walls.  
   - c. paper screens.  
   - b. a sliding panel.  
   - d. None of the above

6. Occasionally swallows will fly into the house, and people  
   - a. welcome them.  
   - c. have to get rid of them.  
   - b. put them in cages.  
   - d. Both a and b

7. A small shelf is built under the swallow’s nest to  
   - a. catch baby birds that fall out.  
   - c. provide a perch for the birds.  
   - b. protect the floor below.  
   - d. None of the above

---

**Vocabulary**

Write the answer.

1. What is botany?  
   **Botany is the science of plants.**

2. What do we call a young plant that is made up of only a few cells?  
   **A plant embryo**

---

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

3. Matthias Schleiden was born in 1804 in Hamburg, Germany.  
   **T**

4. Schleiden studied medicine before he became a botanist.  
   **F**

5. Schleiden taught botany at the University of Jena.  
   **T**

6. Schleiden felt that botanists should study the parts of plants.  
   **T**
Write T if the statement is true. Write F if the statement is false.

1. A botanist is a scientist who studies plants and animals.  
   F

2. Biosphere II is a glass building in Arizona.  
   T

3. Botanists work in places such as forests, farms, and schools.  
   T

4. A biosphere botanist works mostly in outer space.  
   F

5. Biosphere II was home to both plants and animals.  
   T

6. Fifteen scientists lived inside Biosphere II.  
   F

7. Botanists must study science and math.  
   T

Write the answer.

8. What does a botanist study?  
   Plants

9. What does it mean to state that Biosphere II is a closed environment?  
   Nothing went in and nothing came out during the two years the experiment went on.

Vocabulary

Write the answer.

1. What do we call the process of creating a plant by combining parts of two plants?  
   grafting

2. When two plants are grafted together what is the new plant called?  
   a hybrid

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

3. Most plants reproduce by grafting.  
   F

4. A hybrid is similar to both of the plants that were grafted together to produce the hybrid.  
   T

5. The only reason farmers use grafting is to produce seedless fruit.  
   F

6. Two examples of fruits that have been produced with grafting are seedless grapes and oranges.  
   T

7. Grafting can be used to grow plants that resist insects.  
   T

Making Inferences

Write the answer.

8. If two parts that are grafted come from a tree that is tall and from a tree that is strong, what could the hybrid be?  
   The hybrid could be a tree that is tall and strong.

9. A farmer has an apple tree that always produces a lot of sweet apples, but the apples are small. The farmer has another apple tree that produces apples that are big but sour. Explain how the farmer might use grafting to grow an apple tree that produces sweet apples that are big.  
   by grafting parts from the sweet apple tree and the big apple tree

Determining the Main Idea

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?  
    a. Plants are useful.  
    b. Grafting can help farmers produce better, stronger plants.  
    c. Seedless grapes are hybrids.  
    d. Plant grafting is a difficult process.  
    T

54 Lesson 27

56 Lesson 28
Lesson 29

Name ____________________________

Number Correct: 10
Number of Items: 10
Percent Correct: 100%

Reading Comprehension
Write the answer.
1. What is the main reason different food plants are grown in different parts of the world?

Climate. Some plants grow well in hot climates, while other plants grow best in cool climates.

2. Name three plants that are grown by farmers in tropical areas of the world.
bannanas, rice, coconuts, peanuts, and yams

3. Explain why farmers in China grow rice underwater.
Rice grows better in water.

4. Explain why farmers in Canada can grow peas but not yams.
Peas grow better in cool weather.
Yams are tropical plants.

Vocabulary
Write the answer.
5. What are rice paddies?
fields where rice is grown

Climate is the average weather conditions of a region.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
7. Tropical areas have a long, hot growing season.

8. Rice and peanuts are grown in tropical areas.

9. Yams are delicious.

10. Freezing temperatures may not harm field peas.

Climate. Some plants grow well in hot climates, while other plants grow best in cool climates.

Lesson 30

Name ____________________________

Number Correct: 9
Number of Items: 9
Percent Correct: 100%

Reading Comprehension
Write the answer.
1. When was Copernicus born?

Copernicus was born in 1473.

2. Name three subjects Copernicus studied in college.
In college Copernicus studied mathematics, Greek, law, medicine, and astronomy.

Circle the letter of the answer.
3. Most people in Copernicus’s time thought
a. that Earth revolved around the sun.
b. that Earth was the center of the universe.
c. that the moon revolved around the sun.
d. None of the above

4. To develop his theories, Copernicus
a. watched the sky.
b. used his knowledge of geometry.
c. noticed the positions of planets and stars.
d. All of the above

Write T if the statement is true. Write F if the statement is false.
5. In Copernicus’s time, people knew a great deal about the universe.

6. Everyone accepted Copernicus’s ideas right away.

7. Copernicus thought that Earth is the center of the universe.

8. Copernicus believed that the planets revolve around the sun.

9. Copernicus thought that the universe is very large.

Copernicus was born in 1473.
In college Copernicus studied mathematics, Greek, law, medicine, and astronomy.

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Lesson 31

Vocabulary

Write the answer.
1. What is a computer program that makes you feel as if you’re flying an airplane called?

a flight simulator

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.
2. A video game is a small computer.

T

3. A pilot uses a flight simulator to fly an airplane in stormy weather.

F

4. Flight simulators are a special type of video game.

F

5. Flight simulators tell pilots and astronauts how high they should fly.

F

Write the answer.
6. How do pilots and astronauts first learn to fly?

Pilots and astronauts first learn to fly by using flight simulators.

Making Inferences

Write the answer.
7. What do the instruments show the pilot or astronaut?

how and where the aircraft is flying

8. Why do you think flight simulators are used to train new pilots and astronauts?

so they don’t crash real airplanes

Lesson 32

Reading Comprehension

Use the heat index table on the previous page to answer the following questions. Circle the letter of the answer.
1. What number on the table shows air that feels the hottest?
   a. 91°F  b. 100°F  c. 108°F  d. 144°F
   c

2. What air temperature and humidity would make the air feel 144°F?
   a. 100°F and 0%  b. 90°F and 50%  c. 90°F and 100%  d. 100°F and 70%
   d

3. When the air temperature is 90°F and the humidity is 60%, how hot does the air feel?
   a. 70°F  b. 80°F  c. 90°F  d. 100°F
   d

Write the answer.
4. As the humidity goes up, does the air feel hotter or colder?

hotter

5. When the humidity is 0%, does the air feel hotter or colder than the actual temperature?

colder

Write T if the statement is true. Write F if the statement is false.
6. A high heat index can be a serious health risk.

T

7. The evaporation of perspiration is one of the main ways your body stays warm.

F

8. Wind helps lower apparent temperature.

T

Making Inferences

Write the answer.
9. Suppose you are trying to heat your house in winter, but you still feel cold. Should you keep the house dry or humid?

You should keep the house humid because humid air feels warmer than dry air at the same temperature.

10. Should you vigorously exercise outside when the air feels very hot? Why or why not?

No, a high heat index can cause fatigue, heat exhaustion, and even death.
Lesson 33

Vocabulary
Match the term in the left column with the phrase in the right column. Write the correct letter on the line provided.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>1. underground lakes</td>
</tr>
<tr>
<td>d</td>
<td>2. retention pond</td>
</tr>
<tr>
<td>b</td>
<td>3. certain bacteria</td>
</tr>
<tr>
<td>a</td>
<td>4. environmental engineer</td>
</tr>
</tbody>
</table>

   a. solve environmental problems
   b. can break down oil and gasoline in groundwater
   c. supply drinking water for cities and towns
   d. catches and filters polluted water

Reading Comprehension
Write the answer.
5. Name three subjects that environmental engineers studied in college.

Any three: math, chemistry, physics, biology

6. What can happen to rainwater that runs across roads and parking lots?

It can pick up oil and gasoline and become polluted.

7. How do environmental engineers use bacteria to clean up polluted rainwater?

Environmental engineers inject special bacteria into the groundwater. The bacteria break down oil and gasoline and clean the water deep in the ground.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
8. Environmental engineers may design retention ponds.

F

9. Some underground lakes provide the best drinking water for cities and towns.

O

10. Environmental engineers have an easy job.

O

Lesson 34

Vocabulary
Write the answer.
1. What is a computer technician?

a person who repairs computers and helps keep them working

2. What is computer hardware?

the parts that make up a computer

3. What is computer software?

the programs that make the computer run

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
4. Electricity can damage a computer.

T

5. A computer technician does not need to be concerned with electricity.

F

6. A person needs no special training to become a computer technician.

F

7. A computer technician might work on large mainframe computers.

T
### Part A
Circle the letter of the answer.

1. A hybrid is
   a. an offspring of two of the same kind of animal.
   b. any animal that is very strong.
   c. an imaginary combination of two different animals.
   d. the offspring of two different kinds of animals.

2. A zonkey is a hybrid between
   a. a cow and a zebra.
   b. a zebra and a monkey.
   c. a zebra and a horse.
   d. a zebra and a donkey.

3. A zonkey’s body
   a. is tan all over like a donkey’s.
   b. has black and white stripes all over.
   c. is partly tan and partly striped.
   d. is either all tan or all striped.

4. A hybrid between beef cattle and bufaloes is called a
   a. buffalo.
   b. beefalo.
   c. Either a or b.
   d. Neither a nor b.

5. The article suggests that farmers probably raise bufaloes because bufaloes
   a. work hard.
   b. look unusual.
   c. provide good meat.
   d. several different kinds of plants.

6. The selection suggests that bufaloes eat
   a. corn and other grains.
   b. hay.
   c. grass.
   d. several different kinds of plants.

7. The selection suggests that some hybrids are useful to farmers because they
   a. have the good qualities of both parents.
   b. live longer than their parents.
   c. look very odd.
   d. eat less than their parents do.

### Part B
Circle the letter of the answer.

1. Big Ben could be one of the world’s
   a. biggest bells.
   b. most accurate clocks.
   c. most famous clocks.
   d. most famous bells.

2. Big Ben regularly chimes
   a. when Parliament meets.
   b. every thirty minutes.
   c. every three days.
   d. every forty minutes.

3. The Parliament tower was built in
   a. 1839.
   b. 1855.
   c. 1885.
   d. The article does not say.

4. When Big Ben’s clock was wound by hand, it took
   a. five workers.
   b. three workers.
   c. two workers.
   d. seven workers.

5. Big Ben’s clock is now wound
   a. by a motor in forty minutes.
   b. forty times a week.
   c. three times a week.
   d. Both a and b.

6. The clock’s pendulum
   a. weighs as much as a few coins.
   b. is controlled by weight.
   c. can’t be adjusted.
   d. is run by an electric motor.

7. The clock will gain time if
   a. coins are added to the tray.
   b. the pendulum is held still.
   c. coins are taken from the tray.
   d. a halfpenny is added to the tray.

8. Big Ben’s clock is usually quite
   a. wrong about the time.
   b. difficult to adjust.
   c. accurate.
   d. Both b and c.

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### Lesson 36

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

1. Leclerc was born in England.
   - F

2. Leclerc studied botany, math, and law.
   - T

3. After his mother died, Leclerc returned to the family estate.
   - T

4. Leclerc was made head of the natural history museum at age 32.
   - F

5. Leclerc wrote 50 volumes on natural history.
   - F

6. Leclerc was a naturalist.
   - T

7. The English name of Leclerc’s great work is *World History*.
   - F

8. Leclerc tried to present everything known about natural history, chemistry, and physics in a single work.
   - F

---

### Vocabulary

Write the answer.

9. What is a naturalist?

**A naturalist is a person who studies nature.**
Lesson 37

Vocabulary
Write the answer.
1. What does an animal scientist study?
   An animal scientist studies farm animals such as cattle, chickens, and pigs.

2. What is a laboratory?
   A laboratory is a room used to do science experiments.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
3. Animal scientists need to have a degree in science. F
4. Working with cows and pigs is fun. O
5. Cows, pigs, and chickens are farm animals. F
6. Animal science is interesting. O

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
7. Some animal scientists inspect food products such as bread and vegetables. F
8. Being an animal scientist requires a college degree. T
9. An animal scientist must be able to work alone as well as with others. T
10. Most animal scientists work with zoo animals, such as lions or tigers. F

Lesson 38

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
1. Mendel was born in Austria in 1922. F
2. Mendel was a priest and a scientist. T
3. Mendel recorded the characteristics of more than 12,000 pea plants. T
4. Mendel did experiments to see how much water and sunlight pea plants need. F
5. Mendel died before his ideas were widely known. T
6. After his death, Mendel’s ideas became known as Mendel’s laws. T

Write the answer.
7. Name three characteristics that Mendel studied in pea plants.
   Three characteristics that Mendel studied in pea plants were height, flower color, and seed color.

8. Describe what Mendel discovered when he crossed a short pea plant with a tall pea plant.
   When Mendel crossed a short pea plant with a tall pea plant, he discovered that all the offspring pea plants were tall.

