Read the selection. Then answer the questions that follow.

Sandra's Ribbon

Sandra Soto entered a storytelling contest. To prepare, she told her story to her parents. She began with her name, even though they already knew her name. She used her face and her hands to help tell the story. She looked straight into her parents' eyes as she talked. The judges would be watching for all these things. 14 28 44 58

The day of the contest, Sandra felt nervous. The judges were strangers. Everyone was watching her. Her parents were not even there. Her voice shook as she began. She used her face, her hands, and her words to tell the story, just as she had done at home. The judges smiled when she looked at them, and Sandra's fear fell away. Then, as she sat down, she remembered something. She had not told the judges her name. 70 84 102 117 132 135

It was hard to listen to the other stories after that. All Sandra could think about was her own mistake. When everyone had finished, she whispered to her teacher, "May I go to the library?" 151 164 170

"Don't you want to know if you won a ribbon?" asked the teacher. 183

Sandra shook her head. She knew there would be no ribbon. As she stood up to leave, one of the judges asked her name. 199 207

"Sandra Soto," she said. 211

The judge said, "Our third-place ribbon goes to Sandra Soto for her story, 'The Robin and the Worm.' " 225 229

© Pearson Education 4

M T W Th

Turn the page.

Answer the questions below.

1 **Why did Sandra tell her parents her name?**

A She needed to remind herself.

B She was practicing for the contest.

C She had a different name for the contest.

D She wanted to remind them of her story.

2 **What happened when Sandra became nervous at the contest?**

F She did everything perfectly.

G She couldn't remember the story.

H She forgot to give her name.

J She didn't look at the judges.

3 **Why did the judges smile at Sandra?**

A They knew her parents.

B They had heard her story before.

C Her story was funny.

D She told her story well.

4 **Why did Sandra want to leave?**

F She felt she'd done poorly.

G Everyone else was leaving.

H She wanted to find a different story.

J Her parents were waiting for her.

5 **How was the contest different from practicing at home? Write one difference below.**

Activity: Author's Point of View (Author's Opinion / feelings) (about the text

(1) Read the two different articles about BIGFOOT

(2) Decide what you think the author's "point of view" about BIGFOOT is and write that on the Two Column Note Sheet.

-Then-

You must find <u>two</u> supporting details that prove that is what the author's opinion really is.

The Protector of the Forest

Just imagine you are hiking through the forest by yourself. It is dusk and the late summer sun is beginning to set. The leaves and pine needles crunch underneath your feet. You hear birds chirping and see squirrels scurrying about. Suddenly, out of the corner of your eye, you see a large, dark, hairy ape-like animal. You turn to get a better view- but there's nothing there! Did you just catch a glimpse of the elusive Bigfoot? You might have been one of the many witnesses who have reported seeing Bigfoot. Bigfoot investigators study thousands of documented sightings, casts of footprints, recordings of sounds, and even images captured of the mysterious Bigfoot.

There are thousands of eye witness sightings that prove Bigfoot's existence. For example, in Ohio, there is an unusual amount of witness sightings. In spring of 1991, a witness saw him just north of Philadelphia, Ohio. He was 40 feet away. Just three years later, in July of 1994, a bigfoot investigator spotted him. This was in Alliance, Ohio, at the Berlin Lake State Wildlife Area at approximately 2:30 am. Finally, in Sharon, Ohio, on July 2, 1984, a woman and her kids spotted bigfoot next to the playground they were playing at. They left as soon as they saw Bigfoot.

Furthermore, plaster casts taken of large footprints prove Bigfoot is lurking in the forest. Scientists take plaster casts of these large footprints so they can study them. Some of the casts were studied by Dr. Glover-Krantz of Washington State University. After analyzing the casts of prints taken from Bossburg, Washington, in December of 1969, he determined an animal eight feet tall and weighing 800 pounds had to be the creature they belonged to. The creature has to be Bigfoot.

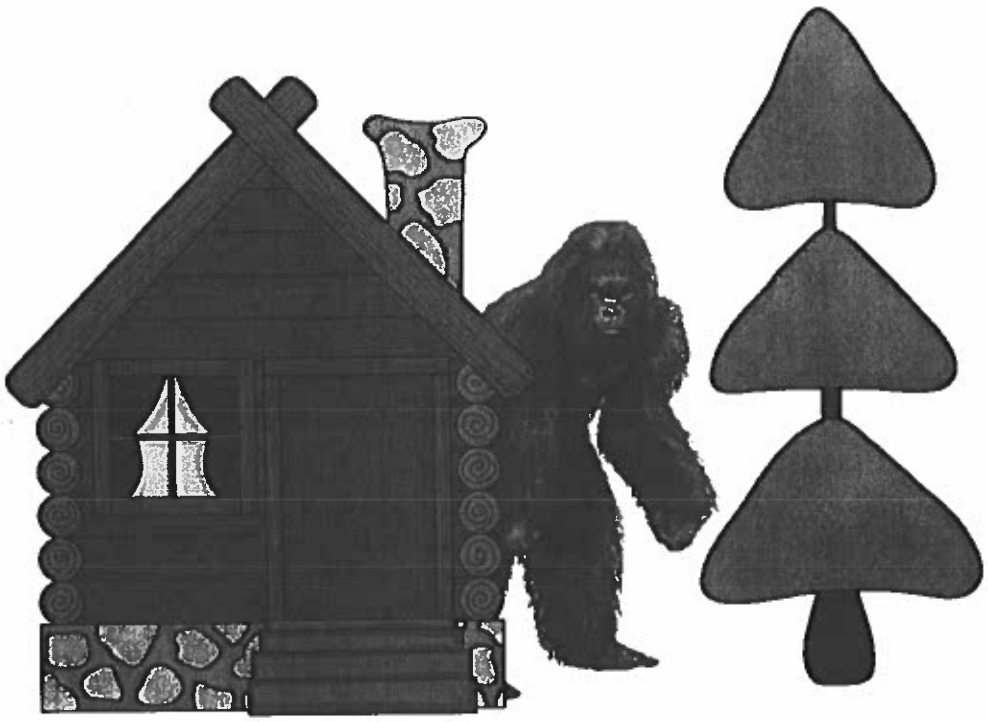
These casts of the Bigfoot prints revealed healed dermal scars. Healed dermal scars are patterns in the skin created when your skin is cut and then healed. Bigfoot has no shoes, so he would have dermal scars from walking around in the woods. Scientist Jimmy Chilcutt discovered these remarkable scar patterns. He concluded that the distinct dermal ridges showed skin that was cut and then healed. He believes these healed scar patterns show the authenticity of the Bigfoot prints.

Film footage continues to be the strongest piece of evidence of Bigfoot. In 1967, two friends went horse back riding in Orleans, California, along the Bluff Creek. They spotted a female Bigfoot and named her "Patty." They followed her for three miles before losing her in the forest. They took plaster casts of her footprints and shot 59.5 seconds of film that clearly shows a large, hairy creature. This is the most popular footage and the incident is known as The Patterson-Gimlin Footage.

Sound recordings are another crucial piece of evidence in the hunt for Bigfoot. Bigfoot is said to communicate using clicks and grunts. These noises have been recorded many times. In October of 1972, Ron Morehead and his friend Al Berry recorded the "Sierra Sounds." They were camping when they heard the Bigfoot vocalizations. They recorded the sounds and had them analyzed by scientists. It was determined the sounds were not man made, human, or animal sounds.

Perhaps one of the strongest pieces of evidence is embedded in ancient folklore. Native Americans have a Bigfoot-like creature that is very common in their folklore. He is large, hairy, and uses whistles, grunts, and gestures to communicate. He is depicted as a physical creature; not a ghost or a spirit. The Native Americans believed Bigfoot to be a guardian of nature. They thought he would defend the forest against any threats, including man. If Bigfoot sightings and stories were reported even before Christopher Columbus landed in America, how could that many people be mistaken in what they saw?

Bigfoot is real and exists today. The next time you are in a forest sit very still and be very quiet. If you do, you might hear a grunt or a whistle that belongs to the intangible Bigfoot. Be prepared when you hear or even see him- make sure your camera is at the ready!



Just A Hallucination?

Many people have reported seeing Bigfoot in the woods. They think they saw this large, hairy, ape-like creature hiding behind a tree or just walking along a path. If there are so many sightings, then why hasn't anyone gathered any conclusive evidence of his existence? With all the technology available in the world today, I'm sure most of these "sightings" are just hoaxes. Yet through all the debate, many people still hold fast to the belief that Bigfoot exists.

