



GRADE

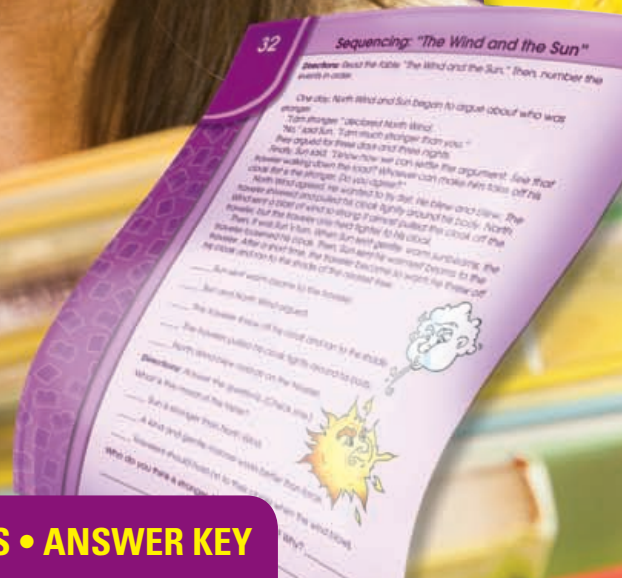
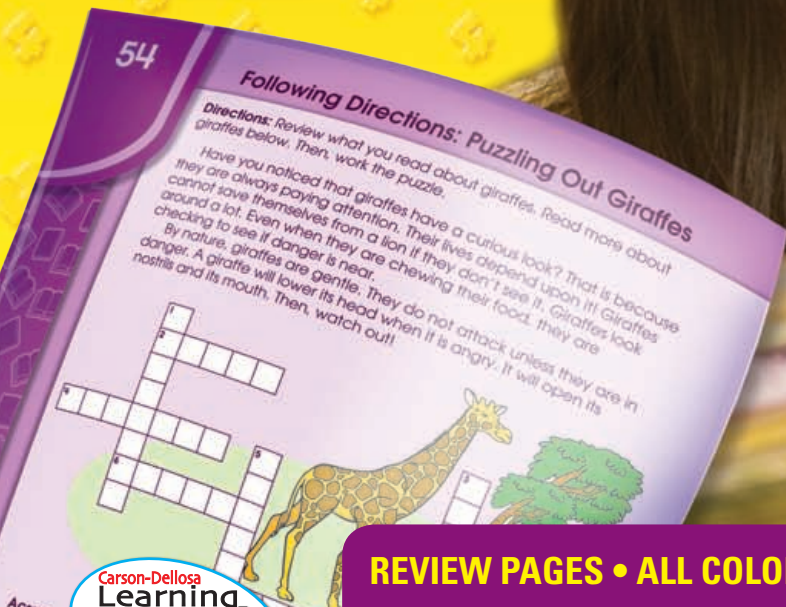
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# Reading Comprehension



## SKILLS

- Vocabulary
- Main Idea
- Cause & Effect
- Predicting
- Recognizing Detail
- Sequencing
- Following Directions
- Organizing Ideas
- Creative Writing



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## Comprehension: “The Princess and the Pea”

**Fairy tales** are short stories written for children involving magical characters.

**Directions:** Read the story. Then, answer the questions.

Once, there was a prince who wanted to get married. The catch was, he had to marry a real princess. The Prince knew that real princesses were few and far between. When they heard he was looking for a bride, many young women came to the palace. All claimed to be real princesses.



“Hmmm,” thought the Prince. “I must think of a way to sort out the real princesses from the fake ones. I will ask the Queen for advice.”

Luckily, since he was a prince, the Queen was also his mother. So of course, she had her son’s best interests at heart. “A real princess is very delicate,” said the Queen. “She must sleep on a mattress as soft as a cloud. If there is even a small lump, she will not be able to sleep.”

“Why not?” asked the Prince.

“Because she is so delicate!” said the Queen impatiently. “Let’s figure out a way to test her. You go down and pick a girl to try out my plan.”

The Prince went down to the lobby of the castle. A very pretty, but humble-looking, girl caught his eye. He brought her back to his mother, who welcomed her.

“Please be our guest at the castle tonight,” said the Queen.

“Tomorrow, we will talk with you about whether you are a real princess.”

The girl was shown to her room. In it was a pile of five mattresses, all fluffy and clean.

The girl climbed to the top of the pile and laid down, but she could not sleep. She tossed and turned and was quite cross the next morning.

“I found this under the fourth mattress when I got up this morning,” she said. She handed a small green pea to the Queen. “No wonder I couldn’t sleep!”

The Queen clapped her hands. The Prince looked confused. “A real princess is delicate. If this pea I put under the mattress kept you awake, you are definitely a princess.”

“Of course I am,” said the Princess. “Now, may I please take a nap?”

1. Why does the Prince worry about finding a bride?

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2. According to the Queen, how can the Prince tell who is a real princess?

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## Comprehension: “The Princess and the Pea”

**Directions:** Review the story “The Princess and the Pea.” Then, answer the questions.



1. Why does the Prince need a test to see who is a real princess?

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2. Why does the Princess have trouble sleeping?

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The story does not tell whether or not the Prince and Princess get married and live happily ever after, only that the Princess wants to take a nap.

**Directions:** Write a new ending to the story about what happens after the Princess wakes up from her nap.

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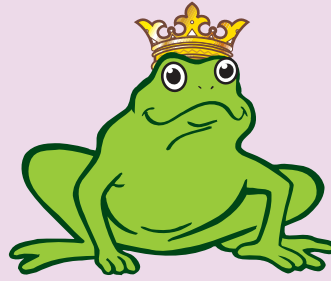
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## Comprehension: “The Frog Prince”

**Directions:** Read the story “The Frog Prince.” Then, answer the questions.

Once upon a time, there lived a beautiful princess who liked to play alone in the woods. One day, as she was playing with her golden ball, it rolled into a lake. The water was so deep she could not see the ball. The Princess was very sad. She cried out, “I would give anything to have my golden ball back!”



Suddenly, a large, ugly frog popped out of the water. “Anything?” he croaked. The Princess looked at him with distaste. “Yes,” she said, “I would give anything.”

“I will get your golden ball,” said the frog. “In return, you must take me back to the castle. You must let me live with you and eat from your golden plate.”

“Whatever you want,” said the Princess. She thought the frog was very ugly, but she wanted her golden ball.

The frog dove down and brought the ball to the Princess. She put the frog in her pocket and took him home. “He is ugly,” the Princess said. “But a promise is a promise. And a princess always keeps her word.”

The Princess changed her clothes and forgot all about the frog. That evening, she heard a tapping at her door. She ran to the door to open it and a handsome prince stepped in.

“Who are you?” asked the Princess, already half in love.

“I am the prince you rescued at the lake,” said the handsome Prince. “I was turned into a frog one hundred years ago today by a wicked lady. Because they always keep their promises, only a beautiful princess could break the spell. You are a little forgetful, but you did keep your word!”

Can you guess what happened next? Of course, they were married and lived happily ever after.

1. What does the frog ask the Princess to promise?

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2. Why could only a princess break the spell?

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## Comprehension: "The Frog Prince"

**Directions:** Review the story "The Frog Prince." Then, answer the questions.

1. What does the Princess lose in the lake?

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2. How does she get it back?

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3. How does the frog turn back into a prince?

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4. What phrases are used to begin and end this story?

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There is more than one version of most fairy tales. In another version of this story, the Princess has to kiss the frog in order for him to change back into a prince.

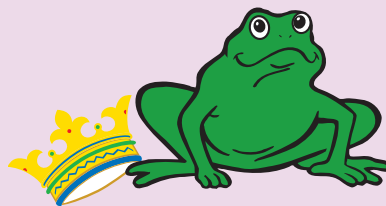
**Directions:** Write your answers.

5. What do you think would happen in a story where the Princess kisses the frog, but he remains a frog?

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6. On another sheet of paper, rewrite the ending to "The Frog Prince" so that the frog remains a frog and does not turn into a handsome prince.





## Creative Writing: Your Own Fairy Tale

All stories need a **beginning**, a **middle**, and an **ending**. The beginning introduces the characters and the setting. It tells what problem needs to be solved.

The middle of a story shows the action—what the characters try to do to solve the problem.

The ending of a story tells how the characters solved the problem and what happened at the end.



**Directions:** Write your own fairy tale.

Beginning

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Middle

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Ending

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## Review

**Directions:** Think of fairy tales you know from books or movies, like "Cinderella," "Snow White," "Sleeping Beauty," "Rapunzel," and "Beauty and the Beast." Then, answer the questions.



1. What are some common elements in all fairy tales?

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2. How do fairy tales usually begin?

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3. How do fairy tales usually end?

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**Directions:** Read several different versions of the same fairy tale. For example: "Princess Furball," "Cinderlad," and "Yah Shen." Then, answer the questions.

4. How are the stories alike? \_\_\_\_\_

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5. How are they different? \_\_\_\_\_

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6. Which story did you like best? Why? \_\_\_\_\_

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## Review

Most of us have read many fairy tales and have seen them in movies. Fairy tales have a certain style and format they usually follow.



**Directions:** Use another sheet of paper to write a fairy tale. Use the following questions to help you brainstorm ideas.

1. What is the name of the kingdom? \_\_\_\_\_

2. What is the size of the kingdom, its climate, trees, plants, animals, etc.?  
 \_\_\_\_\_  
 \_\_\_\_\_

3. What kind of magic happens there?  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Who are the characters?

Good guys

Bad guys

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

5. What does each character look like?  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What kind of spell is cast on a particular character and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. What happens to the good characters and the bad characters in the end?  
 \_\_\_\_\_  
 \_\_\_\_\_



## Following Directions: Early Native Americans

**Directions:** Read about the early Native Americans. Then, work the puzzle.

There were about 300 Native American tribes in North America when the first white settlers came to New England in the 1500s. These Native Americans loved and respected the earth. They hunted buffalo on the plains. They fished in the clear rivers. They planted corn and beans on the rich land. They gathered roots and herbs. Before the white settlers drove them out, the Native Americans were masters of the land and all its riches.

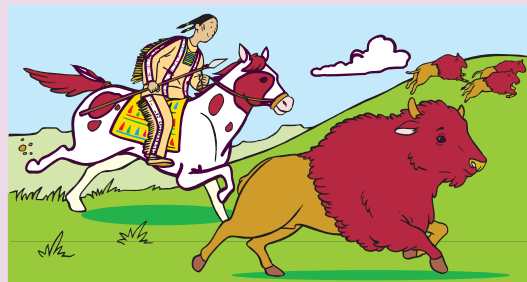
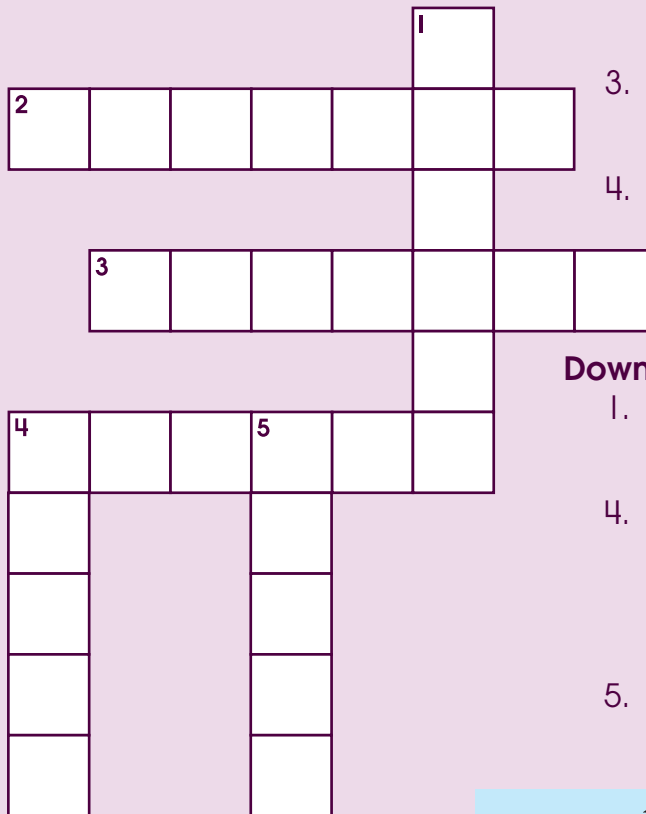
The Native Americans grew crops, hunted for food, made clothing, and built their homes from what they found on the land in the area where they lived. That is why each tribe of Native Americans was different. Some Native Americans lived in special tents called *tepees*. Some lived in adobe pueblos. Some lived in simple huts called *hogans*.

### Across:

- Native American homes made of adobe
- Native Americans hunted this animal.
- Tents some Native Americans lived in

### Down:

- Huts some Native Americans lived in
- There were \_\_\_\_\_ hundred tribes of Native Americans when settlers came.
- All the tribes loved the \_\_\_\_\_.



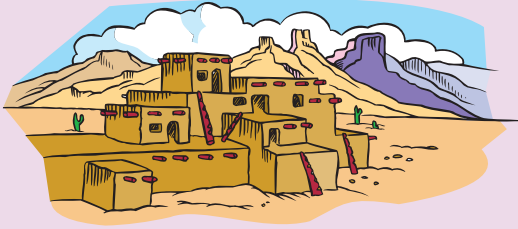


# Comprehension: The Pueblo People

**Directions:** Read about the Pueblo people. Then, answer the questions.

Long ago, Native Americans occupied all the land that is now Arizona, New Mexico, Utah, and parts of California and Colorado. Twenty-five different tribes lived in this southwestern area. Several of the tribes lived in villages called *pueblos*. The Hopi (hope-ee) Indians lived in pueblos. So did the Zuñi (zoo-nee) and the Laguna (lah-goona-nah). These and other tribes who lived in villages were called the *Pueblo*.

When it was time for the Pueblo people to plant crops, everyone helped. The men kept the weeds pulled. Native Americans prayed for rain to make their crops grow. As part of their worship, they also had special dances called *rain dances*. When it was time for harvest, the women helped.



The land was bountiful to the Pueblo people. They grew many different crops. They planted beans, squash, and 19 different kinds of corn. They gathered wild nuts and berries. They hunted for deer and rabbits. They also traded with other tribes for things they could not grow or hunt.

The Pueblo people lived in unusual houses. Their homes were made of adobe brick. Adobe is a type of mud. They shaped the mud into bricks, dried them, then built with them. Many adobe homes exist today in the Southwest.

The adobe homes of long ago had no doors. The Pueblo people entered through a type of trapdoor at the top. The homes were three or four stories high. The ground floor had no windows and was used for storage. These adobe homes were clustered around a central plaza. Each village had several clusters of homes. Villages also had two or three clubhouses where people could gather for celebrations. Each village also had places for worship.

1. What were the five states where the Pueblo people lived?

---

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2. What were three crops the Pueblo people grew?

---

3. The early pueblo houses had no

- yards.       windows.       doors.

## Recognizing Details: The Pueblo People

**Directions:** Read more about the Pueblo people. Then, answer the questions.

The Pueblo people were peaceful. They loved nature, and they seldom fought in wars. When they did fight, it was to protect their people or their land. Their dances, too, were gentle. The Pueblo people danced to ask the gods to bring rain or sunshine. Sometimes, they asked the gods to help the women have children.



Some Native Americans wore masks when they danced. The masks were called *kachinas* (ka-chee-nas). They represented the faces of dead ancestors. (Ancestors are all the family members who have lived and died before.)

The Pueblo people were talented at crafts. The men of many tribes made beautiful jewelry. The women made pottery and painted it with beautiful colors. They traded some of the things they made with people from other tribes.

Both boys and girls needed their parents' permission to marry. After they married, they were given a room next to the bride's mother. If the marriage did not work out, sometimes the groom moved back home again.

1. Among the Pueblo people, who made jewelry?

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2. Who made pottery?

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3. What did some of the Pueblo people wear when they danced?

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4. Why did the Pueblo people dance for the gods?

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5. Where did newly married couples live?

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## Recognizing Details: The Pueblo People

**Directions:** Review what you learned about the Pueblo people. Then, answer the questions.

1. How many different tribes lived in the Southwestern part of the United States? \_\_\_\_\_
2. The article specifically names three of the Pueblo tribes. Where could you find the names of the other Pueblo tribes?  
\_\_\_\_\_  
\_\_\_\_\_
3. How did the Pueblo people build their adobe homes?  
\_\_\_\_\_  
\_\_\_\_\_
4. How did the location and climate affect their lifestyle?  
\_\_\_\_\_  
\_\_\_\_\_
5. How were the jobs of the men and women of a Pueblo tribe alike?  
\_\_\_\_\_  
\_\_\_\_\_
6. How were their jobs different?  
\_\_\_\_\_  
\_\_\_\_\_
7. How do the responsibilities of the Pueblo men and women discussed differ from those of men and women today?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



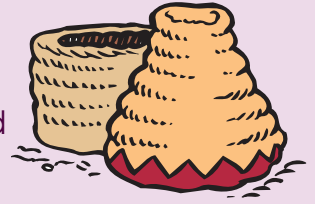
## Comprehension: A California Tribe

**Directions:** Read about the Yuma. Then, answer the questions.

California was home to many Native Americans. The weather was warm, and food was plentiful. California was an ideal place to live.

One California tribe that made good use of the land was the Yuma. The Yuma farmed and gathered roots and berries. They harvested dozens of wild plants. They gathered acorns, ground them up, and used them in cooking. The Yuma mixed acorns with flour and water to make a kind of oatmeal. They fished in California's rich waters. They hunted deer and small game. The Yuma made the most of what Mother Nature offered.

The Yuma lived in huts. The roofs were made of dirt. The walls were made of grass. Some Yuma lived together in big round buildings made with poles and woven grasses. As many as 50 people lived in these large homes.



Like other tribes, the Yuma made crafts. Their woven baskets were especially beautiful. The women also wove cradles, hats, bowls, and other useful items for the tribe.

When it was time to marry, a boy's parents chose a 15-year-old girl for him. The girl was a Yuma, too, but from another village. Except for the chief, each man took only one wife.

When a Yuma died, a big ceremony was held. The Yumas had great respect for death. After someone died, his or her name was never spoken again.

1. What were two reasons why California was an ideal place to live?

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2. What did the Yuma use acorns for?

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3. What was a beautiful craft made by the Yuma? \_\_\_\_\_

4. How old was a Yuma bride? \_\_\_\_\_

5. How did the Yuma feel about death?

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## Recognizing Details: The Yuma

**Directions:** Review what you read about the Yuma. Write the answers.

1. How did the Yuma make good use of the land?

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2. How were the Yuma like the Pueblo people?

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3. How were they different?

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4. Why did the Yuma have homes different than those of the Pueblo tribes?

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5. Why do you suppose the Yuma never spoke a person's name after he or she died?

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6. Do you think this would be an easy thing to do? Explain your answer.

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## Following Directions: Sailor Native Americans

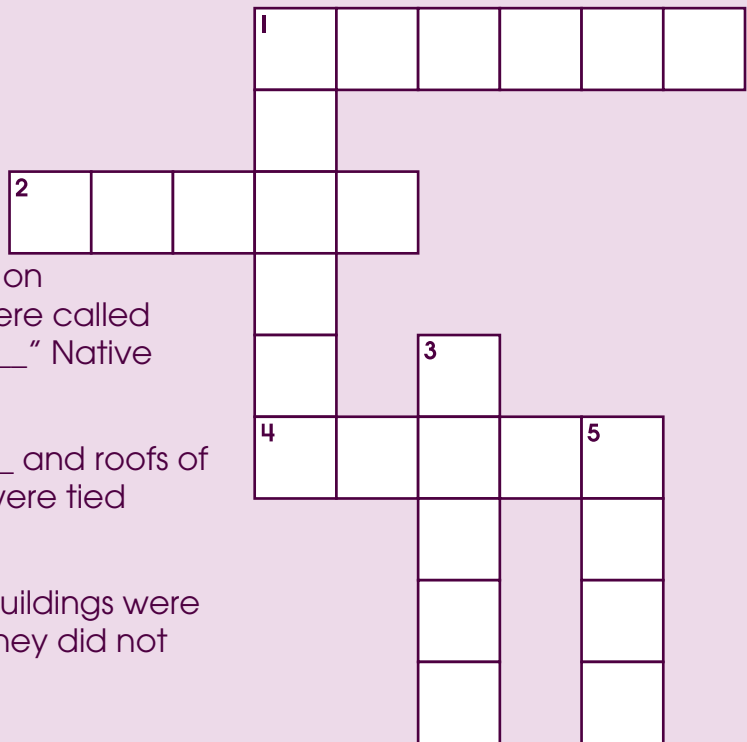
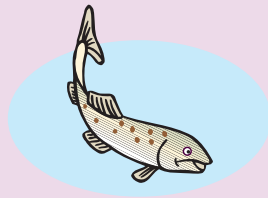
**Directions:** Read about the Sailor Native Americans of Puget Sound. Then, work the puzzle.

Three tribes lived on Puget (pew-jit) Sound in Washington state. They made their living from the sea. People later called them the "Sailor" Native Americans.

These Native Americans fished for salmon. They trapped the salmon in large baskets. Sometimes, they used large nets. The sea was filled with fish. Their nets rarely came up empty.

The Sailor Native Americans also gathered roots and berries. They hunted deer, black bear, and ducks.

Their homes were amazing! They built big wooden buildings without nails. They did not use saws to cut the wood. The walls and roofs were tied together. Each building had different homes inside. As many as 50 families lived in each big building.

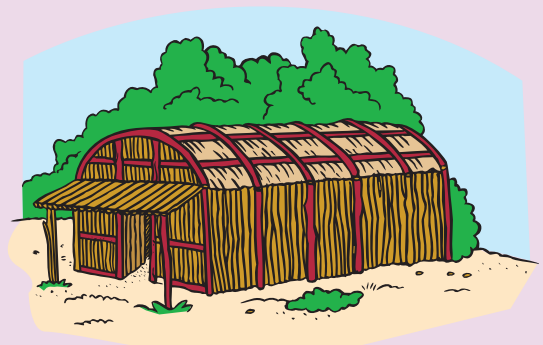


### Across:

- The three tribes on Puget Sound were called the "\_\_\_\_\_" Native Americans.
- The \_\_\_\_\_ and roofs of their buildings were tied together.
- Because their buildings were tied together, they did not need \_\_\_\_\_.

### Down:

- Type of fish the Sailor Native Americans caught
- As many as \_\_\_\_\_ families could live in their big buildings.
- The buildings were put together without using \_\_\_\_\_ to cut the wood.



## Following Directions: Sailor Native Americans

**Directions:** Review what you read about the Sailor Native Americans. Write your answers.

- How were the housing arrangements of the Puget Sound Native Americans similar to those of the Yuma?

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- How was the diet of the Sailor Native Americans like those of the Yuma and Pueblo?

---

- How was it different?

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- The Sailor Native Americans made a living from the sea, and their nets were rarely empty. What type of transportation do you think these Native Americans used to get their nets to the sea?

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- Verify your answer. Were you correct? \_\_\_\_\_

- Who do you think performed the many tasks in the Sailor village? Write men, women, boys, or girls for your answers.

Built homes? \_\_\_\_\_

Made fishing baskets? \_\_\_\_\_

Fished? \_\_\_\_\_

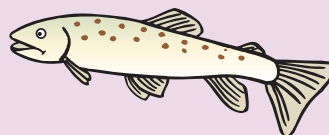
Gathered roots and berries? \_\_\_\_\_

Hunted game? \_\_\_\_\_

Made fishing nets? \_\_\_\_\_

- The homes of the Sailor Native Americans could be compared to what type of modern dwelling?

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## Recognizing Details: The Woodlands People

**Directions:** Read about the Woodlands People. Then, answer the questions.

The Southeast Woodlands people lived in a huge wooded area. The 15 tribes that lived in the Southeast Woodlands were very different from the Pueblo people of the Southwest.

The Woodlands people liked war. Boys could not wait to grow up and become warriors! It was a mark of manhood to fight. They carried clubs and shields. They used bows, arrows, and long spears. Many of the Woodlands people took the scalps of their victims.

Many warriors had tattoos. Tattoos are pictures on the skin. Tattoos were marks of bravery in battle. A man with many tattoos was a hero.

These Southeast Woodlands people lived in different types of homes. Because it was hot, the houses of some tribes in what is now Florida did not have walls. The Seminole (sem-in-ole) houses had floors raised off the ground. The roofs were made of reeds, which are a type of grass.

In warm weather, the Woodlands people often went barefoot. In cold weather, they wore moccasins (mock-ah-sins) on their feet. Men wore buckskin pants and women wore buckskin skirts. Their clothes were made from the hides of deer. When it was very cold, they wore beaver robes to keep warm.

1. What are two ways the Woodlands people were different from the Pueblos?

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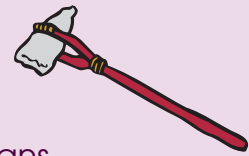
**Directions:** Check the correct answer.

2. In warm weather, Woodland Native Americans

wore moccasins.    went barefoot.    wore cowboy boots.

3. When it was cold, they wrapped themselves in

beaver robes.    cotton shawls.    buffalo robes.





## Sequencing: Kanati's Son

A **legend** is a story or group of stories handed down through generations. Legends are usually about an actual person.

**Directions:** Read about Kanati's son. Then, number the events in order.

This legend is told by a tribe called the *Cherokee* (chair-oh-key).

Long ago, soon after the world was made, a hunter and his wife lived on a big mountain with their son. The father's name was Kanati (kah-na-tee), which means *lucky hunter*. The mother's name was Selu (see-loo), which means *corn*. No one remembers the son's name.

The little boy used to play alone by the river each day. One day, elders of the tribe told the boy's parents they had heard two children playing. Since their boy was the only child around, the parents were puzzled. They told their son what the elders had said

"I do have a playmate," the boy said. "He comes out of the water. He says he is the brother that mother threw in the river."

Then, Selu knew what had happened.

"He is formed from the blood of the animals I washed in the river," she told Kanati. "After you kill them, I wash them in the river before I cook them."

Here is what Kanati told his boy: "Tomorrow when the other boy comes, wrestle with him. Hold him to the ground and call for us."

The boy did as his parents told him. When he called, they came running and grabbed the wild boy. They took him home and tried to tame him. The boy grew up with magic powers. The Cherokee called this "adawehi" (ad-da-we-hi). He was always getting into mischief! But he saved himself with his magic.

\_\_\_\_\_ Selu and Kanati try to tame the boy from the river.

\_\_\_\_\_ The little boy tells Selu and Kanati about the other boy.

\_\_\_\_\_ The little boy's parents are puzzled.

\_\_\_\_\_ The new boy grows up with magic powers.

\_\_\_\_\_ The elders tell Selu and Kanati they heard two children playing.

\_\_\_\_\_ The little boy wrestles his new playmate to the ground.



## Comprehension: “Why Owls Have Big Eyes”

**Directions:** Read the Native American legend “Why Owls Have Big Eyes.” Then, answer the questions.

Creator made all the animals, one by one. He made each one the way they wanted to look. Owl interrupted when Creator was making Rabbit.

“Whooo, whooo,” he said. “Make me now. I want a long neck like Swan, red feathers like Cardinal, and a sharp beak like Eagle. Make me the most beautiful bird in the world.”

“Quiet!” shouted Creator. “I am making Rabbit. Turn around and wait your turn.”

Creator made Rabbit’s long ears and long back legs. Before he could make Rabbit’s long front legs, Owl interrupted again.

“Whooo, whooo,” Owl said. “Make me now. Make me the most beautiful bird in the world.”

“Close your eyes. No one may watch me work,” said Creator. “Wait your turn. Do not interrupt again.”

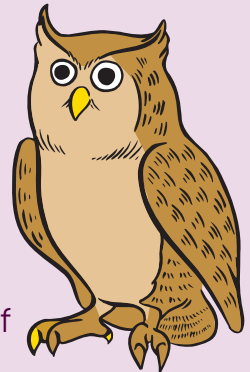
Owl would not wait. He was very rude. “I will watch if I want to,” he said.

“All right, then,” said Creator. “I will make you now.”

He pushed Owl’s head until it was close to his body. He shook Owl until his eyes grew big with fright. He pulled on Owl’s ears so they stuck out on both sides. Then, he covered Owl’s feathers with mud.

“There,” he said. “That’s what you get for not waiting your turn. You have big ears to listen so you can hear when you are told what to do. You have big eyes, but you can’t watch me with them. I work only in the day and you will be awake only at night. Your feathers will forever be the color of mud, not red like Cardinal’s.”

When he heard Creator’s words, Owl flew away. Creator turned to finish Rabbit, but Rabbit had run away before Creator could finish his front legs or give him sharp claws to defend himself. To this day, rabbits have short front legs, are afraid of owls, and cannot defend themselves. And that’s why owls have short necks, big eyes, brownish feathers, and ears that stick out.



1. According to this legend, who made all the animals?

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2. Why didn’t Creator make Owl beautiful?

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3. Why are rabbits afraid of owls?

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## Review

**Directions:** Review what you read about Native Americans. Then, answer the questions.



1. Of the tribes discussed, which one would you most like to have been a member of? Explain your answer.

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2. Why did each of the tribes have a different lifestyle?

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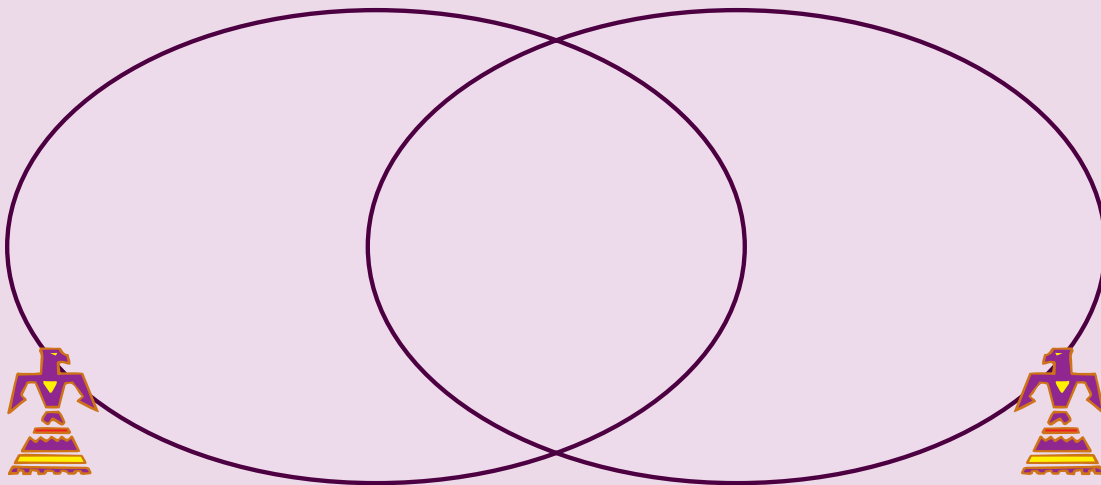


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**Directions:** Select two of the Native American tribes you read about. Compare and contrast their homes, clothing, and lifestyle in the Venn diagram. Write words and phrases that were unique to one group or the other in the correct parts of the circle. Write words and phrases that are common to both groups in the section where the circles intersect.