Determining the Main Idea
Circle the letter of the answer.
9. Which statement best sums up the main idea of the selection?
   a. Mendel learned how characteristics are passed from living things to their offspring by experimenting with plants.
   b. Mendel’s ideas were not accepted in his own day.
   c. Mendel was primarily interested in improving pea plants for home gardeners.
   d. Mendel was a scientist who lived in Austria in the 1800s. T
Lesson 39

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

1. Nocturnal animals look for food during the day. **F**
2. Nocturnal animals can see clearly at night. **T**
3. Most nocturnal animals have small eyes. **F**
4. Some nocturnal animals have stronger light receptors in their eyes. **T**
5. Guanine improves night vision by absorbing light. **F**
6. Eastern screech owls are nocturnal animals. **T**
7. Some nocturnal animals' eyes glow in the dark because their eyes are very large. **F**

**Fact and Opinion**
Write F if the statement is a fact. Write O if the statement is an opinion.

8. Light receptors send messages to the brain. **F**
9. Nocturnal animals look cute because of their big eyes. **O**

**Determining the Main Idea**
Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the reading?
   a. The eyes of nocturnal animals glow in the dark.
   b. Humans have better eyesight than other animals.
   c. Nocturnal animals have characteristics that allow them to see clearly at night.
   d. Large eyes are better than small eyes.

   **c**

---

Lesson 40

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

1. Franklin represented U.S. interests in France. **T**
2. Franklin went into politics. **T**
3. Franklin graduated from high school. **F**
4. One of Franklin's many inventions was the invention of special eyeglasses. **T**
5. Ben Franklin read a great deal in spite of his lack of a formal education. **T**
6. At age 12, Franklin became a printer’s apprentice. **T**

**Reading Comprehension**
Write the answer.

7. What was the name of Ben Franklin’s famous annual?

**Poor Richard’s Almanack**

---

**Franklin was fascinated by weather and particularly by lightning.**

**that lightning is a form of electricity**

**Franklin tested his belief about lightning by flying a kite attached to a metal key in a lightning storm.**
Lesson 41

**Reading Comprehension**

Write the answer.

1. What is a meteorologist?
   
   **A meteorologist is a scientist who studies weather and makes weather forecasts.**

2. What kinds of information do meteorologists get from sensors on Earth’s surface?
   
   **Information on temperature, wind speed, and humidity.**

3. What do satellite photographs of Earth show?
   
   **Cloud cover and storm systems.**

4. How do computers help meteorologists?
   
   **Computers produce models of weather patterns that help meteorologists make more accurate forecasts.**

5. What is a weather forecast?
   
   **A prediction of weather conditions.**

6. Why is forecasting weather difficult?
   
   **Forecasting weather is difficult because weather patterns are the result of many things that happen at the same time.**

Write T if the statement is true. Write F if the statement is false.

7. All meteorologists work for the National Weather Service.
   
   **F**

8. Meteorologists always make accurate predictions about the weather.
   
   **F**

9. Meteorologists must take college courses in math and science.
   
   **T**

Lesson 42

**Making Inferences**

Write the answer.

6. What is the difference between a storm “watch” and a storm “warning”?
   
   **A warning is more serious than a watch.**

7. What can standard radar detect?
   
   **Clouds and precipitation.**

8. Why did many people die in the “Schoolchildren’s Blizzard”?
   
   **They were caught outside because they had no warning.**

9. Can we change or stop severe weather?
   
   **No.**

10. Why are people more likely to survive severe weather today than they were 100 years ago?

   **Because technological advances such as radar can be used to warn people about approaching storms.**
**Lesson 43**

### Reading Comprehension
Write the answer.

1. Which animals eat more before storms? 
   **Name**
   *deers, squirrels, rabbits, insects*

2. What do mosquitoes do before a storm? 
   **bite more often**

3. What do flies do? 
   **find shelter and go to sleep**

4. How are cicadas different on rainy days than on dry days? 
   **They are silent.**

5. What might bees do before a storm? 
   **They are more likely to sting.**

### Drawing Conclusions
Write the answer.

6. How might the dark days of winter affect some people? 
   **Dark days may make some people sad because the levels of some chemicals in their brains may change.**

### Determining the Main Idea
Write T if the statement is true. Write F if the statement is false.

9. People and animals may be sensitive to humidity and barometric pressure. 
   **T**

10. Drops in barometric pressure, which may signal storms, may cause some animals to bite more. 
    **T**

---

**Lesson 44**

### Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. The average lightning flash could light a house for about three days. 
   **F**

2. The safest place to be in a thunderstorm is indoors. 
   **F**

3. It is safe to take a bath or shower during a thunderstorm. 
   **F**

4. Lightning is a form of electricity. 
   **F**

5. Water and metal are safe to be around during a thunderstorm. 
   **F**

6. If you are outside during a thunderstorm, you should find shelter under a tall tree. 
   **F**

7. Lightning rarely strikes Earth. 
   **F**

8. You should not use the telephone during a thunderstorm. 
   **T**

### Determining the Main Idea
Write the answer.

9. List three precautions that people should take to protect themselves from lightning. 
   **Any three: going indoors if you are outside; avoiding tall objects, water, and metal objects if you cannot go inside; not taking a shower or bath; not using the telephone**

10. What is the main idea of this passage? 
    **Lightning can be very dangerous, but there are several ways you can help reduce your risk of being struck by lightning.**
Lesson 45

Part A

Circle the letter of the answer.

1. The crocodile mentioned in this article lives along the
2. The plover is a
   a. small bird. b. c. fish.
   d. insect.
3. The article says that plovers like to eat
   a. crocodiles. b. water snakes.
   c. insects. d. leeches.
4. A leech is a
   a. small bird. b. large tick.
   c. wormlike creature. d. water snake.
5. Leeches fasten themselves to the crocodile's
   a. gums. b. bands.
   c. back. d. teeth.
6. According to the article, the plover helps the crocodile by
   a. warning of danger. b. keeping it company.
   c. cleaning its mouth. d. sucking its blood.
7. The crocodile helps the plover by
   a. killing leeches. b. warning of danger.
   c. sucking its blood. d. giving it food.
8. Why doesn't the crocodile eat the plover?
   a. The crocodile is too lazy.
   b. The crocodile needs its help.
   c. The plover isn't hungry.
   d. The plover is too small.

Part B

Circle the letter of the answer.

1. The Pony Express
   a. started in 1861. b. ended in 1860.
   c. started in 1860. d. started in 1870.
2. A Pony Express rider carried
   a. fifteen pounds of mail. b. twenty pounds of mail.
   c. nine pounds of mail. d. mail in a pouch around his neck.
3. There was a distance of
   a. ten miles between stations.
   b. twenty miles between stations.
   c. fifteen miles between stations.
   d. twenty-four miles between stations.
4. When a rider rode into a station, he
   a. waited for a horse to be saddled.
   b. waited for someone to take his place.
   c. was on his way again very quickly.
   d. left his mail at the station.
5. A Pony Express rider's job was
   a. a dangerous way to earn a lot of money.
   b. an easy way to earn a few dollars.
   c. dangerous and poorly paid.
   d. mainly done at night.

Lesson 46

Reading Comprehension

Circle the letter of the answer.

1. A geologist studies
   a. Earth. b. the sun.
   c. water. d. food.
2. Some geologists specialize in
   a. farming. b. water.
   c. fossils. d. digging.

Write T if the statement is true. Write F if the statement is false.

3. Some geologists hold jobs in education. T
4. Geologists must know about the development of Earth's crust. T
5. Lodestone is a type of rock that is not magnetic. F

Determining the Main Idea

Circle the letter of the answer.

10. Which sentence best states the main idea of the selection?
   a. Rocks are beautiful.
   b. Geologists are scientists who study Earth.
   c. Geologists go to college.
   d. Geologists look for fuel.
Lesson 47

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. All methods of making electrical energy use up valuable resources. F

2. People first began using windmills to do work about 100 years ago. F

3. Early American farmers used the power from windmills to pump water. T

4. Wind blows on the generator of a wind turbine and makes it spin. F

5. A wind turbine is a special windmill. T

6. The blades of a wind turbine are attached directly to electrical cables. F

7. Electrical energy leaves the wind turbine generator through cables. T

8. When the shaft of a wind turbine stops spinning, the turbine stops producing electricity. T

9. A wind turbine changes wind energy into heat energy. F

Determining the Main Idea
Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
    a. Farmers used windmills to grind corn. F
    b. Producing electrical energy usually uses up valuable resources. T
    c. Wind turbines change wind energy into electrical energy without using up valuable resources. T
    d. Wind energy has been used by people for more than 2,000 years. F

Lesson 48

Vocabulary
Write the answer.

1. What does a zoologist study?
A zoologist studies animals.

2. Define ecology.
Ecology is the study of how organisms interact with each other and with their surroundings.

3. Name three types of rodents.
rats, mice, squirrels

4. Give the meaning of ecosystem.
Ecosystems are communities of living things that live in the same place.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

5. Elton lived during the 1800s. F

6. Elton was born in France. F


8. In his book, Elton described food chains and how energy moves through ecosystems. T

9. Elton made four trips to Africa to study wild animals. F

10. Elton studied both plant and animal communities. T
Lesson 49

Vocabulary
Write the answer.
1. What substance is broken down by fermentation? sugar

Reading Comprehension
Write the answer.
2. Where and when did the first known bakers work? The first known bakers worked in Rome more than 2,000 years ago.
3. Where do bakers work today? Today, bakers work in small shops or in large machine-run bakeries.
4. What organisms do bakers use as an ingredient in most kinds of bread? Bakers use yeast as an ingredient in most kinds of bread.

5. What two waste products do these organisms produce during fermentation? During fermentation, yeast produce carbon dioxide and alcohol as waste products.
6. Why is sugar added to bread dough? So fermentation will take place; so dough will rise.

Write T if the statement is true. Write F if the statement is false.
7. Alcohol causes bread dough to rise. F
8. The alcohol in bread dough evaporates when the bread is baked. T
9. Bubbles in bread dough are formed by carbon dioxide gas. T

Making Inferences
Write the answer.
10. Do you think yeast is an ingredient in pancakes? Why or why not? No; if there were yeast in pancakes, the pancakes would rise instead of being flat.

Lesson 50

Vocabulary
Write the answer.
1. What is geology? Geology is the study of Earth's rocks.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Hutton lived during the 1800s. F
3. Hutton was born in Scotland. T
4. Hutton studied geology in college. F
5. Hutton first became interested in science late in life. F
6. Hutton was especially interested in the way weather changed the land. T
7. Hutton wrote a book called Theory of the Earth. T
8. Hutton is known today as the father of physics. F

Determining the Main Idea
Write the answer.
9. What are two ways Hutton believed the Earth is still changing? Hutton believed that the Earth's surface continues to change slowly as rivers move soil and as mountains rise and are worn away.
10. Did other scientists of Hutton’s time believe that the Earth’s surface was still changing? No.
Vocabulary
Write the answer.
1. What does hydro- refer to?
Hydro- refers to water.
2. What is an aquifer?
An aquifer is a large pocket of water deep inside Earth.

Determining the Main Idea
Write the answer.
7. Why are aquifers important?
Aquifers are important because they often provide drinking water for cities and towns.

Recognizing Cause-and-Effect Relationships
Write the answer.
9. How could pesticides applied to a cornfield on Earth’s surface end up polluting water deep underground?
Pesticides applied to a cornfield on Earth’s surface could end up polluting water deep underground by surface water draining down into aquifers.

Making Inferences
Write the answer.
8. Why are hydrogeologists interested in learning how water drains from the Earth’s surface into aquifers?
to find out how aquifers can become polluted

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. Hydrogeologists are geologists who study volcanoes. F
4. The only science courses hydrogeologists need to study in college are hydrogeology and geology. F
5. Some hydrogeologists work for the government, and others work for private companies. T

Making Inferences
Write the answer.
6. What might a person interested in a clean environment and clean water want to become?
a hydrogeologist

Recognizing Cause-and-Effect Relationships
Write the answer.
7. How do retention ponds help prevent pollution?
by filtering polluted rainwater before it drains down into underground water supplies

Making Inferences
Write the answer.
8. Where would retention ponds be more likely to be needed—near a shopping mall or near a football field? Why?
Shopping mall. Parking lots cannot soak up heavy rain. Water with oil from vehicles would run off and drain into underground water supplies.

It is built to catch the runoff rainwater.
Lesson 53

Number Correct: 9
Percent Correct: 9%

Name ________________________________

Vocabulary
Write the answer.
1. What happens during a drought?

very little rain falls; crops die

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

2. The Dust Bowl occurred in the 1950s. F
3. The Dust Bowl occurred in the prairie states. T
4. Scientists are still not sure what caused the Dust Bowl. F
5. Many farmers had to give up their land because of the Dust Bowl. T
6. Wheat is better than native grasses at holding the soil in place. F
7. The United States has had several Dust Bowls over the past 50 years. F

Recognizing Cause-and-Effect Relationships
Write the answer.
8. How did grazing too many animals contribute to the Dust Bowl?