These Bigfoot believers have no real evidence. First of all, there is no fossil record of Bigfoot. We have thousands of fossils of dinosaurs and teeny-tiny crustaceans; but not one tiny bone from a giant ape. As a matter of fact, no apes have ever lived in North America. So, the odds of finding a Bigfoot fossil are slim to none. In response believers argue that Bigfoot buries or hides the dead. So does that mean there is a pit of dead Bigfoot somewhere just waiting to be discovered? I don't think so.

Bigfoot believers have also claimed to have found hair samples from Bigfoot; yet not one of them have tested positive. Recently DNA testing was done on a hundred "Bigfoot hair samples." The results were that they came from bears, cows, and other common animals. So Bigfoot "researchers" are just finding normal animal hair and are trying to convince the public it's Bigfoot hair.

With all of these sightings, how can the Bigfoot population be so small? How come we don't see "herds" of Bigfoot wandering around? There are tens of thousands of sightings so the number of supposed Bigfoot that were seen does not make sense. For Bigfoot to exist he would need a healthy breeding population of over 6,000 creatures. For there to be 6,000 Bigfoot living in the forest and not one fossil, hair sample, or skeleton found does not seem possible. The numbers just do not add up.

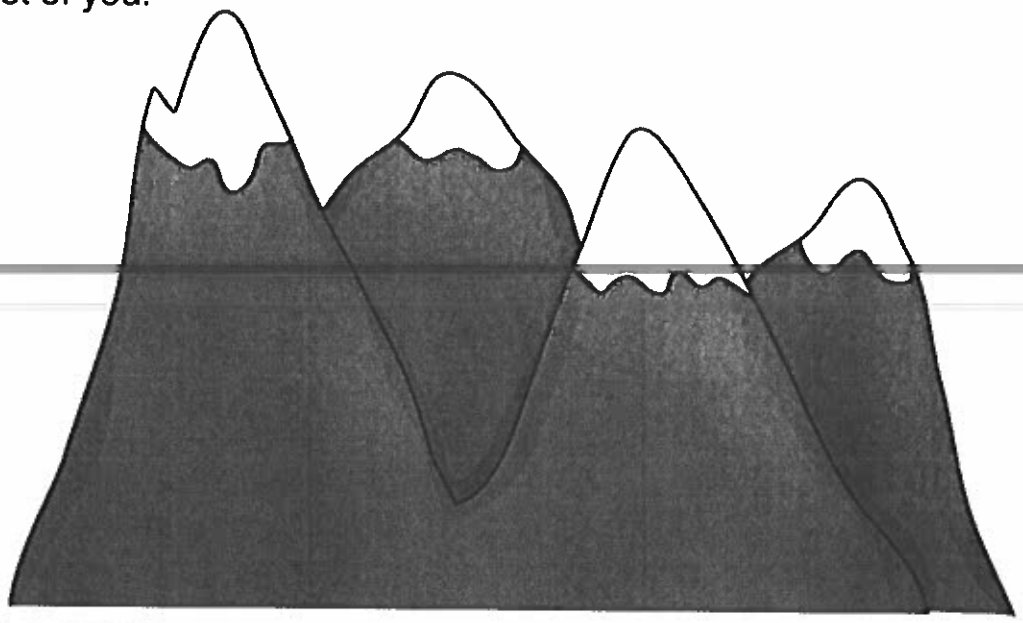
Since there is no conclusive hair sample, no fossil, and no skeleton, then most of the evidence of Bigfoot is from eye witness testimony. Eye witness testimony is completely unreliable. As a matter of fact, scientists have proven time and time again that human memory of events are flawed and unreliable. Let's say you are in the living room watching TV and a large hairy spider suddenly appears on the wall. You take off screaming and yelling for someone to kill it. After they come to your rescue, it is discovered that the scary looking spider is actually a teeny-tiny garden spider. People do this all the time. They think they see something when in reality it is much different that what they think they saw. You actually have a better chance of hallucinating than seeing a real Bigfoot.

Another piece of evidence are photos and video of Bigfoot. Conveniently, most photos of Bigfoot are blurry and out of focus. It is very hard to tell if it's a Bigfoot or a guy in an ape suit. These pictures are easy to fake! All you need is a friend in an ape suit and a bad camera.

Finally, there are the footprints that Bigfoot leaves behind. The first set of Bigfoot prints were taken in 1958 by Ray Wallace. He claimed these were from a real Bigfoot until the day he died. After his death in 2002, his family revealed the giant wooden feet that he used to create the prints. This one set of "Bigfoot" prints were the most famous and biggest piece of evidence for years. It all turned out to be just a hoax.

Other Bigfoot prints have turned out to be from a bear or other wildlife. When you have footprints in the wild, they get degraded by the elements. It is very difficult to prove these are real. Think about it for a minute. How can a footprint remain perfectly untouched in the wild? What about rain? What about other animals walking over these prints? There are too many things that could happen to a print in the forest. I think most Bigfoot prints must be made by hoaxers looking to be famous. There is no way a Bigfoot print is really from a Bigfoot.

So the next time you go hiking in the wilderness, have no fear of a Bigfoot encounter. You should be much more worried about the things that we know actually exist in nature. Watch out for mountain lions, bears, and most importantly; bad drinking water. You have a better chance of being harmed by contaminated water in a stream than an actual Bigfoot. Don't let your imagination get the best of you!

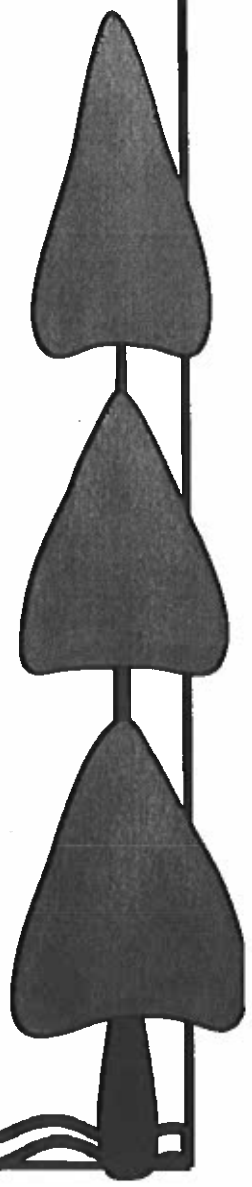


Name: _____

Two Column Notes

Title: "The Protector of the Forest"

Point of View	Evidence From the Text



Name: _____

Two Column Notes

Title: "Just a Hallucination?"

Point of View	Evidence From the Text

Assignment

Does Bigfoot exist? Write an essay answering this question. In your essay explain your own point of view based on the evidence in both articles. Come up with at least two reasons that support your opinion. Give evidence from the text to support your ideas.

Tip: You already collected your evidence on each of your two column notes pages. You can use those two column notes to write your essay.

Include:

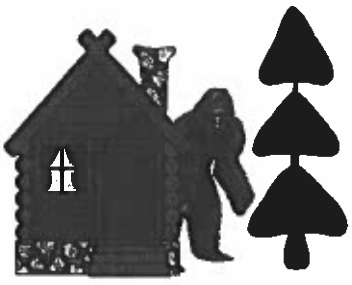
First paragraph: Introduction: explain your opinion.

Second paragraph: First reason and evidence from the text.

Third paragraph: Second reason and evidence from the text.

Fourth Paragraph: Conclusion: end with restating your opinion.

Due: _____



TEXT STRUCTURE

How does the author organize/write the information in his article? There are FIVE ways that an author can organize/write an article:

1. **DESCRIPTION**- this method is when the author tells lots of details about something/does lots of describing. This is like a main idea and lots of details kind of article. The author will give lots of descriptions about something.
   CLUE WORDS/PHRASES: for instance for example another

2. **SEQUENCE**- this type of text structure is when an author presents information in CHRONOLOGICAL (time) order. The author might use dates or times or sequence **CLUE WORDS** like: first, next, last, before, after, then, finally

3. **COMPARE/CONTRAST**- this text structure explains how things are alike or different. **Clue words** to look for are: both, similar, alike, different, same, or, in contrast, on the other hand, while, however

4. **PROBLEM/SOLUTION**- this type of text structure is when the author presents a problem and tells how it could be solved or how it was solved. **CLUE WORDS**: problem, solution, solve, dilemma, issue

5. **CAUSE/EFFECT**- this type of text structure explains something that happened and why it happened. **CLUE WORDS**: because, cause, reason, due to, consequently, therefor, as a result of, since

********WHEN YOU READ AN ARTICLE LOOK FOR CLUE WORDS TO HELP YOU FIGURE OUT THE TEXT STRUCTURE THAT THE AUTHOR USED.**

Yellow onions and white onions are very similar. In fact, beginning cooks often use these onions interchangeably. When a cook reads a recipe that calls for an onion that will need to be cooked, they are likely to reach for a yellow onion or a white onion.