# Review

**Directions:** Review what you learned about Native Americans. Write your answers on the lines.

- 1. Select one of the Native American tribes and write about how their lives would be different today.




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- 2. Do research using an encyclopedia, books on Native Americans, or the Internet. Find out how some of these tribes are living today. Write a short paragraph about what you learned.

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## Main Idea: “The Hare and the Tortoise”

The story of “The Hare and the Tortoise” is called a **fable**. Fables are usually short stories. As you read this story and the other fables on the next few pages, look for two characteristics the fables have in common.

**Directions:** Read the fable “The Hare and the Tortoise.” Then, answer the questions.

One day, the hare and the tortoise were talking. Or rather, the hare was bragging and the tortoise was listening.

“I am faster than the wind,” bragged the hare. “I feel sorry for you because you are so slow! Why, you are the slowest fellow I have ever seen.”

“Do you think so?” asked the tortoise with a smile. “I will race you to that big tree across the field.”

Slowly, he lifted a leg. Slowly, he pointed toward the tree.

“Ha!” scoffed the hare. “You must be kidding! You will most certainly be the loser! But, if you insist, we will race.”

The tortoise nodded politely. “I’ll be off,” he said. Slowly and steadily, the tortoise moved across the field.

The hare stood back and laughed. “How sad that he should compete with me!” he said. His chest puffed up with pride. “I will take a little nap while the poor old tortoise lumbers along. When I wake up, he will still be only halfway across the field.”

The tortoise kept on, slow and steady, across the field. Some time later, the hare awoke. He discovered that while he slept, the tortoise had won the race.

1. What is the main idea? (Check one.)

Tortoises are faster than hares.

Hares need more sleep than tortoises.

Slow and steady wins the race.

2. The hare brags that he is faster than what? (Check one.)

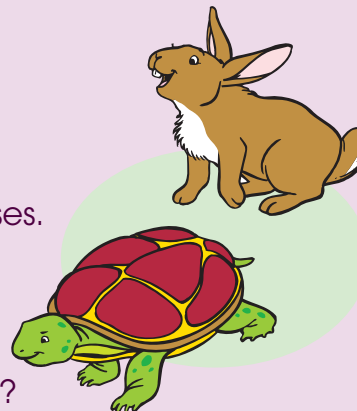
a bullet

a greyhound

the wind

3. Who is modest, the tortoise or the hare?

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## Cause and Effect: “The Hare and the Tortoise”

Another important skill in reading is recognizing cause and effect. The **cause** is the reason something happens. The **effect** is what happens or the situation that results from the cause. In the story, the hare falling asleep is a cause. It causes the hare to lose the race. Losing the race is the effect.

**Directions:** Identify the underlined words or phrases by writing **cause** or **effect** on the blanks.

1. The hare and tortoise had a race because the hare bragged about being faster. \_\_\_\_\_
2. The tortoise won the race because he continued on, slowly, but steadily. \_\_\_\_\_

**Directions:** Review the fable “The Hare and the Tortoise.” Then, answer the questions.

1. Who are the two main characters? \_\_\_\_\_
2. What lessons can be learned from this story?  
\_\_\_\_\_  
\_\_\_\_\_
3. The lesson that is learned at the end of a fable has a special name. What is that special name?  
\_\_\_\_\_
4. Why did the hare want to race the tortoise?  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you think the hare felt at the end of the story?  
\_\_\_\_\_  
\_\_\_\_\_
6. How do you think the tortoise felt at the end of the story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sequencing: “The Fox and the Crow”

**Directions:** Read the fable “The Fox and the Crow.” Then, number the events in order.

Once upon a time, a crow found a piece of cheese on the ground. “Aha!” he said to himself. “This dropped from a workman’s sandwich. It will make a fine lunch for me.”

The crow picked up the cheese in his beak. He flew to a tree to eat it. Just as he began to chew it, a fox trotted by.

“Hello, crow!” he said slyly, for he wanted the cheese. The fox knew if the crow answered, the cheese would fall from its mouth. Then, the fox would have cheese for lunch!

The crow just nodded.

“It’s a wonderful day, isn’t it?” asked the fox.

The crow nodded again and held onto the cheese.

“You are the most beautiful bird I have ever seen,” added the fox.

The crow spread his feathers. Everyone likes a compliment. Still, the crow held firmly to the cheese.

“There is something I have heard,” said the fox, “and I wonder if it is true. I heard that you sing more sweetly than any of the other birds.”

The crow was eager to show off his talents. He opened his beak to sing. The cheese dropped to the ground.

“I said you were beautiful,” said the fox as he ran away with the cheese. “I did not say you were smart!”

- \_\_\_\_\_ The crow drops the cheese.
- \_\_\_\_\_ The crow flies to a tree with the cheese.
- \_\_\_\_\_ The fox tells the crow he is beautiful.
- \_\_\_\_\_ The fox runs off with the cheese.
- \_\_\_\_\_ A workman loses the cheese from his sandwich.
- \_\_\_\_\_ The fox comes along.
- \_\_\_\_\_ The fox tells the crow he has heard that crows sing beautifully.
- \_\_\_\_\_ The crow picks up the cheese.



## Predicting: "The Fox and the Crow"

**Directions:** Review the fable "The Fox and the Crow." Then, answer the questions.

1. With what words does the story begin?

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2. What other type of story often begins with these same words?

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3. Although it is not stated, where do you think the story takes place?

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4. How is the crow in this story like the hare in the last fable?

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**Predicting** is telling or guessing what you think might happen in a story or situation based on what you already know.



**Directions:** Write predictions to answer these questions.

5. Based on what you read, what do you think the crow will do the next time he finds a piece of cheese?

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6. What do you think the fox will do the next time he wants to trick the crow?

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## Following Directions: “The Boy Who Cried Wolf”

**Directions:** Read the fable “The Boy Who Cried Wolf.” Then, complete the puzzle.

Once, there was a shepherd boy who tended his sheep alone. Sheep are gentle animals. They are easy to take care of. The boy grew bored.

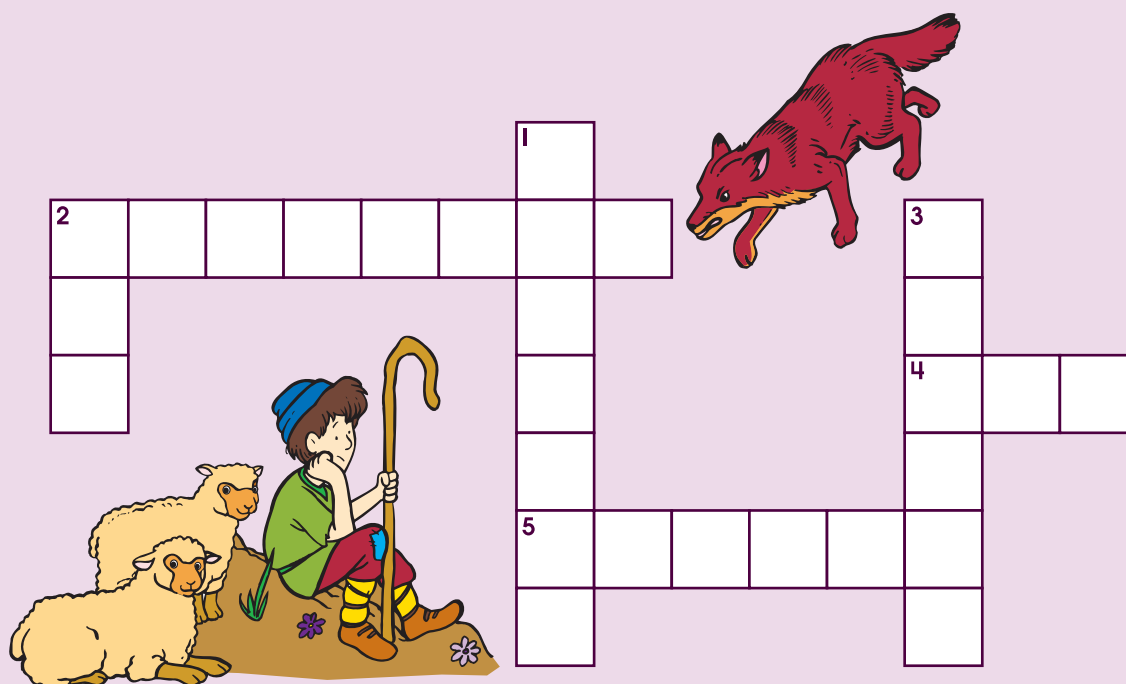
“I can’t stand another minute alone with these sheep,” he said crossly. He knew only one thing would bring people quickly to him. If he cried, “Wolf!” the men in the village would run up the mountain. They would come to help save the sheep from the wolf.

“Wolf!” he yelled loudly, and he blew on his horn.

Quick as a wink, a dozen men came running. When they realized it was a joke, they were very angry. The boy promised never to do it again. But a week later, he grew bored and cried, “Wolf!” Again, the men ran to him. This time, they were very, very angry.

Soon afterwards, a wolf really came. The boy was scared. “Wolf!” he cried. “Wolf! Wolf! Wolf!”

He blew his horn, but no one came, and the wolf ate all his sheep.



### Across:

- This is where the boy tends sheep.
- When no one came, the wolf \_\_\_\_\_ all the sheep.
- Sheep are \_\_\_\_\_ and easy to take care of.

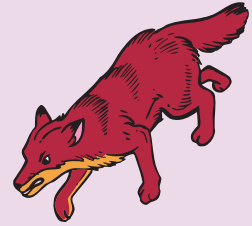
### Down:

- The people who come are from here.
- At first, when the boy cries, “Wolf!” the \_\_\_\_\_ come running.
- When a wolf really comes, this is how the boy feels.

## Cause and Effect: "The Boy Who Cried Wolf"

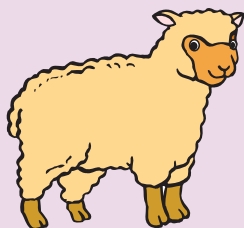
**Directions:** Identify the underlined words as a **cause** or an **effect**.

1. The boy cries wolf because he is bored.  
\_\_\_\_\_
2. The boy blows his horn and the men come running.  
\_\_\_\_\_
3. No one comes, and the wolf eats all the sheep.  
\_\_\_\_\_



**Directions:** Answer the questions.

4. What lesson can be learned from this story?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How is this story like the two other fables you read?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Is the boy in the story more like the fox or the hare? How so?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Comprehension: “The City Mouse and the Country Mouse”

**Directions:** Read the fable “The City Mouse and the Country Mouse.” Then, answer the questions.

Once, there were two mice, a city mouse and a country mouse. They were cousins. The country mouse was always begging his cousin to visit him. Finally, the city mouse agreed.



When he arrived, the city mouse was not very polite. “How do you stand it here?” he asked, wrinkling his nose. “All you have to eat is corn and barley. All you have to wear is old, tattered work clothes. And all you have to listen to are the other animals. Why don’t you come and visit me? Then, you will see what it’s like to really live!”

The country mouse liked corn and barley. He liked the sounds of the other animals. And, he liked his old work clothes fine. Secretly, he thought his cousin was silly to wear fancy clothes. Still, the city sounded exciting. Why not give it a try?

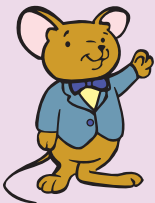
Since he had no clothes to pack, the country mouse was ready in no time. His cousin told him stories about the city as they traveled. The buildings were so high! The food was so good! The girl mice were so beautiful!

The home of the city mouse was nice. He lived in a hole in the wall in an old castle. “It is only a hole in the wall,” said the city mouse, “but it is a very nice wall, indeed!”

That night, the mice crept out of the wall. Everyone had eaten, but the maid had not cleaned up. The table was still loaded with good food. The mice ate and ate. The country mouse was not used to rich food. He began to feel sick to his stomach.

Just then, they heard loud barking. Two huge dogs ran into the room. They nearly bit off the country mouse’s tail! He barely made it to the hole in the wall in time. That did it!

“Thank you for showing me the city,” said the country mouse, “but it is too exciting for me. I am going home where it is peaceful. I can’t wait to settle my stomach with some corn and barley.”



1. What are three things the city mouse says are wrong with the country?

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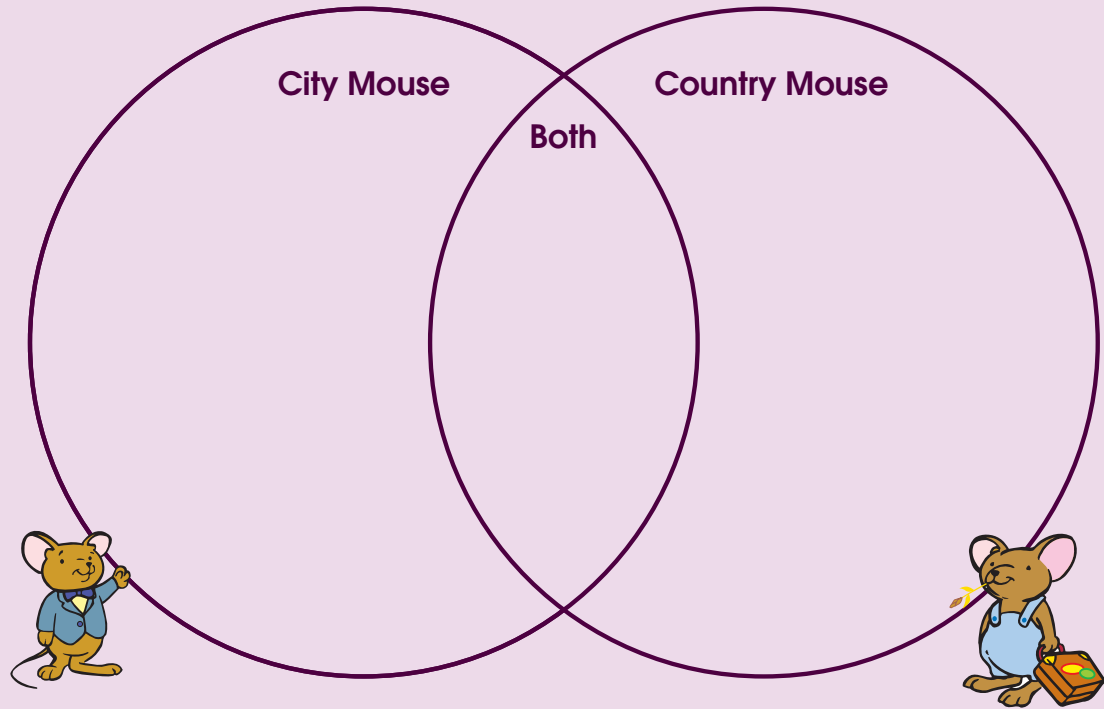
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2. Why doesn’t it take the country mouse long to get ready to leave with the city mouse?

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## Comprehension: “The City Mouse and the Country Mouse”

**Directions:** Review the fable “The City Mouse and the Country Mouse.” Use the Venn diagram to compare and contrast the lifestyles of the city mouse and the country mouse.



**Directions:** Answer these questions about the fable.

1. How do the two mice feel about each other?

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2. Which mouse do you think is most like the hare? Why?

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## Sequencing: “The Man and the Snake”

**Directions:** Read the fable “The Man and the Snake.” Then, number the events in order.

Once, a kind man saw a snake in the road. It was winter and the poor snake was nearly frozen. The man began to walk away, but he could not.

“The snake is one of Earth’s creatures, too,” he said. He picked up the snake and put it in a sack. “I will take it home to warm up by my fire. Then, I will set it free.”

The man stopped for lunch at a village inn. He put his coat and his sack on a bench by the fireplace. He planned to sit nearby, but the inn was crowded, so he had to sit across the room.

He soon forgot about the snake. As he was eating his soup, he heard screams. Warned by the fire, the snake had crawled from the bag. It hissed at the people near the fire.

The man jumped up and ran to the fireplace. “Is this how you repay the kindness of others?” he shouted.

He grabbed a stick used for stirring the fire and chased the snake out of the inn.

- \_\_\_\_\_ The man puts his bag down by the fireplace.
- \_\_\_\_\_ The man chases the snake.
- \_\_\_\_\_ A kind man rescues the snake.
- \_\_\_\_\_ The snake warms up and crawls out of the bag.
- \_\_\_\_\_ The man plans to take the snake home.
- \_\_\_\_\_ The man eats a bowl of soup.
- \_\_\_\_\_ The snake hisses at people.
- \_\_\_\_\_ A snake is nearly frozen in the road.
- \_\_\_\_\_ The man grabs a stick from the fireplace.



## Sequencing: “The Wind and the Sun”

**Directions:** Read the fable “The Wind and the Sun.” Then, number the events in order.

One day, North Wind and Sun began to argue about who was stronger.

“I am stronger,” declared North Wind.

“No,” said Sun. “I am much stronger than you.”

They argued for three days and three nights.

Finally, Sun said, “I know how we can settle the argument. See that traveler walking down the road? Whoever can make him take off his cloak first is stronger. Do you agree?”

North Wind agreed. He wanted to try first. He blew and blew. The traveler shivered and pulled his cloak tightly around his body. North Wind sent a blast of wind so strong it almost pulled the cloak off the traveler, but the traveler only held tighter to his cloak.

Then, it was Sun’s turn. When Sun sent gentle, warm sunbeams, the traveler loosened his cloak. Then, Sun sent his warmest beams to the traveler. After a short time, the traveler became so warm he threw off his cloak and ran to the shade of the nearest tree.

\_\_\_\_\_ Sun sent warm beams to the traveler.

\_\_\_\_\_ Sun and North Wind argued.

\_\_\_\_\_ The traveler threw off his cloak and ran to the shade.

\_\_\_\_\_ The traveler pulled his cloak tightly around his body.

\_\_\_\_\_ North Wind blew cold air on the traveler.



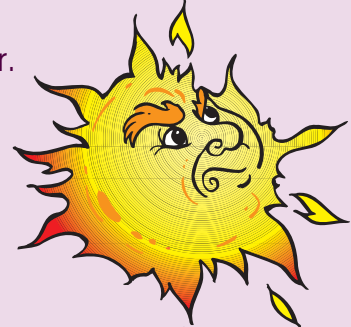
**Directions:** Answer the questions. (Check one.)

1. What is the moral of this fable?

\_\_\_\_\_ Sun is stronger than North Wind.

\_\_\_\_\_ A kind and gentle manner works better than force.

\_\_\_\_\_ Travelers should hold on to their cloaks when the wind blows.



2. Who do you think is stronger, North Wind or Sun? Why?

\_\_\_\_\_

## Review

At the beginning of the section on fables, you were asked to discover two elements common to the fables.

**Directions:** Review the fables you read. Then, answer the questions.



1. What are the two elements common to fables?

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2. Each fable has a moral, or lesson, to be learned. What is the moral of each of the fables?

“The Hare and the Tortoise”

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“The Fox and the Crow”

---

“The Boy Who Cried Wolf”

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“The City Mouse and the Country Mouse”

---

“The Man and the Snake”

---

3. For each fable, write the character you think is the good character and the one you think is the bad character.

	Good character	Bad character
“The Hare and the Tortoise”	_____	_____
“The Fox and the Crow”	_____	_____
“The Wind and the Sun”	_____	_____
“The City Mouse and the Country Mouse”	_____	_____
“The Man and the Snake”	_____	_____

## Fable Writing Organizer

Fables are short stories with animals as the main characters. Each story teaches a lesson.

**Directions:** Select one of the following pairs of animals as characters to use for a fable of your own.

A pig and an ox

An ant and a frog

A cat and a monkey

A fly and a butterfly

A spider and a bear

A goose and a deer

A snail and a lion

A horse and a dog

A T-rex and a shark

**Directions:** Fill in the outline below with words and phrases to organize a fable of your own.

Animal pair \_\_\_\_\_

Type of conflict between the animals \_\_\_\_\_

\_\_\_\_\_

How the conflict is settled \_\_\_\_\_

\_\_\_\_\_

Moral of the story \_\_\_\_\_

\_\_\_\_\_

**Directions:** Write your fable. Give your fable a title. Illustrate it if you like.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Recognizing Details: “Why Bear Has a Short Tail”

Some stories try to explain the reasons why certain things occur in nature.

**Directions:** Read the legend “Why Bear Has a Short Tail.” Then, answer the questions.



Long ago, Bear had a long tail like Fox. One winter day, Bear met Fox coming out of the woods. Fox was carrying a long string of fish. He had stolen the fish, but that is not what he told Bear.

“Where did you get those fish?” asked Bear, rubbing his paws together. Bear loved fish. It was his favorite food.

“I was out fishing and caught them,” replied Fox.

Bear did not know how to fish. He had only tasted fish that others gave him. He was eager to learn to catch his own.

“Please Fox, will you tell me how to fish?” asked Bear.

So, the mean old Fox said to Bear, “Cut a hole in the ice and stick your tail in the hole. It will get cold, but soon the fish will begin to bite. When you can stand it no longer, pull your tail out. It will be covered with fish!”

“Will it hurt?” asked Bear, patting his tail.

“It will hurt some,” admitted Fox. “But the longer you leave your tail in the water, the more fish you will catch.”

Bear did as Fox told him. He loved fish, so he left his tail in the icy water a very, very long time. The ice froze around Bear’s tail. When he pulled free, his tail remained stuck in the ice. That is why bears today have short tails.

1. How does Fox get his string of fish?

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2. What does he tell Bear to do?

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3. How many fish does Bear catch?

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4. What happens when Bear tries to pull his tail out?

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## Recognizing Details: "Why Bear Has a Short Tail"

**Directions:** Review the legend "Why Bear Has a Short Tail." Then, answer the questions.

1. When Bear asks Fox where he got his fish, is Fox truthful in his response? Why or why not?




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2. Why does Bear want to know how to fish?

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3. In reality, are bears able to catch their own fish? How?

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4. Is Bear very smart to believe Fox? Why or why not?

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5. What is one word you would use to describe Fox? \_\_\_\_\_

Explain your answer.

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6. What is one word you would use to describe Bear? \_\_\_\_\_

Explain your answer.

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7. Is this story realistic?

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8. Could it have really happened? Explain your answer.

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## Predicting: “How the Donkey Got Long Ears”

**Directions:** Write your predictions to answer these questions.

1. How do you think animals got their names? \_\_\_\_\_

\_\_\_\_\_

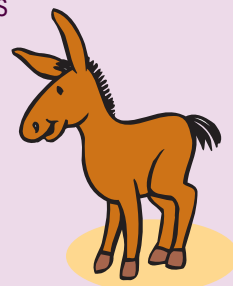
2. Why would it be confusing if animals did not have names?

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Read the legend “How the Donkey Got Long Ears.”

In the beginning when the world was young, animals had no names. It was very confusing! A woman would say, “Tell the thingamajig to bring in the paper.” The man would say, “What thingamajig?” She was talking about the dog, of course, but the man didn’t know that.



Together, they decided to name the animals on their farm. First, they named their pet thingamajig Dog. They named the pink thingamajig that oinked Pig. They named the red thingamajig that crowed Rooster. They named the white thingamajig that laid eggs Hen. They named the little yellow thingamajigs that cheeped Chicks. They named the big brown thingamajig they rode Horse.

Then, they came to another thingamajig. It looked like Horse, but was smaller. It would be confusing to call the smaller thingamajig Horse, they decided.

“Let’s name it Donkey,” said the woman. So they did.

Soon, all the animals knew their names. All but Donkey, that is. Donkey kept forgetting.

“What kind of a thingamajig am I again?” he would ask the man.

“You are Donkey!” the man would answer. Each time Donkey forgot, the man tugged on Donkey’s ears to help him remember.

Soon, however, Donkey would forget his name again.

“Uh, what’s my name?” he would ask the woman.

She would answer, “Donkey! Donkey! Donkey!” and pull his ears each time. She was a clever woman, but not very patient.

At first, the man and woman did not notice that Donkey’s ears grew longer each time they were pulled. Donkey was patient, but not very clever. It took him a long time to learn his name. By the time he remembered his name was Donkey, his ears were much longer than Horse’s ears. That is why donkeys have long ears.

## Comprehension: “How the Donkey Got Long Ears”

**Directions:** Review the legend “How the Donkey Got Long Ears.” Then, answer the questions.



1. What do the man and woman call the animals before they have names?

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2. Why do they decide to name the animals?

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3. What is the first animal they name? \_\_\_\_\_

4. Besides being impatient, what else is the woman?

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5. What did the people do each time they reminded Donkey of his name?

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6. Which thingamajigs are yellow? \_\_\_\_\_

7. Why don't they call the donkey Horse?

---

**Directions:** Imagine that you are the one who gets to name the animals. Write names for these new animals.

8. A thingamajig with yellow spots that swims

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9. A thingamajig with large ears, a short tail, and six legs

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10. A thingamajig with purple wings that flies and sings sweet melodies

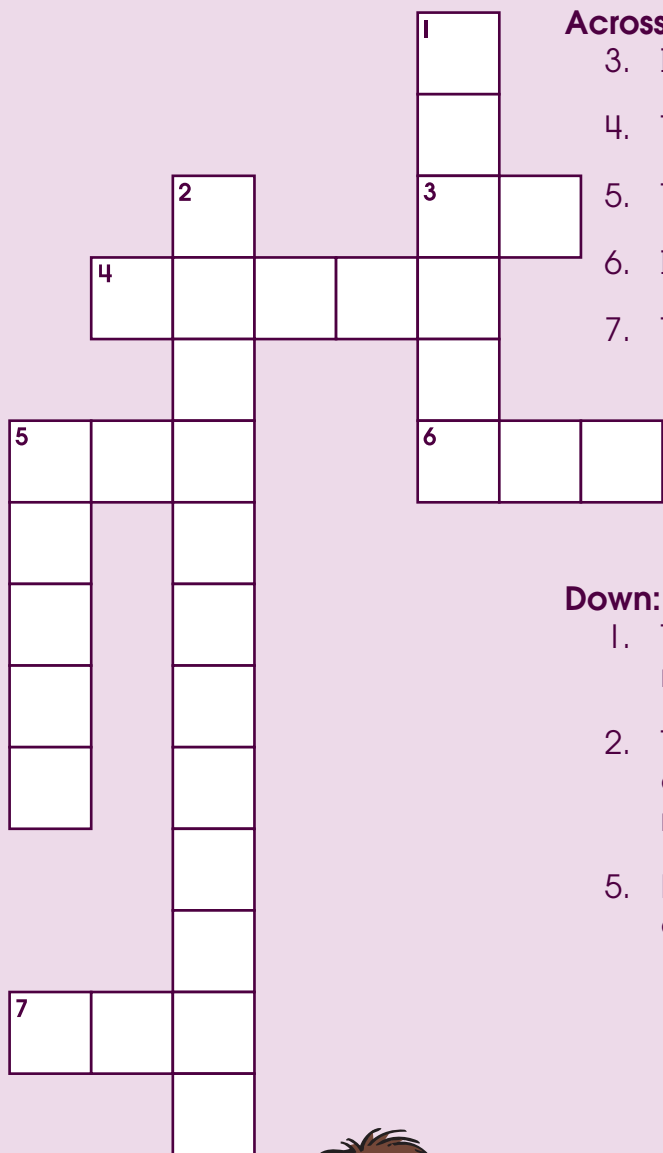
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11. A thingamajig that gives chocolate milk

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## Following Directions: Puzzling Out the Animals

**Directions:** Review the legend "How the Donkey Got Long Ears." Then, work the puzzle.

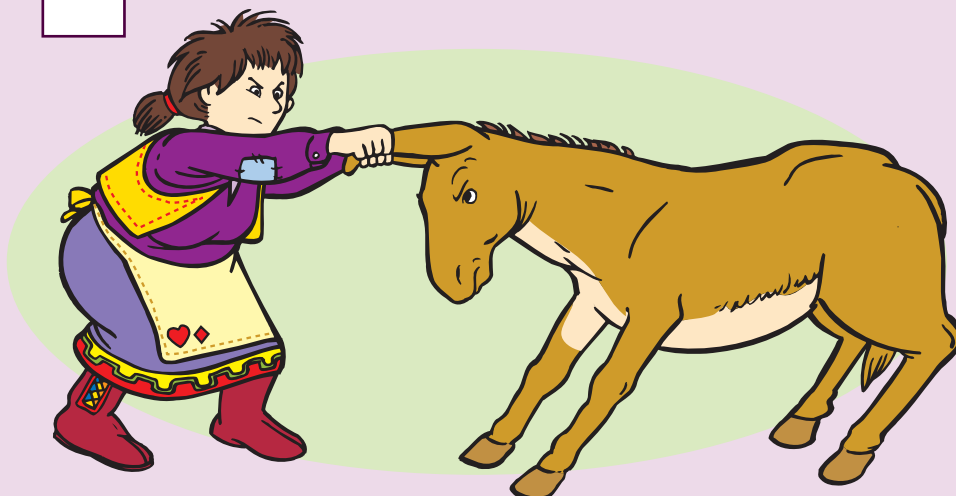


### Across:

3. Is the woman patient?
4. This thingamajig cheeps.
5. This thingamajig lays eggs.
6. Is the woman clever?
7. This thingamajig is pink.

### Down:

1. This animal can't remember its name.
2. This is what the animals are called before they have names.
5. People ride this brown animal





Rudyard Kipling wrote many legends explaining such things as why bears have short tails, how the camel got his hump, and why a leopard has spots. He wrote his stories in a book called *Just So Stories for Little Children*. You can find a copy of Kipling's book at the library or a bookstore.