Grazing too many animals resulted in native grasses being eaten more quickly than they could grow back. This left bare ground that was easily eroded and therefore contributed to the Dust Bowl.

9. How did drought help create the Dust Bowl?

Drought led to plants dying and the soil drying out. This made it easier for the wind to blow the soil away and therefore contributed to the Dust Bowl.

Lesson 54

Number Correct: 10
Percent Correct: 100%

Name ________________________________

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Almost all electricians have jobs repairing computers. F
2. Some electricians work with rocks and soil. F
3. Electricians must know how to read circuit diagrams and test electrical devices. T
4. Electricians need to know how to read blueprints. T
5. Some electricians work only on electrical systems in cars. T

Write the answer.
6. How do electricians help build new houses?

Electricians install the wires, outlets, and light fixtures. They also may hook up electrical appliances.

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

7. Electricians must be able to test electric devices. F
8. Electricians must be very brave to work with electricity all the time. O
9. Electricians deserve to be paid more money. O
10. Some electricians repair electrical devices such as VCRs. F
Part A

Circle the letter of the answer.

1. Groundhog Day is a substitute for what was called in Germany

2. Some say that the Wisconsin groundhogs are really
   a. prairie dogs  c. moles
   b. pack rats.  d. None of the above

3. If the groundhog sees its shadow, this is supposed to be a sign that
   a. winter will last six more weeks.
   b. spring will begin a month early.
   c. summer will be cool and cloudy.
   d. autumn will be unusually warm.

4. A groundhog is supposed to come out of its hole

5. Groundhog Day in the United States was begun by the
   a. English.  c. Spaniards

6. Groundhog watchers in Wisconsin say that groundhogs in another state
   a. can’t tell a clear day from a cloudy day.
   b. can’t tell the truth from a lie.
   c. can’t tell a shadow from a smudge.
   d. All of the above

7. A weather forecaster says that groundhogs have been right
   a. 28 percent of the time.
   b. 35 percent of the time.
   c. 48 percent of the time.
   d. 60 percent of the time.

---

Part B

Circle the letter of the answer.

1. Roman roads were designed to
   a. help the Roman army.
   b. last only a year.  c. Both a and b
   d. Neither a or b

2. The width of a Roman road was about
   a. twenty-five feet.
   b. eight feet.  c. ruler-straight.
   d. The article does not say.

3. The base of a Roman road was made of
   a. gravel and turf.
   b. rubble.  c. flat stone slabs.
   d. small stones.

4. The middle layer of a Roman road was made of
   a. turf.
   b. made of gravel and turf.
   c. smaller stones.
   d. made of stones rammed into concrete.

5. The top layer of a Roman road was
   a. always paved.
   b. painted down the middle.
   c. made of gravel and turf.
   d. covered with new rubble.

6. If water stayed on a Roman road, the surface would
   a. be come more firmly packed.
   b. wear out quickly.
   c. develop ditches.
   d. be covered with new rubble.

7. Roads built with a camber are
   a. higher at the sides than in the middle.
   b. higher in the middle than at the sides.
   c. designed to drain off water.
   d. Both b and c

8. You put two thermometers in a pot of boiling water. One thermometer reads 212°, and one reads 100°. Which thermometer uses the Fahrenheit scale? How do you know?

   The thermometer that reads 212°F uses the Fahrenheit scale. You know because 212° is the boiling point of water on the Fahrenheit scale.
Lesson 57

Reading Comprehension

Write the answer.
1. The average human body temperature is about \(98^\circ\) F.
2. \textit{Hypothermia} is a condition in which body temperature falls below normal.
3. \textit{Hyperthermia} is a condition in which body temperature rises above normal.
4. \textit{Fever} is a common word for hyperthermia.

Write T if the statement is true. Write F if the statement is false.
5. The heart of a person with hypothermia beats faster than normal.
6. Hikers caught in cold weather might get hypothermia.
7. If you fell into a warm lake in summer, you might get hypothermia.
8. Children are less likely to develop hypothermia than adults are.
9. One way to treat a person with hypothermia is to wrap the person in blankets.
10. When doctors treat a person with hypothermia, they try to raise the patient's temperature quickly.

Lesson 58

What To Do

Write the answer.
1. Suppose you want to eat a total of 2,000 calories today. For breakfast you eat 1 cup of cereal, 1 cup of milk, and 1 slice of bread with a tablespoon of butter. How many calories did you eat?
   \(120 + 130 + 100 + 100 = 450\) calories for breakfast.
2. Next, you eat a peanut butter sandwich for lunch. You use 2 slices of bread, 2 tablespoons of peanut butter, and 2 tablespoons of jam. You also drink a cup of milk. How many calories did you eat for lunch?
   \(200 + 200 + 80 + 130 = 610\) calories for lunch.
3. When you get home from school, you eat a snack of 2 ounces of corn chips with 4 tablespoons of nacho cheese dip. How many calories did you eat for your snack?
   \(260 + 80 = 340\) calories for your snack.

4. How many calories have you eaten so far?
   \(1400\) calories
5. How many calories can you eat for dinner? (Remember that you want to eat a total of 2,000 calories for the day.)
   \(450 + 610 + 340 = 1400\) calories. Therefore, you can eat \(2,000 - 1,400 = 600\) for dinner.

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.
6. One cup of cereal has more calories than one cup of milk.
7. Two slices of bread have 500 calories.
8. Counting calories can help us make wise food choices.
9. Two tablespoons of nacho cheese dip have fewer calories than two tablespoons of butter.
10. Our bodies can store fuel as fat.
Lesson 59

Vocabulary
Write the answer.
1. Define *insecticide*.
An *insecticide* is a chemical that is used to kill insects.

2. What is a native plant?
A *native plant* is a plant that is found naturally in an area.

Reading Comprehension
Write the answer.
3. When and where was Rachel Carson born?
Rachel Carson was born in 1907 in Pennsylvania.

4. Where did Carson work for many years?
For many years, Carson worked for the United States Fish and Wildlife Service.

5. What was the name of Carson's most famous book?
Carson's most famous book was named *Silent Spring*.

6. What animals besides insects were affected by DDT?
Animals that eat insects, including birds and fish, were affected by DDT.

Write T if the statement is true. Write F if the statement is false.
7. Carson believed that insecticides were being overused.  
8. Carson pointed out that only insects were harmed by insecticides.
9. Carson thought that people should use native plants.

Making Inferences
Write the answer.
10. What do you think would happen to people who ate fish that contained a large amount of DDT?
People who ate fish containing a large amount of DDT would have DDT build up in their bodies.

Lesson 60

Reading Comprehension
Write the answer.
1. Name two ways the use of large amounts of insecticides can harm the environment.
Large *amounts of insecticides* can harm the environment by polluting water and ending up in the bodies of animals, including humans.

2. Describe two other ways to control insect pests.
Insect pests can be controlled by insect predators that eat other insects, traps that attract insects with light or smell, nonpoisonous chemicals that keep insects from reproducing, and bacteria that infect and kill insects.

Write T if the statement is true. Write F if the statement is false.
3. Insecticides can end up in the bodies of people.  
4. Light can be used to trap some kinds of insects.
5. Ladybugs eat crops.
6. Some kinds of insects can be kept from reproducing with nonpoisonous chemicals.
7. Insecticides are no longer harmful to the environment after they have been washed away by rain.

Fact and Opinion
Write T if the statement is true. Write F if the statement is false.
8. Ladybugs are predators.  
9. All farmers hate to use insecticides.
Lesson 61

Name ____________________________

Reading Comprehension

Circle the letter of the answer.

1. How much DDT was in small fish?
   a. .1 ppm  
   b. .04 ppm
   c. .5 ppm
   d. 2 ppm

2. How much DDT was in large fish?
   a. .2 ppm
   b. .5 ppm
   c. 2 ppm
   d. 25 ppm

3. How much DDT was in zooplankton?
   a. .04 ppm
   b. .5 ppm
   c. 2 ppm
   d. 25 ppm

4. How much DDT was in large birds?
   a. .04 ppm
   b. .5 ppm
   c. 2 ppm
   d. 25 ppm

Write the answer.

5. If there are 1.6 ppm of DDT in a snail, every million parts of the snail could contain how much DDT?

1.6 parts

6. How many more parts per million (ppm) of DDT were found in large birds than were found in large fish?

25 ppm – 2 ppm = 23 ppm

7. Why did so much DDT build up in the bodies of large birds?

because large birds ate many fish that had DDT in their bodies

Lesson 62

Name ____________________________

Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. California and Japan have many earthquakes.
   T

2. Making buildings that withstand earthquakes saves both lives and property.
   T

3. A building that is rigid has a better chance of withstanding an earthquake without damage.
   F

4. Rollers let buildings expand or shrink during an earthquake.
   F

5. Tendons in buildings are controlled directly by ground movements.
   F

Writing the answer.

Writing the answer.

Making Inferences

Write the answer.

7. Imagine jumping on a trampoline. How is the trampoline like a spring that is placed under a building to help it withstand earthquakes?

The trampoline helps you bounce up and down like the spring that helps the building move up and down with the moving ground.

Determining the Main Idea

Write the answer.

8. What happens to regular buildings when an earthquake occurs?

Regular buildings crack, break, and even collapse because they are too rigid to shift, slide, or sway with the moving ground.

Sequencing

Write the answer.

An earthquake occurs. This makes the ground shake. The shaking ground causes a rigid building to crack, break, and finally collapse.
### Lesson 63

#### Reading Comprehension

Write T if the statement is true. Write F if the statement is false.

1. Air traffic controllers must get their training in the military.  
   **F**

2. The first rules for guiding air traffic were set up in 1952.  
   **F**

3. Air traffic controllers get their licenses from airports.  
   **F**

4. Air traffic controllers need only a high school education.  
   **F**

5. Air traffic controllers watch radar screens that show symbols representing planes.  
   **T**

Write the answer.

6. What do air traffic controllers do?  
   **direct airplanes as they fly into and out of airports**

7. How do air traffic controllers talk to the pilots in the planes?  
   **by radio**

8. What two systems must air traffic controllers understand?  
   **electronic navigation and communication systems**

#### Drawing Conclusions

Write the answer.

9. Give two reasons why the job of an air traffic controller is difficult.
   **Any two: because they have to work through the night, because they have to undergo difficult training, because they have to understand electronic navigation and communication systems.**

10. Why is controlling air traffic a high-pressure job?  
    
    **Because lives depend on the way the controller directs the planes.**

### Lesson 64

#### Reading Comprehension

Circle the letter of the statement.

1. Robert Goddard became interested in rockets when  
   a. he was in college.  
   b. he was a child.  
   c. he was in New Mexico.  
   d. he was in the Soviet Union.  
   **b**

2. In _____ Goddard’s book predicted that a rocket could go to the moon.  
   a. 1919  
   b. 1923  
   c. 1929  
   d. 1942  
   **b**

3. Goddard tested the first rocket engines that used liquid fuels in  
   a. 1919  
   b. 1923.  
   c. 1930.  
   d. 1945  
   **c**

4. Goddard made rockets that went  
   a. less than a mile high and as fast as 500 mph.  
   b. more than a mile high and over 500 mph.  
   c. 500 miles high and over 500 mph.  
   d. less than a mile high and less than 200 mph.  
   **b**

5. The United States used Goddard’s work as a base for exploring space.  
   **T**

6. Goddard launched the first rocket that carried scientific instruments.  
   **T**

7. The Soviet Union used Goddard’s work to develop weapons used in World War II.  
   **F**

8. Goddard patented only 100 inventions that had to do with rockets.  
   **F**

9. Goddard worked in Germany.  
   **F**

10. Goddard died in 1945.  
    **T**
Lesson 65

Part A
Circle the letter of the answer.

1. The water between Sicily and Italy is called the
2. This strip of water is
   a. narrow.  b. long.  c. wide.
3. The stories about the strait’s danger come from
   a. diaries.  b. newspapers.  c. legends.
4. People feared the Strait of Messina because of
   a. tidal waves.  b. storms.  c. large fish.
5. Charybdis was a monster that lived in
   a. a house.  b. a boat.  c. a whirlpool.  d. a cave.
6. The monster Scylla lived on
   a. a rock.  b. a mountain.  c. the Sicilian shore.
7. Scylla and Charybdis were both
   a. rocks.  b. whirlpools.  c. tidal waves.  d. an island.
8. Sailors in ancient times feared
   a. the Sicilian coast only.  b. both Sicilian and Italian coasts.
   c. no coasts.

Lesson 66

Number Correct
Number of Items  9  9%

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Mission specialists are astronauts.   T
2. All mission specialists are experts in chemistry.   F
3. Today all astronauts are military airplane pilots.   F
4. Dr. Sally Ride was the first American woman to fly into space.   T
5. All astronauts must have a good knowledge of science.   T
6. Astronauts train in simulators and model spacecraft.   T
7. Only men could be astronauts until 1988.   F
8. Astronauts must get used to living and working where things are weightless.   T

Drawing Conclusions
Write the answer.