The most obvious difference between yellow onions and white onions is their color. However, there are also more subtle differences. A yellow onion usually has a tough outer skin. In contrast, a white onion tends to have a thinner, more tender skin. Whereas white onions retain their sharp flavor throughout cooking, yellow onions become sweeter the longer they cook.

Onions are made up of unusually large cells. These cells are readily visible with just a small amount of magnification. As a result, onions are a perfect vegetable to use in science education. When teachers want their students to observe cell structure, they often gather some inexpensive onions and facilitate a lesson where students use a microscope to view an onion skin cell.

Cutting an onion can be an extremely unpleasant experience. In fact, it is so awful that it often results in eyes that sting like bees, and tears streaming down the cook's face. Have you ever wondered what causes this undesirable outcome, and how you can avoid it?

Slicing the onion releases sulfuric acid into the air. This sulfuric acid reacts with the moisture in a person's eyes and results in the tearful reaction.

There *is* a simple solution to this common problem. Cut the onion under a stream of running water. This will prevent the sulfuric acid from reacting with your eyes' moisture. If you follow this tip, you will likely have a positive onion-cutting experience without the tears.

Onions have been around for a *long* time. In fact, scientists agree that onions were likely a staple in the prehistoric diet.

Onions are known to have existed in Egypt in 3500 BC. To the ancient Egyptians, onions symbolized eternity, and many pharaohs were buried alongside onions.

The ancient Greeks also believed in the power of onions. In fact, in the first century AD, a Greek physician convinced several Greek athletes that onions had a medicinal property that would make them stronger. As a result, the majority of athletes who participated in the first Olympic Games ate several pounds of onions, drank onion juice, and rubbed onions over their bodies.

In the Middle Ages, onions were prescribed to alleviate headaches and to prevent hair loss. They were also acceptable forms of payment for goods and services. They were even commonly given as wedding gifts!

Today, onions are primarily used to add flavor to our foods. Furthermore, all evidence indicates that they will continue to exist far into the future.

Do you have a dog or cat residing at your home? If the answer is yes, be sure to keep onions out of your pet's reach. Onions contain an ingredient called thiosulfate. While this ingredient is perfectly safe for humans, it is toxic to cats and dogs. Thiosulfate weakens a cat or dog's red blood cells. If your pet consumes enough onions, the red blood cells can even burst! As you can see, the accidental ingestion of onions by your dog or cat can result in worrisome consequences.

Let's face it... onions have a less-than-stellar reputation. However, there are a handful of instances where onions have made it into the spotlight.

If you've seen any of the *Shrek* movies, you can probably picture the onion-shaped carriage that Shrek and Fiona use for travel. You might also remember Shrek telling Donkey that ogres are like onions... they have many layers.

Holes, a Newbery-award winning book by Louis Sachar which later became a hit movie, also features onions. In the book, the main characters, Stanley and Zero, would not have survived if they hadn't found a stash of onions to eat.

Have you heard of "The Onion Song" by Marvin Gaye? It was released in 1961, and it became so popular in Great Britain that it reached #1 on the singles chart.

If books, songs, and movies continue to feature onions in a positive light, perhaps someday onions will have the good reputation they deserve.

21

Glaciers have drastic effects on land areas. As they slowly move over land, they gradually reshape the terrain below. Because the glacier is so heavy, the ice cuts away at the land surface, and then carries the broken rocks and soil to land far away from its original location. Glaciers can remove entire mountainsides, leaving valleys behind. They can also transport huge rocks to new locations. These rocks are called erratic boulders because they often seem out of place in their new surroundings. Glaciers affect the land in interesting ways.

22

Glacier National Park is located on a large area of land that crosses the border between Montana and Canada. Sadly, many of the glaciers located in the park are rapidly dis-appearing. Scientists estimate that there were nearly 150 glaciers in the park in 1850. When the park was established in 1910, most of the glaciers were still present. However, just 100 years later, most of those glaciers had disappeared. In 2010, only 25 glaciers larger than 25 acres remain in Glacier National Park. Some computer models predict that the park's largest glaciers will no longer exist by the year 2030.

23

Glaciers and avalanches are both made of frozen material. They can both occur in cold, mountainous areas.

There are some major differences between glaciers and avalanches, however. Glaciers are large masses of ice and snow that move very slowly, while avalanches occur suddenly when a large mass of snow falls off a mountainside and tumbles to the ground. Glaciers can last for thousands of years, whereas avalanches occur and are over in a very short period of time.

24

Glaciers are large, thick masses of snow and ice. Unlike a normal sheet of ice, however, glaciers are able to move. They move very slowly over time, flowing like a slow river. Glaciers are often considered remnants from the last Ice Age.

Glaciers can be found all over the world. They currently cover about 10% of the Earth's surface. They are mainly located in the polar areas of Antarctica and Greenland. Some glacial ice can be found in mountainous areas, as well.

25

A tsunami is a series of gigantic waves. The word "tsunami" is made up of two Japanese words: "tsu" (which means harbor) and "nami" (which means wave). When a tsunami forms far out at sea, it is often barely noticeable. When tsunami waves form near a shore, however, the results can be devastating for people and buildings near the shoreline.

26

There are four major events that can cause a tsunami. Most often, tsunamis are caused by earthquakes below or near the ocean. The most destructive tsunamis occur when there is a shallow focus earthquake where the ocean is less than 70 km deep. Other less-common events that can cause tsunamis include underwater landslides and violent volcanic eruptions. Tsunamis can also be caused by asteroids or meteors that crash into the ocean from outer space, but this is a rare occurrence.

27

Tsunamis are particularly dangerous events because they cannot be predicted. A tsunami can reach land within minutes. Scientists are researching methods that they hope will assist them in warning people in the path of a tsunami at a faster speed. One current solution that has been developed is the SMS Tsunami Warning System. This warning system sends a text alert directly to your cell phone if there has been an earthquake and it appears that a tsunami may be approaching your area. Scientists hope to develop even more reliable warning systems in the future.

28

Both hurricanes and tsunamis are natural disasters that send large amounts of water crashing into the land of coastal areas. Both originate in the ocean and release large amounts of energy. Although they share common elements, they are very different things. A hurricane is a type of storm caused by weather, while a tsunami has *nothing* to do with weather, as it is usually triggered by an underwater earthquake. Also, hurricanes move fairly slowly, and people are usually warned several days before it reaches land. In contrast, tsunamis are sudden and fast-moving, leaving little time to warn the people in its path.

Use the following 6 stories to review lots of 4th grade skills.

1. 60 second timed fluency for each story
2. On back of each story is a graphic organizer regarding main idea & supporting details
3. For each story: - circle 6 nouns
   - underline 6 verbs
   - put a box around 4 pronouns (they, it, me, us, our, you, your, their, them, he, she, her, him
4. On a sheet of paper:
   Write the title of each article/passage
   tell ① how many paragraphs?
   ② genre?
   ③ any precise language (adjectives)?
   ④ list 1 fact and 1 opinion (if any)
   ⑤ What was the text structure?
   (description / compare contrast / sequence / problem solution / cause effect
   ⑥ Choose one of these passages and write a 1 paragraph summary.

Nonfiction

California Gold Rush

L

Before 1848, few people lived in the West. That changed fast when gold was discovered in California. It was first found at a place called Sutter's Mill. People became interested in searching for gold. 10 20 29 34

By 1849, word had spread. Thousands came to California from around the world to get rich. They came in ships and by covered wagons. The Chinese called it "gold mountain," and many came to look for it. Others came from Mexico and Europe. Of course, Americans came from the East. 43 55 64 76 84

Some people did get very rich in the gold rush, but others lost everything. Native Americans were driven off their hunting lands. Many of them were killed. Small farmers were forced from their farms. 96 104 114 118

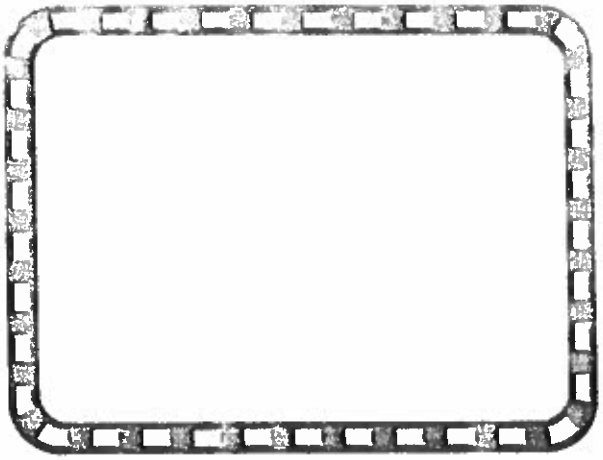
Most who came did not get rich. But many stayed and built homes and businesses. 129 133