**Directions:** Think about how animals look and behave. Using your wildest imagination, write a short explanation for the following situations.

1. Why the pig has a short tail \_\_\_\_\_  
\_\_\_\_\_
2. How the elephant got his big ears \_\_\_\_\_  
\_\_\_\_\_
3. Why birds fly \_\_\_\_\_  
\_\_\_\_\_
4. Why rabbits are timid \_\_\_\_\_  
\_\_\_\_\_
5. How the giraffe got a long neck \_\_\_\_\_  
\_\_\_\_\_
6. How the mouse got his tail \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Illustrate one of your stories as a three- or four-panel cartoon.

## Comprehension: “Why Cats and Dogs Fight”

**Directions:** Read the legend “Why Cats and Dogs Fight.” Then, answer the questions.

Long ago, Cat and Dog were friends. They played together. They ate together. They even slept near one another.

Yes, Cat and Dog got along very well! The reason was simple. All the other animals had to work for humans. But because Cat was so clean, it did not have to work. And because Dog was so loyal, it did not have to work, either. Cat and Dog were the only animals who had time to play. They enjoyed themselves very much.

Everything was too good to be true! Cat and Dog wanted to make sure their lives stayed easy. They asked the old man and woman who owned them to sign a paper saying they would never have to work. That way, they would have proof that they could spend their lives at play.

The old man and woman signed the paper. Then, Dog buried it in the ground with his bones. After their masters died, the other animals grew more and more jealous.

“The people aren’t here any more to protect them. Why should they get off so easy?” Ox asked Cow.

“You’re right,” said Cow. “Let’s find that paper and destroy it. Then, there will be no proof that Cat and Dog can play. They will have to work like we do.”

Ox and Cow looked everywhere, but they could not find the paper. Finally, they asked Rat to help. Rat sniffed and sniffed. At last, he smelled the paper. He pulled it from the ground and gave it to Ox. Ox ground it under his hoof and destroyed it. Then, Dog had to go to work as a hunter. Cat had to catch mice. Cat never forgave Dog for burying the paper in a spot Rat could find. To this day, that’s why cats and dogs fight.



1. Why didn't Cat have to work?  
\_\_\_\_\_
2. Why didn't Dog have to work?  
\_\_\_\_\_
3. What animals talk about finding the paper?  
\_\_\_\_\_
4. Who finds the paper?  
\_\_\_\_\_

## Comprehension: “Why Cats and Dogs Fight”

**Directions:** Review the legend “Why Cats and Dogs Fight.” Then, answer the questions.

1. What do Cat and Dog do to make sure their life stays easy?

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2. Does their plan work?

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3. Why not?

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4. When does the easy time stop for the cat and dog?

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5. Cat gets mad at Dog for burying the paper in a place where Rat can easily find it. Do you think Dog also gets mad at Cat? Explain your answer.

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6. What other animal pair could you compare to Cat and Dog?

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7. Why did you select this animal pair?

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8. What if Rat never found the paper? Rewrite the end of the story, beginning with these words: “And to this day, that’s why cats and dogs . . .”

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## Main Idea: “The Sly Fox”

**Directions:** Read the legend “The Sly Fox.” Then, answer the questions.

One evening, Fox met Wolf in the forest. Wolf was in a terrible mood. He felt hungry, too. So he said to Fox, “Don’t move! I’m going to eat you this minute.”

As he spoke, Wolf backed Fox up against a tree. Fox realized she couldn’t run away.

“I will have to use my wits instead of my legs,” she thought to herself.

Aloud to Wolf, Fox said calmly, “I would have made a good dinner for you last year. But I’ve had three little babies since then. I spend all my time looking for food to feed them.”

Before she could go on, Wolf interrupted. “I don’t care how many children you have! I’m going to eat you right now.” Wolf began closing in on Fox.

“Stop!” shouted Fox. “Look how skinny I am. I ran off all my fat looking for food for my children. But I know where you can find something that’s good and fat!” Wolf backed off to listen.

“There’s a well near here. In the bottom of it is a big fat piece of cheese. I don’t like cheese, so it’s of no use to me. Come, I’ll show you.”

Wolf trotted off after Fox, making sure she could not run away.

“See,” said Fox when they got to the well.

Inside was what looked like a round yellow piece of cheese. It was really the moon’s reflection, but Wolf didn’t know this. Wolf leaned over the well, wondering how to get the cheese. Fox jumped up quickly and pushed Wolf in.

“I am a sly, old thing,” Fox chuckled as she trotted home to her children. And to this day, that’s why foxes are sly.



1. What is the main idea of this legend? (Check one.)

Fox is cornered but uses her wits to outsmart Wolf and save her own life.

Wolf is in a terrible mood and wants to eat Fox.

Wolf thinks the moon was made of cheese.



2. Why did Fox say she will not make a good meal for Wolf?

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3. What happens to Wolf at the end?

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## Recognizing Details: "The Sly Fox"

**Directions:** Review the legend "The Sly Fox." Then, answer the questions.

1. What are three events in the story that show Wolf's bad mood?

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2. What does Fox say she will have to use to get away from Wolf?

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3. Where does Fox tell Wolf he can find a nice fat meal?

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4. How does Fox finally rid herself of Wolf?

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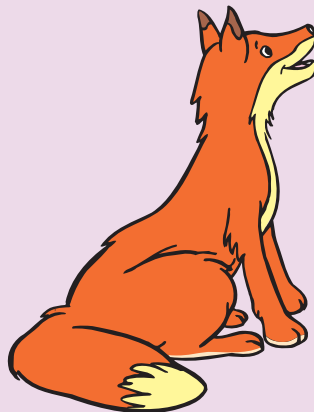
5. Have you ever been in a situation where you used words to solve a problem instead of fighting with someone? Write about it.

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6. In addition to teaching why foxes are sly, what other lesson does this story teach?



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## Comprehension: “King of the Beasts”

**Directions:** Read the legend “King of the Beasts.” Then, answer the questions.

Once, a shy little rabbit was sleeping under a palm tree. Suddenly, a coconut fell and startled the rabbit awake. The rabbit began to twitch and worry.

“What was that awful noise?” he said. He looked around but didn’t see the coconut. “Earth must be breaking apart. Oh dear, oh dear, oh dear.”

The little rabbit began running in circles. Soon, a monkey joined him.

“Why are you running?” the monkey asked, trotting along beside the rabbit.

“Earth is breaking apart, and I’m trying to escape,” panted the little rabbit.

They were joined by a deer, a fox, and an elephant. When they heard Earth was breaking up, they all followed the rabbit. Soon a huge herd of animals was running in a circle.

“What’s going on?” roared the lion to the elephant when he saw the herd.

“Earth is breaking up!” shouted the elephant. “We are trying to escape.”

The lion looked around. Except for all the dust, everything looked fine.

“Who said Earth is breaking up?” he roared back to the elephant.

“The fox told me!” the elephant replied.

The lion asked the fox, and the fox said the deer told him. The deer said the monkey had told him. Finally, the lion traced the story to the rabbit.

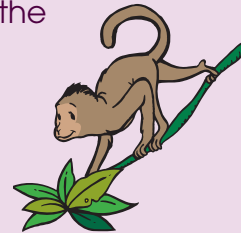
“Show me the place!” the lion demanded.

The rabbit led the lion back to the palm tree. Right away, the lion saw the coconut on the ground.

“Silly rabbit!” he roared. “What you heard was a coconut falling. Go and tell the other animals they are safe.”

The rabbit rushed to tell the other animals. They stopped running.

“The lion is smart!” said the monkey. “Let’s name him ‘King of the Beasts.’” So they did.



1. What kind of tree is the rabbit sleeping under?

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2. Why does he think Earth is breaking up?

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3. Which animal is the first to join the rabbit? \_\_\_\_\_

4. Who suggests naming the lion “King of the Beasts”? \_\_\_\_\_

## Comprehension: "King of the Beasts"

**Directions:** Review the legend "King of the Beasts." Then, answer the questions.

1. How does the lion become "King of the Beasts"?

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2. Instead of panicking about Earth breaking apart, what should the rabbit have done?

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3. Instead of following the rabbit around in a circle, what should the monkey, deer, and fox have done?

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4. What does this story teach you about peer pressure? Explain.

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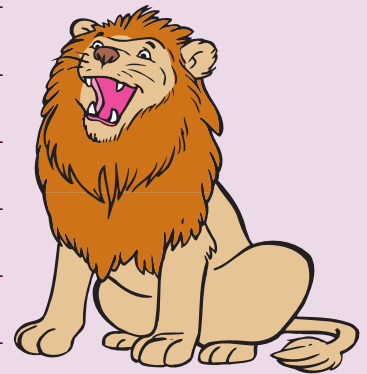
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## Recognizing Details: “Lazy Sheep”

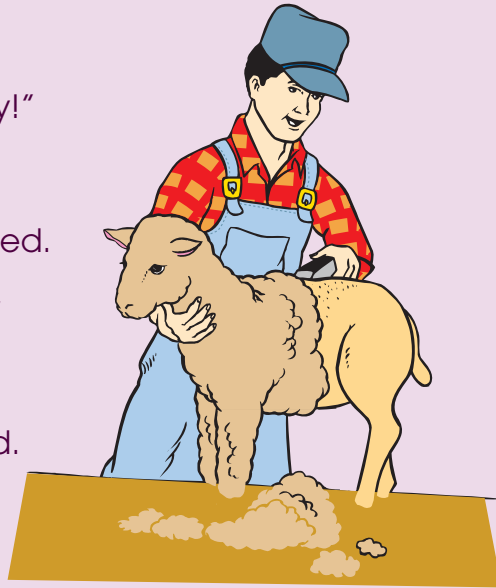
**Directions:** Read the poem about the lazy sheep. Then, answer the questions.

“Lazy sheep, please tell me why  
In the grassy field you lie?  
You eat and sleep away your day  
While people work and sweat for pay!”

“Boy, do not talk to me so mean!”  
Replied the sheep, so white he gleamed.

“I’m busy growing wool that’s new  
To spin into some clothes for you!”  
The boy looked sad, his face got red.

“I’m sorry for the things I said!”



1. Why does the boy accuse the sheep of being lazy?

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2. What is the sheep actually doing?

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3. Why does the boy look sad?

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4. How does the boy apologize?

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## Main Idea: "The Mouse"

**Directions:** Read the story "The Mouse." Then, answer the questions.

One day, when the cat and mouse were playing, the cat bit off the mouse's tail.

"Ouch!" cried the mouse. "Give me back my tail this instant!"

"I'll give your tail back when you go to the cow and bring me some milk!" replied the cat.

She held the mouse's tail high so the mouse could not reach it.

Right away, the mouse went to ask the cow for milk.

"I'll give you milk if you go to the farmer and get me some hay," said the cow.

When the mouse asked the farmer for hay, he said, "I'll give you hay if you go to the butcher and get me some meat."

The mouse wanted her tail back, so she went to the butcher. "I'll give you meat if you go to the baker and bring me some bread," said the butcher.

The mouse went to the baker, who said, "I'll give you bread. But if you get into my grain, I'll cut off your head!" The mouse quickly promised never to get into the baker's grain.

Then, the baker gave the mouse bread. The mouse gave the bread to the butcher and the butcher gave the mouse meat. The mouse gave the meat to the farmer and the farmer gave the mouse hay. The mouse gave the hay to the cow and the cow gave the mouse milk. The mouse gave the cat milk and—finally!—the mouse got her tail back!



1. The main idea is: (Check one.)

To get what you want, you must be persistent.

A mouse's tail is worth a lot of work to a mouse.

Everybody is greedy, especially the baker.

**Directions:** Fill in the blanks to show the steps the mouse follows to get her tail back.

2. She gets bread from the baker and gives it to \_\_\_\_\_.

3. She gets meat from the butcher and gives it to \_\_\_\_\_.

4. She gets hay from the farmer and gives it to \_\_\_\_\_.

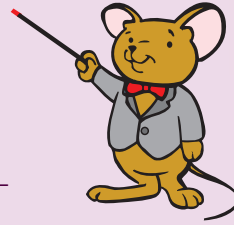
5. She gets milk from the cow and gives it to \_\_\_\_\_.

6. That's when she \_\_\_\_\_.

## Sequencing: "The Mouse"

**Directions:** Review the story of "The Mouse." Then, answer the questions.

1. Why do you think the cat does not simply give the tail back to the mouse when he asks for it?




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2. Have you ever done anything similar to a brother, sister, or friend when they asked for something? Explain.

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**Directions:** List the things the mouse has to do to get his tail back.

First, \_\_\_\_\_

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Second, \_\_\_\_\_

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Third, \_\_\_\_\_

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Fourth, \_\_\_\_\_

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Fifth, \_\_\_\_\_

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**Directions:** Review the fables and legends you read. Then, write your answers.

1. Explain how “The Mouse” and “The Sly Fox” are similar stories.

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2. Explain how “King of the Beasts” and “The Sheep” are different stories.

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3. Compare and contrast the rabbit to the mouse.

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4. Compare and contrast one animal legend with one animal fable.

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5. Read one of Kipling’s *Just So Stories*. Write your reaction to the story.

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# Animal Legend Organizer

**Directions:** Follow the instructions to write a legend of your own.

1. Select one of the following titles for your legend. Circle the one you plan to use.

How the Tiger Got Stripes

How the Elephant Got a Tusk

How the Giraffe Got a Long Neck

How the Kangaroo Got Her Pouch

How the Gazelle Got Twisty Horns

Why the Pig Has a Short Tail

How the Elephant Got Big Ears

Why Birds Fly

Why Rabbits Are Timid

How the Shark Got a Fin

How the Mouse Got a Long Tail

Why Fish Swim

2. Briefly explain the type of conflict that will be in your legend.

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3. Write words and phrases to show events you plan to include in your legend.

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4. Summarize how you plan to settle the conflict or solve the problem.

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**Directions:** Write your legend. Give it a title. Illustrate it if you like.

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## Recognizing Details: Giraffes

**Directions:** Read about giraffes. Then, answer the questions.

Giraffes are tall, beautiful, graceful animals that live in Africa. When they are grown, male giraffes are about 18 feet tall. Adult females are about 14 feet tall.

Giraffes are not fat animals, but because they are so big, they weigh a lot. The average male weighs 2,800 pounds. Females weigh about 400 pounds less. Giraffes reach their full height when they are four years old. They continue to gain weight until they are about eight years old.

If you have ever seen giraffes, you know their necks and legs are very long. They are not awkward, though! Giraffes can move very quickly. They like to jump over fences and streams. They do this gracefully. They do not trip over their long legs.

If they are frightened, they can run 35 miles an hour. When giraffes **gallop**, all four feet are sometimes off the ground! Usually, young and old giraffes pace along at about 10 miles an hour.

Giraffes are strong. They can use their back legs as weapons. A lion can run faster than a giraffe, but a giraffe can kill a lion with one quick kick from its back legs.

Giraffes do not look scary. Their long eyelashes make them look gentle. They usually have a curious look on their faces. Many people think they are cute. Do you?

1. What is the weight of a full-grown male giraffe?

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2. What is the weight of an adult female?

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3. When does a giraffe run 35 miles an hour?

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4. What do giraffes use as weapons?

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5. For how long do giraffes continue to gain weight?

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6. Use a dictionary. What does **gallop** mean?

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## Comprehension: More About Giraffes

**Directions:** Read more about giraffes. Then, answer the questions.

Most people don't notice, but giraffes have different patterns of spots. Certain **species** of giraffes have small spots. Other species have large spots. Some species have spots that are very regular. You can tell where one spot ends and another begins. Other species have spots that are kind of blotchy. This means the spots are not set off from each other as clearly. There are many other kinds of spot patterns. The pattern of a giraffe's spots is called **markings**. No two giraffes have exactly the same markings.

There is one very rare type of giraffe. It is totally black! Have you ever seen one? This kind of giraffe is called a *melanistic* (mell-an-iss-tick) giraffe. The name comes from the word *melanin*, which is the substance in cells that gives them color. Giraffes' spots help them blend in with their surroundings. A black giraffe would not blend in well with tree trunks and leaves. Maybe that is why they are so rare.

Being able to blend with surroundings helps animals survive. If a lion can't see a giraffe, he certainly can't eat it. This is called **protective coloration**. The animal's color helps protect it.

Another protection giraffes have is their keen eyesight. Their large eyes are on the sides of their heads. Giraffes see anything that moves. They can see another animal a mile away! It is very hard to sneak up on a giraffe. Those who try usually get a quick kick with a powerful back leg.



1. What are **markings**?

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2. How far away can a giraffe see another animal?

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3. What is **protective coloration**?

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4. What color is the very rare type of giraffe?

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5. How do giraffes protect themselves?

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6. Use a dictionary. What does **species** mean?

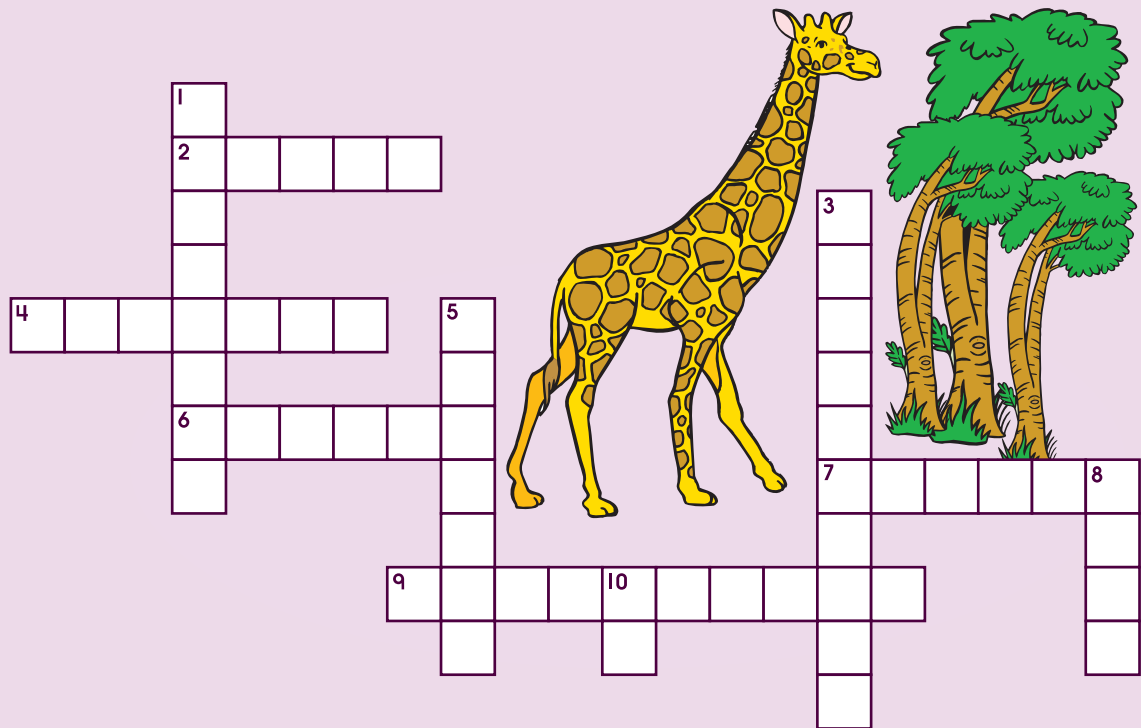
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## Following Directions: Puzzling Out Giraffes

**Directions:** Review what you read about giraffes. Read more about giraffes below. Then, work the puzzle.

Have you noticed that giraffes have a curious look? That is because they are always paying attention. Their lives depend upon it! Giraffes cannot save themselves from a lion if they don't see it. Giraffes look around a lot. Even when they are chewing their food, they are checking to see if danger is near.

By nature, giraffes are gentle. They do not attack unless they are in danger. A giraffe will lower its head when it is angry. It will open its nostrils and its mouth. Then, watch out!



### Across:

2. How a giraffe feels when it lowers its head and opens its nose and mouth
4. Giraffes look this way because they are always paying attention.
6. By nature, giraffes are \_\_\_\_\_.
7. The continent where giraffes live
9. Another name for a black giraffe is \_\_\_\_\_.

### Down:

1. The pattern of a giraffe's spots
3. An animal's ability to blend with surroundings is called protective \_\_\_\_\_.
5. \_\_\_\_\_ means a certain kind of animal.
8. Giraffes' eyes are so keen they can see another animal a mile \_\_\_\_\_.
10. Are giraffes often mean?



## Recognizing Details: Giraffes

**Directions:** Review what you learned about giraffes. Then, answer the questions.



1. How are a giraffe's spots helpful?

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2. Is it easy to sneak up on a giraffe? Why not?

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3. What makes a giraffe look so gentle?

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4. How do you know when a giraffe is angry?

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5. Do you think a giraffe in a zoo is as observant as a giraffe in the wilds of Africa? Why or why not?

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6. Why do you suppose giraffes grow so large?

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7. Use a dictionary. What does **habitat** mean? Describe the giraffe's natural habitat.

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## Comprehension: Wild Horses

**Directions:** Read about wild horses. Then, answer the questions.

Have you ever heard of a car called a *Mustang*? It is named after a type of wild horse.

In the 1600s, the Spanish explorers who came to North America brought horses with them. Some of these horses escaped onto the prairies and plains. With no one to feed them or ride them, they became wild. Their numbers quickly grew, and they roamed in herds. They ran free and ate grass on the prairie.

Later, when the West was settled, people needed horses. They captured wild ones. This was not easy to do. Wild horses could run very fast. They did not want to be captured!

Some men made their living by capturing wild horses, taming them, and selling them. These men were called *mustangers*.

After cars were invented, people did not need as many horses. Not as many mustangers were needed to catch them. More and more wild horses roamed the western prairies. In 1925, about a million mustangs were running loose.

The government was worried that the herds would eat too much grass. Ranchers who owned big herds of cattle complained that their animals didn't have enough to eat because the mustangs ate all the grass. Permission was given to ranchers and others to kill many of the horses. Thousands were killed and sold to companies that made them into pet food.

Now, wild horses live in only 12 states. The largest herds are in California, New Mexico, Oregon, Wyoming, and Nevada. Most people who live in these states never see wild horses. The herds live away from people in the distant plains and mountains. They are safer there.



1. What is one type of wild horse called?

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2. What were men called who captured wild horses?

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3. About how many wild horses were running free in the U.S. in 1925?

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4. The largest herds of wild horses are now in

- Oregon.     Ohio.     New Mexico.     Wyoming.  
 California.     Nevada.     Kansas.     Arkansas.

## Main Idea: More About Wild Horses

**Directions:** Read more about wild horses. Then, answer the questions.

Have you noticed that in any large group, one person seems to be the leader? This is true for wild horses, too. The leader of a band of wild horses is a stallion. Stallions are adult male horses.

The stallion's job is important. He watches out for danger. If a bear or other animal comes close, he lets out a warning cry. This helps keep the other horses safe. Sometimes, they all run away together. Other times, the stallion protects the other horses. He shows his teeth. He rears up on his back legs. Often, he scares the other animal away. Then, the horses can safely continue eating grass.

Much of the grass on the prairies is gone now. Wild horses must move around a lot to find new grass. They spend about half their time eating and looking for food. If they cannot find prairie grass, wild horses will eat tree bark. They will eat flowers. If they can't find these either, wild horses will eat anything that grows!

Wild horses also need plenty of water. It is often hot in the places where they roam. At least twice a day, they find streams and take long, long drinks. Like people, wild horses lose water when they sweat. They run and sweat a lot in hot weather. To survive, they need as much water as they can get.

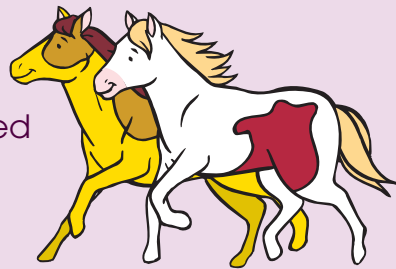
Wild horses also use water another way. When they find deep water, they wade into it. It feels good! It cools their skin.

1. What is the main idea? (Check one.)

Wild horses need plenty of water.

Wild horses move in bands protected by a stallion.

Wild horses eat grass.



2. What are two reasons why wild horses need water?

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3. Why do wild horses move around so much?

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4. What do wild horses spend half their time doing?

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## Recognizing Details: Wild Horses

**Directions:** Review what you read about wild horses. Then, answer the questions.

1. How did horses come to North America and become wild?

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2. Why is it so difficult to capture, tame, and train wild horses?

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3. Do you think it was right of the government to allow the killing of wild horses?

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Explain your answer. \_\_\_\_\_

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4. What is the role of the lead stallion in a wild horse herd?

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5. What are some things wild horses have in common with giraffes?

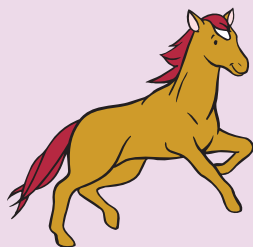
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6. What do you think will happen to wild horses as the prairie lands continue to disappear as a result of developments for homes and businesses?



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## Comprehension: Sea Lions

**Directions:** Read about sea lions. Then, answer the questions.

Sea lions are friendly-looking animals. Their round faces and whiskers remind people of the faces of small dogs. The almond shape of their eyes gives them a look of intelligence. Whether it is true or not, sea lions often look as though they are thinking.

Sea lions behave like playful children. They push each other off rocks. They slide into the water. Sometimes, they body surf! Like people, they often ride the crest of waves. They let the waves carry them near the shore. Then, they swim back out to ride more waves.

Although sea lions do not have real toys, they like to play with seaweed. They toss it in the air. They catch it in their mouths. Yuck! They must not mind the taste!

If you have been to a marine park, you may have watched sea lions. Sea lions can be taught many tricks. They can balance balls on their noses. They can jump through hoops. Their trainers give them fish to reward them for doing tricks. Sea lions look very pleased with themselves when they perform. They love fish, and they grow to love applause.



1. What are three ways sea lions play?

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2. Why do sea lions look intelligent?

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3. What tricks can sea lions be taught to do?

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## Recognizing Details: More About Sea Lions

**Directions:** Read more about sea lions. Then, answer the questions.

Sea lions love water! That is a good thing, because they spend most of their lives in it. Usually, the water is very cold. People cannot stay in cold water very long. The coldness slows down a person's heartbeat. It can actually make a person's heart stop beating.

Sea lions do not feel the cold. Their bodies are covered with a special layer of fat called *blubber*. The blubber is like a thick coat. It keeps the sea lion's body heat in. It keeps the bone-chilling cold out.

Like people, sea lions are mammals. They have warm blood. They breathe air. Baby sea lions are born on land. The mother sea lions produce milk for their babies. Like human babies, sea lions snuggle up with their mothers when they nurse. The mother knows just what her baby smells like. This is how she tells which baby is hers. She will only nurse her own baby.

Baby sea lions are called *pups*. Female sea lions are called *cows*. Male sea lions are called *bulls*. When pups are a few days old, their mothers leave them for a while each day. They go into the ocean to hunt fish. The pups don't seem to mind. They gather together in small groups called *pods*. The pods are like a nursery school! But no teacher is in charge. As many as 200 pups may spend the day together playing, swimming, and sleeping.

1. What are male, female, and baby sea lions called?

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2. How do sea lions stay warm in cold water?

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3. When do cows begin to leave their pups?

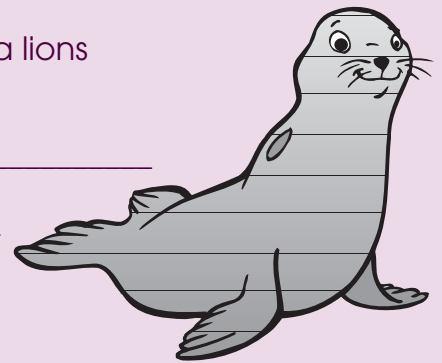
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4. What are small groups of pups called?

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5. How can a cow tell which pup is hers?

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## Main Idea: Pupping Time

**Directions:** Read about sea lion pupping time. Then, answer the questions.

When sea lion cows gather on the beach to give birth, it is called *pupping time*. Pupping time is never a surprise. It always occurs in June. Thousands of sea lions may gather in one spot for pupping time. It is sort of like one big birthday party.

The cow stays with her pups for about a week after birth. During that time, she never leaves her baby. If she must go somewhere, she drags her pup along. She grabs the loose skin around her pup's neck with her teeth. To humans, it doesn't look comfortable, but it doesn't hurt the pup.

One place the mother must go is to the water. Because of her blubber, she gets hot on land. To cool off, she takes a dip in the ocean. When she comes out, she sniffs her pup to make sure she's got the right baby. Then, she drags him or her back again to a spot she has staked out. After a week of being dragged around, do you think the pup is ready to play?

1. Why do thousands of sea lions gather together at a certain time?

\_\_\_\_\_

2. How does a cow take her pup along when she goes for a cool dip?

First, grab \_\_\_\_\_

\_\_\_\_\_.

Then, \_\_\_\_\_.

After the swim, sniff \_\_\_\_\_

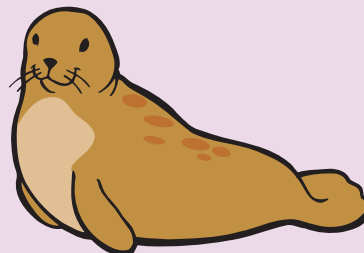
\_\_\_\_\_.

3. What is the main idea? (Check one.)

\_\_\_\_\_ Thousands of cows gather at pupping time to give birth, and afterwards stay with their pups for a week.

\_\_\_\_\_ Thousands of sea lions take cools dips and usually drag their pups along.

\_\_\_\_\_ Pups are born in June.



## Comprehension: Sea Lions

**Directions:** Review what you read about sea lions. Then, answer the questions.

1. How are people like sea lions?

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2. Pretend you are a pup in a pod. What would your day be like? What would you do? What would you play?

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3. Why do sea lions go into the water so much?

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4. How do you think sea lions protect themselves?

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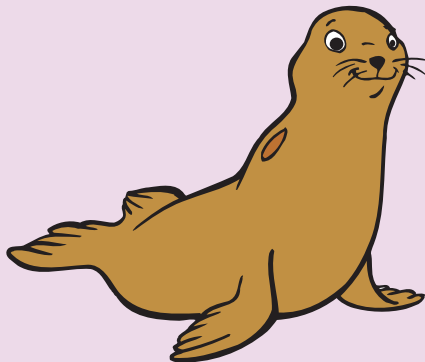
5. What is the sea lion's habitat like?