9. Why must mission specialists learn how to fly jet airplanes?
   so they can fly the spacecraft if they have to.

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Lesson 67

Reading Comprehension
Write the answer.
1. Where was Dr. Goodall born?
Dr. Goodall was born in London, England.

2. Which famous scientist did Dr. Goodall work with in Africa?
In Africa, Dr. Goodall worked with the famous scientist Louis Leakey.

3. What were two of Dr. Goodall’s discoveries about chimpanzees?
Dr. Goodall discovered that chimpanzees make tools and live within an organized, complex society.

4. What is the name of the institute founded by Dr. Goodall?
Dr. Goodall founded the Jane Goodall Institute for Wildlife Research, Education, and Conservation.

5. What is the purpose of this institute?
The purpose of the institute is to protect all species.

Write T if the statement is true. Write F if the statement is false.

6. Dr. Goodall observed chimpanzees only from very far away.
F

7. Dr. Goodall didn’t discover anything new about chimpanzees.
F

8. People thought that only humans made tools before Dr. Goodall’s discoveries.
T

9. The chimpanzees trusted Dr. Goodall right away.
F

10. Dr. Goodall has written many books.
T

Lesson 68

Reading Comprehension
Circle the letter of the answer.
1. What does a microbiologist study?
   a. Plants
   b. Bacteria
   c. The digestive system
   d. Mammals

2. Which of the following statements is the best description of bacteria?
   a. Bacteria are both helpful and harmful to the body.
   b. Bacteria are always harmful to the body.
   c. All bacteria are helpful to the body.
   d. Bacteria have no effect on the body.

3. The first microbiologist was
   a. Albert Einstein
   b. Charles Darwin
   c. Marie Pasteur
   d. Antonie van Leeuwenhoek

4. Bacteria help your body digest food.
   T

5. A plague caused by bacteria killed millions of people in the 1300s.
   T

6. Farmers use some types of bacteria on the leaves of bean plants to help them grow better.
   F

7. Bacteria can be used to help clean up oil spills.
   T

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

8. Bacteria cause many diseases.
   F

9. Microbiologists have discovered ways to cure many diseases caused by bacteria.
   F

10. Microbiologists have interesting jobs.
   O
Lesson 70

Vocabulary
Write the answer.
1. Where do range managers work?
   on ranches

2. What is erosion?
   Erosion is the carrying away of soil by water or wind.

3. What is agriculture?
   the science of farming

Reading Comprehension
Write the answer.
4. What types of courses must a range manager take in college?
   animal science, range and wildlife management, and courses on agriculture

5. Name three types of grazing animals.
   cattle, sheep, goats

6. In the past, how did range managers learn their job?
   by living and working on a ranch

7. What is the main duty of a range manager?
   The main duty of a range manager is overseeing the grazing of ranch animals.

Making Inferences
Write the answer.
8. Why can overgrazing be a problem for ranch land?
   Overgrazing can cause land to lose most of its plant life and cause erosion.

Circle the letter of the answer.
9. Suppose the number of animals on a ranch doubled. Which of the following would probably be true?
   a. The animals would have to be moved less often to prevent overgrazing.
   b. The animals would have to be moved more often to prevent overgrazing.
   c. The animals would not need to be moved.
   d. The land would be less likely to erode.
**Lesson 71**

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

1. Mount St. Helens is located in Montana.  
   - F
   - F
3. When Mount St. Helens erupted, flying rocks only knocked down trees that were already sick or damaged.  
   - F
4. The lakes around Mount St. Helens were not affected by the eruption.  
   - F
5. Volcanoes like Mount St. Helens cause permanent destruction of the forest unless people replant the area with trees.  
   - F
6. The first plants to grow after Mount St. Helens erupted were mountain ash trees.  
   - F
7. The soil around Mount St. Helens will get richer with more time.  
   - T

**Determining the Main Idea**
Circle the letter of the answer.

8. Which sentence best sums up the main idea of the selection?
   - a. Volcanoes are destructive to the environment.
   - b. Volcanoes are helpful to the environment.
   - c. Volcanoes may be destructive at first, but life quickly returns to the area.
   - d. Volcanoes are harmless.

9. How did deer and bears traveling through the area around Mount St. Helens help plants grow again?
   - Deer and bears traveling through the area left footprints that broke the ash and revealed the soil so plants could grow.
   - Gophers near Mount St. Helens dug through the ash, leaving piles of soil on the surface where plants could grow.

10. How did gophers near Mount St. Helens help plants grow again?
   - F

**Recognizing Cause-and-Effect Relationships**
Write the answer.

7. How did deer and bears traveling through the area around Mount St. Helens help plants grow again?
   - Deer and bears traveling through the area left footprints that broke the ash and revealed the soil so plants could grow.
   - Gophers near Mount St. Helens dug through the ash, leaving piles of soil on the surface where plants could grow.

**Vocabulary**
Write the answer.

1. What is an allergy?  
   - an extreme sensitivity to certain substances

2. What is an allergist?  
   - a doctor who treats people with allergies

3. Name three substances that cause allergies.
   - Any three: grass, pollen, animal fur, some foods, dust, mold

4. Why does an allergist give a skin-patch test?  
   - to find out what is causing a patient's allergy

5. What are two signs of an allergy attack?  
   - Any two: sneezing; itchy eyes; red, itchy skin; having a hard time breathing

6. How can an allergist help a patient?  
   - by giving the patient medicine or injections

7. An allergist has a degree in medicine.  
   - T

8. You can become an allergist in three years.  
   - F

9. All people who have itchy skin have allergies.  
   - F

**Making Inferences**
Write the answer.

10. Why can it be hard for allergy patients to avoid the materials that cause their allergies?
   - The substances that cause allergies can be very common in the environment.
   - Some allergens, such as dust or pollen in the air, are impossible to avoid.

---

**Lesson 72**

**Reading Comprehension**
Write the answer.

3. Name three substances that cause allergies.
   - Any three: grass, pollen, animal fur, some foods, dust, mold

4. Why does an allergist give a skin-patch test?  
   - to find out what is causing a patient's allergy

5. What are two signs of an allergy attack?  
   - Any two: sneezing; itchy eyes; red, itchy skin; having a hard time breathing

6. How can an allergist help a patient?  
   - by giving the patient medicine or injections

7. An allergist has a degree in medicine.  
   - T

8. You can become an allergist in three years.  
   - F

9. All people who have itchy skin have allergies.  
   - F

**Making Inferences**
Write the answer.

10. Why can it be hard for allergy patients to avoid the materials that cause their allergies?
   - The substances that cause allergies can be very common in the environment.
   - Some allergens, such as dust or pollen in the air, are impossible to avoid.
Lesson 73

**What To Do**
Suppose you are a scientist who wants to grow cells. R cells divide every 20 minutes. P cells divide every 30 minutes. You want to determine whether there will be more R cells or more P cells at the end of 3 hours.

Complete the following charts.

**CHART A: R Cells**

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Cells</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>2</td>
</tr>
<tr>
<td>40 minutes</td>
<td>4</td>
</tr>
<tr>
<td>1 hour</td>
<td>8</td>
</tr>
<tr>
<td>1 hour and 20 minutes</td>
<td>16</td>
</tr>
<tr>
<td>1 hour and 40 minutes</td>
<td>32</td>
</tr>
<tr>
<td>2 hours</td>
<td>64</td>
</tr>
<tr>
<td>2 hours and 20 minutes</td>
<td>128</td>
</tr>
<tr>
<td>2 hours and 40 minutes</td>
<td>256</td>
</tr>
<tr>
<td>3 hours</td>
<td>512</td>
</tr>
</tbody>
</table>

**CHART B: P Cells**

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Cells</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
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<tr>
<td>1 hour</td>
<td>4</td>
</tr>
<tr>
<td>1 hour and 30 minutes</td>
<td>8</td>
</tr>
<tr>
<td>2 hours</td>
<td>16</td>
</tr>
<tr>
<td>2 hours and 30 minutes</td>
<td>32</td>
</tr>
<tr>
<td>3 hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Write the answer.

9. At the end of 3 hours, are there more R cells or P cells?  
   more R cells

10. At the end of 3 hours, how many more R cells are there than P cells?  
    448

Lesson 74

**Vocabulary**
Write the answer.

1. What is cancer?  
   a disease in which cells divide uncontrollably

2. What is a tumor?  
   a cluster of cells

3. What does radiation do to cancer cells?  
   keeps them from dividing

4. What is chemotherapy?  
   the use of drugs to kill cancer cells

**Reading Comprehension**
Write the answer.

5. Name three ways that doctors may treat cancer.  
   surgery, radiation, chemotherapy

6. How can cancer cells travel from one part of a patient’s body to another?  
   in the patient’s bloodstream

7. What may happen if some of the cancer cells in a tumor are not removed or destroyed?  
   The tumor may grow back.

Write T if the statement is true. Write F if the statement is false.

8. All types of cancer are caused by smoking cigarettes.  
   F

9. Radiation destroys cancer cells by causing them to burst.  
   F

10. Chemotherapy can destroy cells that are dividing.  
    T
Part A
Circle the letter of the answer.

1. The cheetah is faster than
   a. a peregrine falcon in a power dive.
   b. a spine-tailed swift.
   c. a black mamba.
   d. All of the above

2. A cheetah can run at
   a. 110 mph.
   b. 90 mph.
   c. 70 mph.
   d. 100 mph.

3. A horse can outrun a cheetah when the distance is
   a. more than a mile.
   b. less than one hundred yards.
   c. 70 mph.
   d. Both b and c

4. A peregrine falcon flying in a level flight would be
   a. slower than a spine-tailed swift.
   b. faster than a spine-tailed swift.
   c. moving at 70 mph.
   d. moving at 200 mph.

5. The spine-tailed swift can fly
   a. over 100 mph.
   b. faster than a peregrine falcon can dive.
   c. faster than a dragonfly.
   d. Both a and c

6. A black mamba can
   a. fly as fast as a dragonfly.
   b. move faster than a horse can run.
   c. move at 15 mph.
   d. The article does not say.

Part B
Circle the letter of the answer.

1. The first Europeans to discover rubber were
   a. elastics.
   b. latex.
   c. rubbers.
   d. explorers.

2. Today, the milky white juice of the rubber tree is called
   a. cauchu.
   b. latex.
   c. elastic gum.
   d. white tears.

3. South American natives called the rubber tree
   a. latex.
   b. cauchu.
   c. elastic gum.
   d. white tears.

4. An explorer took samples of latex back to France in
   a. 1935.
   b. 1835.
   c. 1735.
   d. 1635.

5. Before 1770 the English called rubber
   a. elastic gum.
   b. latex.
   c. weeping wood.
   d. bouncing balls.

6. In 1770 an English chemist discovered that the new substance could
   a. bounce like a ball.
   b. make good rain coats.
   c. protect the feet.
   d. erase pencil marks.

7. After 1770 the substance came to be known in England as
   a. rubber.
   b. latex.
   c. weeping wood.
   d. plastic gum.

Reading Comprehension
Circle the letter of the answer.

1. The duties of a wastewater treatment plant operator depend on
   a. the type of wastewater.
   b. the size of the plant.
   c. state laws.
   d. the environment.

2. Wastewater treatment plants
   a. make wastewater.
   b. sell wastewater.
   c. clean wastewater.
   d. capture rainwater.

Make Inferences
Write the answer.

8. Why do you think science and math are useful for plant operators?

   **Knowledge of science and math** helps the operators run the machines properly, test the water, and add proper amounts of cleaning chemicals.

9. Why do operators test samples of the wastewater as it is cleaned?

   So they know if they need to change the amount of cleaning chemicals that are added to the water.

10. Why is wastewater cleaned before it is returned to the environment?

    **Wastewater contains harmful chemicals and bacteria that could kill or injure living things in the environment.**
Lesson 77

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Since you cannot touch sound, it cannot damage objects.  
   \[ \text{F} \]

2. Sound vibrations can make things move or even break.  
   \[ \text{T} \]

3. Air must be removed from the inside of a plane to check for small cracks.  
   \[ \text{F} \]

4. A jet’s surface has to be hit by a flying object before it will crack.  
   \[ \text{F} \]

5. The Tacoma Narrows Bridge was the third-longest suspension bridge in the world when it was built.  
   \[ \text{T} \]

6. No one saw “Galloping Gertie” collapse.  
   \[ \text{F} \]

Making Predictions
Write the answer.

7. What would have happened if the Tacoma Narrows Bridge was rebuilt exactly as it had been before it collapsed?
   \[ \text{It would probably have collapsed again.} \]

Drawing Conclusions
Write the answer.