The gold rush had a lasting effect on American history. Almost overnight, small towns became big cities. Roads were built, and transportation, from railroads to ships, improved. People began to think of America as spreading from coast to coast. 143 152 160 171 172

Name: _____

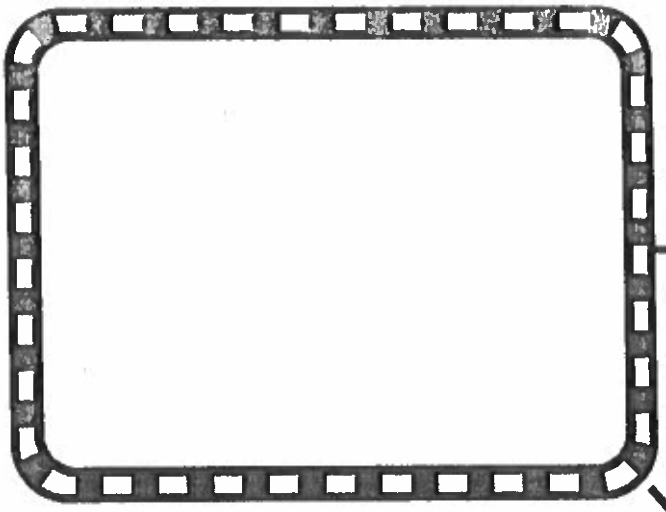
Story: _____

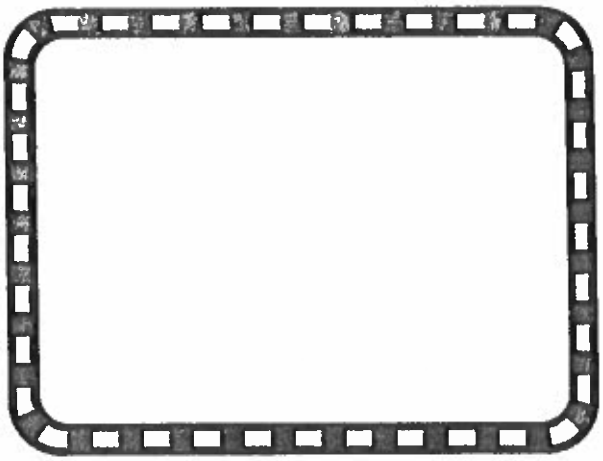
The main idea is what the story is mostly about.



Detail 1

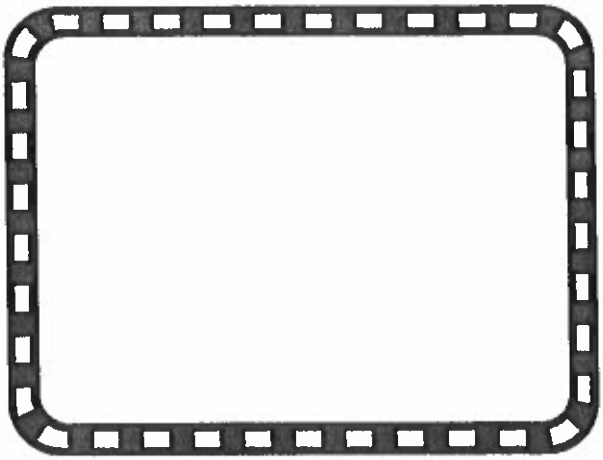
Main Idea





Detail 2

The details are the facts or examples from the story that support the main idea.



Detail 3

Nonfiction

Q

The Dog Explorer

A big dog named Seaman helped Lewis and Clark explore the American West. Seaman was a Newfoundland dog. He belonged to Captain Meriwether Lewis. Lewis may have bought Seaman in Philadelphia before the trip. No one really knows.

During the trip, Lewis wrote about Seaman in his journal. The dog was a great help to the men. Seaman retrieved squirrels and geese the explorers hunted for food. He protected the camp by barking and warning of grizzly bears nearby. One night he chased away a buffalo trampling through camp.

It was a long, hard journey for Lewis and Clark and their crew. The journey was dangerous for Seaman, too. Once, he was bitten very badly by a beaver. Lewis was afraid his dog would die. When the men were almost starving, Lewis was afraid they would eat Seaman.

Seaman was very valuable to his owner. A Shawnee Indian once offered Lewis three beaver pelts for the dog. Lewis said, "No," and wrote in his journal, "Of course, there was no bargain."

Along the way, Lewis named a creek after his dog. No one knows what happened to Seaman. He probably made the journey home with Lewis. Historians say his collar ended up in a museum in Virginia in 1814.

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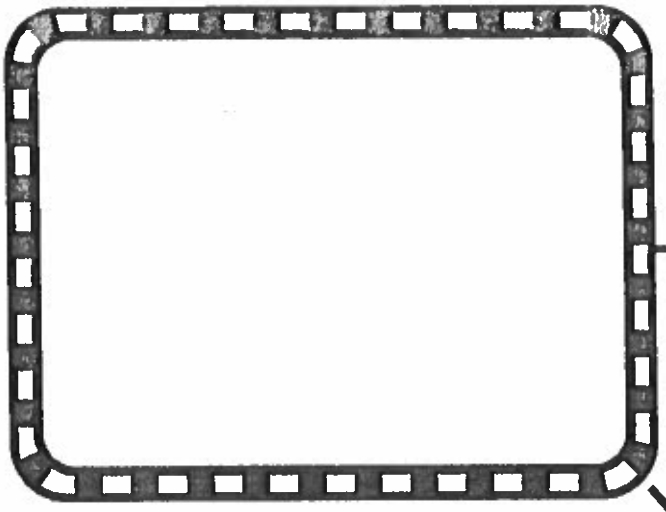
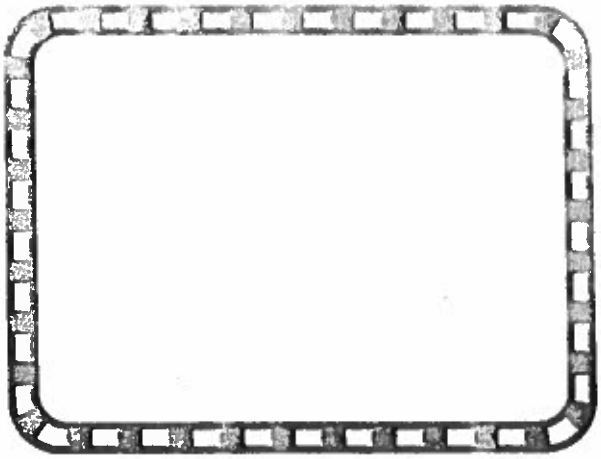
Name: _____

Story: _____

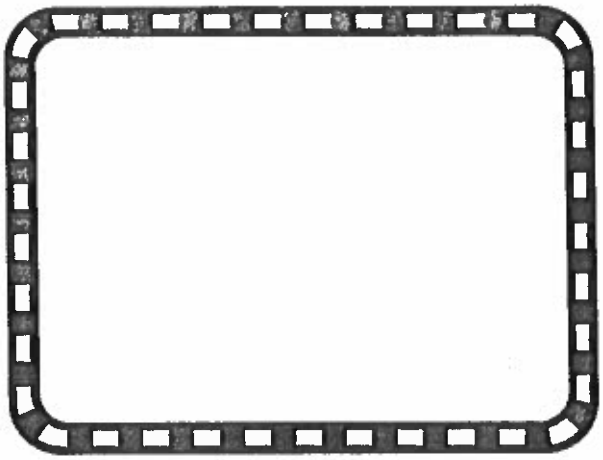
The main idea is what the story is mostly about.

Main Idea

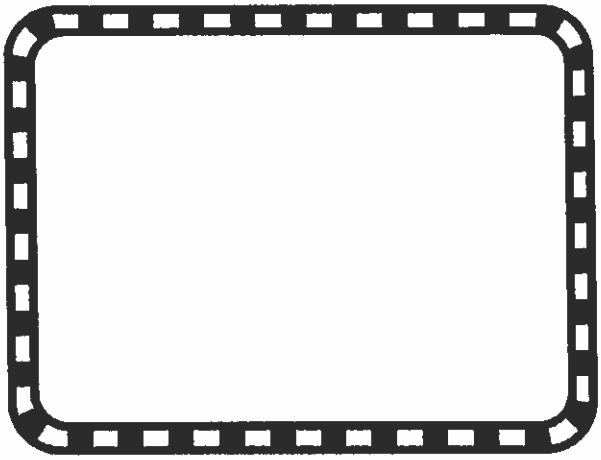




Detail 1



Detail 2



Detail 3

The details are the facts or examples from the story that support the main idea.

Who Invented That?

Have you ever wondered who invented something? After all, just about everything we use was thought up by somebody.