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## Review

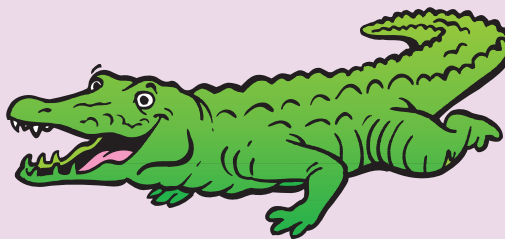
**Directions:** Follow the instructions. Write your answers.

1. Create a wild animal alphabet and illustrate it on drawing paper.

**Example:** A — ALLIGATOR

B — BEAR

C — CROCODILE



2. Compare the giraffe, wild horse, and sea lion. List the ways the three animals are alike and the ways they are different.

Alike \_\_\_\_\_

Different \_\_\_\_\_

3. What physical characteristics of the three animals help them survive. Which do you think is the best and why?

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4. How do these animal stories differ from the animal legends and fables you read?

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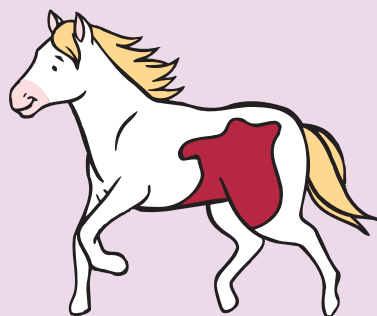
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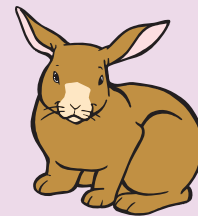
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## Recognizing Details: Pet Rabbits

**Directions:** Read about pet rabbits. Then, answer the questions.

Rabbits come in many colors, and their fur has many patterns. The Dutch rabbit has white in the front of its body and brown on the back. Its ears are brown, too, and it has a brown mask over its eyes. Its front legs are white and its back legs are brown. The tips of the toes on its back legs are white.



People think Dutch rabbits are adorable! They look like stuffed toys and weigh about five pounds when fully grown. The rabbit is called *Dutch*, but it was first bred in Belgium.

Another popular rabbit is the Californian. Can you guess where it was first bred? It is a fat, white rabbit with pink eyes. The Californian rabbit has touches of light brown on its toes and nose. Its ears are light brown, also.

Did you know some people raise rabbits for their fur? The fur from the Angora rabbit is actually called *wool*. There are 13 colors of Angora rabbit, but white is the most popular. This rabbit has long hair and pink eyes. It can grow to weigh six pounds. Because its fur is long, it must be groomed every day. To groom an animal means *to comb and care for its fur*.

Some breeds of rabbits are called *giants*. Compared to other rabbits, they really are big. The Belgian hare, a reddish-colored rabbit, can weigh up to nine pounds. Other breeds are called *dwarfs*. Dwarfs are very small. Fully grown, they weigh only about two pounds. A popular dwarf rabbit is the Netherland. Most Netherland rabbits are white with pink eyes.

1. How many breeds of rabbits are named in the article?

\_\_\_\_\_

2. What is one type of giant rabbit? \_\_\_\_\_

3. What is one type of dwarf rabbit? \_\_\_\_\_

4. How much does a Belgian hare weigh? \_\_\_\_\_

5. How much does a Dutch rabbit weigh? \_\_\_\_\_

6. Use a reference source. What is the difference between a hare and a rabbit?

\_\_\_\_\_

\_\_\_\_\_



## Comprehension: Caring for Pet Rabbits

**Directions:** Read about caring for pet rabbits. Then, answer the questions.

Most pet rabbits live outside in special homes, called *hutches*. Rabbit hutches are small and have wire on the sides and bottom to let air in. The wire on the bottom also lets the animals' droppings fall through. This helps keep their hutch clean.

Pet rabbits need exercise, too. They do not like being caged all the time. Would you? That is why pet owners build rabbit runs for their pets. Rabbit runs are much bigger and longer than cages. They do not have floors. They fit over the grass. Put the rabbit inside the run, and guess what it does?

Some people let their rabbits run free for exercise. But, you must take care that the rabbit does not run away. Only let the rabbit free if your yard is fenced. Also, you need to protect your pet from dogs and other animals.

Of course, you should pet your rabbit. To pick it up, put one hand on the back of the rabbit's neck. This area of loose skin is called the **scruff**. Put your other hand under the rabbit's rear end. Then, lift the rabbit slowly and firmly. Rabbits do not like fast movements. That's why you should never grab your rabbit. Also, never, never pick up your rabbit by its ears.

Hold your rabbit close to your chest. This makes the rabbit feel secure. It also keeps it from falling. Put your hand under its back legs. Hold the legs firmly so your rabbit cannot kick. Then, gently scratch its fur. Rabbits cannot purr, but you can tell when your pet is happy.

1. What do pet owners build for their rabbits to exercise in?

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2. What is the rabbit's **scruff**?

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3. Never pick your rabbit up by its

scruff.                       ears.                       body.

4. After you pick up your rabbit, hold it close to your

chest.                       face.                       arms.



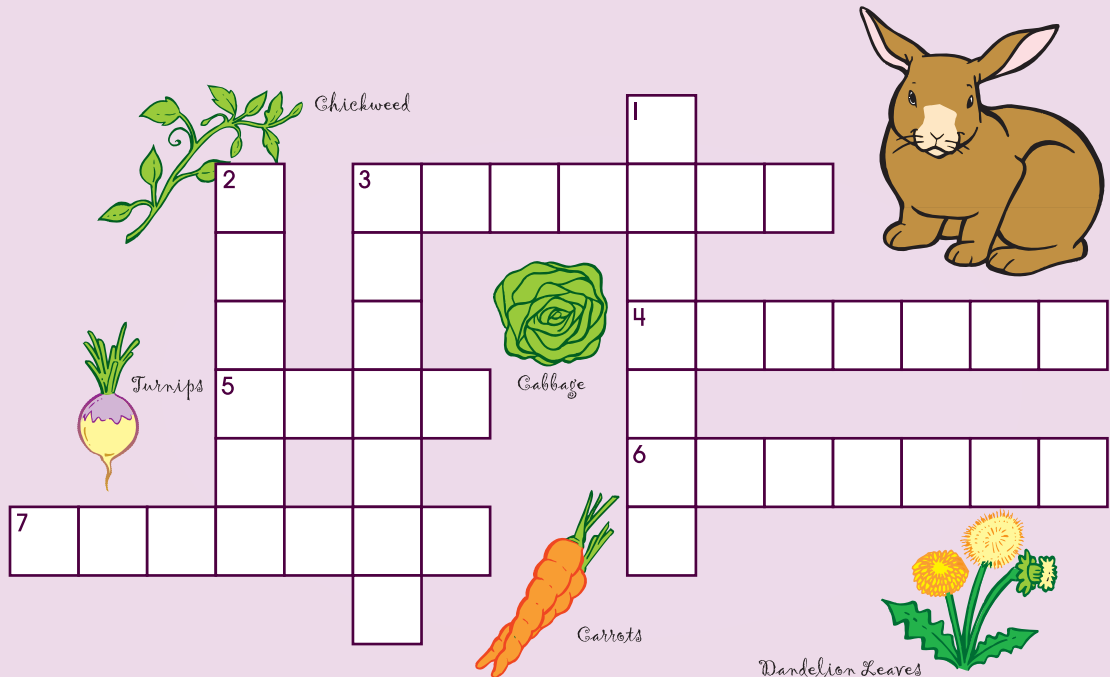
## Following Directions: Rabbit Food

**Directions:** Read about what rabbits eat. Then, work the puzzle.

Many people think rabbits only eat lettuce. They do like lettuce, but it's not the only thing rabbits eat.

Rabbits also need protein. Most pet owners supply this with dry rabbit food. The food is called *pellets*. Rabbits should eat twice a day. They also need fresh water every day. Besides lettuce, they like carrots, cabbage, and turnips. These vegetables are called *greens*. Rabbits like them mixed together.

Pet rabbits will eat wild plants. They like dandelion leaves and blackberry leaves. They also like a kind of plant called *chickweed*. Learn what these plants look like. Then, pick them for your rabbit. Some plants are poisonous. For example, buttercups can kill rabbits. So can poppy flowers. If you gather wild plants, be very careful.



### Across:

- Pet owners feed their rabbits this in pellets.
- Lettuce, carrots, cabbage, and \_\_\_\_\_ are called *greens*.
- Rabbits also will eat \_\_\_\_\_ plants.
- This vegetable is like lettuce. Rabbits like it.
- An orange vegetable rabbits like

### Down:

- Rabbits like this, but it is not the only food they like.
- A plant that will poison a rabbit is the poppy \_\_\_\_\_.
- Pet rabbits get their protein in these.

## Comprehension: Baby Rabbits

**Directions:** Read about baby rabbits. Then, answer the questions.

Many people think newborn animals are cute. Baby rabbits grow inside their mothers for only 31 days before they are born. They complete a lot of their development outside the mother. When they are born, they have no fur. They look like little rats! Would you call newborn rabbits cute?

The babies are blind, and they don't open their eyes until they are 10 days old. At the beginning, they can only feel their mother. They cannot see her.

When they are first born, baby rabbits are very delicate. It could hurt them if you picked them up. Do not touch them until they are at least three weeks old. By then, they will have fur. Their eyes will be open. Their ears will be standing up. They will finally look like rabbits!

Even though they are much stronger after three weeks, do not hold them long. Their mother will not like it. Like most mothers, she feels a strong need to protect her babies. Also, they are still nursing. This means they are drinking her milk. They need her milk to grow stronger, and they need it often. That is why you should not hold the babies very long.

By the time they are six weeks old, baby rabbits are active. They can eat food other than their mother's milk. When they are eight weeks old, you can move them into their own hutch. They do not need their mother anymore to survive. They are still growing, though. Adult rabbits need only two meals a day. Baby rabbits need three meals a day until they are three months old.

1. How long does the baby rabbit grow inside the mother?

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2. When do baby rabbits open their eyes?

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3. Why is it unwise to handle newborn rabbits? \_\_\_\_\_

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4. Baby rabbits are active by the time they have lived how many weeks? \_\_\_\_\_

5. You can pick up baby rabbits when they are how many weeks old? \_\_\_\_\_



## Comprehension: Rabbits

**Directions:** Review what you learned about rabbits as pets. Then, answer the questions.



1. How do baby rabbits look when they are first born?

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2. Discuss uses of rabbit fur, especially Angora.

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3. Angora wool comes in 13 colors. What do you think they are?

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4. Why do many people think rabbits are cute?

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5. The article mentioned several reasons why you need to be extremely careful with a baby rabbit. Write an explanation for each one.

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6. Would you like a pet rabbit? \_\_\_\_\_ Why or why not? \_\_\_\_\_

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## Main Idea: Pet Snakes

**Directions:** Read about pet snakes. Then, answer the questions.

Having a snake for a pet is considered very strange by some people! Snakes can be good pets. They are not cuddly like kittens. Like fish, snakes are interesting to watch.

Many people are afraid of snakes. They do not know much about them. One important fact about snakes is that most of them are not poisonous. Only four types of poisonous snakes live in the United States.

People who keep snakes as pets usually put them in cages. The snake must fit comfortably inside. Many snake owners put their pets in empty fish tanks. The snakes like the smooth glass. The owner can see exactly what the snake is doing. You can also put a snake in a wooden cage, but make sure the wood is sanded smooth. Otherwise, it can hurt the snake's skin.

You need to line a snake's cage with newspaper or sand. You will need to change the bedding two or three times each week.

Snakes like privacy. Put a large rock inside your pet's cage. The snake will coil around it. A large log is also good snake furniture. The snake will crawl up on the log when it wants to relax.

Some snakes like to wet their skins. Put a big bowl of water in the cage. The bowl should be heavy so the snake can't tip it over. Then, the snake can get into its bowl and soak for a while. This makes a good bath for a snake!

1. What is the main idea? (Check one.)

Many people are afraid of snakes, but they shouldn't be afraid. There are only four kinds of poisonous snakes in the United States.

Snakes like to crawl.

Snakes are interesting to watch and can make good pets for certain people. Like other pets, they require care.

2. Why do snakes make good pets for some people?

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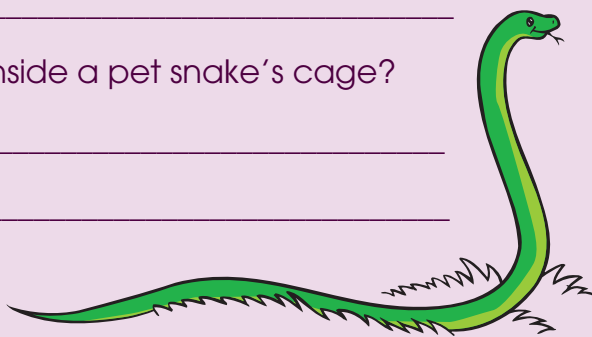
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3. Why should you put a rock inside a pet snake's cage?

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## Main Idea: Snakes

**Directions:** Read about snakes. Then, answer the questions.

Snakes are reptiles. This means they are cold-blooded (their body temperature changes with the surrounding temperature), they lay eggs, and their bodies are covered with scales. Many people think the scales are slimy, but they're not. Snakes have smooth, dry skin.



When baby snakes hatch, they are very small. They eat insects and worms. Some kinds of snakes never get very big, and they eat insects and worms all of their lives. Some kinds of snakes, however, can get quite large. The python in Africa can grow to be more than 20 feet long!

Bigger snakes need to eat bigger food. These snakes eat animals like mice, rats, or even rabbits and frogs. Some farmers like to see snakes around their barns because snakes eat the **rodents** that get into the grain.

When snakes grow, their skin doesn't grow with them. They have to shed their skin. The old skin loosens up all over the snake's body, and the snake rubs against rough surfaces like trees and rocks to make it come off. During this time, the snake is blind. If you have a pet snake that is shedding, watch out! Since it can't see, it might think your hand is food and try to bite it. It is best to leave snakes alone when they are shedding. When the snake is done shedding, it can see again, and it has nice new skin.

1. What is the main idea? (Check one.)

Different snakes eat different kinds of foods, but they all shed their skins as they grow.

Snakes eat insects and worms after they hatch.

Farmers like snakes because they shed their skins.

2. What is a reptile?

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3. Using context clues, write the definition of the word **rodent**.

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## Recognizing Details: Snakes

**Directions:** Review what you learned about snakes. Then, answer the questions.

1. Why is having a pet snake considered strange?

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2. Do you agree with this? Why or why not?

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3. Are you afraid of snakes? Explain your answer.

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4. How is caring for a rabbit like caring for a snake?

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5. How is it different?

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6. How do snakes shed their skins?

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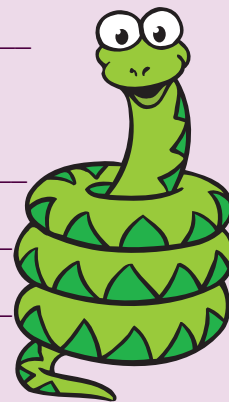
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7. What does **cold-blooded** mean?

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**Directions:** Review what you learned about animals as pets. Then, answer the questions.

1. What other types of animals are common pets?

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2. Do you have a pet? \_\_\_\_\_ What is it? \_\_\_\_\_

Explain how you care for it. \_\_\_\_\_

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3. If you do not have a pet, write a short paragraph to your parents convincing them you could care for one.

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4. What animal do you think makes the best pet?

Explain. \_\_\_\_\_

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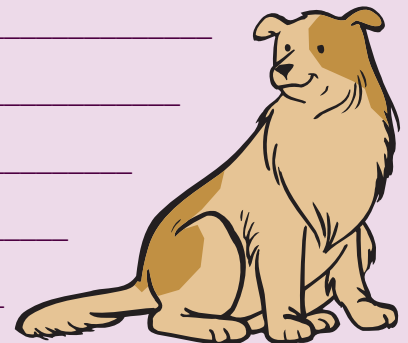
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## Recognizing Details: Going to Camp

**Directions:** Read about going to camp. Then, answer the questions.

Have you ever gone to camp? If so, you know you need to pack many things. Usually, the people who run the camp will send a list of what you need to bring. What you need depends on the type of camp and how long you will stay.



If you go to camp for one week, you will probably need the following items. Pack them all in a suitcase or gym bag—if they will fit!

1 bathing suit	5 pairs of shorts	1 pair of sneakers
2 sweaters or sweatshirts	1 jacket	2 pairs of jeans
7 pairs of underwear	2 towels	1 washcloth
1 brush and comb	1 bottle of shampoo	1 bar of soap
1 bottle of sunscreen	1 bottle of insect spray	1 flashlight
7 short-sleeve shirts	1 toothbrush and tube of toothpaste	

There are many kinds of camps. There are church camps and scout camps. There are horseback-riding camps, swimming camps, music camps, and nature camps. There are sports camps and cheerleading camps. There are even camps for losing weight!

Some city children take a bus to camp. The bus picks up a whole group of children and takes them to the country. Other children are taken to camp by their parents. Their parents look at their cabins. They sit on the bunk beds and say, "This feels comfortable." They look at the camp menu and say, "The food looks good." Then, they say, "Good-bye. Have fun. Be careful. See you in a week!"

- How many pairs of underwear do you need for a week at camp? \_\_\_\_\_
- How many pairs of shorts should you bring? \_\_\_\_\_
- How many things on the list do you need only one of? \_\_\_\_\_
- Is there anything not listed that you think you would need at camp? What?  
\_\_\_\_\_
- If you were going to a football camp, what else might you need to bring along?  
\_\_\_\_\_

## Comprehension: Camping Out

**Directions:** Read about camping out. Then, answer the questions.

Going away to camp and camping out are two very different experiences. Usually, children who go to camp sleep on cots inside cabins. Activities are planned by the people who run the camp. Campers eat in a dining hall. The food is prepared by someone else. All the campers have to do is show up!



When you camp out, the experience is much more rugged. You sleep in a tent instead of a cabin. If it's warm, you may unroll your sleeping bag under the stars. To camp out, you must be much more independent. You must learn certain skills, such as how to pitch a tent and how to start a fire. You need to know some rules about safety and respecting the outdoors. You may even need to know how to catch and cook your own food!

The Boy Scouts teach their members an outdoor code before they camp. It is a good code for any camper to follow. Here is a summary of the Boy Scouts' Outdoor Code:

"I will treat the outdoors as a heritage to be improved for greater enjoyment. I will keep my trash out of America's fields, woods, and roadways. I will prevent wildfires. I will build my fire in a safe place and be sure it is out when I leave.

Use of the outdoors is a privilege I can lose by abuse. I will treat the environment with respect. I will learn to practice good conservation of soil, water, forests, and wildlife, and I will urge others to do the same."

1. What are two of the things you need to know about before camping out?

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2. What is one way Boy Scouts show they will treat the outdoors as a heritage to be improved?

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3. What is one way camping out is different from going away to camp?

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## Following Directions: Campfires

**Directions:** Read about building campfires. Then, work the puzzle.

Where there is fire, there is always danger. That is why only people who know exactly what they are doing should build a campfire. Many campsites do not allow campfires. Campers bring portable cook stoves to these sites.

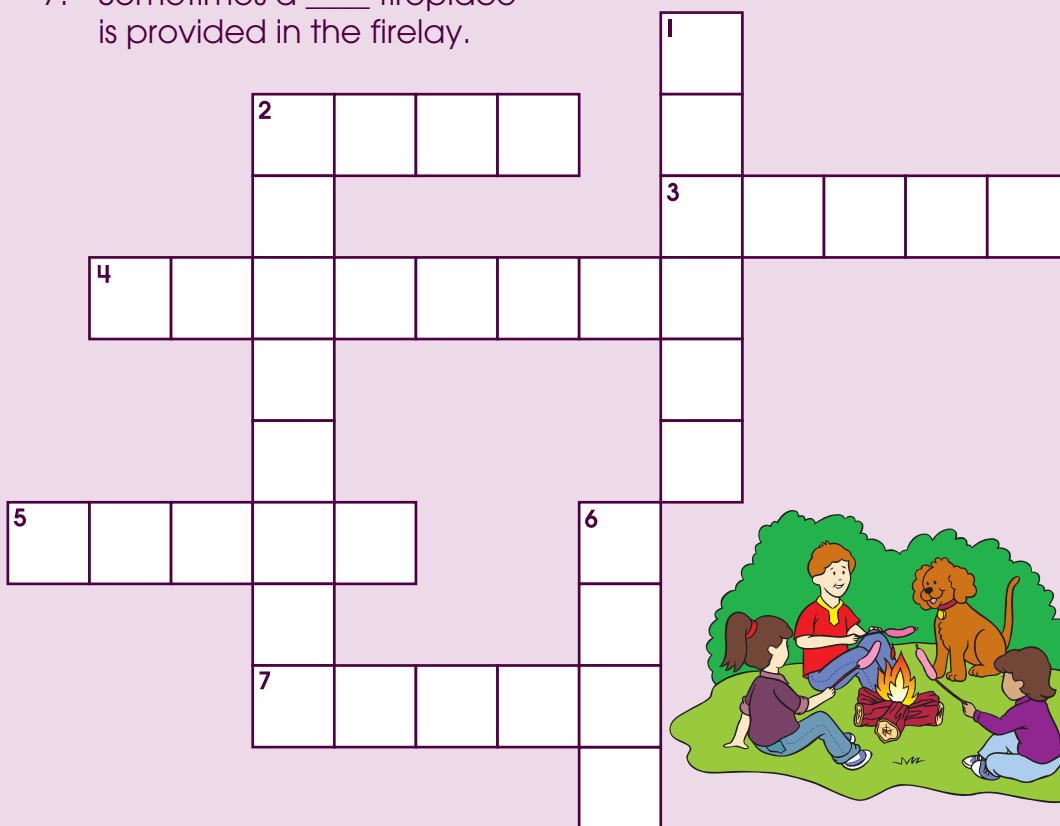
Sites that do allow campfires often provide firelays. A firelay is a 10-foot-round cleared area. In the area there may be a grill, metal ring, or outdoor stone fireplace. These firelays are safe because they keep the fire contained in a small area. Firelays help keep cooking fires from spreading and turning into wildfires.

### Across:

- This is hot and always dangerous.
- The shape of a firelay
- When campfires are not allowed, use a \_\_\_\_ stove.
- A \_\_\_\_ ring is sometimes found in a firelay.
- Sometimes a \_\_\_\_ fireplace is provided in the firelay.

### Down:

- The purpose of a firelay is to make sure a fire doesn't \_\_\_\_.
- 10-foot-round circles for building campfires
- A firelay keeps the fire contained in a small \_\_\_\_.



## Comprehension: First-Aid Kits

**Directions:** Read about first-aid kits. Then, answer the questions.

Something you should be sure to take when you camp is a first-aid kit. Cuts, scrapes, and insect bites or stings all can happen when camping. You must also be prepared for accidental poisoning. What if someone eats a berry that is poisonous? You will need to get the poison out of his or her system right away!

First-aid kits will help you in an emergency. Here are some things that go into a well-packed first-aid kit:

1 small bottle of ipecac syrup (Ipecac causes vomiting. It will immediately clear poison from the body.)

1 thermometer to check for fever

1 bottle of aspirin to hold down fever and ease pain

1 unopened bar of soap to wash cuts and scrapes

1 box of sterile bandages, adhesive tape, and gauze pads for covering wounds after they have been cleaned

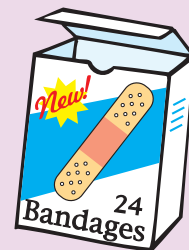
1 large triangular bandage to make a sling for an injured or broken arm

1 pair of tweezers to pull out splinters or bee stingers

1 bottle of calamine lotion to treat poison ivy and insect bites

1 bag of sterile cotton balls to clean cuts

1 eyecup and sterile water to wash out injured eyes

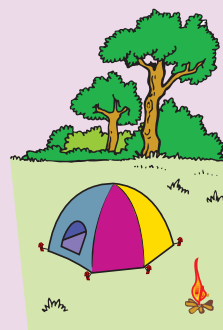


- Why is a first-aid kit important when camping? \_\_\_\_\_  
\_\_\_\_\_
- What items in your first-aid kit would you use to treat these conditions?
  - A scrape? \_\_\_\_\_
  - A fever? \_\_\_\_\_
  - A sprained arm? \_\_\_\_\_
- When would you give someone ipecac syrup? \_\_\_\_\_  
\_\_\_\_\_

## Main Idea: Choosing a Campsite

**Directions:** Read about choosing a campsite. Then, answer the questions.

If you are camping at a campground, you will not have much choice about where you camp. You must stay within the site area the owners show you. If you are camping in the wilderness, you can choose your own campsite.



A good campsite will have water nearby for drinking and cooking. Look for ground that is level and dry. Avoid rocky ground, or you will be uncomfortable when you try to sleep.

You will also need to be on the lookout for things you do not want. Hornets' nests, poison ivy, and anthills can make your camping trip miserable. If you see any nearby, set up your campsite elsewhere. You will also want to avoid camping near bears or other animals. If you see animal tracks, take them as a sign that animals have already staked out the area. For your own safety, move on.

It's important when camping in the wilderness to let someone know where you are. Otherwise, if you get lost, no one will know! Then, who would come to rescue you? Find the park rangers' station when you go into any wilderness area and talk to the rangers. It is their job to know the forest. They can tell you about which places to seek out and which to avoid.

A good plan is to promise to stop by after your trip. That way, they will know you returned safely. If you do not show up, they will come looking for you. Taking these few practical precautions will make your trip safer and more fun.

1. What is the main idea? (Check one.)

Picking a good campsite and checking in with park rangers will help to make your wilderness camping trip a safe and enjoyable experience.

Avoiding poison ivy and anthills are the most important things you can do to make your wilderness trip a safe one.

2. Why should you tell park rangers where you will be? (Check one.)

They can bring messages to you if there is an emergency at home.

They can send searchers to look for you if you do not return.

## Comprehension: Time to Eat!

**Directions:** Read about what to eat on a camping trip. Then, answer the questions.

A wilderness camping trip will make you appreciate your kitchen, your bathroom, your bed, and your comfortable living room furniture.

Food and water are among the most important things to bring on a camping trip. Remember, you will have to carry everything you need on your back.

That's why it's smart to bring things that don't weigh too much. Because they are light, dried food and powdered drinks are good things for campers to bring. Then, the campers add sterilized water to them and—presto!—a meal!



Many campers pack these foods: dry cereal, dried fruit, powdered eggs, raisins, dried potatoes, dried soup, powdered milk, instant cocoa, dried meat or dried chicken, and rice.

The total weight of all the food listed is under four pounds. Even a tired camper can carry four pounds easily. Imagine if you had to carry a gallon of milk, a couple of whole chickens, a roast, a bag of red potatoes, and a dozen eggs! It would certainly weigh a lot more. Besides, the eggs would probably get broken, and the milk would go sour.

The best thing most people can say about dried food is that it's "not bad." If you have ever eaten it, you know that fresh, whole food tastes better. But, the sights and sounds of camping in the wilderness make up for the dried food. If you are lucky, you will work up such an appetite hiking that even dried food will taste great!

1. Why do campers take along dried and powdered food?

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2. What is the best thing most people can say about dried food?

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3. What are five kinds of dried food?

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4. What is the total weight of all the dried food listed in the article?

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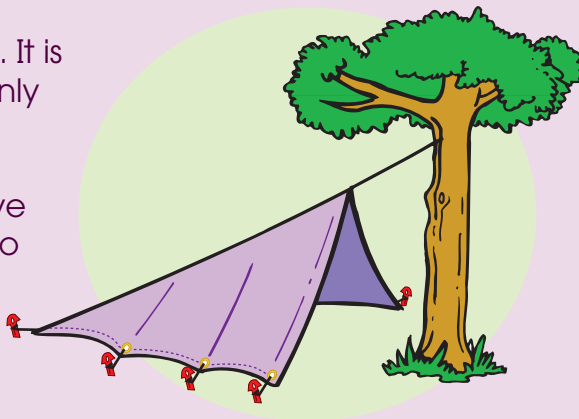


## Recognizing Details: Three Kinds of Tents

**Directions:** Read about tents. Then, answer the questions.

### Tarp Tent

The tarp tent is the simplest tent. It is called a *one-man* tent because only one person will fit inside. Tarp tents have no floors. They have no windows or doors. They do not have netting. To put one up, you need to find a tree to hook one corner to.



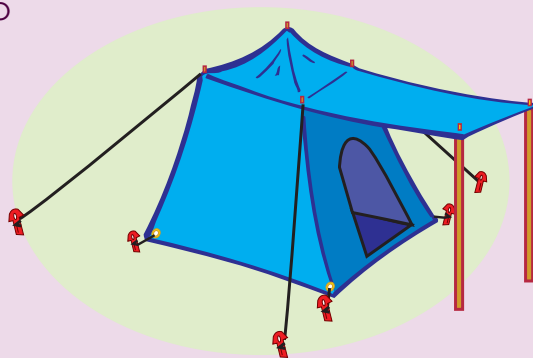
### Pup Tent

Two people can sleep in a pup tent. Some pup tents come with attached floors. They do not have windows. Like the tarp tent, the front of a pup tent is open. Pup tents have no doors.



### Umbrella Tent

Umbrella tents are larger than pup tents or tarp tents. This means more people can sleep inside. They have floors and a door. Some have windows. The doors and windows can be left open. Netting can be pulled across the front of the doors and windows. The netting lets in air and keeps out bugs.



1. Which tents have no doors or windows? \_\_\_\_\_
2. Which tent needs to be pitched near a tree? \_\_\_\_\_
3. Which tent has no floor? \_\_\_\_\_
4. Which tent has netting to keep out bugs? \_\_\_\_\_
5. Which tent can two people sleep in? \_\_\_\_\_



## Recognizing Details: Getting Lost

**Directions:** Read about what to do if you get lost in the woods. Then, answer the questions.

Even experienced campers sometimes get lost. To avoid getting lost, stay on marked trails. Take a notepad and pencil with you for jotting notes. Use a compass so you know what direction you are going. To find your way with a compass, you must know which way you want to go. Before you leave your camp, find a large landmark nearby to mark your campsite. Head in the opposite direction from the landmark. If your compass shows you are going west, which direction will you travel to return to your campsite? East.