8. If a jet’s surface has many small cracks, what would the sound sensors detect in a pressure test?
   \[ \text{popping sounds} \]

Lesson 78

Reading Comprehension
Write the answer.

1. What do all musical instruments have in common?
   \[ \text{They all use vibrations to make sound.} \]

2. What does plucking a string on a harp do?
   \[ \text{It makes the string vibrate, which makes the body of the instrument vibrate and produce a sound.} \]

3. Describe what happens when you play a piano key.
   \[ \text{A small hammer hits a metal string inside the piano and makes it vibrate.} \]

4. What makes a reed vibrate in a clarinet?
   \[ \text{Air rushing past it} \]

Recognizing Cause-and-Effect Relationships
Write the answer.

5. What do you think would happen if you wrapped a bell in cloth before you rang it?
   \[ \text{The bell would not ring or would sound muffled.} \]

6. Compare the sounds you would hear if you touched a piano key softly and then banged on the same key.
   \[ \text{The first sound would be soft, and the second sound would be loud.} \]

Making Inferences
Write the answer.

7. Explain why two drums might sound different.
   \[ \text{They may differ in size and shape.} \]

Circle the letter of the answer.

8. The body of a string instrument
   a. makes it lighter.
   b. affects the sound it produces.
   c. makes it stronger.
   d. has no effect on the sound of the instrument.
Reading Comprehension

Circle the letter of the answer.

1. Whether rubber expands at different temperatures is
   a. a chemical property.
   b. a physical property.
   c. both a chemical property and a physical property.
   d. neither a chemical property nor a physical property.

2. When did the Challenger explosion occur?
   a. 1986
   b. 1965
   c. 1988
   d. 1996

3. Feynman received the Nobel Prize in what subject?
   a. Chemistry
   b. Physics
   c. Aeronautics
   d. Electrical engineering

Write T if the statement is true. Write F if the statement is false.

4. Feynman made many discoveries that were important to modern physics.
   T

5. Feynman didn’t like science when he was a child.
   F

6. Feynman was one of the scientists who investigated the Challenger explosion.
   T

7. Feynman was awarded the Nobel Prize in chemistry.
   F

8. Rubber does not expand as it normally would at temperatures below 0°C.
   T

9. Feynman discovered one of the reasons why the space shuttle Challenger exploded.
   T

Drawing Conclusions

Circle the letter of the answer.

10. Why do you think Feynman set up a laboratory in his room when he was a child?
    a. Feynman’s parents forced him to study science at a young age.
    b. Feynman wanted to conduct experiments because he was curious about nature.
    c. Feynman needed a lab at home because his school did not have one.
    d. Feynman did not like to play sports.

Reading Comprehension

Circle the letter of the answer.

1. What are ceramics?
   a. Soft, plasticlike materials
   b. Hard, brittle materials that can withstand high temperatures
   c. Hard, flexible materials that melt easily
   d. Animals that live by the ocean

Write T if the statement is true. Write F if the statement is false.

2. Some ceramics can break easily.
   T

3. Researchers have used seashells as models for developing ways to make ceramics harder to break or scratch.
   T

4. Polymers are not usually found in the shells of mollusks.
   F

5. Researches have found a way to make a transparent coating that has alternating hard and soft layers.
   T

6. No research has been developed that could make eyeglasses scratch-proof.
   F

7. The alternating layers found in a mollusk shell are made up of a polymer and a soft substance.
   F

8. If the hard layer in a seashell cracks, the layer of polymer blocks the crack from spreading.
   T

9. Physical properties can be used to develop new processes that can make some ceramics stronger.
   T

10. Seashells are not strong.
    F

11. The layers of soft and hard material in seashells make them more difficult to scratch or crack.
    T

Vocabulary

Write the answer.

12. What is a polymer?
    a natural rubbery substance
Lesson 81

Vocabulary
Define the following terms.
1. hematologist: a scientist who studies blood
2. microorganism: a tiny living thing that can be seen only with a microscope

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
3. Blood has three main parts
4. Hematologists study diseases of the blood
5. Doctors and hematologists work closely together.

Write the answer.
6. What is the job of red blood cells?
Red blood cells absorb oxygen in the lungs and carry it to cells throughout the body.
7. What is the job of white blood cells?
White blood cells destroy harmful microorganisms.

Lesson 81

Lesson 82

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
1. Most of the Earth’s atmosphere is oxygen.
2. Air on a mountain has less oxygen than air in a valley.
3. “Thin air” means that there is a small amount of nitrogen in the air.
4. A person’s health is affected by the amount of oxygen in the air.

Fact and Opinion
Circle F if the statement is a fact. Circle O if the statement is an opinion.
5. It is better to live at low elevations.
6. Lightheadedness and loss of appetite are symptoms of altitude sickness.
7. The quantity of oxygen in the air is not the same for all places in the world.
8. Athletes like to train at high altitudes.

Making Inferences
Choose the correct answer.
9. Based on the selection, which of the following is probably true?
   a. There is less oxygen in the air at sea level than there is below sea level.
   b. Athletes should always train at high altitudes, regardless of where the competition is being held.
   c. Over time, a person who moves from a low-altitude area to a high-altitude area will adjust to breathing the “thin air.”
   d. All of the above

Drawing Conclusions
Circle the letter of the answer.
10. People who live at a high altitude don’t usually suffer from altitude sickness because
    a. they get medication to help deal with less oxygen in the air.
    b. they have adapted to the environment.
    c. they make frequent trips to lower elevations for rest and relaxation.
    d. None of the above
### Identifying the Main Idea
Circle the letter of the answer.

1. Which of the following sentences best states the main idea of the reading?
   - a. Some mammals have four-chambered stomachs.
   - b. Humans cannot digest plant parts such as stems and leaves.
   - c. Mammals’ digestive systems are similar in some ways and different in other ways.
   - d. Some mammals can rechew their food after they have swallowed it.

### Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

2. All mammals have the same type of digestive system. __________ _

3. In the stomach, digestive juices and acid turn food into a thick liquid. __________ _

4. Some animals have stomachs with three or four chambers. __________ _

5. All mammals can digest tough plant parts. __________ _

6. The main purpose of digestion is to make food energy available for the body. __________ _

7. The process of digestion starts in the small intestine. __________ _

### Making Inferences
Circle the letter of the answer.

8. According to the selection, which of the following is probably true?
   - a. If humans could rechew their food after swallowing it, they would be able to digest tough plant parts.
   - b. Having a stomach with more than one chamber helps some mammals digest plant parts.
   - c. Cows eat bacteria.
   - d. All mammals have difficulty digesting plants.

9. According to the selection, which of the following is probably true?
   - a. Only some mammals can digest tough plant parts.
   - b. The digestive systems of humans and other animals are often different.
   - c. All mammals have a mouth.
   - d. All of the above

### Drawing Conclusions
Circle the letter of the answer.

10. Which of the following do mammals use in digestion?
    - a. Mouth
    - b. Esophagus
    - c. Stomach
    - d. All of the above

---

### Write the answer.
Use these numbers to figure out the answers.

<table>
<thead>
<tr>
<th>2</th>
<th>4</th>
<th>8</th>
<th>16</th>
<th>32</th>
<th>64</th>
<th>128</th>
<th>256</th>
<th>512</th>
</tr>
</thead>
</table>

1. Suppose bacterium A divides every hour. If you started with one bacterium, how many bacteria would there be after 3 hours? __________ _

2. How many hours would it take to produce 256 bacteria? __________ _

3. How many bacteria would there be after 9 hours? __________ _

4. Suppose that after 9 hours you heated the bacteria, and 500 of them died. How many living bacteria would be left? __________ _

5. Suppose you added a chemical to the bacteria that slows down their growth rate. Now, the bacteria divide every four hours. If you start with only one bacterium, how many bacteria will there be after 12 hours? __________ _

---

6. What are bacteria? __________ _

7. What is the single cell before mitosis called? __________ _

8. What are the two new cells after mitosis called? __________ _

9. Based on fossils that scientists have found, how long have bacteria been on Earth? __________ _
Part A
Circle the letter of the answer.

1. Vaquero is a Spanish word meaning

2. Vaqueros worked in what is now

3. You could often tell a vaquero by
   a. the brand on his cheek.   b. his bowlegs.   c. canned meat.   d. his sunburn.

4. Which of the following came to us from the vaqueros?
   a. six-shooters   b. high-heeled boots   c. safety matches   d. making milk taste better.

5. The vaqueros came to what is now the United States from

6. The first vaqueros in America were

7. The first cows in America were brought here by

8. Vaqueros spoke

Part B
Circle the letter of the answer.

1. This selection says that Thomas Edison
   a. was the only important American inventor.   b. received the first American patent.   c. received more patents than any other American.   d. was the first American inventor.

2. People decided to honor Edison when
   a. he made the first electric light.   b. electric power was 100 years old.   c. the country realized electricity's importance.   d. he died in 1931.

3. The suggested plan was to
   a. turn off the lights in factories and schools.   b. observe a few minutes of total silence.   c. dim all electric lights.   d. shut off all electricity for a short time.

4. The plan was never carried out because
   a. not everyone wanted to honor Edison.   b. it was too difficult.   c. electric power was too important to the country.   d. it honored only one of Edison's inventions.

5. This selection was probably written to
   a. tell about Edison's inventions.   b. explain electricity.   c. prove that people wished to honor Edison.   d. show what a great man Edison was.

---

Reading Comprehension
Circle the letter of the answer.

1. Sterilized milk
   a. is not pasteurized.   b. is heated to 300°F.   c. does not need refrigeration.   d. must be used within a week.

2. Pasteurization is a method of
   a. putting milk in containers.   b. killing bacteria.   c. adding bacteria to milk.   d. making milk taste better.

3. What can happen when manufacturing plants pasteurize large quantities of milk?
   a. The milk does not get hot enough.   b. The milk spoils.   c. The flavor changes.   d. The bacteria are not killed.

Write T if the statement is true. Write F if the statement is false.

4. Milk is the only food that is pasteurized.  F

5. Milk that is flash pasteurized is heated to a higher temperature than ultra-high-temperature pasteurized milk.  F

6. Pasteurization involves heating and cooling milk.  T

7. Some pasteurized milk can last 60 to 90 days before spoiling.  T

8. Bacteria can cause milk to spoil.  T

Drawing Conclusions
Write the answer.

The person wants milk that doesn't need to be refrigerated—to take on a camping trip, for example.

10. Why is it important to heat milk to a high temperature during pasteurization?
    to kill the bacteria.
### Lesson 87

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<tr>
<th>Name</th>
<th>Number Correct</th>
<th>Percent Correct</th>
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**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

1. All astronauts must know how to fly a plane. **F**
2. You can apply to become an astronaut after you finish high school. **F**
3. Astronauts may wait many years before they actually go on a mission. **T**
4. Astronauts train in Washington, D.C. **F**
5. Pilot astronauts must have at least 1,000 hours of flight time in high-performance jets. **T**
6. Astronaut training includes two years of classroom study. **F**
7. A citizen of France can be a U.S. astronaut. **F**

**Making Inferences**

Write the answer.

- 8. What would astronauts learn in survival training? How to survive outside the spaceship, in the water after landing, and during emergencies.
- 9. What are some of the things mission specialists do? Take care of the spacecraft and its equipment.
- 10. Why are people willing to work so hard to become astronauts? (Accept reasonable responses.)

### Lesson 88

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<tr>
<th>Name</th>
<th>Number Correct</th>
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**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

1. Car exhaust is a leading cause of air pollution. **T**
2. Most pollution is caused by human activity. **T**
3. Polluted air only affects the outside of your body. **F**
4. Only governments can reduce air pollution. **F**
5. Air pollution can kill people. **T**
6. Laws have been passed in the United States to ensure that the air remains safe to breathe. **T**

**Drawing Conclusions**

Write the answer.

- 7. What would happen if there were no laws aimed at reducing pollution? Air pollution would keep getting worse.

**Making Predictions**

Write the answer.

- 8. What happens to the air in a room where someone is smoking? The air becomes polluted.
- 9. What would happen to the air pollution in your town if no cars were driven for a week? The amount of air pollution would decrease.
- 10. Where would you expect to see more breathing problems—in a rural area or in an industrial city? Why? In a city because it has more sources of air pollution.
Lesson 89

Reading Comprehension
Circle the letter of the answer.
1. The wooden body of a violin is hard to make because wood must be adjusted to produce a certain
   a. length.
   b. width.
   c. sound.
   d. thickness.
2. Which instrument was used in ancient times?
   a. Flute
   b. Violin
   c. Saxophone
   d. All of the above
3. Today, many instruments are made of
   a. wood and bones.
   b. wood and metal.
   c. metal and bones.
   d. metal and seashells.
4. Why might ancient people have used natural objects as musical instruments?
   a. They didn’t know how to mold metal and wood into musical instruments.
   b. They thought bamboo flutes sounded better than metal or wooden flutes.
   c. They did not know that sounds could be made with objects found in nature.
   d. sand the wood body to change the thickness of the wood.