For example, crayons were invented by Edwin Binney and C. Harold Smith. The two men owned a paint company. They decided to mix paint colors with wax. The wax sticks they made could be used for drawing. Crayons were first sold by Crayola® in 1903.

Sneakers were invented in the United States and became popular in the 1900s. They were called sneakers because they were quiet when you walked. Leather shoes sometimes squeaked. If you wore sneakers, no one could hear you coming.

Thomas Adams invented chewing gum using a product from trees called chicle. He was trying to make artificial rubber, but it wasn't working. One day he popped some chicle in his mouth and began chewing. If he added flavor, he thought, he could sell it. In 1871, Adams gum went on sale in drugstores.

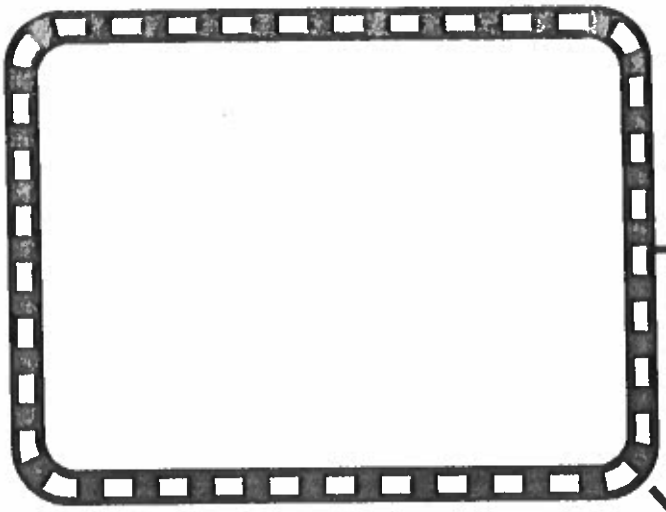
Silly Putty® was invented by James Wright in 1943. It came about by accident. Wright was also trying to make artificial rubber. Instead, he created a substance that could bounce and stretch. Silly Putty® was first sold in toy stores in 1949 and was a huge success.

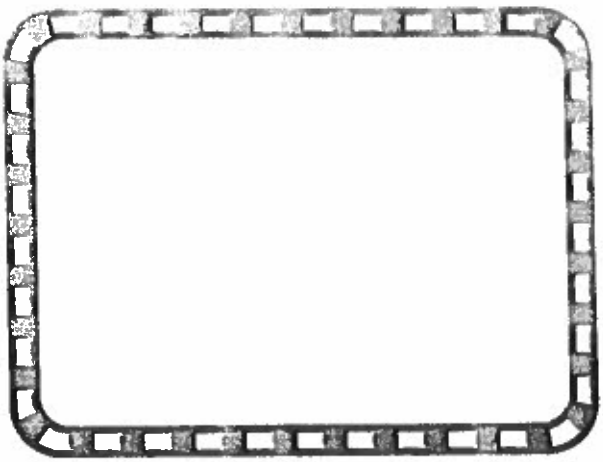
Name: _____

Story: _____

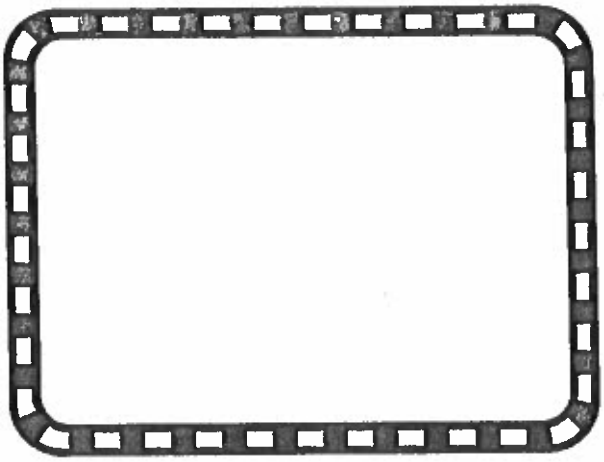
The main idea is what the story is mostly about.

Main Idea





Detail 1



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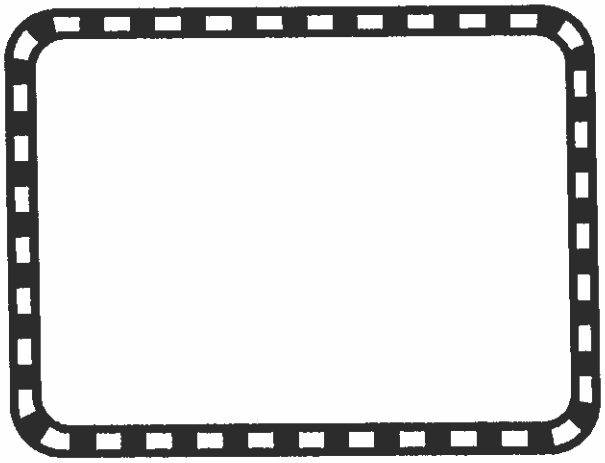


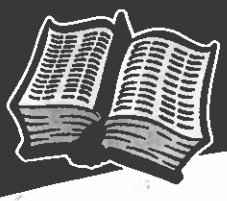
Detail 3

The details are the facts or examples from the story that support the main idea.

Nonfiction

M

Caves



Caves are kind of spooky places. They are very dark, and strange creatures live in them. Even so, lots of people love to explore them. 11 23 25

Caves are formed over thousands of years. Most caves are made by water wearing away rock. Waves crashing against cliffs can create caves near the coast. Sometimes there are caves at the bend of a river. Some caves have streams running through them. 35 44 54 66 68

Inside, caves are cool and damp. 74

Caves make ideal homes for many animals. Thousands of bats can live in a single cave. They look like a black cloud flying out at dusk. Cave swallows build nests on rocky ledges. 82 96 107

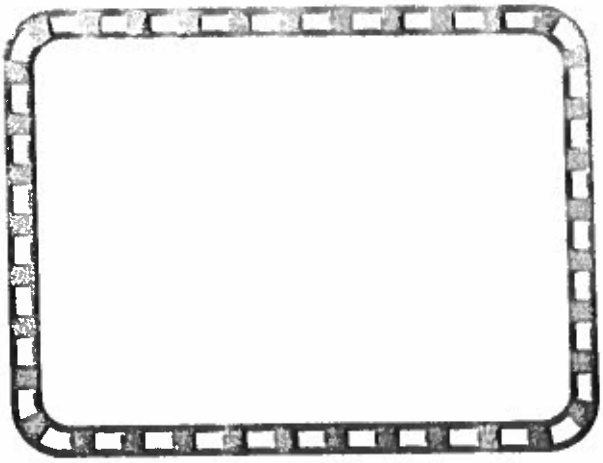
Bears find caves to be good places to hibernate. Early humans also made homes in caves. Caves gave them shelter from weather and animals. 117 127 131

There are animals that live only in caves. They live in darkness. Most are blind because their eyes are useless. Some have no eyes at all. Blind salamanders and fish are found in some deep caves. Cave fish cannot see. They sense things to eat that are moving around them. 142 152 164 175 181

Name: _____

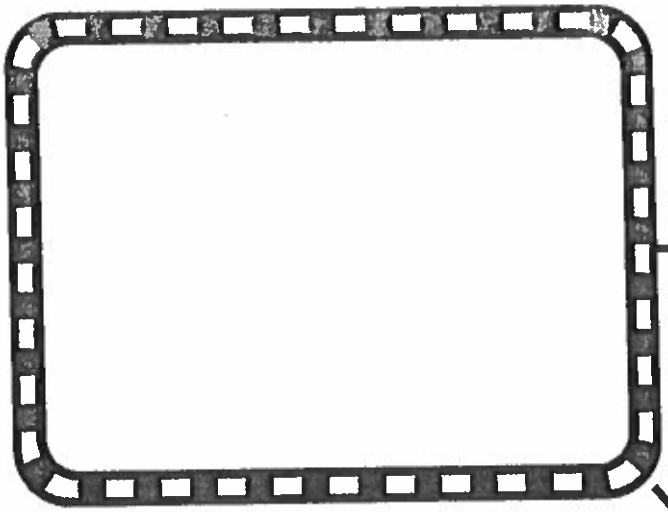
Story: _____

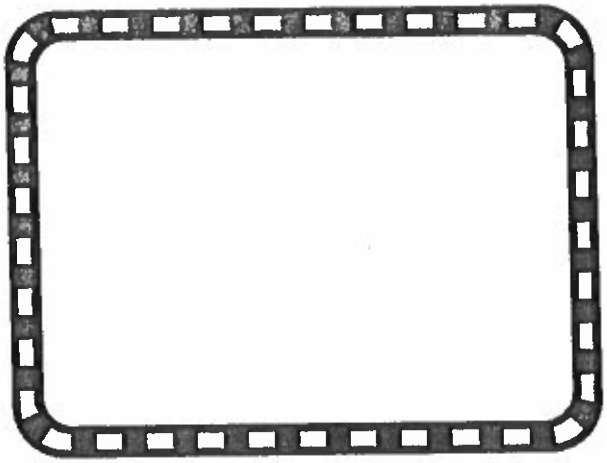
The main idea is what the story is mostly about.