If you do get lost, don't panic. This is the worst thing you can do. People who panic have been known to walk in big circles. They don't realize this, of course. They exhaust themselves and never get back on course.

If it is late, and others know you are out hiking, stay where you are. Someone will come looking for you soon.

If it is early, and you want to try to find your way back, leave trail markers to show you where you have been. Tie a handkerchief to a branch. Put a pile of stones on the trail you have taken. If you have a pen and notepad in your pack, write a note and put it on a tree. Write down the time, date, the fact that you are lost, and the direction you are now hiking.

If you are lost at night, build two campfires close together. Two columns of smoke side by side are a signal for help. Rangers and campers will recognize and respond to the fires. They will locate your smoke signals and come to find you.

In the meantime, use extra clothes from your pack to stay warm. Be patient and wait until help arrives.

1. Complete the directions on what to do if you get lost in the woods.

Tie a \_\_\_\_\_.

Put a pile \_\_\_\_\_.

If you have a pen and notepad, \_\_\_\_\_.

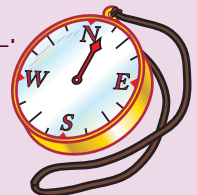
If you are lost at night, build \_\_\_\_\_.

2. What is the main idea? (Check one.)

\_\_\_\_\_ It is nearly impossible to get lost while hiking.

\_\_\_\_\_ If you get lost, use a compass to find your way back

\_\_\_\_\_ Avoid panicking if you get lost by following some simple steps.



**Directions:** Review what you learned about camping. Then, answer the questions.

1. What items should you take on a camping trip?



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2. Of the items you wrote, circle the two you feel are the most important.
3. Why is it important to carry camping gear and food that is light in weight?

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4. What should you look for when selecting a campsite?

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5. What would you not want near your site? \_\_\_\_\_

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6. What are the safety reasons for finding a park rangers' station and talking to the rangers?

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7. What can you do to avoid getting lost?

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8. Have you ever been camping? Explain your experience.

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If not, describe what you think it would be like to go camping.

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## Sequencing: "Mr. Nobody"

**Directions:** After reading the poem "Mr. Nobody," number in order the things people blame him for.



I know a funny little man  
As quiet as a mouse,  
Who does the mischief that is done  
In everybody's house!  
No one ever sees his face.  
And yet we all agree  
That every plate we break was cracked  
By Mr. Nobody.

It's he who always tears out books,  
Who leaves the door ajar,  
He pulls the buttons from our shirts,  
And scatters pins afar;  
That squeaking door will always squeak,  
The reason is, you see,  
We leave the oiling to be done  
By Mr. Nobody.

The finger marks upon the wall  
By none of us are made;  
We never leave the blinds unclosed  
To let the carpet fade.  
The bowl of soup we do not spill,  
It's not our fault, you see  
These mishaps—every one is caused  
By Mr. Nobody.



- |                                     |                                  |
|-------------------------------------|----------------------------------|
| _____ Putting finger marks on walls | _____ Scattering pins            |
| _____ Leaving the door ajar         | _____ Breaking plates            |
| _____ Spilling soup                 | _____ Pulling buttons off shirts |
| _____ Tearing out books             | _____ Squeaking doors            |
| _____ Leaving the blinds open       |                                  |

## Comprehension: "The Chickens"

**Directions:** Read the poem "The Chickens." Then, answer the questions.

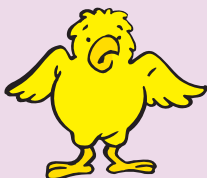


Said the first little chicken  
With a queer little squirm,  
"I wish I could find  
A fat little worm!"

Said the next little chicken  
With an odd little shrug,  
"I wish I could find  
A fat little bug!"



Said the third little chicken  
With a small sigh of grief,  
"I wish I could find  
A green little leaf!"



Said the fourth little chicken  
With a faint little moan,  
"I wish I could find  
A small gravel stone!"



"See here!" said the mother  
From the green garden patch,  
"If you want any breakfast,  
Just come here and scratch!"



1. What does the second little chicken want? \_\_\_\_\_

2. Where is the mother hen? \_\_\_\_\_

3. Which of the following do the chickens not want?

\_\_\_\_\_ leaf    \_\_\_\_\_ corn    \_\_\_\_\_ worm    \_\_\_\_\_ bug    \_\_\_\_\_ stone

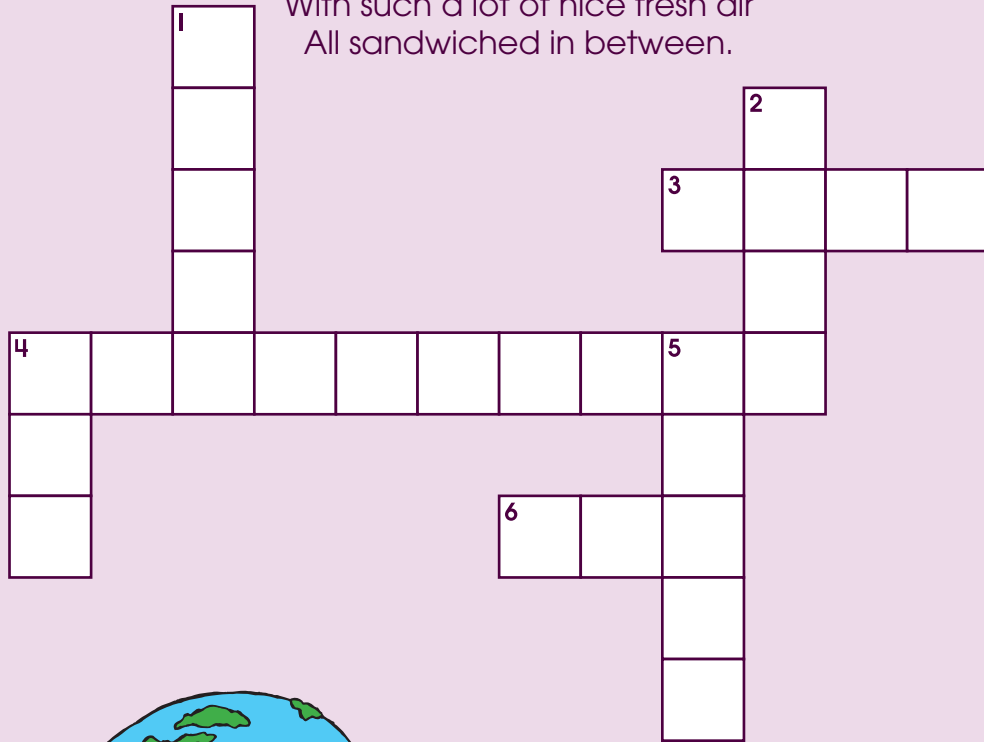
4. What does the mother hen tell her chicks to do if they want breakfast?

\_\_\_\_\_

# Following Directions: "I'm Glad"

**Directions:** Read the poem "I'm Glad." Then, work the puzzle.

I'm glad the sky is painted blue  
 And the Earth is painted green,  
 With such a lot of nice fresh air  
 All sandwiched in between.



**Across:**

- 3. The sky is painted this color.
- 4. How what we breathe is placed between Earth and sky
- 6. This is what we breathe, and it's between Earth and sky.

**Down:**

- 1. The color of Earth in the poem
- 2. How the speaker feels
- 4. Painted blue
- 5. Painted green



## Comprehension: "Over the Hills and Far Away"

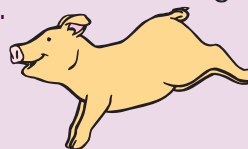
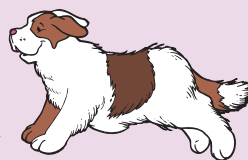
**Directions:** Read "Over the Hills and Far Away." Then, answer the questions.



Tom, Tom the piper's son,  
 Learned to play when he was one,  
 But the only tune that he could play  
 Was "Over the Hills and Far Away."

Now Tom with his pipe made such a noise  
 That he pleased the girls and he pleased the boys,  
 And they all danced when they heard him play  
 "Over the Hills and Far Away."

Tom played his pipe with such great skill,  
 Even pigs and dogs could not keep still.  
 The dogs would wag their tails and dance,  
 The pigs would oink and grunt and prance.



Yes, Tom could play, his music soared—  
 But soon the pigs and dogs got bored.  
 The children, too, thought it was wrong,  
 For Tom to play just one dull song.

1. How old is Tom when he learns to play?

---

2. What tune does Tom play?

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3. What do the dogs do when Tom plays?

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4. Why does everyone get tired of Tom's music?

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5. What instrument does Tom play?

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## Sequencing: “The Spider and the Fly”

**Directions:** Read the poem “The Spider and the Fly.” Then, number the events in order.

“Won’t you come into my parlor?” said the spider to the fly.  
 “It’s the nicest little parlor that you will ever spy.  
 The way into my parlor is up a winding stair.  
 I have so many pretty things to show you inside there.”

The little fly said, “No! No! No! To do so is not sane.  
 For those who travel up your stair do not come down again.”

The spider turned himself around and went back in his den.  
 He knew for sure the silly fly would visit him again.  
 The spider wove a tiny web, for he was very sly  
 He was making preparations to trap the silly fly.

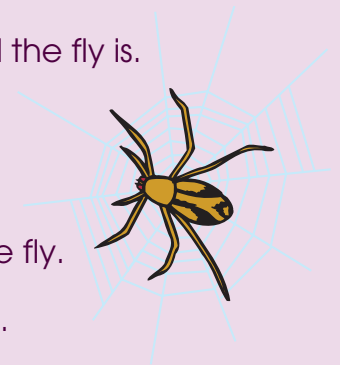


Then out his door the spider came and merrily did sing,  
 “Oh, fly, oh lovely, lovely fly with pearl and silver wings.”

Alas! How quickly did the fly come buzzing back to hear  
 The spider’s words of flattery, which drew the fly quite near.

The fly was trapped within the web, the spider’s winding stair,  
 Then the spider jumped upon him, and ate the fly right there!

- \_\_\_\_\_ The spider sings a song about how beautiful the fly is.
- \_\_\_\_\_ The spider jumps on the fly.
- \_\_\_\_\_ The spider invites the fly into his parlor.
- \_\_\_\_\_ The spider spins a tiny new web to catch the fly.
- \_\_\_\_\_ The fly becomes caught in the spider’s web.
- \_\_\_\_\_ The fly says he knows it’s dangerous to go into the spider’s parlor.
- \_\_\_\_\_ The spider eats the fly.
- \_\_\_\_\_ The fly comes near the web to hear the song.



## Comprehension: "Grasshopper Green"

**Directions:** Read the poem "Grasshopper Green." Then, answer the questions.

Grasshopper Green is a **comical** guy,  
He lives on the best of **fare**.  
Bright little trousers, jacket, and cap,  
These are his summer wear.

Out in the meadow he loves to go,  
Playing away in the sun.  
It's **hopperty, skipperty**, high and low,  
Summer's the time for fun.

Grasshopper Green has a cute little house,  
He stays near it every day.  
It's under the hedge where he is safe,  
Out of the gardener's way.

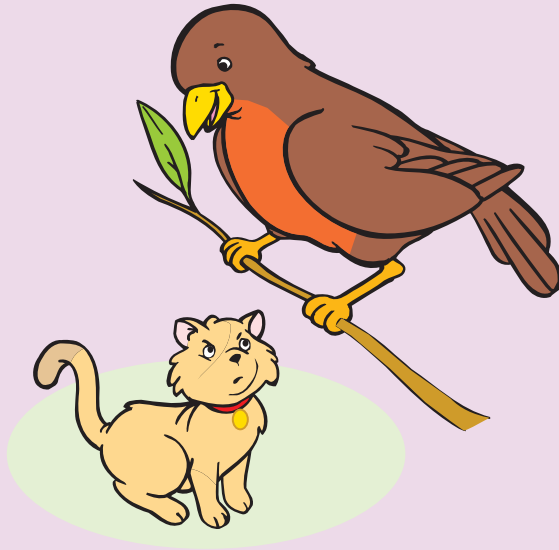
Gladly he's calling the children to play  
Out in the beautiful sun  
It's hopperty, skipperty, high and low,  
Summer's the time for fun.



1. What does **comical** mean in this poem?  
\_\_\_\_\_
2. What are three things Grasshopper Green wears in the summer?  
\_\_\_\_\_
3. Where does he love to go and play?  
\_\_\_\_\_
4. Whom does Grasshopper Green call to play?  
\_\_\_\_\_
5. Use a dictionary. What does **fare** mean in this poem?  
\_\_\_\_\_
6. You won't find the words **hopperty** and **skipperty** in a dictionary. Based on the poem, write your own definitions of these words.  
\_\_\_\_\_  
\_\_\_\_\_

## Main Idea: "Little Robin Redbreast"

**Directions:** Read the poem "Little Robin Redbreast." Then, answer the questions.



Little Robin Redbreast  
Sat up in a tree,  
Up went the kitty cat  
Down went he.

Down came the kitty cat—  
Away Robin ran,  
Said little Robin Redbreast,  
"Catch me if you can."

Then Little Robin Redbreast  
Hopped upon a wall,  
Kitty cat jumped after him,  
And almost had a fall.

Little Robin chirped and sang,  
And what did kitty say?  
Kitty cat said, "Meow!" quite loud,  
And Robin flew away.

1. What is the main idea? (Check one.)

\_\_\_\_\_ The robin is smarter than the cat and a lot faster, too.

\_\_\_\_\_ When people see a robin, it means spring is near.

\_\_\_\_\_ The robin is scared away.

2. What nearly happens when the cat jumps on the wall?

\_\_\_\_\_

3. Where is the robin when the cat first goes after him?

\_\_\_\_\_

4. Where does the robin go after the cat climbs the tree?

\_\_\_\_\_

5. What does the robin say to the cat?

\_\_\_\_\_

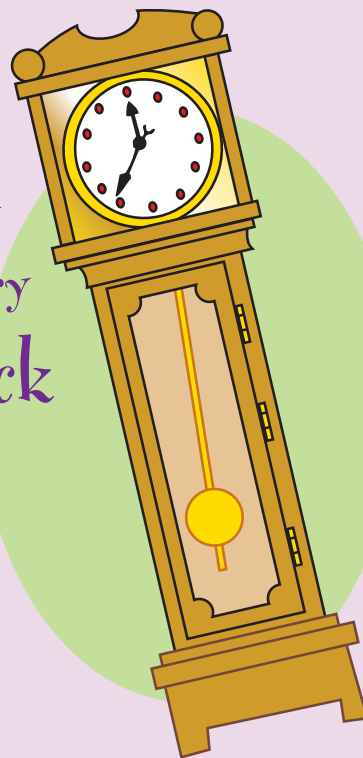
## Sequencing: "Hickory, Dickory, Dock"

**Directions:** Read the poem "Hickory, Dickory, Dock." Then, answer the question.

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
And down he run,  
Hickory, dickory, dock.

Dickory, dickory, dare,  
The pig flew in the air.  
The man in brown  
Soon brought him down,  
Dickory, dickory, dare.

Hickory  
Dickory  
Dock



1. What is the main idea? (Check one.)

Mice and pigs can cause a lot of problems to clocks and men in brown suits.

There is no main idea. This poem is just for fun.

Beware of mice in your clocks and flying pigs.

**Directions:** Number these events in order.

The clock strikes one.

The mouse runs back down the clock.

The mouse runs up the clock.

The man in brown brings the pig down.

The pig flies in the air.





**Directions:** Review the poems you read. Then, answer the questions.

1. How is the spider in the poem "The Spider and the Fly" like the fox in the fable "The Fox and the Crow"?




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2. Which of the poems that you read did you like the best?

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Why? \_\_\_\_\_

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One way to remember what you read is to make a comic strip of the story or poem. Think about the poem "Mr. Nobody." Imagine what "Mr. Nobody" would look like.

**Directions:** Follow the sequence of events in the "Mr. Nobody" poem to make a cartoon of the poem in the boxes below.

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# Review

**Directions:** Select one of the other poems you read. Summarize and illustrate it.




## Recognizing Details: Earth's Atmosphere

**Directions:** Read about Earth's atmosphere. Then, answer the questions.

The air that surrounds Earth is called the *atmosphere*. It surrounds Earth like a blanket—20 miles thick! The atmosphere protects Earth from the sun's heat. It helps keep heat in, too. If we had no atmosphere, the sun would fry Earth during the day. At night, it would be freezing! Earth's heat would escape into outer space. Nothing could stay alive on Earth without the atmosphere to protect us.



Did you know air can be weighed? If we could weigh the air in our atmosphere, it would weigh 6,000,000,000,000,000 (or six quadrillion) pounds. This huge figure is based on what scientists have figured out.

The air in the atmosphere is made up of dust and gases. More than three-fourths of the gas is nitrogen. Plants depend on nitrogen to stay alive. Most of the rest is made up of oxygen. Oxygen is needed for human and animal life. One percent of the atmosphere is made up of other gases. Included in this one percent are dust particles, ash from volcanoes, and other bits of matter.

The gases and particles in the atmosphere are packed closer together near the ground. The farther up you go, the farther apart the gases and particles are. People who travel to the mountains find it harder to breathe the air. This is because the air is thinner and their lungs are not used to it. They have to work a little harder to get oxygen from this thin air. Usually, their lungs adjust quickly.

1. What are two ways the atmosphere protects Earth?

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2. What gas makes up most of the atmosphere?

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3. Where are gases and particles in the atmosphere packed closest together?

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4. Why is it harder to breathe in the mountains?

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## Comprehension: Earth's Atmosphere

**Directions:** Review what you read about Earth's atmosphere. Then, answer the questions.

1. To what does the article compare the atmosphere?

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2. Why is air in our atmosphere so important?

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3. How do you think thinner air in the mountains affects plant and animal life?

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4. What do you think would happen if more of the Sun's heat would reach Earth?

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Scientists know that our atmosphere is continuing to thin, thus losing its ability to protect Earth from the Sun's ultra-violet rays.

**Directions:** Use reference sources to find out more about Earth's thinning atmosphere. Select one of the topics and write a report based on your research. Include illustrations or diagrams if possible.

What is the ozone layer?

What is the Greenhouse Effect?

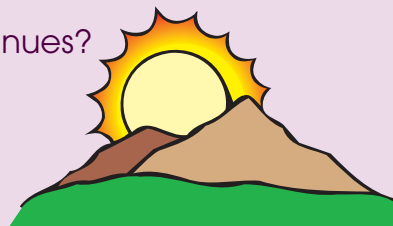
What caused the hole in the ozone?

What is being done about the hole in the ozone?

What is being done about the Greenhouse Effect?

What will happen if the hole in the ozone gets larger?

What will happen if the Greenhouse Effect continues?



## Comprehension: Clouds

**Directions:** Read about clouds. Then, answer the questions.

Have you ever wondered where clouds come from? Clouds are made from billions and billions of tiny water droplets in the air. The water droplets form into clouds when warm, moist air rises and is cooled.



Have you ever seen your breath when you were outside on a very cold day? Your breath is warm and moist. When it hits the cold air, it is cooled. A kind of small cloud is formed by your breath!

Clouds come in many sizes and shapes. On some days, clouds blanket the whole sky. Other times, clouds look like wispy puffs of smoke. There are other types of clouds as well.

Weather experts have named clouds. Big, fluffy clouds that look flat on the bottom are called *cumulus* clouds. *Strato-cumulus* is the name for rounded clouds that are packed very close together. You can still see patches of sky, but strato-cumulus clouds are thicker than cumulus ones.

If you spot *cumulo-nimbus* clouds, go inside. These clouds are wide at the bottom and have thin tops. The tops of these clouds are filled with ice crystals. On hot summer days, you may even have seen cumulo-nimbus clouds growing. They seem to boil and grow as though they are coming from a big pot. A violent thunderstorm usually occurs after you see these clouds. Often, there is hail.

Cumulus, strato-cumulus, and cumulo-nimbus are only three of many types of clouds. If you listen closely, you will hear television weather forecasters talk about these and other clouds. Why? Because clouds are good indicators of weather.

1. How are clouds formed?

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2. How can you make your own cloud?

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3. What should you do when you spot cumulo-nimbus clouds?

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4. What kind of big fluffy clouds look flat on the bottom?

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## Recognizing Details: Clouds

**Directions:** Review what you learned about clouds. Then, answer the questions.

1. How are clouds a good indicator of the weather?



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2. When you take something out of the freezer on a warm day, why do you think it looks like steam is rising from the object?

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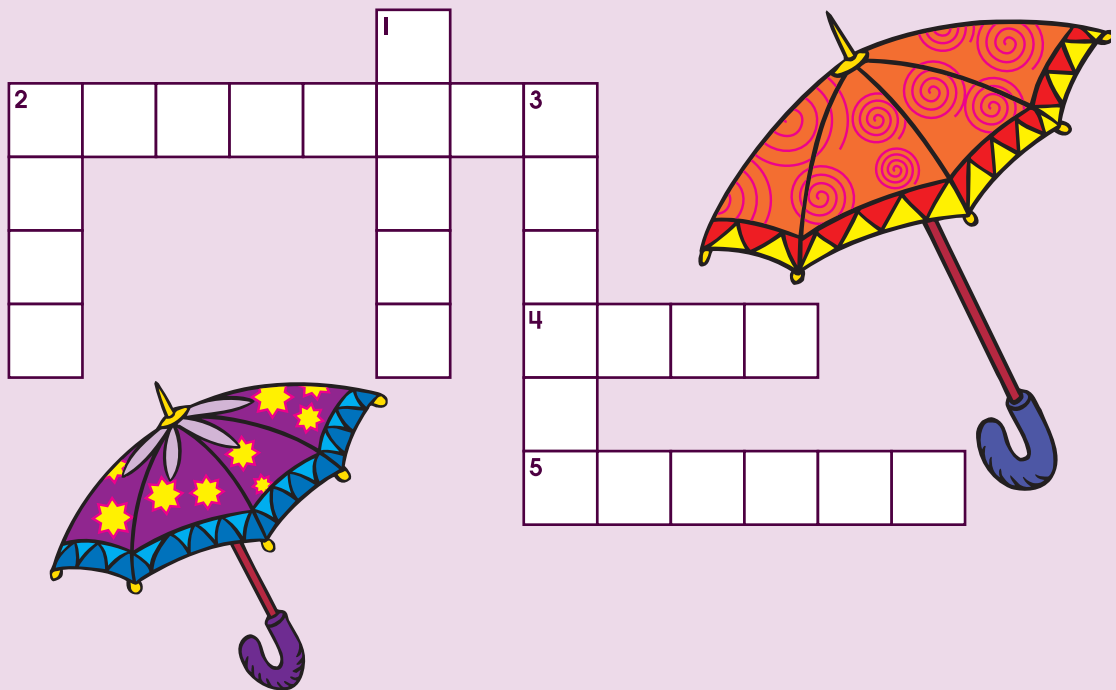
**Directions:** Use cotton balls to make models of the three types of clouds.

## Following Directions: Rain

**Directions:** Read about rain. Then, work the puzzle.

Rain develops from water vapor, dust, and temperature inside clouds. From this combination, water droplets form and grow. When the droplets become too heavy for the cloud, they fall as rain. Weather experts say that when it storms, the raindrops are about 0.02 inches (0.5 millimeters) in size.

Sometimes, the air below the rain cloud is very dry. The dry air dries out the wetness of the raindrop and turns it back into water vapor before it hits the ground. This is what happens in the summer when it looks as though it will rain but doesn't. The rain begins to fall, but it dries up before it falls all the way to the ground.



**Across:**

2. These form from water vapor, dust, and the temperature inside clouds.
4. Falls when the water droplets become too heavy for the clouds
5. Season when the air under the cloud sometimes dries the rain before it hits the ground

**Down:**

1. When water droplets inside clouds get this way, rain falls.
2. Combines with water vapor and the temperature inside clouds
3. Raindrops measure about 0.02 inches (0.5 mm) when it \_\_\_\_\_.

## Comprehension: Thunderstorms

**Directions:** Read about thunderstorms. Then, answer the questions.



Thunderstorms can be scary! The sky darkens. The air feels heavy. Then, the thunder begins. Sometimes, the thunder sounds like a low rumble. Other times, thunder is very loud. Loud thunder can be heard 15 miles away.

Thunderstorms begin inside big cumulo-nimbus clouds. Remember, cumulo-nimbus are the summer clouds that seem to boil and grow. It is as though there is a big pot under the clouds.

Thunder is heard after lightning flashes across the sky. The noise of thunder happens when lightning heats the air as it cuts through it. Some people call this quick, sharp sound a thunderclap. Sometimes, thunder sounds rumbly. This rumble is the thunder's sound wave bouncing off hills and mountains.

Weather experts say there is an easy way to figure out how far away a storm is. First, look at your watch. Count the number of seconds between the flash of lightning and the sound of thunder. To find how far away the storm is, divide the number of seconds by five. This will give the number of miles the storm is from you.

How far away is the storm if you count 20 seconds between the flash of lightning and the sound of thunder? Twenty divided by five is four miles. What if you count only five seconds? One mile! Get inside quickly. The air is charged with electricity. You could be struck by lightning. It is not safe to be outside in a thunderstorm.

1. Where do thunderstorms begin?

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2. When is thunder heard?

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3. What causes thunder to sound rumbly?

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4. If you count 40 seconds between the lightning and thunder, how far away is the storm?

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5. What comes first, thunder or lightning?

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## Recognizing Details: Lightning Safety

**Directions:** Read about safety rules for lightning. Then, answer the questions.

During a storm, lightning can be very dangerous. If you are outside when a thunderstorm begins, look for shelter in a building. If you are in the woods, look for a cave. If you are in an open field, lie down in a hole. If there is no hole, lie flat on the ground.

Standing in an open field, your body is like a lightning rod. Never look for shelter under a tree during a thunderstorm. Lightning is even more likely to strike there! You and the tree are two lightning rods standing together.

Water is also a good conductor of electricity. You must never go into the water when a storm is brewing. The air becomes charged. The charge attracts lightning. The lightning has to go somewhere, and it may go into the water. That is why lifeguards order everyone out of the pool even before a storm comes.

If a thunderstorm comes up when you are boating, get to shore fast. Do not hold fishing rods or other metal objects. They attract lightning.

If you are outside, a car is a good, safe place to be in a thunderstorm. A car is made of metal, which is a good conductor of electricity. When lightning strikes the car it will pass to the ground without harming anyone inside the car. Don't touch the outside of the car, but you are safe inside.

1. What should you do if you are in a field when a thunderstorm begins?

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2. What is your body like if you are outside during a thunderstorm?

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3. Why do lifeguards order people from the pool before a thunderstorm?

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4. Besides the human body, name two things that attract lightning.

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**Directions:** Review what you learned about rain, thunder, and lightning. Then, answer the questions.

1. How are thunderstorms different from rain showers?

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2. Do you think thunderstorms are scary? Explain.

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3. What is thunder?

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4. Why do you think some thunder is louder or softer than other thunder?

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5. Why shouldn't you be outside in a storm?

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6. Name ways you can seek shelter during a storm if you are:

outside \_\_\_\_\_

in the woods \_\_\_\_\_

in a field \_\_\_\_\_

in a field with no hole \_\_\_\_\_





## Comprehension: Hurricanes

**Directions:** Read about hurricanes. Then, answer the questions.

Have you ever been in a hurricane? If you are lucky, you have not. Hurricanes are deadly! Thunderstorms are scary and can cause damage, but hurricanes are the most destructive storms on Earth.

There are three ingredients in a hurricane. They are turbulent oceans, fierce winds, and lashing rains. Hurricane winds can blow as fast as 180 miles (290 kilometers) an hour. They can pull up trees, buildings, cars, and people. Hurricanes can destroy anything in their paths.

There are other names for hurricanes. In some parts of the world, they are called *cyclones*. The people who live on the islands in the Pacific Ocean call them *typhoons*. In Australia, some people use a funny name to describe these terrible storms. They call them *willy-willies*.

Although hurricanes can occur in most parts of the world, they all start in the same place. The place hurricanes are born is over the ocean near the equator.

Here is how a hurricane is born. At the equator, the sun is very, very hot. The scorching sun beats down on the ocean water. It heats the water and the air above the water. The heated air begins to spiral upward in tiny, hot circles. When the heated air combines with moist air, it is drawn farther up toward the sky.

The spiral of heated air and moist air begins to twist. As it twists, it grows. As it grows, it spins faster and faster in a counterclockwise direction. (This means in the opposite direction from the way a clock's hands move.) Huge rain clouds form at the top of the spiral as the air at the top is cooled. The combination of rain, hot air, and spiraling winds creates a hurricane.

1. Where do all hurricanes begin?

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2. What direction does a hurricane's spiral move?

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3. What three ingredients are needed to produce a hurricane?

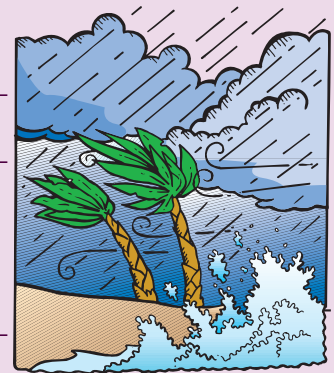
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## Recognizing Details: Hurricanes

**Directions:** Review what you learned about hurricanes. Then, answer the questions

1. What is the most destructive type of storm on Earth?

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2. What makes them so destructive?

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3. What makes hurricanes scarier than thunderstorms?

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4. How do hurricanes form?

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5. What parts of the United States are most likely to be struck by a hurricane?

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6. Many people enjoy living or vacationing in beach areas. Do you think they would feel the same way if they were on the coast when a hurricane happened? Explain.

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## Main Idea: Tornadoes

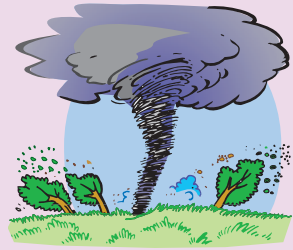
**Directions:** Read about tornadoes. Then, answer the questions.

Another type of dangerous weather condition is a tornado. While hurricanes form over water, tornadoes form over land. Tornadoes are more likely to form in some locations than in others. The areas where tornadoes frequently form are called *tornado belts*. In the United States, a major tornado belt is the basin of land between Missouri and Mississippi.