For each instrument, write the letter of the material it is made of today. Some materials may be used more than once.
5. ______ tuba
   a. metal
6. ______ saxophone
   b. wood
7. ______ violin
   c. seashells
8. ______ trumpet
   d. hollow bones
9. ______ cello

Write the answer.
10. If a violin does not sound good, what can the violin maker do to improve its sound?

Lesson 90

Reading Comprehension
Circle the letter of the answer.
1. To get medicines from a pharmacist, you need a
   a. letter.
   b. fever.
   c. prescription.
   d. degree.
2. Prescription medicines are usually ______ than medicines you can buy without a prescription.
   a. stronger
   b. more colorful
   c. weaker
   d. easier to get
3. Pharmacists must go to college for ______ or more years.
   a. five
   b. two
   c. ten
   d. seven
4. Pharmacists prescribe medicines.
5. Pharmacists must study a variety of subjects.
6. Pharmacists must understand chemical reactions.
7. Only prescription medicines can be dangerous.
8. Pharmacists study physics.
9. Pharmacists must know the effects of medicines.
10. A pharmacist must talk to a doctor before giving people medicine.
**Lesson 91**

**Vocabulary**
Write the letter of the best answer.

- a. Plasma
- b. Red blood cells
- c. White blood cells
- d. Platelets

1. carry oxygen from the lungs to cells in the body.  
2. help fight infections.  
3. help stop bleeding.  
4. are shaped like round cushions  
5. are colorless and do not have a regular shape

**Reading Comprehension**
Write T if the statement is true. Write F if the statement is false.

6. Plasma is mostly made of water.  
7. An average heart pumps about 15 quarts of blood throughout the body each minute.  
8. Blood is mostly made up of white blood cells.  
10. If the number of white blood cells in your blood increases, you probably have some kind of infection.

---

**Lesson 92**

**Vocabulary**
Circle the letter of the answer.

1. A hologram is  
   - a. a telephone line.  
   - b. a flat image that looks like it is not flat.  
   - c. a concentrated beam of light.  
   - d. a photograph.
2. What is a laser beam?  
   - a. A type of CD player  
   - b. Any kind of light produced by atoms  
   - c. A ruby crystal  
   - d. A concentrated beam of light.
3. What are lasers used for?  
   - a. Eye surgery  
   - b. Playing CDs  
   - c. Cutting metals  
   - d. All of the above

**Reading Comprehension**
Write the answer.

4. Who first discovered the principle behind lasers?  
   **Albert Einstein**

---

**Lesson 92**

5. What do all the atoms in a laser release?  
   **exactly the same amount of energy**

6. When was the first laser developed?  
   **1960**

**Drawing Conclusions**
Write T if the statement is true. Write F if the statement is false.

7. Holograms can be made without using lasers.  
8. Laser beams are used to cut metal.  
9. A ruby crystal produces a white laser beam.

**Determining the Main Idea**
Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?  
   - a. We could not do without lasers today.  
   - b. Lasers have many different uses  
   - c. Holograms are made with laser beams  
   - d. Doctors use lasers to perform surgery.
Lesson 93

Vocabulary
Write the answer.
1. What are skeletal muscles?
   muscle tissue that moves your bones
2. What is a rep?
a repetition of an exercise
3. What is strength training?
   exercise to increase muscle strength

Reading Comprehension
Circle the letter of the answer.
4. How many reps are in a set?
   a. 1 or 2
   b. 3 to 7
   c. 8 to 12
   d. 20
   8 to 12

5. How often should strength training be done?
   a. every day
   b. once a week
   c. two or three times a month
   d. two or three times a week
two or three times a week

6. How many sets of each exercise should be done in one training session?
   a. 8 to 12
   b. 4 or 5
   c. 2 or 3
   d. as many as possible
   c. 2 or 3

Write T if the statement is true. Write F if the statement is false.
7. Strength training involves exercising one muscle group per session.
   F
8. Strength training is most effective if it is done once a week.
   F
9. Weight lifting is one kind of strength training.
   T

Determining the Main Idea
Circle the letter of the answer.
10. Which of the following sentences best states the main idea of the selection?
    a. Everyone should exercise.
    b. Weight lifting strengthens all types of muscle tissue.
    c. There is a certain way to do strength training.
    d. There are different kinds of muscles in the body.
    c. There is a certain way to do strength training.

Lesson 94

Vocabulary
Write the answer.
1. Define pericardium.
the sac around the heart

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Christiaan Barnard performed the first heart transplant.
   T
3. The first heart transplant patient lived a long, healthy life.
   F
4. In a heart transplant, the healthy heart comes from a living donor.
   F
5. Christiaan Barnard was born in South America.
   F
6. Barnard was the first surgeon to transplant a second heart into a patient’s body.
   F
7. Artificial heart valves regulate blood flow into and out of the lungs.
   F

Making Inferences
Circle the letter of the answer.
8. Which of the following is probably true?
   a. Other doctors taught Barnard how to do a transplant.
   b. Barnard was a pioneer in heart transplant surgery.
   c. Heart transplants are not risky today.
   d. Artificial heart valves must be put into a donor’s heart before it is transplanted.
   b. Barnard was a pioneer in heart transplant surgery.

Drawing Conclusions
Write the answer.
9. In open-heart surgery, why is the patient’s pericardium cut open?
The pericardium covers the heart. It has to be cut open to expose the heart.

10. The first heart transplant patient lived only 18 days. Explain why this operation was not considered a failure.
The operation helped Barnard and other doctors learn how to make heart transplants more successful in the future.
Lesson 95

Part A
Circle the letter of the answer.

1. The pioneers built their houses of materials they brought with them. 
   a. with. 
   b. bought at county stores. 
   c. found on the prairie. 
   d. were given by their neighbors.

2. Most prairie houses were made of 
   a. stone. 
   b. timber. 
   c. brick. 
   d. sod.

3. The dugout was often used because 
   a. it was easy to build. 
   b. it could be built quickly. 
   c. it lasted longer than other kinds of houses. 
   d. Both a and b

4. A dugout house was built 
   a. at the edge of a hill. 
   b. in a rocky area. 
   c. into the side of a hill. 
   d. on a log frame.

5. The settlers began building their first houses 
   a. as soon as they had planted their crops. 
   b. as soon as they found a good place to live. 
   c. as soon as they were able to withstand epidemics. 
   d. as soon as they were sure that they were staying on that land.

6. The best title for this selection is 
   a. Pioneer Life. 
   b. Life in a Covered Wagon. 
   c. The Dugout.

Part B
Circle the letter of the answer.

1. Disease caused 
   a. only a few deaths. 
   b. fewer deaths than wounds did. 
   c. more deaths than wounds did. 
   d. Both a and b

2. Doctors at the time of the Civil War knew 
   a. a lot about curing disease. 
   b. little about the causes of disease. 
   c. only how to prevent disease. 
   d. Both b and c

3. Men who were accepted as Civil War soldiers were 
   a. known to have already had measles and mumps. 
   b. required to be in perfect health. 
   c. able to withstand epidemics easily. 
   d. sometimes in poor health.

4. Army life was hard on the troops because 
   a. they were not sheltered from the cold. 
   b. they had no warm clothing. 
   c. their diets lacked good, healthful food. 
   d. All of the above

5. Insects and rats were dangerous because they 
   a. destroyed food. 
   b. made the water impure. 
   c. carried disease. 
   d. ruined the soldier’s clothing.

6. The best title for this selection is 
   a. Disease. 
   b. The Greatest Danger. 
   c. Insects, Rats, and Gunshot Wounds. 
   d. The History of Epidemics.

Lesson 96

Vocabulary
Write the answer.

1. Define biomaterial. 
   a material used to make artificial organs

Reading Comprehension
Write T if the statement is true, Write F if the statement is false.

2. Artificial organs can be made from plastics, metals, and ceramics. 
   T

3. The most successful artificial organ is the artificial lung. 
   F

4. Biomedical engineers help doctors operate on their patients. 
   F

5. Artificial organs must be designed to last a long time. 
   T

6. Biomedical engineers usually make artificial organs out of tissues from a tissue donor. 
   F
Write the answer.
1. Suppose you measured your heart rate before you exercised. You counted 18 beats in 15 seconds. What was your heart rate per minute?

72 beats per minute

2. In question 1, was your resting heart rate healthy? Explain.
Yes. A healthy heart rate is about 70 beats per minute.

3. What is the highest possible heart rate for a 40-year-old person during exercise?

180 beats per minute

4. What is the slowest heart rate the 40-year-old person should have while exercising?

99 beats per minute

5. What is the fastest heart rate the 40-year-old person should have while exercising?

153 beats per minute

6. What is the maximum heart rate for a 15-year-old boy?

205 beats per minute

7. What would the fastest heart rate be for the boy when he exercises?

174 beats per minute

8. What would the slowest heart rate be for the boy when he exercises?

113 beats per minute

9. Suppose a 35-year-old woman was walking for exercise. Her heart rate was 90 beats per minute as she walked. Is that rate fast enough? Explain.
No. Her slowest heart rate during exercise is 102 beats per minute.

10. Suppose a 75-year-old woman’s heart rate while walking was 90 beats per minute. Is that rate fast enough? Explain.
Yes. Her healthy heart rate during exercise is 80 to 123 beats per minute.

Lesson 98

Vocabulary
Define the following terms.
1. What is an orthopedic surgeon?
a doctor who repairs and treats injuries to the skeletal system

2. What is a tendon?
a strong tissue that connects a muscle to a bone

3. What is a ligament?
a strong tissue that connects bone to another bone

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
4. Orthopedic surgeons treat teeth and gums.
F

5. One medical advance in orthopedic surgery was the use of strong plaster as casts for broken bones.
T

6. By treating wounded soldiers during World War I, doctors learned a lot about orthopedic surgery. T

7. Orthopedic surgeons may treat muscles. T

8. All artificial joints are made of metal. F

Write the answer.
9. Name two things that orthopedic surgeons do besides treat broken bones.
Any two: treat strained muscles and torn ligaments and tendons; diagnose and treat diseases that weaken bones; replace broken or diseased joints with artificial joints; fit patients with artificial limbs or braces
Lesson 99

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. One of the Aztec gods was called the Feathered Serpent. T
2. The Aztec people had strong religious beliefs. T
3. The Aztec lived in small towns and villages. F
4. The Aztec believed that the fifth sun would be destroyed by an earthquake. T

Write the answer.
5. Where did the Aztec live? Mexico
6. What did the Aztec call themselves? the people of the sun
7. Why did they give offerings to the sun? They thought the sun would vanish if they did not give offerings.

Lesson 100

Reading Comprehension
Write the answer.

6. What does radar use to detect objects? radio waves
7. What can Doppler radar determine about a moving object? its direction and speed
3. What do the different colors on a Doppler radar screen mean? They identify different wind speeds and wind directions.
4. What is the name of the network of Doppler radar stations in the United States? NEXRAD
5. How is Doppler radar used at airports? to detect areas of wind shear

Circle the letter of the answer.
6. When radio waves hit an object, they a. play music. b. disappear. c. are absorbed. d. are reflected.
7. Doppler radar can show a. how much rain has fallen. b. how a storm is moving. c. how fast light is traveling. d. Earth's rotation.
8. Doppler radar systems are used at airports because a. wind shear can cause plane accidents. b. the passengers think the colors look good. c. pilots need to know when a tornado is near. d. mosquitoes can harm plane engines.
9. Doppler radar can be used to find a. severe storms. b. moving objects. c. strong winds. d. All of the above
10. When a wind shear reaches the ground a. a tornado forms. b. Doppler radar cannot detect it. c. it damages the ground. d. strong winds blow outward in many directions.
Lesson 101

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Joseph Priestley showed that water is made of two gases. T

2. One drop of water contains billions of molecules. T

3. Priestley quit school because his mother died. F

4. As a boy, Priestley wanted to become a preacher. T

5. Priestley went to the local school where he learned French, Italian, and German. F

6. When he was growing up, he was often sick. T

7. While recovering from his illness, Priestley studied geometry and algebra. T

8. Priestley is best known for discovering oxygen. T

Write the answer.

9. What does the symbol H₂O stand for? water (also accept two hydrogen atoms and one oxygen atom)

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
   a. Joseph Priestley was an intelligent man.
   b. Priestley loved to learn new things.
   c. Priestley was a hard worker.
   d. All of the above
   
   All of the above

Lesson 102

Reading Comprehension
Circle the letter of the answer.