Detail 1

Main Idea





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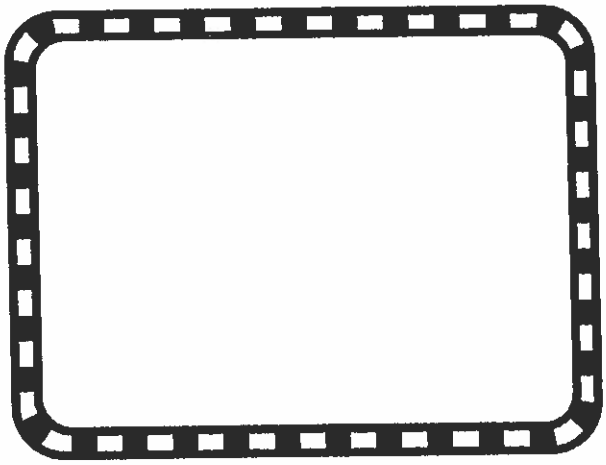


Detail 3

Nonfiction

M

Monarch Butterflies

The monarch butterfly is an amazing creature. Its orange and black wings are a familiar summer sight in most of the U.S. But the monarch is a special butterfly. It is the only butterfly that truly migrates. Millions travel up to three thousand miles each fall. 9 21 33 42 46

Monarchs east of the Rocky Mountains fly to mountains in Mexico. Those west of the Rockies fly to California. 55 65

They fly south to escape the cold weather. The Mexican government has set aside land in the mountains west of Mexico City as their winter home. 75 85 91

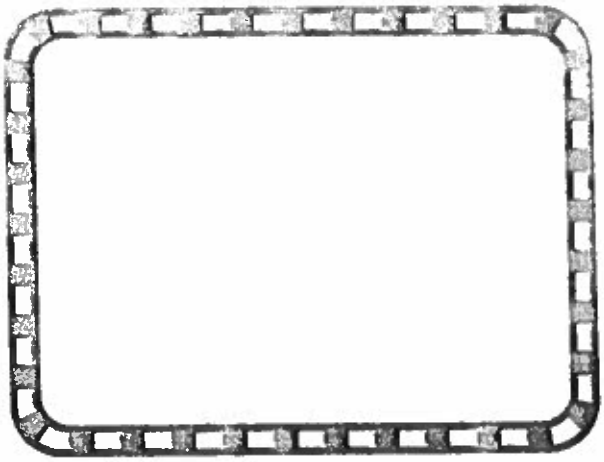
Only those butterflies born in the fall make the trip. The ones that fly south have never done it before. They are the great-grandchildren of those who flew north. It is still a mystery how they find the same places their ancestors found. Often they pick the same trees. So many will land on a tree that it seems to bloom with butterflies. 102 114 125 135 148 155

Scientists believe monarchs use the sun to guide them south. Still, no one knows how they find a place they have never seen. 164 176 178

Name: _____

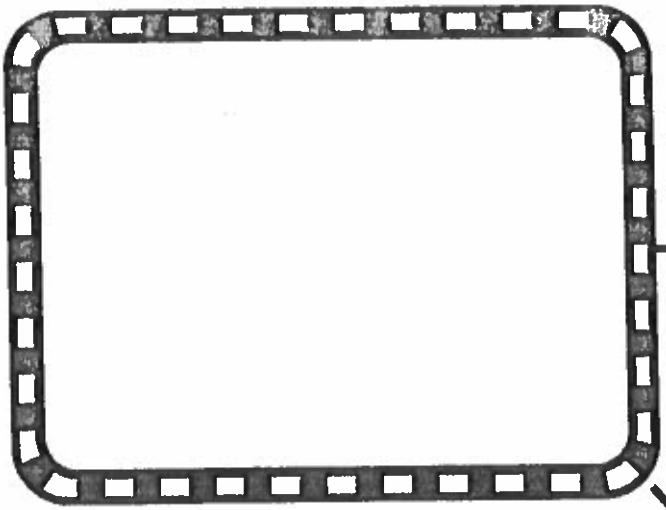
Story: _____

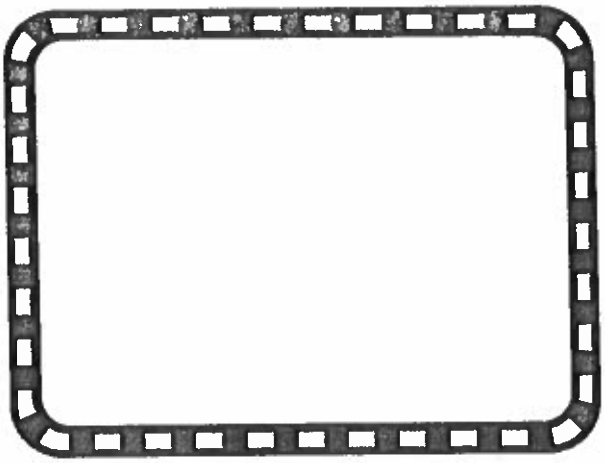
The main idea is what the story is mostly about.



Detail 1

Main Idea





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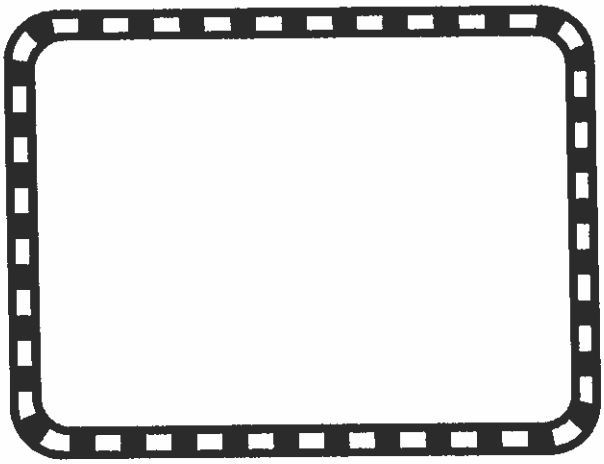


Detail 3

Nonfiction

R

The Planet Mars

Do you think you could live on Mars? Actually, you couldn't unless you were in a space suit or inside a space station. No people could survive on Mars if they didn't bring their own air, food, and water. 10 22 33 39

We could not breathe the Martian air. It doesn't have the oxygen we need to survive. 50 55

If you went to Mars, you would need a way to stay warm. The average temperature is about 81 degrees below zero. 68 77

If there ever was water on Mars, it can't be found now. Only minerals left behind when water evaporates have been discovered. Any water that still exists must be hidden beneath the surface. 89 98 107 110

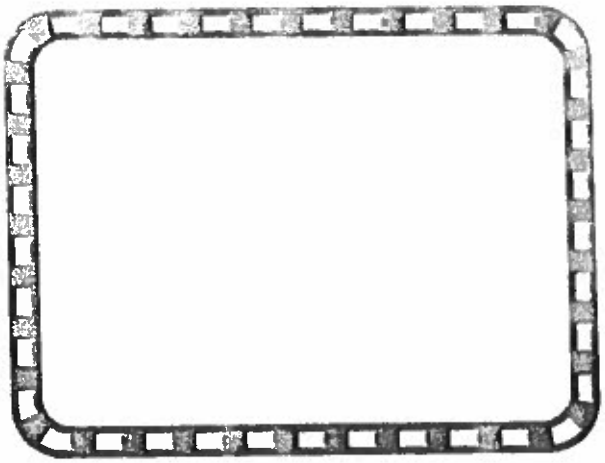
People once thought they could see long, straight canals on Mars. They believed these canals were built by Martians. When we finally could go into space, however, we learned that there are no Martians. If any life is there, it is too tiny to see. 119 129 139 154 155

We are trying to find out if there ever was life on Mars. Rovers, remote-controlled vehicles, are now searching the planet. One of the reasons rovers were sent there is to see if life exists in any form. Rovers are also helping us learn how people could live on Mars. 168 176 189 201 206