Tornadoes are formed when masses of hot air meet masses of cold air. When these air masses slam together, bad thunderstorms begin. People in tornado belts are fearful when a severe storm threatens. They know a tornado may occur if the warm, moist air rushes upward and begins to spiral.

The tornado forms a funnel cloud. The funnel is narrow at the base and broad at the top. The tornado's funnel cloud can move very fast. The winds around the funnel can move 300 miles an hour. The winds inside the funnel are fast, too. The tornado acts like a giant vacuum cleaner. It sucks up everything in its path. People, animals, cars, and houses are all in danger when a tornado strikes.

It is difficult to stay out of a tornado's path. The way it moves is unpredictable. It may move straight or in a zig-zag pattern. The winds of the tornado make a screaming noise like a huge train rushing by. People who have lived through a tornado usually say it was the most frightening experience of their lives.



1. What is the main idea? (Check one.)

Tornadoes form over land and hurricanes form over water.

Tornadoes sound like a rushing train.

Tornadoes, which form over land under certain weather conditions, are dangerous and frightening.

2. How fast can the winds around the funnel cloud move?

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3. What household appliance can a tornado be compared to?

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## Recognizing Details: Tornadoes

**Directions:** Review what you learned about tornadoes. Then, answer the questions.

1. How do tornadoes form?

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2. What shape is a tornado?

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3. What makes a tornado so dangerous?

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4. Which type of storm do you think is more dangerous, a tornado or a hurricane? Why?

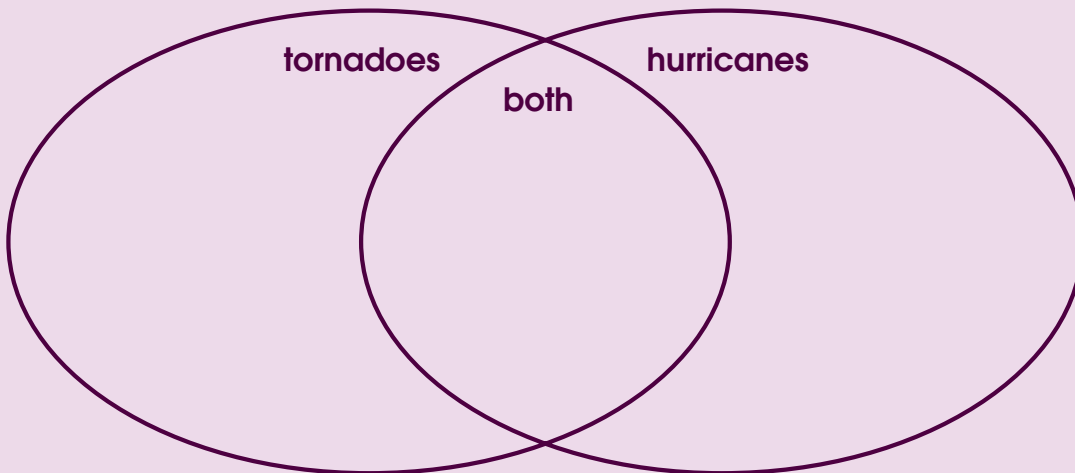
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5. What types of weather conditions are not dangerous?

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**Directions:** Compare and contrast tornadoes and hurricanes in the Venn diagram.



**Directions:** Read this Native American legend about Lightning. Then, answer the questions.

In the beginning, Lightning lived on Earth among people. Soon, he became so powerful that people were afraid. He lashed out and killed some of them. The people grew to hate him.

After Lightning had killed many people, the chiefs of the tribes got together. They had to decide what to do about Lightning. They agreed to tell Lightning he could no longer live on Earth. He begged to stay, but the chiefs forced him to leave.

Shortly after Lightning left, a great monster began to carry people away. The monster lived deep underground. The people could not kill the monster. He always escaped underground before they could catch him.

Lightning heard about their trouble. He came back to the chiefs. "I will kill the monster," he told them. "But in return, you must let me live among you again."

Because he was the only one who could kill the great monster, the chiefs let Lightning return. He did not change his ways much. He is still dangerous. To this day, that is why we have Lightning on Earth.



1. What is the main idea? (Check one.)

Lightning was mean and killed many people, so the chiefs sent him away.

The chiefs sent Lightning away because he was mean, but they agreed to let him return to save them from the great monster.

There are worse things than Lightning.

2. Why couldn't the people kill the great monster themselves?

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3. Why did the chiefs agree to let Lightning return to Earth?

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**Comprehension:** Understanding what is seen, heard, or read.

**Following Directions:** Doing what the directions say to do.

**Main Idea:** The most important point of a story or article.

**Recognizing Details:** Being able to pick out and remember the who, what, when, where, why, and how of what is read.

**Sequencing:** Putting things or events in order.

**Comprehension: "The Princess and the Pea"** 3

Fairy tales are short stories written for children involving magical characters.

**Directions:** Read the story. Then, answer the questions.

Once, there was a prince who wanted to get married. The catch was, he had to marry a real princess. The Prince knew that real princesses were few and far between. When they heard he was looking for a bride, many young women came to the palace. All claimed to be real princesses.

"Hmm," thought the Prince. "I must think of a way to sort out the real princesses from the fake ones. I will ask the Queen for advice."

Luckily, since he was a prince, the Queen was also his mother. So of course, she had her son's best interests at heart. "A real princess is very delicate," said the Queen. "She must sleep on a mattress as soft as a cloud. If there is even a small lump, she will not be able to sleep."

"Why not?" asked the Prince.

"Because she is so delicate!" said the Queen impatiently. "Let's figure out a way to test her. You go down and pick a girl to try out my plan."

The Prince went down to the lobby of the castle. A very pretty, but bundle-looking girl caught his eye. He brought her back to his mother, who welcomed her.

"Please be our guest at the castle tonight," said the Queen. "Tomorrow, we will talk with you about whether you are a real princess."

The girl was shown to her room. It was a pile of five mattresses, all fluffy and clean.

The girl climbed to the top of the pile and laid down, but she could not sleep. She tossed and turned and was quite cross the next morning.

"I found this under the fourth mattress when I got up this morning," she said, she handed a small green pea to the Queen. "No wonder I couldn't sleep!"

The Queen clapped her hands. The Prince looked confused. "A real princess is delicate. If this pea I put under the mattress kept you awake, you are definitely a princess."

"Of course I am," said the Princess. "Now, may I please take a nap?"

- Why does the Prince worry about finding a bride?  
His bride must be a real princess and real princesses are hard to find.
- According to the Queen, how can the Prince tell who is a real princess?  
A real princess is very delicate.

Master Skills Reading Comprehension Grade 4


**Comprehension: "The Princess and the Pea"**

**Directions:** Review the story "The Princess and the Pea." Then, answer the questions.

- Why does the Prince need a test to see who is a real princess?  
Many young women wanted to marry him, but the Prince could only marry a real princess.
- Why does the Princess have trouble sleeping?  
There was a pea under her mattress.

The story does not tell whether or not the Prince and Princess got married and live happily ever after, only that the Princess wants to take a nap.

**Directions:** Write a new ending to the story about what happens after the Princess wakes up from her nap.



Answers will vary.

Master Skills Reading Comprehension Grade 4

**Comprehension: "The Frog Prince"** 5

**Directions:** Read the story "The Frog Prince." Then, answer the questions.

Once upon a time, there lived a beautiful princess who liked to play alone in the woods. One day, as she was playing with her golden ball, it rolled into a lake. The water was so deep she could not see the ball. The Princess was very sad. She cried out, "I would give anything to have my golden ball back!"

Suddenly, a large, ugly frog popped out of the water. "Anything?" he croaked. The Princess looked at him with disgust. "Yes," she said, "I would give anything."

"I will get your golden ball," said the frog. "In return, you must take me back to the castle. You must let me live with you and eat from your golden plate."

"Whatever you want," said the Princess. She thought the frog was very ugly, but she wanted her golden ball.

The frog dove down and brought the ball to the Princess. She put the frog in her pocket and took him home. "He is ugly," the Princess said. "But a princess is a princess. And a princess should keep her word."

The Princess changed her clothes and forgot all about the frog. That evening she heard a tapping at her door. She ran to the door to open it and a handsome prince stepped in.

"Who are you?" asked the Princess, already half in love.

"I am the prince you rescued of the lake," said the handsome prince. "I was turned into a frog one hundred years ago today by a wicked witch. Because they always keep their promises, only a beautiful princess could break the spell. You are a little forgetful, but you did keep your word!"

Can you guess what happened next? Of course, they were treated and lived happily ever after.

- What does the frog ask the Princess to promise?  
to take him back to the castle, let him live with her, and eat from her golden plate.
- Why could only a princess break the spell?  
Because they always keep their promises.

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**Comprehension: "The Frog Prince"**

**Directions:** Review the story "The Frog Prince." Then, answer the questions.

- What does the Princess lose in the lake?  
a golden ball
- How does she get it back?  
A frog dove to the bottom of the lake and got it for her in return for a promise from the Princess.
- How does the frog turn back into a prince?  
The spell is broken when the Princess keeps her word.
- What phrase are used to begin and end this story?  
"once upon a time" and "happily ever after"

There is more than one version of most fairy tales. In another version of this story, the Princess has to kiss the frog in order for him to change back into a prince.

**Directions:** Write your answers.

- What do you think would happen in a story where the Princess kisses the frog, but he remains a frog?  
Answers will vary.
- On another sheet of paper, rewrite the ending to "The Frog Prince" so that the frog remains a frog and does not turn into a handsome prince.



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**Creative Writing: Your Own Fairy Tale** 7

All stories need a **beginning**, a **middle**, and an **ending**. The beginning introduces the characters and the setting. It tells what problem needs to be solved.

The middle of a story shows the action—what the characters try to do to solve the problem.

The ending of a story tells how the characters solved the problem and what happened at the end.

**Directions:** Write your own fairy tale.

**Beginning**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Middle**

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ending**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Review**

**Directions:** Think of fairy tales you know from books or movies. Use "Cinderella," "Snow White," "Sleeping Beauty," "Rapunzel," and "Beauty and the Beast." Then, answer the questions.

- What are some common elements in all fairy tales?  
Answers may include: a hero or heroine, a villain, a problem, a happy ending
- How do fairy tales usually begin?  
"Once upon a time"
- How do fairy tales usually end?  
with a happy ending

**Directions:** Read several different versions of the same fairy tale. For example, "Princess Fuzball," "Cinderella," and "Yuh-Stein." Then, answer the questions.

- How are the stories alike?  
Answers will vary.
- How are they different?  
\_\_\_\_\_
- Which story did you like best? Why?  
\_\_\_\_\_



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**Review** 9

Most of us have read many fairy tales and have seen them in movies. Fairy tales have a certain style and format they usually follow.

**Directions:** Use another sheet of paper to write a fairy tale. Use the following questions to help you brainstorm ideas.

1. What is the name of the kingdom?
2. What is the size of the kingdom, its climate, trees, plants, animals, etc.?
3. What kind of magic happens there?

**Answers will vary.**

4. Who are the characters?  
 Good guys: \_\_\_\_\_ bad guys: \_\_\_\_\_
5. What does each character look like?
6. What kind of spell is cast on a particular character and why?
7. What happens to the good characters and the bad characters in the end?




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9

**10 Following Directions: Early Native Americans**

**Directions:** Read about the early Native Americans. Then, work the puzzle.

There were about 300 Native American tribes in North America when the first white settlers came to New England in the 1600s. These Native Americans loved and respected the earth. They hunted buffalo on the plains. They fished in the clear rivers. They planted corn and beans on the rich land. They gathered roots and herbs. Before the white settlers drove them out, the Native Americans were masters of the land and all its riches.



The Native Americans grew crops, hunted for food, made clothing, and built their homes from what they found on the land in the area where they lived. That is why each tribe of Native Americans was different. Some Native Americans lived in special huts called hogans. Some lived in adobe pueblos. Some lived in simple huts called hogans.

**Across:**

2. Native American homes made of adobe
3. Native Americans hunted this animal.
4. Some Native Americans lived in \_\_\_\_\_.

**Down:**

1. Huts some Native Americans lived in
5. There were \_\_\_\_\_ hundred tribes of Native Americans when settlers came.
6. All the tribes loved the \_\_\_\_\_.

Master Skills Reading Comprehension Grade 4

10

**11 Comprehension: The Pueblo People**

**Directions:** Read about the Pueblo people. Then, answer the questions.

Long ago, Native Americans occupied all the land that is now Arizona, New Mexico, Utah, and parts of California and Colorado. Twenty-five different tribes lived in this southwestern area. Several of the tribes lived in villages called pueblos. The Hopi (sho-pee-ee) Indians lived in pueblos. So did the Zuni (zoo-nee) and the Laguna (lah-goo-nee). These and other tribes who lived in villages were called the Pueblo.


When it was time for the Pueblo people to plant crops, everyone helped. The men kept the weeds pulled. Native Americans prayed for rain to make their crops grow. As part of their worship, they did special dances called rain dances. When it was time for harvest, the women helped.

The land was beautiful to the Pueblo people. They grew many different crops. They planted beans, squash, and 14 different kinds of corn. They gathered wild nuts and berries. They hunted for deer and rabbit. They also traded with other tribes for things they could not grow or hunt.

The Pueblo people lived in unusual houses. Their homes were made of adobe brick. Adobe is a type of mud. They mixed the mud into bricks, laid them, then built with them. Many adobe homes still today in the Southwest.

The adobe homes of long ago had no doors. The Pueblo people entered through a hole of the floor of the top. The homes were three or four stories high. The ground floor had no windows and was used for storage. These adobe homes were clustered around a central plaza. Each village had several clusters of homes. Villages also had two or three clubhouses where people could gather for celebrations. Each village also had places for worship.

1. What were the five states where the Pueblo people lived?  
Arizona, Utah, New Mexico, California, Colorado
2. What were three crops the Pueblo people grew?  
beans, squash, corn
3. The early pueblo homes had no \_\_\_\_\_.  
 yards  windows  doors



Master Skills Reading Comprehension Grade 4

11

**12 Recognizing Details: The Pueblo People**

**Directions:** Read more about the Pueblo people. Then, answer the questions.


The Pueblo people were peaceful. They loved nature, and they seldom fought in wars. When they did fight, it was to protect their people or their land. Their dances, too, were gentle. The Pueblo people danced to ask the gods to bring rain or sunshine. Sometimes, they asked the gods to help the women have children.

Some Native Americans wore masks when they danced. The masks were called kachinas. They represented the faces of dead ancestors. (Ancestors are all the family members who have lived and died before.)

The Pueblo people were talented of crafts. The men of many tribes made beautiful jewelry. The women made pottery and painted it with beautiful colors. They traded some of the things they made with people from other tribes.

Both boys and girls needed their parents' permission to marry. After they married, they were given a room next to the bride's mother. If the marriage did not work out, someone from the groom moved back home again.

1. Among the Pueblo people, who made jewelry?  
the men
2. Who made pottery?  
the women
3. What did some of the Pueblo people wear when they danced?  
masks called kachinas
4. Why did the Pueblo people dance for the gods?  
to ask the gods for rain or sunshine or help with childbirth
5. Where did newly married couples live?  
in a room next to the bride's mother



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12


**13 Recognizing Details: The Pueblo People**

**Directions:** Review what you learned about the Pueblo people. Then, answer the questions.

1. How many different tribes lived in the southwestern part of the United States? 25
2. The article specifically names three of the Pueblo tribes. Where could you find the names of the other Pueblo tribes?  
reference sources like encyclopedias or the Internet
3. How did the Pueblo people build their adobe homes?  
They shaped mud into bricks, dried them, then built with them.

Location and climate affect their lifestyle.  
**What crops they grew, the animals they hunted, and materials used for building homes.**

4. How did the location and climate affect their lifestyle?  
Location and climate affected what they wore, what crops they grew, the animals they hunted, and materials used for building homes.
5. How were the jobs of the men and women of a Pueblo tribe alike?  
Both helped care for crops.
6. How were their jobs different?  
Men made jewelry. Women made pottery.
7. How do the responsibilities of the Pueblo men and women discussed differ from those of men and women today?  
Answers will vary.



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13

**14 Comprehension: A California Tribe**

**Directions:** Read about the Yuma. Then, answer the questions.

California was home to many Native Americans. The weather was warm, and food was plentiful. California was an ideal place to live.

One California tribe that made good use of the land was the Yuma. The Yuma farmed and gathered roots and berries. They harvested dozens of wild plants. They gathered acorns, ground them up, and used them in cooking. The Yuma mixed acorns with flour and water to make a kind of oatmeal. They fished in California's rich waters. They hunted deer and small game. The Yuma made the most of what Mother Nature offered.


The Yuma lived in huts. The walls were made of dirt. The walls were made of grass. Some Yuma lived together in big round buildings made with poles and woven grasses. As many as 50 people lived in these large homes.

Like other tribes, the Yuma made crafts. Their woven baskets were especially beautiful. The women also wove cradles, hats, bowls, and other useful items for the tribe.

When it was time to marry, a boy's parents chose a 15-year-old girl for him. The girl was a Yuma, too, but from another village. Except for the child, each room took only one wife.

When a Yuma died, a big ceremony was held. The Yuma had great respect for death. After someone died, his or her name was never spoken again.

1. What were two reasons why California was an ideal place to live?  
The weather was warm and food was plentiful.
2. What did the Yuma use acorns for?  
They ground them up and used them for cooking.
3. What was a beautiful craft made by the Yuma? woven baskets
4. How old was a Yuma bride? 15
5. How did the Yuma feel about death?  
They had great respect for death.



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14

**15**

**Recognizing Details: The Yuma**

**Directions:** Review what you read about the Yuma. Write the answers.

- How did the Yuma make good use of the land?  
They farmed and gathered roots, acorns, and berries. They fished and hunted.
- How were the Yuma like the Pueblo people?  
Both hunted deer and small game, farmed, gathered berries, and made crafts.
- How were they different?  
The Yuma fished, made baskets, and lived in huts. The Pueblos made pottery and jewelry and lived in adobe homes.
- Why did the Yuma have homes different from those of the Pueblo (Pueblo)?  
Answers should indicate differences in natural materials available due to different climates.
- Why do you suppose the Yuma never spoke a person's name after he or she died?  
Answers will vary.
- Do you think this would be an easy thing to do? Explain your answer.  
\_\_\_\_\_

*Master Skills Reading Comprehension Grade 4*

**16**

**Following Directions: Sailor Native Americans**

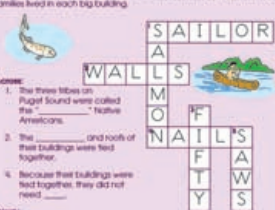
**Directions:** Read about the Sailor Native Americans of Puget Sound. Then, write the puzzle.

Three tribes lived on Puget (pew-IT) Sound in Washington state. They made their living from the sea. People later called them the "Sailor" Native Americans.

These Native Americans fished for salmon. They trapped the salmon in large baskets. Sometimes, they used log nets. The sea was filled with fish. Their nets rarely came up empty.

The Sailor Native Americans also gathered roots and berries. They hunted deer, ducks, and ducks.

The houses were amazing! They built big wooden buildings without nails. They did not use saws to cut the wood. The walls and roofs were tied together. Each building had different homes inside. As many as 50 families lived in each big building.



**Answers:**

- The three tribes on Puget Sound were called the \_\_\_\_\_ Native Americans.
- The \_\_\_\_\_ and roofs of their buildings were tied together.
- Because their buildings were tied together, they did not need \_\_\_\_\_.

**Down:**

- Type of fish the Sailor Native Americans caught.
- As many as \_\_\_\_\_ families could live in their big buildings.
- The buildings were cut together without using \_\_\_\_\_ to cut the wood.

*Master Skills Reading Comprehension Grade 4*

**17**

**Following Directions: Sailor Native Americans**

**Directions:** Review what you read about the Sailor Native Americans. Write your answers.

- How were the housing arrangements of the Puget Sound Native Americans similar to those of the Yuma?  
Many families lived together in large buildings.
- How was the diet of the Sailor Native Americans like those of the Yuma and Pueblo?  
All three hunted and gathered berries.
- How was it different?  
Yumas and Pueblos grew their own crops.
- The Sailor Native Americans made a living from the sea, and their nets were rarely empty. What type of transportation do you think these Native Americans used to get their nets to the sea?  
canoes, boats, or rafts
- Verify your answer. Were you correct?  
\_\_\_\_\_
- Who do you think performed the many tasks in the Sailor village? Write men, women, boys, or girls for your answers.  
Sail men?  
Made fishing baskets?  
Fished? \_\_\_\_\_  
Gathered roots and berries?  
Hunted game?  
Made fishing nets?  
Answers will vary.
- The homes of the Sailor Native Americans could be compared to what type of modern dwelling?  
apartment buildings or condos



*Master Skills Reading Comprehension Grade 4*

**18**

**Recognizing Details: The Woodlands People**

**Directions:** Read about the Woodlands People. Then, answer the questions.

The Southwest Woodlands people lived in a huge wooded area. The 15 tribes that lived in the Southeast Woodlands were very different from the Pueblo people of the Southwest.

The Woodlands people lived with boys could not wait to grow up and become warriors! It was a mark of manhood to fight. They carried clubs and shields. They used bows, arrows, and long spears. Many of the Woodlands people took the scalps of their victims.

Many warriors had tattoos. Tattoos are pictures on the skin. Tattoos were marks of bravery in battle. A man with many tattoos was a hero.

These Southwest Woodlands people lived in different types of homes. Because it was hot, the houses of some tribes in what is now Florida did not have walls. The Seminole (sem-in-oh) houses had floors raised off the ground. The roofs were made of reeds, which are a type of grass.

In warm weather, the Woodlands people often went barefoot. In cold weather, they wore moccasins (mohk-uh-uh) on their feet. Men wore buckskin pants and women wore buckskin skirts. Their clothes were made from the hides of deer. When it was very cold, they wore beaver robes to keep warm.

- What are two ways the Woodlands people were different from the Pueblo?  
Answers will vary.

**Directions:** Check the correct answer.

- In warm weather, Woodland Native Americans
  - wore moccasins.  went barefoot.  wore cowboy boots.
- When it was cold, they wrapped themselves in
  - beaver robes.  cotton shirts.  buffalo robes.



*Master Skills Reading Comprehension Grade 4*

**19**

**Sequencing: Kanati's Son**

A legend is a story or group of stories handed down through generations. Legends are usually about an actual person.

**Directions:** Read about Kanati's son. Then, number the events in order.

The legend is told by a tribe called the Cheleise (chee-lee-see). Long ago, soon after the world was made, a hunter and his wife lived on a big mountain with their son. The father's name was Kanati (kah-nee-tee), which means lucky hunter. The mother's name was Seta (see-tah), which means corn. No one remembers the son's name.

The little boy used to play alone by the river each day. One day, while at the river, he saw his parents they had heard two children playing. Since their boy was the only child around, the parents were puzzled. They told their son what the elders had said:

"I do have a playmate," the boy said. "He comes out of the water. He says he is the brother that mother threw in the river."


Then, Seta knew what had happened.

"He is named from the blood of the animals I washed in the river," she told Kanati. "After you kill them, I wash them in the river before I cook them."

Here is what Kanati told his boy: "Tomorrow when the other boy comes, smile with him. Hold him to the ground and call for us."

The boy did as his parents told him. When he called, they came running and grabbed the wild boy. They took him home and tried to tame him. The boy grew up with magic powers. The Cheleise called the "odowee" (oh-doh-wee). He was always getting into mischief but he saved himself with his magic.

- Seta and Kanati try to tame the boy from the river.
- The little boy tells Seta and Kanati about the other boy.
- The little boy's parents are puzzled.
- The new boy grows up with magic powers.
- The elders tell Seta and Kanati they heard two children playing.
- The little boy uses his magic powers to save himself.



*Master Skills Reading Comprehension Grade 4*

**20**

**Comprehension: "Why Owls Have Big Eyes"**

**Directions:** Read the Native American legend "Why Owls Have Big Eyes." Then, answer the questions.

Creator made all the animals, one by one. He made each one the way they wanted to look. Owl interrupted when Creator was making rabbits.

"Whooh, whooh," he said. "Make me now. I want a long neck like Swan, red feathers like Cardinal, and a sharp beak like Eagle. Make me the most beautiful bird in the world."

"Quiet!" shouted Creator. "I am making Rabbit. Run around and wait your turn."

Creator made Rabbit's long ears and long back legs. Before he could make Rabbit's long front legs, Owl interrupted again.

"Whooh, whooh," Owl said. "Make me now. Make me the most beautiful bird in the world."

"Close your eyes. No one may watch me work," said Creator. "Wait your turn. Do not interrupt again."

Owl would not wait. He was very rude. "I will watch if I want to," he said.

"All right, then," said Creator. "I will make you now."

He pinched Owl's head until it was close to his body. He shook Owl until he even grew big with light. He pulled on Owl's wings so they stuck out on both sides. Then, he covered Owl's feathers with mud.

"There," he said. "That's what you get for not waiting your turn. You have big eyes to listen so you can hear when you are told what to do. You have big eyes, but you can't watch me with them. I work only in the day and you will be visible only at night. Your feathers will forever be the color of mud, not red like Cardinal's."

When he heard Creator's words, Owl flew away. Creator turned to his Rabbit, but Rabbit had run away before Creator could trim his front legs or give him sharp claws to defend himself. To this day, rabbits have short front legs, are afraid of owls, and cannot defend themselves. And that's why owls have short necks, big eyes, brownish feathers, and ears that stick out.

- According to the legend, who made all the animals?  
Creator
- Why didn't Creator make Owl beautiful?  
because Owl would not wait his turn
- Why are rabbits afraid of owls?  
Owls hunt rabbits.

*Master Skills Reading Comprehension Grade 4*



**Review** 21

**Directions:** Review what you read about Native Americans. Then answer the questions.

1. Of the tribes discussed, which one would you most like to have been a member of? Explain your answer.  
Answers will vary.

2. Why did each of the tribes have a different lifestyle?  
because of their location, different climates, and resources were available.

**Directions:** Select two of the Native American tribes you read about. Compare and contrast their homes, clothing, and lifestyle in the Venn diagram. Write words and phrases that were unique to one group or the other in the correct parts of the circle. Write words and phrases that are common to both groups in the section where the circles intersect.

Answers will vary.

**21**

**Review** 22

**Directions:** Review what you learned about Native Americans. Write your answers on the lines.

1. Select one of the Native American tribes and write about how their lives would be different today.  
Answers will vary.

2. Do research using an encyclopedia, books on Native Americans, or the Internet. Find out how some of these tribes are living today. Write a short paragraph about what you learned.

Answers will vary.

**22**

**Main Idea: "The Hare and the Tortoise"** 23

The story of "The Hare and the Tortoise" is called a **fable**. Fables are usually short stories. As you read this story and the other fables on the next few pages, look for two characters the fables have in common.

**Directions:** Read the fable "The Hare and the Tortoise." Then, answer the questions.

One day, the hare and the tortoise were talking. Or rather, the hare was bragging and the tortoise was listening. "I am faster than the wind," bragged the hare. "I feel sorry for you because you are so slow! Why are you the slowest fellow I have ever seen?"

"Do you think so?" asked the tortoise with a smile. "I will race you to that big tree across the field."

Slowly, he lifted a leg. Slowly, he pointed toward the tree. "No!" scolded the hare. "You must be kidding! You will most certainly be the loser! But, if you insist, we will race. The tortoise nodded politely. "I'll be off!" he said. Slowly and steadily, the tortoise moved across the field. The hare stood back and laughed. "How sad that he should compete with me!" he said. His chest puffed up with pride. "I will take a little nap while the poor old tortoise lumbers along. When I wake up, he will still be only halfway across the field!"

The tortoise kept on, slow and steady, across the field. Some time later, the hare awakes. He discovered that while he slept, the tortoise had won the race.

1. What is the main idea? (Check one.)  
 Tortoises are faster than hares.  
 Hares need more sleep than tortoises.  
 Slow and steady wins the race.

2. The hare brags that he is faster than what? (Check one.)  
 a bullet  a greyhound  the wind

3. Who is modest, the tortoise or the hare?  
the tortoise

**23**

**Cause and Effect: "The Hare and the Tortoise"** 24

Another important skill in reading is recognizing cause and effect. The **cause** is the reason something happens. The **effect** is what happens or the situation that results from the cause. In the story, the hare falling asleep is a cause. It causes the hare to lose the race. Losing the race is the effect.

**Directions:** Identify the underlined words or phrases by writing **cause** or **effect** on the blanks.

1. The hare and tortoise had a race because the hare bragged about being faster. effect

2. The tortoise won the race because he continued on slowly but steadily. cause

**Directions:** Review the fable "The Hare and the Tortoise." Then, answer the questions.

1. Who are the two main characters? hare and tortoise

2. What lesson can be learned from the story?  
slow and steady wins the race, people shouldn't brag

3. The lesson that is learned at the end of a fable has a special name. What is that special name?  
moral

4. Why did the hare want to race the tortoise?  
to prove he was faster

5. How do you think the hare felt at the end of the story?  
Answers will vary.

6. How do you think the tortoise felt at the end of the story?  
Answers will vary.

**24**

**Sequencing: "The Fox and the Crow"** 25

**Directions:** Read the fable "The Fox and the Crow." Then, number the events in order.

Once upon a time, a crow found a piece of cheese on the ground. "Aha!" he said to himself. "This dropped from a woman's sandwich. It will make a fine lunch for me."

The crow picked up the cheese in his beak. He flew to a tree to eat it. Just as he began to chew it, a fox looked by. "Hello, crow!" he said joyfully, for he wanted the cheese. The fox knew if the crow answered, the cheese would fall from its mouth. Then, the fox would have cheese for lunch!

The crow just nodded.

"It is a wonderful day, isn't it?" asked the fox.

The crow nodded again and held onto the cheese.

"You are the most beautiful bird I have ever seen," added the fox.

The crow agreed he was. Everyone likes a compliment. Still, the crow held onto the cheese.

"There is something I have heard," said the fox, "and I wonder if it is true. I heard that you sing more sweetly than any of the other birds."

The crow was eager to show off his talents. He opened his beak to sing. The cheese dropped to the ground.

"I said you were beautiful," said the fox as he ran away with the cheese. "I did not say you were smart!"