1. Why weren't plastics used before the 1850s?
   a. Plastics hadn't been invented yet.
   b. No one knew how to make synthetic substances.
   c. Plastics were too expensive.
   d. Plastics were not as strong as steel.
   
   a

2. What do all plastics have in common?
   a. All plastics are the same color.
   b. All plastics are stronger than steel.
   c. All plastics are made of carbon, hydrogen, oxygen, and nitrogen.
   d. All plastics are easily broken.
   
   c

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

3. Plastics are bad for our society. O

4. Plastics are used in many different ways. F

5. Hydrogen is a common element in plastic. F

6. Plastics usually share certain physical properties. F

7. Plastics are made in laboratories. F

8. Plastics are not very safe. O

9. We should not use plastics because they are not natural materials. O

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
   a. Plastics can be molded with heat.
   b. The weight of plastic is about the same as the weight of water.
   c. Plastics are not as strong as steel.
   d. All of the above
   
   All of the above
Lesson 103

**Reading Comprehension**

Review the selection and examine the diagram. Then answer the questions.

1. In the setup shown in the diagram, which part separates the dirt from the water?
   - **The paper filter**

2. What would happen if you used a wire screen instead of a paper filter to remove the dirt?
   - The filtered water wouldn't be as clean because most of the dirt would go through the screen's large holes.

3. How is muddy water like the blood that enters the kidneys?
   - Both need to be cleaned.

4. Why do you think it's important for the kidneys to filter blood?
   - Filtering removes waste from the blood so it does not harm the body.

5. How much blood is filtered in each hour? Round off your answer to the nearest whole number. **2** gallons

6. How much blood do the kidneys filter in the following amounts of time? Use your answer in question 5 to figure out the answer.
   - 6 hours: **12** gallons
   - 18 hours: **36** gallons
   - 2 days: **96** gallons
   - 4 1/2 days: **216** gallons
   - 1 week: **336** gallons

7. How many kidneys does your body have?
   - Two kidneys

8. Where are the kidneys located?
   - The kidneys are located at the back of the body, one on either side of the backbone.

---

Lesson 104

**Reading Comprehension**

Circle the letter of the answer.

1. Groundwater is
   - a. water that runs over the surface of the ground.  
   - b. water in lakes, ponds, rivers, and streams.  
   - c. water that has been filtered that collects underground.  
   - d. All of the above

Write T if the statement is true. Write F if the statement is false.

2. Kidneys are the only filtering system found in nature. **F**

3. Rainwater collects dirt and gravel as it soaks into the ground. **F**

4. Rainwater is filtered as it soaks into the ground. **T**

5. Sand and gravel remove impurities in groundwater. **T**

**Fact and Opinion**

Circle F if the statement if a fact. Circle O if the statement is an opinion.

6. Soft rocks let water seep through them. **O**

---

**Drawing Conclusions**

Write the answer.

7. Everyone should use groundwater. **F**

8. The human body includes a system for filtering blood. **O**

9. If someone dumped used motor oil on the ground, what might happen to the groundwater? Why would this be a problem?
   - The groundwater could become polluted by oil soaking into the ground. Polluted groundwater is unsafe to drink.

10. Is groundwater always safe to drink? Why or why not?
    - No. The groundwater might be polluted with materials that could not be filtered out by soil, sand, gravel, and rock.
Lesson 105

Part A
Circle the letter of the answer.
1. How insects fly is a mystery because
   a. their wing area is too tiny.
   b. many have only one pair of wings.
   c. mathematically their flight is impossible.
   d. they synchronize their wings.
2. To synchronize their wings, insects must
   a. fasten the two pairs together.
   b. make their wings work together.
   c. use first one pair and then the other.
   d. direct the action of the pairs separately.
3. Bees and wasps have pairs of wings that
   a. work like grasshopper wings.
   b. can be hooked together.
   c. do not need to be synchronized.
   d. are never used.
4. The grasshopper flies forward by using
   a. its back wings only.
   b. its forward pair of wings.
   c. both pairs of wings together.
   d. either pair of wings.
5. This selection says that scientists have learned about the way
   a. making experiments with insects.
   b. studying insects flying in the laboratory.
   c. studying photographs of insects in flight.
   d. Both a and c

Lesson 106

Reading Comprehension
Circle the letter of the answer.
1. A heart-rate monitor
   a. speeds up the heart rate.
   b. slows down the heart rate.
   c. measures how much nitrogen is used during exercise.
   d. gives clues about how much oxygen is used during exercise.
2. To get the full benefit of a workout, you should
   a. exercise until you are too tired to do more.
   b. use very little oxygen while you exercise.
   c. stay within a certain \( \text{O}_2 \) range.
   d. stay below a certain \( \text{O}_2 \) range.

Write T if the statement is true. Write F if the statement is false.
3. By comparing the amount of oxygen a person breathes in and breathes out, scientists can learn how much oxygen the person uses during exercise.
4. Special equipment is needed to directly measure a person's \( \text{PO}_2 \).
5. Heart rate is harder to measure than the amount of oxygen a person breathes in.
Vocabulary
Circle the letter of the answer.
1. What is an ecologist?
   a. A person who studies the interaction of living things in an environment
   b. A person who studies animals, but not plants
   c. A person who studies plants, but not animals
   d. A person who studies only the nonliving things in an environment
2. Define birth rate.
the number of organisms that are born in a population in a given amount of time
3. Define death rate.
the number of organisms that die in a population in a given amount of time

Reading Comprehension
Write the answer.
4. Name three conditions that might affect the survival of an organism in an ecosystem.
temperature, amount of water, amount of light
5. An ecologist is studying an eagle population. She finds that 24 eagles were born and 16 eagles died in one year. Did the eagle population increase or decrease that year?
If increased.

Writing T if the statement is true. Write F if the statement is false.
6. Some ecologists work for environmental groups. T
7. The types of organisms in an ecosystem stay the same over time. F
8. Ecologists never do experiments. F
9. Ecologists must study science and mathematics. T

Making Inferences
Circle the letter of the answer.
10. Which of the following would ecologists NOT study?
   a. How eagles get food
   b. How much water is needed by pine trees
   c. How rabbits escape from predators
   d. How plastic expands when heated

Vocabulary
Write the answer.
1. Define crevasse.
a deep crack in the ice
2. Define crampons.
spikes that can be strapped on to the bottoms of a climber's shoes

Reading Comprehension
Write the answer.
3. Name two ways mountain climbing guides use ice axes.
to cut stairs in the ice and to find hidden crevasses
4. How do crampons help mountain climbers?
They help keep climbers from slipping on the snow and ice.

Write T if the statement is true. Write F if the statement is false.
5. The tallest mountain in North America is Mount McKinley. T
Lesson 109

Name ___________________  Number Correct ______  Number of Items 10  Percent Correct ______%

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
1. After graduation from boarding school, Cousteau entered a naval academy, where he went on underwater explorations.

2. While in the navy, Cousteau worked on a breathing device that allowed him to stay under water for long periods of time.

3. Cousteau invented the aqualung.

4. The aqualung is an underwater breathing device.

5. Calypso was the name of Cousteau’s aqualung.

6. To raise money for his trips, Cousteau borrowed money.

7. The Conshelf Saturation Dive Program was an experiment in which oceanographers lived and worked under water for long periods of time.

8. Cousteau’s television program, The Undersea World of Jacques Cousteau, educated the public about the ocean environment.

9. Cousteau was concerned about ocean life.

Write the answer.
10. How did the aqualung make it easier for divers to explore underwater?

The aqualung allowed divers to stay under water for long periods of time.

Lesson 110

Name ___________________  Number Correct ______  Number of Items 10  Percent Correct ______%

Vocabulary
Write the answer.
1. What is an oceanographer?

An oceanographer is a scientist who studies oceans.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
2. Oceanographers seldom work in teams.

3. Oceanographers collect information about the sea.

4. Oceanographers study information in a laboratory.

5. Oceanographers use special instruments and computers to study the information.

6. Research information can always be analyzed very quickly.

7. Oceanographers study the effects of pollution on marine life.

8. Oceanographers may travel around the world on research trips.

Drawing Conclusions
Circle the letter of the answer.
9. Which of the following would not be part of an oceanographer’s job?
   a. Writing scientific papers
   b. Raising money for a trip
   c. Analyzing water samples
   d. Studying water vapor in the atmosphere

Inferences
Write the answer.
10. What problems are created by houses that are built on beaches?

(Answers will vary.)
### Lesson 111

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

1. The Richter scale measures the strength of earthquakes. **T**

2. During the 1930s, Richter recorded information on more than 200 earthquakes a year. **T**

3. Beno Gutenberg developed the Richter scale. **F**

4. The Richter scale measures the strength of an earthquake based on the amount of energy it releases. **T**

5. Charles Richter was born in California. **F**

6. Richter studied physics at Stanford University. **T**

7. The Richter scale compares the strengths of earthquakes. **T**

8. An earthquake that records 7.0 on the Richter scale does a little damage. **F**

9. The greatest earthquake ever recorded was 7.8 on the Richter scale. **F**

**Drawing Conclusions**

Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
   - a. California has many earthquakes.
   - b. The Richter scale cannot be used for earthquakes in Mexico.
   - c. Richter worked alone on his projects.
   - d. A strong earthquake releases less energy than a weak earthquake.

   (Answers will vary.) **T**

### Lesson 112

**Reading Comprehension**

Write T if the statement is true. Write F if the statement is false.

1. By the time Europeans came to South America in the 1500s, the Incas had built the largest empire in the Americas. **T**

2. The Incan empire expanded into the mountains of the southern Andes. **T**

3. The city of Cuzco was built by the Spanish. **F**

4. Incan buildings were built of stone, brick, or plaster. **T**

5. The Incas used huge stone blocks for religious buildings. **T**

6. Machu Picchu was destroyed by the Spanish. **F**

7. The Incan empire was invaded by the French. **F**

8. The layout of Cuzco was disorganized and confusing. **F**

9. All Incan cities have vanished. **F**

10. Incan temples were built of stone blocks that fit together precisely. **T**

**Drawing Conclusions**

Write the answer.

(Answers will vary.) The capital city of Cuzco was carefully designed. The Incas used advanced engineering skills to build cities.
Lesson 113

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. Louis Leakey was born in England.  
2. Leakey began his research in archaeology in East Africa.  
3. Mary Leakey was also an archaeologist.  
4. The family's most famous discoveries were made in Kenya.  
5. The first things the Leakeys found at Olduvai Gorge were animal fossils and simple stone tools.  
6. Louis Leakey found a fossil of a humanlike animal believed to be 1.75 million years old.  
7. Archaeologists study human history by digging up and examining physical remains.  
8. The Leakeys' discovery suggested that the earliest humans lived in Africa.  
9. Louis Leakey found the fossil remains of an apelike animal that lived 14 to 15 million years ago.

Drawing Conclusions
Circle the letter of the answer.

10. According to the selection, which of the following is probably true?
   a. The earliest humans lived 5,000 years ago.
   b. The earliest humans lived in Africa.
   c. The earliest humans lived in England.
   d. Olduvai Gorge is the only place where hominid fossils have been found.

Lesson 114

Reading Comprehension
Write the answer.
1. How do paleontologists study the history of life on Earth?
   by examining fossils

Write T if the statement is true. Write F if the statement is false.
2. Paleontologists study animals and plants.
3. Paleontologists make conclusions about animal life on Earth.
4. Paleontology professors usually work in the history department of a college.
5. Paleontologists study archaeology.
6. Some paleontologists do research in museums.
7. All paleontologists are college and university professors.

Drawing Conclusions
Circle the letter of the answer.

8. Which of the following subjects do paleontologists study?
   a. Ecology
   b. Geology
   c. Computer science
   d. All of the above

9. What type of museum exhibit might a paleontologist design?
   a. Modern art
   b. Fossils
   c. World War I
   d. Rare stamps
Lesson 115

Part A
Circle the letter of the answer.
1. The first Olympic Games were held in
   b. Athens, Greece.  
   c. Olympia, Greece.  
   d. Ancient Rome.
2. Champion athletes were awarded
   a. medals.  
   b. money.  
   c. olive wreaths.  
   d. trophies.
3. Women could
   a. compete if they were strong enough.  
   b. not compete but could watch.  
   c. watch if they also competed.  
   d. neither compete nor watch.
4. Some of the sports at the early Olympics were
   a. swimming and wrestling.  
   b. boxing and discus throwing.  
   c. soccer and javelin throwing.  
   d. wrestling and diving.
5. Contests were judged on the basis of
   a. speed, distance, and form.  
   b. form only.  
   c. accuracy and speed.  
   d. endurance and strength.
6. A champion became a hero
   a. until the next year’s games.  
   b. to his family and friends.  
   c. forever.  
   d. among all the athletes.
7. To honor a champion, his home city
   a. made him honorary ruler.  
   b. decorated his house with olive wreaths.  
   c. built a temple in his name.  
   d. erected a statue to him.
8. After winning, a champion no longer had to
   a. pay taxes.  
   b. work.  
   c. compete in future games.  
   d. return to his home city.