Name: _____

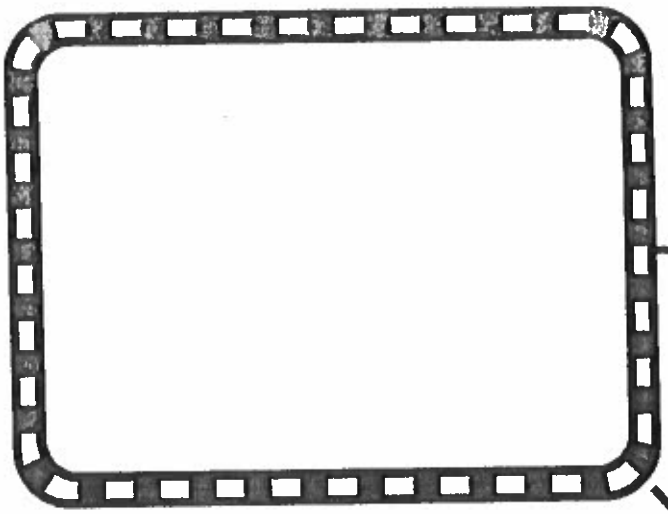
Story: _____

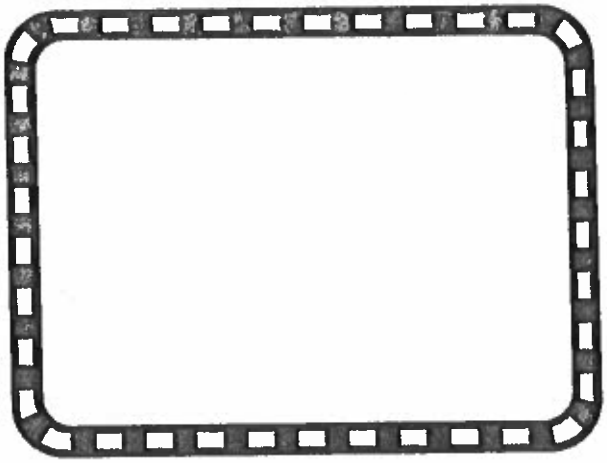
The main idea is what the story is mostly about.



Detail 1

Main Idea





Detail 2

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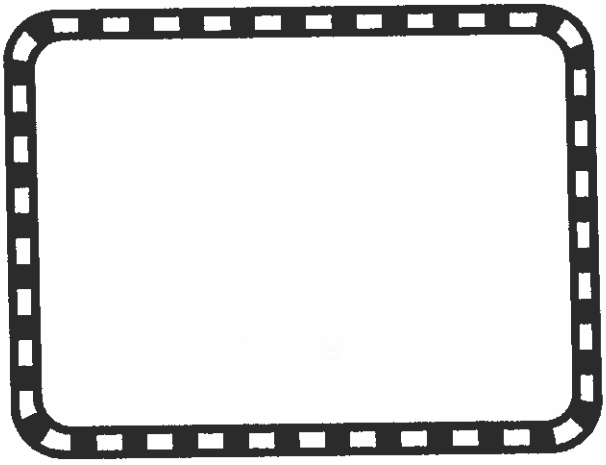
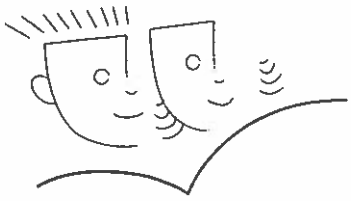


Detail 3

Daze | progress monitoring



8

Name: _____

Practice 1

After playing in the dirt, Sam went [home / summer / was] to wash her hands.

Practice 2

On her way home, she [chair / sleep / saw] an ice cream truck.

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STOP

C: _____

I: _____

AS: _____

The Grocery Store

Everyone needs food, and many of us buy our food at the local grocery store. Often, we take these stores for [ring / icy / granted], but running a grocery store requires a [charge / fact / lot] of skill and cooperation. The employees in a [something / needs / grocery] store all work as a team. [Activities / Squeaky / Each] person does his or her job to [line / types / make] sure that we get the best [food / time / people] possible.

Grocery stores have a variety of [then / take / sections]. For example, if you want to [poultry / buy / workers] fresh fruits and vegetables, you go to the [fish / produce / is] section. It takes many different people to [baggers / choose / keep] this section running well. There are [cut / stockers / birthday] that make sure that the fruits and [how / vegetables / another] are fresh and neatly stacked. These [workers / kinds / shopping] are supervised by produce managers who [are / jobs / needed] in charge of ordering the right [work / see / amounts] of all the different types of [produce / cases / many].

At any given time in the [while / soap / bakery], all kinds of activities are going on. [Job / Shelves / Someone] might be putting the icing on a [section / birthday / cold] cake. Another worker could be adding [bag / cake / nuts] to the cake mix or checking the [code / oven / requires] to see if the bread is [it's / cooperation / ready]. All the while, clerks are taking [care / sold / ready] of

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Keep going ▶

customers who want to buy the [wash / some / bakery's] products.

In the meat department, butchers [water / running / make] sure customers have their favorite cuts of [ask / meat / handed], fish, or poultry. They cut and [example / wrap / local] their products and then put them in [icy / can / departments] cold cases. People can choose among these [sections / finish / products] or ask for something special. Butchers [products / items / keep] soap and water handy to wash [product / also / surfaces] and tools as they work. It's [important / butchers / bagger] to keep this department squeaky clean! Like [ordering / more / other] departments, the meat department has a [manager / surfaces / scanner] who assigns jobs to all those who [work / department / be] there.

The produce section isn't the [takes / only / variety] area that needs stockers. In fact, [stockers / correct / groceries] are needed all over the store. Their [other / fruits / job] is to line up all of the [car / bakery's / products] neatly on shelves or in cases. In [vegetables / some / help] stores, they also keep track of [area / nuts / how] many of each item are sold. They [tell / grocery / well] their managers which items have been [employees / item / selling] well. The managers then order more of those [neatly / items / full].

After customers finish shopping, they are [have / ready / given] to ring up their purchases. It's [someone / time / clerks] to

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Keep going ▶

check out! Cashiers run each [isn't / item / bakery] with a product code through the [might / sure / scanner]. They weigh fruits and vegetables and [type / taking / are] in the correct code for each [there / one / lot]. After all the items are totaled, the [adding / customer / only] pays and is handed a bag [been / different / full] of groceries. The groceries are put into the [bag / cashiers / special] by a bagger. Baggers also help [put / people / possible] carry their groceries to the car.

[Going / Clearly / Mix], it takes a lot of people to [manager / everyone / run] a grocery store. Shopping is the [food / favorite / easy] part!

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LESSON 5

Context Clues

WORDS TO KNOW **Context clues** words, phrases, or sentences around or near an unfamiliar word that help you understand its meaning

Review It!

Read these sentences. Use the Hint to help you figure out the unfamiliar word.

Manuel worked hard to help his brother put the boxes in the car. He had just graduated from high school. Now he was leaving to go away to college. Manuel would miss his brother, but he would also get his own room now.

Hint Here, the word *leaving* and the phrase *go away to college* help you to understand what the word *graduated* means.

Try It!

Read this passage. As you read, underline unfamiliar words and circle context clues that help you understand each word meaning.

Last summer, I went to visit my grandma and grandpa. My parents drove me to their house, which took about 3 hours. My grandma baked cookies and pies for me. My grandpa planned a fun outing for us. He took me to the train museum. I learned about the history of the **locomotive** train. The first was made in 1804. Most locomotives were for **commercial** use. They didn't start to carry passengers until about 1825. A **tourist** could travel over 9 miles in one hour. On the train, I saw a model of an **engineer** in his uniform. I always thought an engineer is a person who helps design and build bridges and roads. At the museum, I learned that an engineer is also a person who drives a train.

Now, use the passage to answer the questions on the following page.

1. In line 4, *locomotive* is another word for

A. passenger
B. moving
C. museum
D. history

2. What does *commercial* mean in line 5?

A. business
B. entertainment
C. television
D. people

2. Which sentence near the word *commercial* in line 5 helps you figure out its meaning?

3. In line 5, the word *tourist* means

A. a person who drives a train
B. a person who builds bridges
C. a person who drives a car
D. a person who travels for pleasure

3. If you replace *tourist* with each of the answer choices, which makes the most sense?

4. As used in lines 6–9, how many definitions does the word *engineer* have?

A. 2
B. 3
C. 4
D. 5

In Your Own Words

5. Rewrite the sentence on lines 7 and 8 in your own words.

_____

_____

_____

_____

5. What do the words *design* and *build* mean in the sentence?

On Your Own!

Read this passage. Answer the questions that follow it.

I love to cook with my dad. He is a chef at a restaurant in town. It took some time to become **accustomed** to his cooking. He likes to add a lot of spices. I am used to it now. It's delicious! Dad says I have a very healthy **appetite**. He says I can eat more than he can!