7 The crow drops the cheese.  
 3 The crow flies to a tree with the cheese.  
 5 The fox tells the crow he is beautiful.  
 6 The fox runs off with the cheese.  
 1 A woman loses the cheese from her sandwich.  
 4 The fox comes along.  
 2 The fox tells the crow he has heard that crows sing beautifully.  
 2 The crow picks up the cheese.

**25**

**Predicting: "The Fox and the Crow"** 26

**Directions:** Review the fable "The Fox and the Crow." Then, answer the questions.

1. With what words does the story begin?  
"Once upon a time"

2. What other type of story often begins with these same words?  
fairy tales

3. Although it is not stated, where do you think the story takes place?  
in a woods or forest

4. How is the crow in this story like the hare in the last fable?  
The are both proud, and when they bragged and tried to show off, they lost.

**Predicting** is telling or guessing what you think might happen in a story or situation based on what you already know.

**Directions:** Write predictions to answer these questions.

5. Based on what you read, what do you think the crow will do the next time he finds a piece of cheese?  
Answers will vary.

6. What do you think the fox will do the next time he wants to trick the crow?  
Answers will vary.

**26**



**27**

**Following Directions: "The Boy Who Cried Wolf"**

**Directions:** Read the fable "The Boy Who Cried Wolf." Then, complete the puzzle.

Once, there was a shepherd boy who tended his sheep alone. Sheep are gentle animals. They are easy to take care of. The boy grew bored.

"I can't stand another minute alone with these sheep," he said sadly. He knew only one thing would bring people quickly to him, if he cried "Wolf!" The men in the village would run up the mountain. They would come to help save the sheep from the wolf.

"Wolf!" he yelled loudly, and he blew on his horn.

Quick as a wink, a dozen men came running. When they realized it was a joke, they were very angry. The boy promised never to do it again. But a week later, he grew bored and cried, "Wolf!" Again, the men ran to him. This time, they were very, very angry.

Soon afterwards, a wolf really came. The boy was scared. "Wolf!" he cried. "Wolf! Wolf! Wolf!"

He blew his horn, but no one came, and the wolf ate all his sheep.

**Across:**

2. This is where the boy tends sheep.
4. When no one came, the wolf \_\_\_\_\_ all the sheep.
5. Sheep are \_\_\_\_\_ and easy to take care of.

**Down:**

1. The people who come are from here.
3. At first, when the boy cries "wolf!" the \_\_\_\_\_ come running.
3. When a wolf really comes, this is how the boy feels.

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**28**

**Cause and Effect: "The Boy Who Cried Wolf"**

**Directions:** Identify the underlined words as a cause or an effect.

1. The boy cries wolf because he is bored.  
effect
2. The boy blows his horn and the men come running.  
cause
3. No one comes, and the wolf eats all the sheep.  
effect

**Directions:** Answer the questions.

4. What lesson can be learned from this story?  
Sample answer: always tell the truth.
5. How is this story like the two other fables you read?  
Answers will vary.
6. Is the boy in the story more like the fox or the hare? How so?  
\_\_\_\_\_

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**29**

**Comprehension: "The City Mouse and the Country Mouse"**

**Directions:** Read the fable "The City Mouse and the Country Mouse." Then, answer the questions.

Once, there were two mice, a city mouse and a country mouse. They were cousins. The country mouse was always begging his cousin to visit him. Finally, the city mouse agreed.

When he arrived, the city mouse was not very polite. "How do you attend it here?" he asked, wrinkling his nose. "All you have to eat is corn and barley. All you have to wear is old, tattered work clothes. And all you have to listen to are the other animals. Why don't you come and visit me? Then, you will see what it's like to really live!"

The country mouse had corn and barley. He had the sounds of the other animals. And, he had his old work clothes too. Secretly, he thought his cousin was silly to wear fancy clothes. Still, the city sounded exciting. Why not give it a try?

Since he had no clothes to pack, the country mouse was ready in no time. He couldn't wait to show about the city as they traveled. The buildings were so high! The food was so good! The girl mice were so beautiful!

The home of the city mouse was nice. He lived in a hole in the wall in an old castle. "It is only a hole in the wall," said the city mouse. "But it is a very nice wall, indeed!"

That night, the mice crept out of the wall. Everyone had eaten, but the maid had not cleaned up. The table was still loaded with good food. The mice ate and ate. The country mouse was not used to rich food. He began to feel sick to his stomach.

Just then, they heard loud knocking. Two huge dogs ran into the room. They heard all of the country mouse's talk he barely made it to the hole in the wall in time. That did it!

"Thank you for showing me the city," said the country mouse. "But it is too exciting for me. I am going home where it is peaceful. I can't wait to settle my stomach with some corn and barley."

**1.** What are three things the city mouse says are wrong with the country?  
no good food, old clothes to wear, animal noises

**2.** Why doesn't it take the country mouse long to get ready to leave with the city mouse?  
He has no clothes to pack.

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**30**

**Comprehension: "The City Mouse and the Country Mouse"**

**Directions:** Review the fable "The City Mouse and the Country Mouse." Use the Venn diagram to compare and contrast the lifestyles of the city mouse and the country mouse.

**Directions:** Answer these questions about the fable.

1. How do the two mice feel about each other?  
They do not understand each other's way of life.
2. Which mouse do you think is mad like the hare? Why?  
\_\_\_\_\_

Answers will vary.

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**31**

**Sequencing: "The Man and the Snake"**

**Directions:** Read the fable "The Man and the Snake." Then, number the events in order.

Once, a kind man saw a snake in the road. It was winter and the poor snake was nearly frozen. The man began to walk away, but he could not.

"The snake is one of Earth's creatures, too," he said. He picked up the snake and put it in a sack. "I will take it home to warm up by my fire. Then, I will set it free."

The man stopped for lunch at a village inn. He put his coat and his sack on a bench by the fireplace. He planned to sit nearby, but the inn was crowded, so he had to sit across the room.

He soon forgot about the snake. As he was eating his soup, he heard screams. Scrambled by the fire, the snake had crawled from the bag. It hissed at the people near the fire.

The man jumped up and ran to the fireplace. "Is this how you repay the kindness of others?" he shouted.

He grabbed a stick used for stirring the fire and chased the snake out of the inn.

4. The man puts his bag down by the fireplace.
9. The man chases the snake.
2. A kind man rescues the snake.
6. The snake warms up and crawls out of the bag.
3. The man plans to take the snake home.
5. The man eats a bowl of soup.
7. The snake hisses at people.
1. A snake is nearly frozen in the road.
8. The man grabs a stick from the fireplace.

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**32**

**Sequencing: "The Wind and the Sun"**

**Directions:** Read the fable "The Wind and the Sun." Then, number the events in order.

One day, North Wind and Sun began to argue about who was stronger.

"I am stronger," declared North Wind.

"No," said Sun. "I am much stronger than you."

They argued for three days and three nights.

Finally, Sun said, "I know how we can settle the argument. See that traveler walking down the road? Whoever can make him take off his cloak first is stronger. Do you agree?"

North Wind agreed. He wanted to try first. He blew and blew. The traveler shivered and pulled his cloak tightly around his body. North Wind sent a blast of wind so strong it almost pulled the cloak off the traveler, but the traveler only held tighter to his cloak.

Then, it was Sun's turn. When Sun sent gentle, warm sunbeams, the traveler loosened his cloak. Then, Sun sent his warmest beams to the traveler. After a short time, the traveler became so warm he threw off his cloak and ran to the shade of the nearest tree.

4. Sun sent warm beams to the traveler.
1. Sun and North Wind argued.
5. The traveler threw off his cloak and ran to the shade.
3. The traveler pulled his cloak tightly around his body.
2. North Wind blew cold air on the traveler.

**Directions:** Answer the questions. (Check one.)

1. What is the moral of the fable?  
Sun is stronger than North Wind.  
 A kind and gentle manner works better than force.  
\_\_\_\_\_ travelers should hold on to their cloaks when the wind blows.
2. Who do you think is stronger, North Wind or Sun? Why?  
Answers will vary.

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**Review** 33

All the beginning of the section on fables, you were asked to discover two elements common to the fables.

**Directions:** Review the fables you read. Then, answer the questions.

- What are the two elements common to fables?  
**Main characters are often animals that talk and act like people. Stories teach a lesson.**
- Each fable has a moral, or lesson, to be learned. What is the moral of each of the fables?  
 "The Hare and the Tortoise"  
 \_\_\_\_\_  
 "The Fox and the Crow"  
 \_\_\_\_\_  
 "The Boy Who Cried Wolf"  
**Answers will vary.**  
 "The City Mouse and the Country Mouse"  
 \_\_\_\_\_  
 "The Man and the Snake"  
 \_\_\_\_\_
- For each fable, write the character you think is the good character and the one you think is the bad character.  
 Good character    Bad character  
 "The Hare and the Tortoise" \_\_\_\_\_  
 "The Fox and the Crow" \_\_\_\_\_  
 "The Wind and the Sun" \_\_\_\_\_  
**Answers will vary.**  
 "The City Mouse and the Country Mouse" \_\_\_\_\_  
 "The Man and the Snake" \_\_\_\_\_

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**Recognizing Details: "Why Bear Has a Short Tail"** 35

Some stories try to explain the reasons why certain things occur in nature.

**Directions:** Read the legend "Why Bear Has a Short Tail." Then, answer the questions.

Long ago, Bear had a long tail like Fox. One winter day Bear met Fox coming out of the woods. Fox was carrying a long string of fish. He had stolen the fish, but that is not what he had Bear.

"Where did you get those fish?" asked Bear, snubbing his nose together. Bear loved fish. It was his favorite food.

"I was out fishing and caught them," replied Fox. Bear did not know how to fish. He had only tasted fish that others gave him. He was eager to learn to catch his own.

"Please Fox, will you tell me how to fish?" asked Bear.

"So, the mean old Fox said to Bear: "Cut a hole in the ice and stick your tail in the hole. It will get cold, but soon the fish will begin to bite. When you can stand it no longer, pull your tail out. It will be covered with fish."

"Will it hurt?" asked Bear, patting his tail.

"It will hurt some," admitted Fox, "but the longer you leave your tail in the water, the more fish you will catch."

Bear did as Fox told him. He loved fish, so he left his tail in the icy water a very long time. The ice froze around Bear's tail. When he pulled free, his tail remained stuck in the ice. That is why bears today have short tails.

- How does Fox get his string of fish?  
**He stole it.**
- What does he tell Bear to do?  
**to put his tail in a hole in the ice to catch fish**
- How many fish does Bear catch?  
**none**
- What happens when Bear tries to pull his tail out?  
**His tail remains stuck in the ice.**

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**Predicting: "How the Donkey Got Long Ears"** 37

**Directions:** Write your predictions to answer these questions.

- How do you think animals got their names?  
**Answers will vary.**
- Why would it be confusing if animals did not have names?  
 \_\_\_\_\_

**Directions:** Read the legend "How the Donkey Got Long Ears."

In the beginning when the world was young, animals had no names. It was very confusing. A woman would say, "I'll tell the thingamajig to bring in the paper." The man would say, "What thingamajig?" She was talking about the dog, of course, but the man didn't know that.

Together, they decided to name the animals on their farm. First, they named their cat thingamajig Dog. They named the pink thingamajig that sneezed Pig. They named the red thingamajig that crowed Rooster. They named the white thingamajig that laid eggs Hen. They named the little yellow thingamajig that cheeped Chick. They named the big brown thingamajig they rode Home.

Then, they came to another thingamajig. It looked like Hares, but was smaller. It would be confusing to call the smaller thingamajig Hares, they decided.

"Let's name it Donkey," said the woman. So they did. Soon, all the animals knew their names. All but Donkey. That is, Donkey kept forgetting.

"What kind of a thingamajig am I again?" he would ask the man. "You are Donkey!" the man would answer. Each time Donkey forgot, the man tugged on Donkey's ears to help him remember. Soon, however, Donkey would forget his name again.

"Oh, what is my name?" he would ask the woman. She would answer, "Donkey! Donkey! Donkey!" and pull his ears each time. She was a clever woman, but not very patient.

At last, the man and woman did not notice that Donkey's ears were longer each time they were pulled. Donkey was patient, but not very clever. It took him a long time to learn his name. By the time he remembered his name was Donkey, his ears were much longer than Hares' ears. That is why donkeys have long ears.

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**Fable Writing Organizer** 34

Fables are short stories with animals as the main characters. Each story teaches a lesson.

**Directions:** Select one of the following pairs of animals as characters to use for a fable of your own.

A pig and an ox	An ant and a frog	A cat and a monkey
A fly and a butterfly	A spider and a bear	A goose and a deer
A snail and a lion	A horse and a dog	A tree and a shark

**Directions:** Fill in the outline below with words and phrases to organize a fable of your own.

Animal pair \_\_\_\_\_

Type of conflict between the animals \_\_\_\_\_

How the conflict is settled \_\_\_\_\_

**Answers will vary.**

Moral of the story \_\_\_\_\_

**Directions:** Write your fable. Give your fable a title. Illustrate it if you like.

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**Recognizing Details: "Why Bear Has a Short Tail"** 36

**Directions:** Review the legend "Why Bear Has a Short Tail." Then, answer the questions.

- When Bear asks Fox where he got his fish, is Fox truthful in his response? Why or why not?  
**No. Fox lies to trick bear.**
- Why does Bear want to know how to fish?  
**He loves to eat fish. It is his favorite food.**
- In reality, can bears catch their own fish? How?  
**Yes, with their paws.**
- Is Bear very smart to believe Fox? Why or why not?  
**No. Bear should have known Fox was sly and tricky.**
- What is one word you would use to describe Fox? **sly, tricky, crafty**  
 Explain your answer.  
**Answers will vary.**
- What is one word you would use to describe Bear? **silly, trusting**  
 Explain your answer.  
**Answers will vary.**
- Is this story realistic?  
**No.**
- Could it have really happened? Explain your answer.  
**Answers will vary.**

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**Comprehension: "How the Donkey Got Long Ears"** 38

**Directions:** Review the legend "How the Donkey Got Long Ears." Then, answer the questions.

- What do the man and woman call the animals before they have names?  
**thingamajigs**
- Why do they decide to name the animals?  
**because it was too confusing when they didn't have names**
- What is the first animal they name? **Dog**
- Besides being impatient, what else is the woman?  
**clever**
- What did the people do each time they reminded Donkey of his name?  
**They tugged on his ears.**
- Which thingamajig are yellow? **Chicks**
- Why don't they call the donkey Hares?  
**Donkey is smaller.**

**Directions:** Imagine that you are the one who gets to name the animals. Write names for these new animals.

- A thingamajig with yellow spots that swims  
**Answers will vary.**
- A thingamajig with large ears, a short tail, and six legs  
 \_\_\_\_\_
- A thingamajig with purple wings that flies and sings sweet melodies  
 \_\_\_\_\_
- A thingamajig that gives chocolate milk  
 \_\_\_\_\_

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38

**Following Directions: Puzzling Out the Animals** 39

**Directions:** Review the legend "How the Donkey Got Long Ears." Then, work the puzzle.

**Across:**

3. Is the woman patient?

4. The thingamajig chirps.

5. The thingamajig lays eggs.

6. Is the woman clever?

7. The thingamajig is pink.

**Down:**

1. This animal can't remember its name.

2. This is what the animals are called before they have names.

5. People ride this brown animal.

**Answers:**

- CHICK
- HEN
- DONKEY
- CHICK
- HORSE
- HEN
- PIGS

**39**

**40** Review

Rudyard Kipling wrote many legends exploring such things as why bears have short tails, how the camel got his hump, and why a leopard has spots. He wrote his stories in a book called *Just So Stories for Little Children*. You can find a copy of Kipling's book at the library or a bookstore.

**Directions:** Think about how animals look and behave. Using your wildest imagination, write a short explanation for the following situations.

- Why the pig has a short tail.  
*Answers will vary.*
- How the elephant got his big ears.
- Why birds fly.
- Why rabbits are pink.
- How the giraffe got a long neck.
- How the mouse got his tail.

**Directions:** Illustrate one of your stories as a three- or four-panel cartoon.

**40**

**Comprehension: "Why Cats and Dogs Fight"** 41

**Directions:** Read the legend "Why Cats and Dogs Fight." Then, answer the questions.

Long ago, Cat and Dog were friends. They played together. They ate together. They even slept near one another.

Yes, Cat and Dog got along very well. The reason was simple. All the other animals had to work for humans. But because Cat was so clean, it did not have to work. And because Dog was so loyal, it did not have to work, either. Cat and Dog were the only animals who had time to play. They enjoyed themselves very much.

Everything was too good to be true! Cat and Dog wanted to make sure their lives stayed easy. They asked the old man and woman who owned them to sign a paper saying they would never have to work. That way, they would have proof that they could spend their lives at play.

The old man and woman signed the paper. Then, Dog barked it in the ground with his bones. After that meows died, the other animals grew more and more jealous.

"The people aren't here any more to protect them. Why should they get off so easy?" Ox asked Cow.

"You're right," said Cow. "Let's find that paper and destroy it. Then, there will be no proof that Cat and Dog can play. They will have to work like we do."

Ox and Cow looked everywhere, but they could not find the paper. Finally, they asked Rat to help. Rat sniffed and sniffed. At last, he smelled the paper. He pulled it from the ground and gave it to Ox. Ox ground it under his foot and destroyed it. Then, Dog had to go to work as a hunter. Cat had to catch mice. Cat never forgave Dog for burning the paper in a spot that could lead, to this day, that's why cats and dogs fight.

- Why didn't Cat have to work?  
*Cat was so clean.*
- Why didn't Dog have to work?  
*Dog was so loyal.*
- What animals talk about finding the paper?  
*Ox and Cow.*
- Who finds the paper?  
*Rat.*

**41**

**42** Comprehension: "Why Cats and Dogs Fight"

**Directions:** Review the legend "Why Cats and Dogs Fight." Then, answer the questions.

- What do Cat and Dog do to make sure their life stays easy?  
*They make their owners sign a paper saying they would never have to work.*
- Does that plan work?  
*No.*
- Why not?  
*The other animals were jealous.*
- When does the rat stop for the cat and dog?  
*when Ox destroys the paper.*
- Cat gets mad at Dog for burning the paper in a place where Rat can easily find it. Do you think Dog also gets mad at Cat? Explain your answer.  
*Answers will vary.*
- What other animal pair could you compare to Cat and Dog?
- Why did you select this animal pair?
- What if Rat never found the paper? Describe the end of the story, beginning with these words: "And to this day, that's why cats and dogs..."

**42**

**Main Idea: "The Sly Fox"** 43

**Directions:** Read the legend "The Sly Fox." Then, answer the questions.

One evening, Fox met Wolf in the forest. Wolf was in a terrible mood. He felt hungry, too. So he said to Fox, "Don't know if I'm going to eat you this minute."

As he speaks, Wolf backed Fox up against a tree. Fox realized she couldn't run away.

"I will have to use my wits instead of my legs," she thought to herself. She said to Wolf, "You said correctly, 'I would have made a good dinner for you last year, but I've had three little babies since then. I spend all my time looking for food to feed them.'"

Before she could go on, Wolf interrupted, "I don't care how many children you have! I'm going to eat you right now." Wolf began closing in on Fox.

"Stop!" shouted Fox. "Look how skinny I am. Lean off all my fat looking for food for my children. But I know where you can find something that's good and fat!" Wolf looked off to listen.

"There's a well near here. In the bottom of it is a big fat piece of cheese. I don't like cheese, so it's of no use to me. Come, I'll show you."

Wolf trotted off after Fox, making sure she could not run away.

"See," said Fox when they got to the well.

Inside was what looked like a round yellow piece of cheese. It was really the moon's reflection, but Wolf didn't know this. Wolf leaned over the well, wondering how to get the cheese. Fox jumped up quickly and pushed Wolf in.

"I am a sly, old thing," Fox chuckled as she trotted home to her children. And to this day, that's why foxes are sly.

- What is the main idea of this legend? (Check one.)  
 Fox is cunning and uses her wits to outsmart Wolf and save her own life.  
 Wolf is in a terrible mood and wants to eat Fox.  
 Wolf thinks the moon was made of cheese.
- Why did Fox say she will not make a good meal for Wolf?  
*She was too thin because she spent all her time searching for food for her babies.*
- What happens to Wolf at the end?  
*Fox pushes Wolf into the well.*

**43**

**44** Recognizing Details: "The Sly Fox"

**Directions:** Review the legend "The Sly Fox." Then, answer the questions.

- What are three events in the story that show Wolf's bad mood?  
*Answers will vary.*
- What does Fox say she will have to use to get away from Wolf?  
*her wits.*
- Where does Fox tell Wolf he can find a nice fat meal?  
*at the bottom of the well.*
- How does Fox finally get herself out of Wolf?  
*She pushes him into the well.*
- Have you ever been in a situation where you used words to solve a problem instead of fighting with someone? Write about it.
- In addition to teaching why foxes are sly, what other lesson does this story teach?  
*Answers will vary.*

**44**



**Comprehension: "King of the Beasts"** 45

**Directions:** Read the legend "King of the Beasts." Then, answer the questions.

Once, a shy little rabbit was sleeping under a palm tree. Suddenly, a coconut fell and startled the rabbit awake. The rabbit began to twitch and stony.

"What was that awful noise?" he said. He looked around but didn't see the coconut. "Earth must be breaking apart. Oh dear, oh dear, oh dear!"

The little rabbit began running in circles. Soon, a monkey joined him.

"Why are you running?" the monkey asked, trotting along beside the rabbit.

"Earth is breaking apart, and I'm trying to escape," panted the little rabbit.

They were joined by a deer, a fox, and an elephant. When they heard Earth was breaking up, they all followed the rabbit. Soon a huge herd of animals was turning in a circle.

"What's going on?" roared the lion to the elephant when he saw the herd.

"Earth is breaking up!" shouted the elephant. "We are trying to escape!"

The lion looked around. Except for all the dust, everything looked fine.

"Who said Earth is breaking up?" he roared back to the elephant.

"The fox told me!" the elephant replied.

The lion asked the fox, and the fox said the deer told him. The deer said the monkey had told him. Finally, the lion faced the story to the rabbit.


"Show me the paper!" the lion demanded.

The rabbit said the lion back to the palm tree. Right away, the lion saw the coconut on the ground.

"Stupid rabbit!" he roared. "What you heard was a coconut falling. Go and tell the other animals they are safe."

The rabbit refused to tell the other animals. They stopped running.

"The lion is great!" said the monkey. "Let's name him 'King of the Beasts.' So they did.



- What kind of tree is the rabbit sleeping under?  
a palm tree
- Why does he think Earth is breaking up?  
A coconut fell and startled him awake.
- Which animal is the first to join the rabbit? monkey
- Who suggests naming the lion "King of the Beasts"? monkey.


Master Skills Reading Comprehension Grade 4

45

**Comprehension: "King of the Beasts"** 46

**Directions:** Review the legend "King of the Beasts." Then, answer the questions.

- How does the lion become "King of the Beasts"?  
He discovers that Earth is not breaking apart.
- Instead of panicking about Earth breaking apart, what should the rabbit have done?  
He could have looked to see what made the loud noise.
- Instead of following the rabbit around in a circle, what should the monkey, deer, and fox have done?  
Answers will vary.
- What does this story teach you about peer pressure? Explain.  
Answers will vary.



Master Skills Reading Comprehension Grade 4

46


**Recognizing Details: "Lazy Sheep"** 47

**Directions:** Read the poem about the lazy sheep. Then, answer the questions.

"Lazy sheep, please tell me why  
In the grassy field you lie?  
You eat and sleep away your day  
While people work and sweat for pay!"

"Boy, do not talk to me so mean!"  
Replied the sheep, so white he gleamed.  
"I'm busy growing wool! That's how  
To get into some clothes for you!"

The boy looked sad, his face got red.  
"I'm sorry for the things I said!"



- Why does the boy accuse the sheep of being lazy?  
All he saw the sheep do was eat and sleep.
- What is the sheep actually doing?  
growing wool.
- Why does the boy look sad?  
He is embarrassed.
- How does the boy apologize?  
He says he is sorry for the things he said.

Master Skills Reading Comprehension Grade 4

47

**Main Idea: "The Mouse"** 48

**Directions:** Read the story "The Mouse." Then, answer the questions.

One day, when the cat and mouse were playing, the cat bit off the mouse's tail.

"Ouch!" cried the mouse. "Give me back my tail this instant!"

"I'll give your tail back when you go to the cow and bring me some milk!" replied the cat.

She held the mouse's tail high as the mouse could not reach it, right away, the mouse went to ask the cow for milk.


"I'll give you milk if you go to the farmer and get me some hay," said the cow.

When the mouse asked the farmer for hay, he said, "I'll give you hay if you go to the butcher and get me some meat."

The mouse wanted her tail back, so she went to the butcher. "I'll give you meat if you go to the baker and bring me some bread," said the butcher.

The mouse went to the baker, who said, "I'll give you bread, but if you get into my grain, I'll cut off your head!" The mouse quickly promised never to get into the baker's grain.

Then, the baker gave the mouse bread. The mouse gave the bread to the butcher and the butcher gave the mouse meat. The mouse gave the meat to the farmer and the farmer gave the mouse hay. The mouse gave the hay to the cow and the cow gave the mouse milk. The mouse gave the cat milk and—tricky—the mouse got her tail back!



- The main idea is (Check one.)  
 To get what you want, you must be persistent.  
 A mouse's tail is worth a lot of work to a mouse.  
 Everybody is greedy, especially the baker.

**Directions:** Fill in the blanks to show the steps the mouse follows to get her tail back.

- She gets bread from the baker and gives it to the butcher.
- She gets meat from the butcher and gives it to the farmer.
- She gets hay from the farmer and gives it to the cow.
- She gets milk from the cow and gives it to the cat.
- That's when she gets her tail back.

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48

**Sequencing: "The Mouse"** 49

**Directions:** Review the story of "The Mouse." Then, answer the questions.

- Why do you think the cat does not simply give the tail back to the mouse when he calls for it?  
Answers will vary.
- Have you ever done anything similar to a butcher, baker, or farmer when they asked for something? Explain.  
Answers will vary.

**Directions:** List the things the mouse has to do to get her tail back.


First, Get bread from the baker for the butcher, after promising not to get into the grain.

Second, Get meat from the butcher for the farmer.

Third, Get hay from the farmer for the cow.

Fourth, Get milk from the cow for the cat.

Fifth, Give the milk to the cat.




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49

**Review** 50

**Directions:** Review the fables and legends you read. Then, write your answers.

- Explain how "The Mouse" and "The Boy Who Cried Wolf" are similar stories.  
Answers will vary.
- Explain how "King of the Beasts" and "The Sheep" are different stories.  
Answers will vary.
- Compare and contrast the rabbit to the mouse.  
Answers will vary.
- Compare and contrast one animal legend with one animal fable.  
Answers will vary.
- Read one of Iqbal's Just So Stories. Write your reaction to the story.  
Answers will vary.



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50



### Animal Legend Organizer

**51**

**Directions:** Follow the instructions to write a legend of your own.

1. Select one of the following titles for your legend. Circle the one you plan to use.
 

How the Tiger Got Stripes	How the Elephant Got a Tail
How the Giraffe Got a Long Neck	How the Kangaroo Got Her Pouch
How the Gazelle Got Twety Horns	Why the Pig Has a Short Tail
How the Elephant Got Big Ears	Why Bees Fly
Why Scorpions Are Terred	How the Shark Got a Fin
How the Mouse Got a Long Tail	Why Fish Swim
2. Briefly explain the type of conflict that will be in your legend.
3. Write words and phrases to show events you plan to include in your legend.
 

Answers will vary.
4. Summarize how you plan to settle the conflict or solve the problem.

**Directions:** Write your legend. Give it a title. Illustrate if it you like.



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51

### Recognizing Details: Giraffes

**52**

**Directions:** Read about giraffes. Then, answer the questions.

Giraffes are tall, beautiful, graceful animals that live in Africa. When they are grown, male giraffes are about 18 feet tall. Adult females are about 14 feet tall.

Giraffes are not fat animals, but because they are so big, they weigh a lot. The average male weighs 2,800 pounds. Females weigh about 1,400 pounds less. Giraffes reach their full height when they are four years old. They continue to gain weight until they are about eight years old.


If you have ever seen giraffes, you know their necks and legs are very long. They are not awkward, though! Giraffes can move very quickly. They like to jump over fences and streams. They do this gracefully. They do not trip over their long legs.

If they are frightened, they can run 35 miles an hour. When giraffes gallop, all four feet are sometimes off the ground! Usually, young and old giraffes pace along at about 10 miles an hour.

Giraffes are strong. They can use their back legs as weapons. A lion can run faster than a giraffe, but a giraffe can kill a lion with one quick kick from its back legs.

Giraffes do not look scary. Their long eyelashes make them look gentle. They usually have a curious look on their faces. Many people think they are cute. Do you?

1. What is the weight of a full-grown male giraffe?  
**2,800 pounds**
2. What is the weight of an adult female?  
**1,400 pounds**
3. When does a giraffe run 35 miles an hour?  
**when it is frightened**
4. What do giraffes use as weapons?  
**their back legs**
5. For how long do giraffes continue to gain weight?  
**until they are eight years old**
6. Use a dictionary. What does gallop mean?  
**to run quickly; to run at full speed**



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52

### Comprehension: More About Giraffes

**53**

**Directions:** Read more about giraffes. Then, answer the questions.


Most people don't notice, but giraffes have different patterns of spots. Certain species of giraffes have small spots. Other species have large spots. Some species have spots that are very regular. You can tell where one spot ends and another begins. Other species have spots that are kind of fuzzy. This means the spots are not set off from each other as clearly. There are many other kinds of spot patterns. The pattern of a giraffe's spots is called **markings**. No two giraffes have exactly the same markings.

There is one very rare type of giraffe. It is totally black! Have you ever seen one? This kind of giraffe is called a **melanistic** (mel-an-ist-ik) giraffe. The name comes from the word **melan**, which is the substance in cells that gives them color. Giraffes' spots help them blend in with their surroundings. A black giraffe would not blend in well with tree trunks and leaves. Maybe that is why they are so rare.

Being able to blend with surroundings helps animals survive. If a lion can't see a giraffe, he certainly can't eat it. This is called **protective coloration**. The animal's color helps protect it.