Part B
Circle the letter of the answer.
1. People have been swimming competitively
   a. only fifty years.  
   b. over one hundred years.  
   c. since the crawl was developed.  
   d. since the breast stroke was developed.
2. England led in competitive swimming by
   a. building pools.  
   b. developing the breast stroke.  
   c. holding races.  
   d. Both a and c.
3. In 1844 a group of Native American swimmers
   a. was surprised by an English team.  
   b. showed themselves faster than English swimmers.  
   c. was dismayed by English swimming.  
   d. learned the English way of swimming.
4. The Native Americans used this swimming style:
   a. breast stroke.  
   b. side stroke.  
   c. back stroke.  
   d. free style.
5. The crawl was first developed
   a. in Australia.  
   b. by English people.  
   c. used only in Australia.  
   d. Both a and b.
6. According to the article the Australian crawl is
   a. an overhand method of swimming.  
   b. the same as the American crawl.  
   c. used only in Australia.  
   d. Neither a nor b.
7. The American crawl
   a. was developed by Charles Daniels.  
   b. has a swimming style.  
   c. Both a and b.  
   d. Neither a nor b.
8. In 1883 Charles Daniels
   a. was surprised by an English team.  
   b. showed themselves faster than English swimmers.  
   c. learned the English way of swimming.  
   d. None of the above.
9. What does the article say about the swimming style?
   a. It is called the back stroke.  
   b. It is similar to the American crawl.  
   c. It is called the Australian crawl.  
   d. None of the above.
10. Which swimming style was used?
    a. Breast stroke  
    b. Back stroke  
    c. Australian crawl  
    d. Free style

Lesson 116

Reading Comprehension
Circle the letter of the answer.
1. Coal, oil, and natural gas are called _____ fuels.
   a. breakthrough  
   b. dirty  
   c. fossil  
   d. alternative
2. It takes _____ of years to transform the remains of living things into fossil fuels.
   a. millions  
   b. hundreds  
   c. thousands  
   d. billions

Write T if the statement is true. Write F if the statement is false.
3. Fossil fuels contain large amounts of chemical energy.  
   a. T  
   b. F
4. Fossils are the remains of living things that were on Earth billions of years ago.
   a. T  
   b. F
5. No one knows how fossil fuels form.
   a. T  
   b. F
6. Fossil fuels don’t produce much heat when they burn.
   a. T  
   b. F
7. Intense pressure caused fossil fuels to form.
   a. T  
   b. F
8. Fossil fuels are a renewable resource.
   a. T  
   b. F

Drawing Conclusions
Circle the letter of the answer.
9. Why are oil, coal, and natural gas called fossil fuels?
   a. Oil, coal, and natural gas look like fossils before they are transformed into electricity.  
   b. Oil, coal, and natural gas form from the remains of living things that lived millions of years ago.  
   c. Oil, coal, and natural gas are always found near fossils.  
   d. None of the above

Vocabulary
Write the answer.
10. Why are fossil fuels referred to as nonrenewable resources?
   (Answers will vary.) It take millions of years to transform the remains of living things into fossil fuels. Therefore, it would take millions of years to replace these fossil fuels.
### Lesson 117

**Vocabulary**

Write the answer.

1. Define endangered species.  
   a species that is in danger of not surviving

2. Define oil tankers.

3. Define Florida panther.

4. Define growth of the human population.

**Reading Comprehension**

Write the answer.

2. Name one animal species that is endangered.

3. What has the government done to protect Florida panthers?
   set aside areas of land where the panther can live without being disturbed

4. What has affected the decrease in the population of the Florida panther?
   the growth of the human population

5. How many Florida panthers are left in the wild?
   a. Less than 5  
   b. A few dozen  
   c. A few hundred  
   d. More than 500

**Determining the Main Idea**

Circle the letter of the answer.

10. Which of the following sentences best states the main idea of the selection?
   a. People shouldn’t build new homes and roads.
   b. As the human population grows, we must be careful to protect ecosystems.
   c. Builders need to destroy some ecosystems to make room for roads, homes, and other buildings.
   d. Governments should protect the environment.

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### Lesson 118

**Vocabulary**

Write the answer.

1. Define oil tankers.
   ships that carry oil

2. Define growth of the human population.

3. Sometimes cleaning crews spray chemicals on an oil spill. What do the chemicals do?
   help speed up the breakdown of oil

**Reading Comprehension**

Write the answer.

2. How might an oil spill happen?
   when the oil tanker leaks or breaks apart

4. Oil tankers can carry hundreds of thousand of gallons of oil.
   T

5. All types of bacteria can be used to clean up oil spills.
   F

**Making Inferences**

Circle the letter of the answer.

10. According to the selection, which of the following statements is probably true?
   a. Oil spills happen because tankers are poorly built.
   b. People should stop using oil because it can damage ecosystems.
   c. Scientists are working on better ways to clean up oil spills.
   d. Bacteria prefer oil to other kinds of foods.
Lesson 119

What To Do
Circle the letter of the answer. 1,000 gallons = 150 tons

1. It takes 1 ton of sorbent to soak up 1,000 gallons of oil. How much sorbent will you need to order?
   a. 15,000 tons  
   b. 65 tons   c. 150 tons  
   d. 40 tons

Write the answer.
2. Which ships listed in the table will need to come to the oil spill?
   all three ships

3. Ship 1 can put 13 tons of sorbent on the oil spill per hour. How long will it take Ship 1 to put all its sorbent onto the spill?
   5 hours

4. Ship 2 can put 11 tons of sorbent on the spill per hour. How long will it take Ship 2 to put all its sorbent onto the spill?
   almost 6 hours

5. Ship 3 can put 5 tons of sorbent on the spill per hour. How long will it take Ship 3 to put all its sorbent onto the spill?
   8 hours

6. Ship 1 is 50 miles from the oil spill. Ship 1 travels at 10 miles per hour. How long will it take Ship 1 to arrive at the spill?
   5 hours

7. What is the total time needed for Ship 1 to get to the spill and put all its sorbent on it?
   10 hours (5 hours [question 6] + 5 hours [question 3] = 10 hours)

8. Ship 2 is 30 miles from the oil spill. Ship 2 travels 16 miles per hour. How long will it take Ship 2 to arrive at the spill?
   5 hours

9. Suppose Ship 3 cannot come to the oil spill. If only Ships 1 and 2 come, how much oil will the two ships be able to soak up?
   150,000 gallons (130 tons x 1,000 gallons)

10. How much oil will be left?
    20,000 gallons of oil will be left (150,000 gallons – 130,000 gallons = 20,000 gallons)

11. How many tons of sorbent will be needed to soak up the rest of the oil?
    20 tons (20,000 gallons ÷ 1,000 gallons per ton = 20 tons)

Lesson 120

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.

1. The sport of roller-skating began many years ago in Poland.  
   F

2. Some people in Holland put wooden wheels on their ice skates.  
   T

3. Plimpton’s skates could be steered.  
   T

4. Plimpton’s skates would turn as the skater’s feet tipped to one side or the other.  
   T

5. Plimpton’s skates used wooden wheels.  
   F

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.

6. Roller-skating is a sport that everyone should try.  
   O

7. It’s hard to skate indoors in a roller rink than to skate outdoors.  
   O

8. It’s better to learn how to roller-skate.  
   O

9. Plimpton hired professional skaters to teach people how to do turns and jumps.  
   F

Comparing and Contrasting
Write the answer.

10. Compare the original roller skates from Holland with the roller skates that Plimpton made in 1863. How were the skates the same?
    Both type of skates were made for moving along the ground, and both had wheels.

11. How were they different?
    The original roller skates from Holland had wooden wheels and were hard to steer. Plimpton’s roller skates had four metal wheels on each skate, two in the front and two in the back. Plimpton’s skates could be steered and could also be adjusted to fit the skater.

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Lesson 121

Vocabulary
Write the answer.
1. Define Earth’s axis.
   an imaginary line running through the center of Earth from the north pole to the south pole

Reading Comprehension
Write the answer.
2. Why does the northern half of Earth get more sunlight in the summer than in the winter?
The north pole is tilted toward the sun during the summer.

Write T if the statement is true. Write F if the statement is false.
3. Earth is tilted on its axis. T
4. When the north pole is tilted away from the sun, it is winter in the northern half of Earth. T
5. When the north pole is tilted toward the sun, the south pole is also tilted toward the sun. F

Lesson 122

Reading Comprehension
Choose the best answer.
1. A physical therapist uses _____ to treat patients.
   a. exercise and massage
   b. medicines
   c. surgery
   d. music
2. Physical therapists help patients’ _____ recover from injuries.
   a. skin
   b. brains
   c. lungs
   d. muscles

Write T if the statement is true. Write F if the statement is false.
3. Physical therapy may include massage and heat treatments. T
4. A physical therapist helps improve the patient’s ability to move the injured part. T
5. A physical therapist’s job includes keeping records of dental problems. F
6. A physical therapist is a type of medical doctor. F

Lesson 121

Vocabulary
Write the answer.
1. Define Earth’s axis.
   an imaginary line running through the center of Earth from the north pole to the south pole

Reading Comprehension
Write the answer.
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Lesson 122

Reading Comprehension
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3. Physical therapy may include massage and heat treatments. T
4. A physical therapist helps improve the patient’s ability to move the injured part. T
5. A physical therapist’s job includes keeping records of dental problems. F
6. A physical therapist is a type of medical doctor. F
Vocabulary
Write the answer.
1. What is meant by extraterrestrial life?
   life on planets other than Earth

2. What is exobiology?
   the search for possible extraterrestrial life

3. What is a radio telescope?
   an instrument that can pick up radio waves from faraway places

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
4. Sagan wrote books and a television series about astronomy.
   T

5. Sagan was an astronaut on board an early spacecraft.
   F

Making Inferences
Choose the best answer.
10. According to the selection, which of the following is probably true?
    b. People use radio telescopes to talk to exobiologists.
    c. Some scientists believe that extraterrestrial life may exist.
    d. Exobiologists are extraterrestrials that live on Earth.

Reading Comprehension
Write T if the statement is true. Write F if the statement is false.
1. People began to study the stars and planets only about 100 years ago.
   F

2. Sailors can use the positions of the stars in the sky to determine where they are.
   T

3. Astronomers usually work in outer space.
   F

4. The Hubble Telescope is a space telescope that sends information to Earth.
   T

5. Astronomers trace the paths of comets and asteroids.
   T

6. Most jobs in astronomy require an advanced college degree.
   T

Write the answer.
7. How old is the science of astronomy?
   5,000 years

Fact and Opinion
Write F if the statement is a fact. Write O if the statement is an opinion.
9. Astronomers help determine the flight paths of space shuttles.
   F

10. Astronauts have more exciting jobs than astronomers.
    O

11. The first Chinese astronomers lived thousands of years ago.
    F

12. The work of astronomers is not useful in everyday life.
    O

8. Name three places were ancient astronomers lived.
   Egypt, Babylon, China
Part A
Circle the letter of the answer.
1. The workers of ancient Rome lived
   a. in beautiful buildings.  c. outside the city.
   b. in poorly constructed buildings.  d. Both b and c
2. The homes of ordinary people were
   a. poorly made.  c. dangerous because of fire.
   b. intended to fall down.  d. Both a and c
3. Apartment buildings were
   a. filled with large rooms.
   b. well built for the first six floors.
   c. sometimes twelve floors tall.
   d. usually not very crowded.
4. An apartment was a room that was
   a. about five hundred feet wide.
   b. about twenty feet square.
   c. about twelve feet square.
   d. Both a and b
5. The streets in ancient Rome were
   a. broad and sunny.
   b. narrow and dark.
   c. lined with small homes.
   d. usually vacant.
6. People lived in crowded conditions
   a. because they couldn’t afford to live outside Rome.
   b. because most of them worked outside Rome.
   c. in order to be near their work.
   d. because there was no other place to live.

Part B
Circle the letter of the answer.
1. The water level of oceans rises and falls
   a. twice a day.  c. twice a week.
   b. every other day.  d. only during the summer.
2. The selection says that the rise and fall of the oceans’ water level
   a. affects the moon.  c. changes the earth’s surface.
   b. disturbs the ocean bottom.  d. is called the tide.
3. The selection says that tides are caused by the
   a. heat of the sun.
   b. pull of the sun and the moon.
   c. shape of the moon.
   d. light of the moon.
4. The selection says that the moon’s effect on the tides is
   a. less than the sun’s.
   b. greater than the sun’s.
   c. the same as the sun’s.
   d. dependent on the sun.
5. When the moon is directly overhead, it
   a. calms the water below it.
   b. pushes the water below it.
   c. pull the water below it.
   d. does not affect the water below it.
6. The water level of an ocean rises when
   a. the moon is directly over it.
   b. the moon disappears over the horizon.
   c. there is a low tide.
   d. there is no tide.
7. We have a high tide when the
   a. water level is at its lowest point.
   b. water starts to rise.
   c. water level is at its highest point.
   d. moon disappears over the horizon.
8. We have a low tide when the
   a. water level is at its lowest point.
   b. water starts to fall.
   c. water level is at its highest point.
   d. moon is directly overhead.