One of my favorite things to cook is a **casserole**. Everything gets put into one dish and then you bake it. Some of the **ingredients** I like to use are chicken, vegetables, rice, and cheese. Sometimes I **garnish** the top with some nice green **parsley**. It makes the dish look and taste great.

Dad taught me how to make chicken and **dumplings**. The dumplings are pretty easy to make. They look like little pillows. They are made of dough and cooked in boiling oil. Dad has to do that part. Sometimes we cook them in **broth** instead. Chicken broth can be made from boiling chicken in water for many hours. It is like chicken-flavored water!

The spices I like to use most when I cook are salt and pepper. Dad uses other spices such as **paprika** for its red color and basil for its sweet **scent**. It smells fantastic!

1. In this passage, what does the word *appetite* mean?

   A. diet
   B. desire for food
   C. starvation
   D. dinner

2. The word *broth* means

   A. a chicken
   B. a dessert
   C. a dish made from dough
   D. a clear soup

3. Read this sentence from the passage.

> Some of the ingredients I like to use are chicken, vegetables, rice, and cheese.

What does the word *ingredients* mean?

A. types of drinks
B. parts of a chicken
C. parts of a recipe
D. types of vegetables

4. The word *accustomed* means

A. got used to
B. disliked
C. tasted
D. turned away

5. As used in the passage, *garnish* means to

A. cook
B. stir
C. decorate
D. bake

6. Which phrase or sentence helps you figure out the meaning of *scent*?

A. other spices such as
B. It smells fantastic!
C. for its red color
D. I like to use most

Write It Out Write the meaning for each word from the passage in the space provided in the chart.

7.

Word	Meaning
casserole	
parsley	
dumplings	
paprika	

Fictional Narratives (stories) 4

(1) Read each narrative

(2) Do a 60 second fluency drill and record your number of words read.

(3) Choose 3 of the stories to write a one or two paragraph summary on.

(4) For each story please write:
- the number of paragraphs
- the main characters
- one supporting character
- the point of view — 1st person / 3rd person
- the theme / central message
- the author's purpose persuade / entertain / inform / express ideas or feelings
- the setting

(5) Choose 3 of the stories and tell the main character's:
- character traits (kind, sneaky, clever) examples
- problem / solution

(6) Choose 2 stories to rewrite from a different character's point of view.

Fiction

Riptide

The waves crashed down on the sand, making the ground shake. The lifeguards were making everyone stay close to shore. 10 19 20

Jonah was at the beach with his big brother, Mike. "Hurry," Mike said, "Let's get wet!" 31 36

Mike dove through a crashing wave. Jonah took his time. The water was cold even for a hot day. Finally, he took a deep breath and slipped under a wave. 46 60 66

When he came up, Jonah floated on his back for a while. Then he swam a bit. When he looked back, the beach seemed far away. Suddenly, he knew the tide was carrying him away from shore. 78 90 101 103

He tried to swim back, but it was really hard. He was being pulled out to sea. The next thing he knew, someone threw him a float. It was a lifeguard. He towed Jonah to shore. 115 126 138 139

Mike was waiting for him. "It was a bad riptide," the lifeguard said. "You're lucky your brother saw you out there." 150 160

"Let's go home," Mike said. "We've had enough excitement today." Jonah thought so, too. 169 174

The Three Friends

Kate, Stacy, and Jenna were best friends since second grade. The three of them went to the movies most Saturday afternoons, and, of course, they slept over at each other's houses a lot.

Most of the time, especially when all three of them were together, they got along just great. But, when only two of them were together, Kate noticed that there really did not seem to be three best friends at all anymore.

The problem was, when Kate was alone with Stacy, Stacy would sometimes say things about Jenna. Once, Stacy remarked that Jenna had a boring hairstyle. Another time, when Kate was with Jenna, Jenna said that Stacy had a boring hairstyle.

Comments like these always made Kate uncomfortable. Usually she would just say something like, "Oh, come on! That's not true." Other times, she wouldn't say anything at all, but then she felt bad.

Kate just didn't know what to do. Finally, she discussed the problem with her mom, and they developed a clever plan.

The next day at lunch, Kate suddenly said to her two friends, "I like you both so much that I would never want to hear anything mean about either of you." Stacy and Jenna both looked a little embarrassed. Then they said together, "Yeah, me either!" And that was the end of the problem!

Country Cousin, City Cousin

Maria lived in the city in an apartment on the sixth floor. She took a city bus to school and an elevator up and down to come or go from the apartment. 15 31 32

The subway rumbled underneath the sidewalk. At night, Maria could hear big trucks going by, and sometimes police sirens. 42 51

Her cousin Ana lived on a farm where her parents had a peach orchard. Six cats lived in the old barn on the farm, and Ana also had a pet dog named Scooter. 64 80 84

One day Maria's mother asked her if she wanted to spend a week with Ana. Maria jumped at the chance to visit her cousin. 97 108

Ana happily showed Maria all around the farm. They played in the old barn and tried to coax the cats to play. Maria ate a delicious peach right from the tree. 120 135 139

When the week was over and Maria went home, her mother asked her if she had fun. "I had lots of fun with Ana," said Maria, "but country life sure is exhausting." 151 167 171

"Why?" asked her mother. 175

"It was so quiet at night, I couldn't sleep!" Maria said. "It will be great to hear an old bus rolling by tonight. That's my lullaby." 190 201

Fiction

N

The Big Purple House

John swung the bat as hard as he could. He watched the ball fly right through the upstairs window of the big purple house! 12 23 24

Some kids believed the house was haunted. It was hidden behind tall trees and thick bushes. John often heard a dog barking inside. It sounded like a big, mean dog. Now John had to knock on the door and apologize for breaking the window. 34 45 56 67 68

He took a deep breath as he climbed the steps and knocked on the door. An old lady opened the door. She was holding his baseball. 79 91 94

"I'm sorry I broke your window. I'll pay for it," John said. 106

The old lady smiled. "Why don't you come by and visit me after school for a week instead? Fluffy and I could use the company more than the money." 118 130 135

The "big, mean dog" was just a tiny, furry white dog named Fluffy. John pet her, and the dog licked his face. 146 157

John visited every day for a week. He enjoyed himself so much that he continued visiting the old lady, and the two of them—and Fluffy—became very good friends. 168 180 187

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The Cave

Paul was small. Actually, he was the smallest kid in his class. He was always the smallest in his class. He was often teased by other kids. Sometimes Paul wished he were taller and stronger like his friend Julio. 11 23 33 39

But, one Saturday, Paul, Julio, and a few other boys decided to scale the cliff behind school. As they clambered up the steep slope, something caught Julio's eye. Brushing rocks aside, he discovered the entrance to a large cave. 49 59 68 78

"Follow me!" Julio hollered and disappeared from sight. The others followed behind him. Fifteen feet into the cave, they heard a terrifying thud, and the cave was pitched into complete darkness. Scrambling back toward the entrance, they were stunned to find it so blocked by boulders that only a thin sliver of daylight shone through. 86 96 107 114 126 133

Someone said, "I think we're trapped!" Paul said, "There's no thinking necessary…we're definitely trapped." Julio said, "What was I thinking, going into a dark cave?" Silently, Paul crawled through the narrow opening. It was cramped as he squeezed through, but he made it. Once back outside, he ran like blazes for help. 142 150 161 171 182 186

Paul rode in the fire engine on the way back. A reporter asked him what his name was, and a photographer took his picture. The headline the next day read, "Mighty Mite to the Rescue." Guess what the kids called him after that day! 198 209 220 230

A Close Call

Adam Gold checked the telescope again. There was no doubt: the enormous meteor was on a collision course with the Earth. Adam and other astronomers had been following it for weeks. It would hit Earth in two days. 11 23 36 38

Astronomers called the meteor Loki, after the Norse god of destruction. It was a tenth of the size of the moon. Scientists predicted it would land in the North Atlantic, sending huge tidal waves across the eastern United States. The meteor would then bury itself hundreds of feet deep in the Earth, throwing dust and rocks high into the atmosphere. Nothing—plants, animals, or humans—would survive the impact. 48 62 74 85 97 106 107

The world's leaders and greatest scientists had been told, of course. Together they came up with Earth's last best chance. Tonight, an unmanned rocket was racing through space, armed with the world's most destructive bombs. 118 129 139 142

At last, the rocket came into view through the telescope. The same view was also being broadcast to all the people in the world. 154 166

Suddenly, there was such a brilliant flash of light that Adam jumped back from the telescope, momentarily blinded. But what happened next could be seen with the naked eye. 178 188 195

The world witnessed fantastic fireworks in the sky. Shooting stars tore outward from the blast, and huge clouds of dust signaled a direct hit. 205 218 219

Adam was sure he could hear all the people on Earth cheering. 231