Another protection giraffes have is their keen eyesight. Their large eyes are on the sides of their heads. Giraffes see anything that moves. They can see another animal a mile away! It is very hard to sneak up on a giraffe. Those who try usually get a quick kick with a powerful back leg.

1. What are **markings**?  
**the pattern of an animal's spots**
2. How far away can a giraffe see another animal?  
**one mile**
3. What is **protective coloration**?  
**being able to blend into the surroundings**
4. What color is the very rare type of giraffe?  
**black**
5. How do giraffes protect themselves?  
**They kick with their back legs.**
6. Use a dictionary. What does **species** mean?  
**a group of animals closely related and capable of breeding with others in the same species**



Master Skills Reading Comprehension Book 1

53


### Following Directions: Puzzling Out Giraffes

**54**

**Directions:** Review what you read about giraffes. Read more about giraffes below. Then, work the puzzle.

Have you noticed that giraffes have a curious look? That is because they are always eating! Attention, they live dispersal upon it! Giraffes cannot leave themselves from a lion if they don't see it. Giraffes look around a lot. Even when they are chewing their food, they are checking to see if danger is near.

By nature, giraffes are gentle. They do not attack unless they are in danger. A giraffe will lower its head when it is angry. It will open its mouth and its mouth, then, watch out!



**Across:**

2. How a giraffe feels when it lowers its head and opens its nose and mouth.
4. Giraffes look this way because they are always paying attention.
6. By nature, giraffes are \_\_\_\_\_.
7. The continent where giraffes live.
9. Another name for a black giraffe is \_\_\_\_\_.

**Down:**

1. The pattern of a giraffe's spots.
3. An animal's ability to blend with surroundings is called \_\_\_\_\_.
5. \_\_\_\_\_ means a certain kind of giraffe.
8. Giraffes' eyes are so keen they can see another animal a mile \_\_\_\_\_.
10. Are giraffes often mean?

Master Skills Reading Comprehension Book 1

54

### Recognizing Details: Giraffes

**55**

**Directions:** Review what you learned about giraffes. Then, answer the questions.

1. How are a giraffe's spots helpful?  
**They help them blend in with their surroundings.**
2. Is it easy to sneak up on a giraffe? Why not?  
**No, because they are always paying attention and can see a long ways.**
3. What makes a giraffe look so gentle?  
**They have long eyelashes.**
4. How do you know when a giraffe is angry?  
**It will lower its head and open its head and nostrils and mouth.**
5. Do you think a giraffe in a zoo is as observant as a giraffe in the wild of Africa? Why or why not?  
**Answers will vary.**
6. Why do you suppose giraffes grow so large?
7. Use a dictionary. What does **habitat** mean? Describe the giraffe's natural habitat.  
**Habitat is a place where an animal lives in its natural state. Giraffes live on open grassy plains and sometimes near trees.**

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55

### Comprehension: Wild Horses

**56**

**Directions:** Read about wild horses. Then, answer the questions.

Have you ever heard of a horse called a Mustang? It is named after a type of wild horse.

In the 1800s, the Spanish explorers who came to North America brought horses with them. Some of these horses escaped onto the prairies and plains. With no one to feed them or take them, they became wild. Their numbers quickly grew, and they roamed in herds. They ran free and ate grass on the prairie.

Later, when the West was settled, people needed horses. They captured wild ones. This was not easy to do. Wild horses could run very fast. They did not want to be captured! Some men made their living by capturing wild horses, branding them, and selling them. These men were called **mustangers**.

After one was inventoried, people did not need so many horses. Not as many mustangers were needed to catch them. More and more wild horses roamed the western prairies. In 1925, about a million mustangs were running loose.

The government was worried that the herds would eat too much grass. Ranchers who owned big herds of cattle complained that their animals didn't have enough to eat because the mustangs ate all the grass. Permission was given to ranchers and others to kill many of the horses. Thousands were killed and sold to companies that made them into new tools.

Now, wild horses live in only 12 states. The largest herds are in California, New Mexico, Oregon, Wyoming, and Nevada. Most people who live in these states never see wild horses. The herds live only from people in the distant plains and mountains. They are safer there.

1. What is one type of wild horse called?  
**a mustang**
2. What were men called who captured wild horses?  
**mustangers**
3. About how many wild horses were running free in the U.S. in 1925?  
**one million**
4. The largest herds of wild horses are now in \_\_\_\_\_.  
 Oregon  Ohio  New Mexico  Wyoming  
 California  Nevada  Kansas  Arizona

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56

**Main Idea: More About Wild Horses** 57

**Directions:** Read more about wild horses. Then, answer the questions.

Have you noticed that in any large group, one person seems to be the leader? This is true for wild horses, too. The leader of a band of wild horses is a stallion. Stallions are adult male horses.

The stallion's job is important. He watches out for danger. If a bear or other animal comes close, he lets out a warning cry. The helps keep the other horses safe. Sometimes, they all run away together. Other times, the stallion protects the other horses. He shows his teeth. He rears up on his back legs. Often, he scares the other animal away. Then, the horses can safely continue eating grass.

Much of the grass on the prairie is gone now. Wild horses must move around a lot to find new grass. They spend about half their time eating and looking for food. If they cannot find new grass, wild horses will eat tree bark. They will eat flowers, if they can't find these either, wild horses will eat anything that grows!

Wild horses also need plenty of water. It is often hot in the places where they roam. At least twice a day, they find streams and take long, long drinks. Like people, wild horses lose water when they sweat. They run and sweat a lot in hot weather. To survive, they need as much water as they can get.


Wild horses also use water another way. When they find deep water, they wade into it. It feels good! It cools their skin.

- What is the main idea? (Check one.)
  - Wild horses need plenty of water.
  - Wild horses move in bands protected by a stallion.
  - Wild horses eat grass.
- What are two reasons why wild horses need water?
 

to drink and to cool their skin
- Why do wild horses move around so much?
 

to find new grass
- What do wild horses spend half their time doing?
 

eating and looking for food



**57**

**Recognizing Details: Wild Horses** 58

**Directions:** Review what you read about wild horses. Then, answer the questions.

- How did horses come to North America and become wild?
 

Spanish explorers brought them. Some escaped and became wild.
- Why is it so difficult to capture, tame, and train wild horses?
 

Wild horses can run very fast and do not want to be captured.
- Do you think it was right of the government to allow the killing of wild horses?
 

Explain your answer. Answers will vary.
- What is the role of the lead stallion in a wild horse herd?
 

to watch out for danger and protect the herd
- What are some things wild horses have in common with giraffes?
 

Answers will vary.
- What do you think will happen in wild horses as the prairie lands continue to disappear as a result of developments for homes and businesses?
 

Answers will vary.



**58**

**Comprehension: Sea Lions** 59

**Directions:** Read about sea lions. Then, answer the questions.

Sea lions are friendly-looking animals. Their round faces and whiskers remind people of the faces of small dogs. The almond shape of their eyes gives them a look of intelligence. Whether it is true or not, sea lions often look as though they are thinking.

Sea lions behave like playful children. They push each other off rocks. They slide into the water. Sometimes, they body surf like people, they often ride the crest of waves. They let the waves carry them near the shore. Then, they swim back out to ride more waves.

Although sea lions do not have real fins, they like to play with seaweed. They toss it in the air. They catch it in their mouths. Yuck! They must not mind the taste!


If you have been to a marine park, you may have watched sea lions. Sea lions can be taught many tricks. They can balance balls on their noses. They can jump through hoops. They learn give them fish to reward them for doing tricks. Sea lions love very pleased with themselves when they perform. They love fish, and they grow to love applause.

- What are three ways sea lions play?
 

They push each other off rocks, slide into the water, body surf, and play with seaweed.
- Why do sea lions look intelligent?
 

They have almond-shaped eyes.
- What tricks can sea lions be taught to do?
 

balance balls on their noses, jump through hoops



**59**

**Recognizing Details: More About Sea Lions** 60

**Directions:** Read more about sea lions. Then, answer the questions.

Sea lions love water! That is a good thing, because they spend most of their lives in it. Usually, the water is very cold. People cannot stay in cold water very long. The calories down down a person's heartbeat. It can actually make a person's heart stop beating!

Sea lions do not feel the cold. Their bodies are covered with a special layer of fat called blubber. The blubber is like a thick coat. It keeps the sea lion's body heat in. It keeps the bone-chilling cold out. Like people, sea lions are mammals. They have warm blood. They breathe air. Baby sea lions are born on land. The mother sea lions produce milk for their babies. Like human babies, sea lions snuggle all with their mothers when they nurse. The mother knows just what her baby smells like. This is how she tells which baby is hers. She will only nurse her own baby!

Baby sea lions are called pups. Female sea lions are called cows. Male sea lions are called bulls. When pups are a few days old, their mothers leave them for a while each day. They go into the ocean to hunt fish. The pups don't seem to mind. They gather together in small groups called pods. The pods are like a nursery school. But no teacher is in charge. As many as 200 pups may spend the day together playing, swimming, and sleeping.

- What are male, female, and baby sea lions called?
 


male — bulls, females — cows, babies — pups
- How do sea lions stay warm in cold water?
 

Their bodies are covered with a layer of fat, called blubber.
- When do cows begin to leave their pups?
 

when the pups are a few days old
- What are small groups of pups called?
 

pods
- How can a cow tell which pup is hers?
 

by its smell



**60**

**Main Idea: Pupping Time** 61

**Directions:** Read about sea lion pupping time. Then, answer the questions.

When sea lion cows gather on the beach to give birth, it is called pupping time. Pupping time is never a surprise. It always occurs in June. Thousands of sea lions may gather in one spot for pupping time. It is sort of like one big birthday party.

The cow stays with her pups for about a week after birth. During that time, she never leaves her babies. If she must go somewhere, she drags her pup along. She grabs the loose skin around her pup's neck with her teeth. To humans, it doesn't look comfortable, but if doesn't hurt the pup.

One place the mother must go is to the water. Because of her blubber, she gets hot on land. To cool off, she takes a dip in the ocean. When she comes out, she writhes her pup to make sure she's got the right pup. Then, she drags him or her back again to a spot she has staked out. After a week of being dragged around, do you think the pup is ready to play?


- Why do thousands of sea lions gather together at a certain time?
 

to give birth at pupping time
- How does a cow take her pup along when she goes for a cool dip?
 

First, she grabs the loose skin at the pup's neck with her teeth.

Then, she drags it along.

After the swim, she writhes the pup to be sure she's the right pup.
- What is the main idea? (Check one.)
  - Thousands of cows gather at pupping time to give birth, and afterwards stay with their pups for a week.
  - Thousands of sea lions take cool dips and usually drag their pups along.
  - Pups are born in June.



**61**

**Comprehension: Sea Lions** 62

**Directions:** Review what you read about sea lions. Then, answer the questions.

- How are people like sea lions?
 


Answers may include: They both like to play in the water.
- Preferred you are stuck in a pod. What would your day be like? What would you do? What would you play?
 

Answers will vary.
- Why do sea lions go into the water so much?
 

to cool off and to hunt for food
- How do you think sea lions protect themselves?
 

Answers will vary.
- What is the sea lion's habitat like?
 

Answers will vary.




**62**



**Review** 63

**Directions:** Follow the instructions. Write your answers.

- Create a wild animal alphabet and illustrate it on drawing paper.
 


**Example:** A -- ALLIGATOR   
 B -- BEAR  
 C -- CROCODILE
- Compare the giraffe, wild horse, and sea lion. List the ways the three animals are alike and the ways they are different.
 

**Alike:** \_\_\_\_\_  
**Different:** \_\_\_\_\_
- What physical characteristics of the three animals help them survive. Which do you think is the best and why?
 

\_\_\_\_\_

**Answers will vary.**
- How do these animal stories differ from the animal legends and fables you read?
 

**These are nonfiction—facts about real animals, legends and fables are fiction.**



**Home Skills Reading Comprehension Book 1**

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**64** **Recognizing Details: Pet Rabbits**

**Directions:** Read about pet rabbits. Then, answer the questions.

Rabbits come in many colors, and their fur has many patterns. The Dutch rabbit has white in the front of its body and brown on the back. Its ears are brown, long, and it has a brown mask over its eyes. Its front legs are white and its back legs are brown. The tips of the feet on its back legs are white.

People think Dutch rabbits are adorable! They look like stuffed toys and weigh about five pounds when fully grown. The rabbit is called Dutch, but it was first bred in Belgium.

Another popular rabbit is the California. Can you guess where it was first bred? It is a fat, white rabbit with pink eyes. The California rabbit has touches of light brown on its feet and nose. Its ears are light brown, too.


Did you know some people raise rabbits for their fur? The fur from the Angora rabbit is actually called wool. There are 13 colors of Angora rabbit, but white is the most popular. This rabbit has long fur and pink eyes. It can grow to weigh six pounds. Because its fur is long, it must be groomed every day. To groom an animal means to comb and care for its fur.

Some breeds of rabbits are called giants. Compared to other rabbits, they really are big. The Belgian hare, a reddish-colored rabbit, can weigh up to nine pounds. Other breeds are called dwarfs. Dwarfs are very small. Fully grown, they weigh only about two pounds. A popular dwarf rabbit is the Netherland. Most Netherland rabbits are white with pink eyes.

- How many breeds of rabbits are named in the article?
 

**5**
- What is one type of giant rabbit? **Belgian hare**
- What is one type of dwarf rabbit? **Netherland**
- How much does a Belgian hare weigh? **up to 9 pounds**
- How much does a Dutch rabbit weigh? **about 5 pounds**
- Use a reference source. What is the difference between a hare and a rabbit?
 

**Answers will vary.**



**Home Skills Reading Comprehension Book 1**

64

**65** **Comprehension: Caring for Pet Rabbits**

**Directions:** Read about caring for pet rabbits. Then, answer the questions.

Most pet rabbits live outside in special homes, called hutches. Rabbit hutches are small and have wire on the sides and bottom to let air in. The wire on the bottom also lets the animals' droppings fall through. The hutch keeps their hutch clean.

Pet rabbits need exercise, too. They do not like being caged all the time. Would you? That is why pet owners build rabbit runs for their pets. Rabbit runs are much bigger and longer than cages. They do not have floors. They fit over the grass. Put the rabbit inside the run, and guess what it does!

Some people let their rabbits run free for exercise. But, you must take care that the rabbit does not run away. Only let the rabbit free if your yard is fenced. Also, you need to protect your pet from dogs and other animals.

Of course, you should pet your rabbit. So pick it up, put one hand on the back of the rabbit's neck. The area of loose skin is called the **scruff**. Put your other hand under the rabbit's rear end. Then, lift the rabbit slowly and firmly. Rabbits do not like fast movements. That's why you should never grab your rabbit. Also, never never pick up your rabbit by its ears.

Hold your rabbit close to your chest. This makes the rabbit feel secure. It also keeps it from falling. Put your hand under its back legs. Hold the legs firmly so your rabbit cannot kick. Then, gently scratch its fur. Rabbits cannot put, but you can tell when your pet is happy.


- What do pet owners build for their rabbits to exercise in?
 

**rabbit runs**
- What is the rabbit's **scruff**?
 

**loose skin at back of neck**
- Never pick your rabbit up by its
 

scruff       ears       body
- After you pick up your rabbit, hold it close to your
 

chest       face       arms



**Home Skills Reading Comprehension Book 1**

65


**66** **Following Directions: Rabbit Food**

**Directions:** Read about what rabbits eat. Then, work the puzzle.

Many people think rabbits only eat lettuce. They do like lettuce, but it is not the only thing rabbits eat.

Rabbits also need protein. Most pet owners supply this with dry rabbit food. The food is called pellets. Rabbits should eat twice a day. They also need fresh water every day. Besides lettuce, they like carrots, cabbage, and turnips. These vegetables are called greens. Rabbits like them mixed together.

Pet rabbits will eat wild plants. They like dandelion leaves and dockweed leaves. They also like a kind of plant called chives called lawn. What these plants look like. Then, pick them for your rabbit. Some plants are poisonous. For example, buttercups can kill rabbits. So can poppy flowers. If you gather wild plants, be very careful.



**ACROSS:**

- Pet owners feed their rabbits this in pellets.
- Lettuce, carrots, cabbage, and \_\_\_\_\_ are called greens.
- Rabbits also will eat \_\_\_\_\_ plants.
- This vegetable is like lettuce. Rabbits like it.
- An orange vegetable rabbits like \_\_\_\_\_.

**DOWN:**

- Rabbits like this, but it is not the only food they like.
- A plant that will poison a rabbit is the poppy \_\_\_\_\_.
- Pet rabbits get their protein in these \_\_\_\_\_.

**Home Skills Reading Comprehension Book 1**

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**67** **Comprehension: Baby Rabbits**

**Directions:** Read about baby rabbits. Then, answer the questions.

Many people think newborn animals are cute. Baby rabbits grow inside their mothers for only 31 days before they are born. They complete a lot of their development outside the mother. When they are born, they have no fur. They look like little rats! Would you call newborn rabbits cute?

The babies are blind, and they don't open their eyes until they are 10 days old. At the beginning, they can only feel their mother. They cannot see her.

When they are ten days old, baby rabbits are very delicate. If you hurt them if you picked them up. Do not touch them until they are at least three weeks old. By then, they will have fur. Their eyes will be open. Their ears will be standing up. They will truly look like rabbits!


Even though they are much stronger after three weeks, do not hold them long. Their mother will not like it. Like most mothers, she feels a strong need to protect her babies. Also, they are still nursing. This means they are drinking her milk. They need her milk to grow stronger, and they need it often. That is why you should not hold the babies very long.

By the time they are six weeks old, baby rabbits are active. They can eat food other than their mother's milk. When they are eight weeks old, you can move them into their own hutch. They do not need their mother anymore to survive. They are still growing, though. Adult rabbits need only feed twice a day. Baby rabbits need three meals a day until they are three months old.

- How long does the baby rabbit grow inside the mother?
 

**31 days**
- When do baby rabbits open their eyes?
 

**after 10 days**
- Why is it unsafe to handle newborn rabbits? **They are very delicate. They need to nurse often.**
- Baby rabbits are active by the time they have lived how many weeks? **6 weeks**
- You can pick up baby rabbits when they are how many weeks old? **3 weeks**



**Home Skills Reading Comprehension Book 1**

67

**68** **Comprehension: Rabbits**

**Directions:** Review what you learned about rabbits as pets. Then, answer the questions.

- How do baby rabbits look when they are first born?
 

**They have no fur and look like little rats.**
- Discuss uses of rabbit fur, especially Angora.
 

**Answers will vary.**
- Angora wool comes in 13 colors. What do you think they are?
 

**Answers will vary.**
- Why do many people think rabbits are cute?
 

**They look soft and cuddly.**
- The article mentioned several reasons why you need to be extremely careful with a baby rabbit. Write an explanation for each one.
 

**Answers will vary.**
- Would you like a pet rabbit? \_\_\_\_\_ Why or why not? \_\_\_\_\_



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68

**Main Idea: Pet Snakes** 69

**Directions:** Read about pet snakes. Then, answer the questions.

Having a snake for a pet is considered very strange by some people! Snakes can be good pets. They are not cuddly like kittens. Like fish, snakes are interesting to watch.

Many people are afraid of snakes. They do not know much about them. One important fact about snakes is that most of them are not poisonous. Only four types of poisonous snakes live in the United States. People who keep snakes as pets usually put them in cages. The snake must fit comfortably inside. Many snake owners put their pets in empty fish tanks. The snakes like the smooth glass. The owner can see exactly what the snake is doing. You can also put a snake in a wooden cage, but make sure the wood is sanded smooth. Otherwise, it can hurt the snake's skin.

You need to line a snake's cage with newspaper or sand. You will need to change the bedding two or three times each week.

Snakes like privacy. Put a large rock inside your pet's cage. The snake will coil around it. A large log is also good snake furniture. The snake will crawl up on the log when it wants to rest.

Some snakes like to wet their skin. Put a big bowl of water in the cage. The bowl should be heavy so the snake can't tip it over. Then, the snake can get into its bowl and soak for a while. This makes a good bath for a snake!

1. What is the main idea? (Check one.)

\_\_\_\_\_ Many people are afraid of snakes, but they shouldn't be afraid. There are only four kinds of poisonous snakes in the United States.

\_\_\_\_\_ Snakes like to crawl.

\_\_\_\_\_ Snakes are interesting to watch and can make good pets for certain people. Like other pets, they require care.

Snakes are interesting to watch and can make good pets for some people.

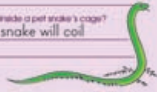
They are interesting to watch.

2. Why do snakes make good pets for some people?

They are interesting to watch.

3. Why should you put a rock inside a pet snake's cage?

For privacy, the snake will coil around it.



69

**Main Idea: Snakes** 70

**Directions:** Read about snakes. Then, answer the questions.

Snakes are reptiles. This means they are cold-blooded (their body temperature changes with the surrounding temperature). They lay eggs, and their bodies are covered with scales. Many people think the scales are slimy, but they're not. Snakes have smooth, dry skin.

When baby snakes hatch, they are very small. They eat insects and worms. Some kinds of snakes never get very big, and they eat insects and worms all of their lives. Some kinds of snakes, however, can get quite large. The python in Africa can grow to be more than 20 feet long!

Bigger snakes need to eat bigger food. These snakes eat animals like mice, rats, or even rabbits and frogs. Some farmers like to see snakes around their barns because snakes eat the **rodents** that get into the grain.

When snakes grow, their skin doesn't grow with them. They have to shed their skin. The old skin looses up all over the snake's body, and the snake rubs against rough surfaces like trees and rocks to make it come off. During this time, the snake is blind. If you have a pet snake that is shedding, watch out! Since it can't see, it might think your hand is food and try to bite it. It is best to leave snakes alone when they are shedding. When the snake is done shedding, it can see again, and it has nice new skin.

1. What is the main idea? (Check one.)

Different snakes eat different kinds of foods, but they all shed their skin as they grow.

\_\_\_\_\_ Snakes eat insects and worms after they hatch.


\_\_\_\_\_ Farmers like snakes because they shed their skin.

2. What is a reptile?

a cold-blooded animal that lays eggs and is covered with scales

3. Using context clues, write the definition of the word **rodent**.

animals like mice and rats



70

**Recognizing Details: Snakes** 71

**Directions:** Review what you learned about snakes. Then, answer the questions.

1. Why is having a pet snake considered strange?

\_\_\_\_\_

2. Do you agree with that? Why or why not?

Answers will vary.

3. Are you afraid of snakes? Explain your answer.

\_\_\_\_\_

4. How is caring for a rabbit like caring for a snake?

Both need to be fed and watered. Both need care and a clean cage.

5. How is it different?


They eat different kinds of food. Rabbits need more exercise. Snakes need furniture.

6. How do snakes shed their skin?

The old skin loosens, then they rub against rough surfaces to make it come off.

7. What does **cold-blooded** mean?

body temperature changes with surrounding temperature



71

**Review** 72

**Directions:** Review what you learned about animals as pets. Then, answer the questions.

1. What other types of animals are common pets?

\_\_\_\_\_

2. Do you have a pet? \_\_\_\_\_ What is it?

Explain how you care for it.

\_\_\_\_\_

3. If you do not have a pet, write a short paragraph to your parents convincing them you could care for one.

\_\_\_\_\_

Answers will vary.

4. What animal do you think makes the best pet?

\_\_\_\_\_

Explain.

\_\_\_\_\_



72

**Recognizing Details: Going to Camp** 73

**Directions:** Read about going to camp. Then, answer the questions.

Have you ever gone to camp? If so, you know you need to pack many things. Usually, the people who run the camp will send a list of what you need to bring. What you need depends on the type of camp and how long you will stay.

If you go to camp for one week, you will probably need the following items. Pack them all in a suitcase or gym bag—if they will fit!

1 bathing suit	5 pairs of shorts	1 pair of sneakers
2 sweaters or sweatshirts	1 jacket	2 pairs of jeans
7 pairs of underwear	2 towels	1 watch/compass
1 brush and comb	1 bottle of shampoo	1 bar of soap
1 bottle of sunscreen	1 bottle of insect spray	1 flashlight
7 soft-sole shoes	1 toothbrush and tube of toothpaste	

There are many kinds of camps. There are church camps and scout camps. There are horseback-riding camps, swimming camps, music camps, and nature camps. There are sports camps and chess-playing camps. There are even camps for losing weight!

Some city children take a bus to camp. The bus picks up a whole group of children and takes them to the country. Other children are taken to camp by their parents. Their parents look after their cobs. They sit on the bus with you. "This looks comfortable." They look at the camp menu and say, "The food looks good." Then, they say, "Good-bye. Have fun. Be careful. See you in a week!"

1. How many pairs of underwear do you need for a week of camp? 7

2. How many pairs of shorts should you bring? 5

3. How many things on the list do you need only one of? 11

4. Is there anything not listed that you think you would need for camp? What?

Answers will vary.

5. If you were going to a football camp, what else might you need to bring along?

\_\_\_\_\_

73

**Comprehension: Camping Out** 74

**Directions:** Read about camping out. Then, answer the questions.

Going away to camp and camping out are two very different experiences. Usually, children who go to camp sleep on cots inside cabins. Activities are planned by the people who run the camp. Campers eat in a dining hall. The food is prepared by someone else. At the campsites have to do it show up!

When you camp out, the experience is much more rugged. You sleep in a tent instead of a cabin. If it's warm, you may unroll your sleeping bag under the stars. To camp out, you must be much more independent. You must learn certain skills, such as how to pitch a tent and how to start a fire. You need to know some rules about safety and respecting the outdoors. You may even need to know how to catch and cook your own food!

The Boy Scouts teach their members an outdoor code before they camp. It is a good code for any camper to follow. Here is a summary of the Boy Scouts' Outdoor Code.

I will treat the outdoors as a heritage to be improved for greater enjoyment. I will keep my trash out of America's fields, woods, and roadways. I will prevent wildfires. I will build my fire in a safe place and be sure it is out when I leave.

I use of the outdoors is a privilege I can lose by abuse. I will treat the environment with respect. I will learn to practice good conservation of soil, water, forests, and wildlife, and I will urge others to do the same."

1. What are two of the things you need to know about before camping out?


Answers may include: how to pitch a tent and start a fire

2. What is one way Boy Scouts show they will treat the outdoors as a heritage to be improved?

keep trash out of American's fields, woods, and roadways/prevent wildfires

3. What is one way camping out is different from going away to camp?

Answers may include: sleep in tent, cook your own food, no planned activities



74



**75**

**Following Directions: Campfires**

**Directions:** Read about building campfires. Then, work the puzzle.

Where there is fire, there is always danger. That is why only people who know exactly what they are doing should build a campfire. Many campfires do not allow campfires. Campers bring portable cook stoves to these sites.

Sites that do allow campfires often provide fireboxes. A firebox is a 10-foot-round cleared area. In the area there may be a grill, metal ring, or outdoor stove fireplace. These fireboxes are safe because they keep the fire contained in a small area. Fireboxes help keep cooking fires from spreading and turning into wildfires.

**Across:**

- This is hot and always dangerous.
- The shape of a firebox
- When campfires are not allowed, use a \_\_\_\_\_ stove.
- A \_\_\_\_\_ ring is sometimes found in a firebox.
- Sometimes a \_\_\_\_\_ fireplace is provided for the firebox.

**Down:**


- The purpose of a firebox is to make sure a fire doesn't \_\_\_\_\_.
- 10-foot-round circles for building campfires.
- A firebox keeps the fire contained in a small \_\_\_\_\_.

**Word Search:**

**FIRE**  
**PORTABLE**  
**METAL**  
**STONE**

**S**  
**P**  
**R**  
**O**  
**U**  
**N**  
**D**

**A**  
**R**  
**E**  
**A**



Master Skills Reading Comprehension Grade 4

75

**76**

**Comprehension: First-Aid Kits**

**Directions:** Read about first-aid kits. Then, answer the questions.

Something you should be sure to take when you camp is a first-aid kit. Cuts, scrapes, and insect bites or stings all can happen when camping. You must also be prepared for accidental poisoning. What if someone eats a berry that is poisonous? You will need to get the poison out of his or her system right away!

First-aid kits will help you in an emergency. Here are some things that go into a well-pocked first-aid kit:

- 1 small bottle of Ipecac syrup (Ipecac causes vomiting. It will immediately clear poison from the body.)
- 1 thermometer to check for fever
- 1 bottle of ointment to hold down fever and ease pain
- 1 unopened box of soap to wash cuts and scrapes
- 1 box of sterile bandages, adhesive tape, and gauze pads for covering wounds after they have been cleaned
- 1 large triangular bandage to make a sling for an injured or broken arm
- 1 pair of tweezers to pull out splinters or bee stings
- 1 bottle of acetaminophen to treat pain by and insect bites
- 1 bag of sterile cotton balls to clean cuts
- 1 eyecup and sterile water to wash out injured eyes

**Questions:**

- Why is a first-aid kit important when camping?  
**in case of an accident or poisoning**
- What items in your first-aid kit would you use to treat these conditions?  
A scrape? **soap, cotton balls, bandages**  
A fever? **aspirin, thermometer**  
A splintered arm? **triangular bandage**
- When would you give someone Ipecac syrup?  
**if they have eaten something poisonous**

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76

**77**

**Main Idea: Choosing a Campsite**

**Directions:** Read about choosing a campsite. Then, answer the questions.

If you are camping at a campground, you will not have much choice about where you camp. You must stay within the site area the owners show you. If you are camping in the wilderness, you can choose your own campsite.

A good campsite will have water nearby for drinking and cooking. Look for ground that is level and dry. Avoid rocky ground, or you will be uncomfortable when you try to sleep.

You will also need to be on this lookout for things you do not want: myrtle, reeds, poison ivy, and ants can make your camping trip miserable. If you see any nearby, set up your campsite elsewhere. You will also want to avoid camping near bees or other animals. If you see animal tracks, take them as a sign that animals have already stalked out the camp. For your own safety, move on.

It's important when camping in the wilderness to let someone know where you are. Otherwise, if you get lost, no one will know! Then, who would come to rescue you? Find the park ranger's station when you go into any wilderness area and talk to the rangers. It's their job to know the forest. They can tell you about which places to seek out and which to avoid.

A good plan is to promise to stop by after your trip. That way, they will know you returned safely. If you do not show up, they will come looking for you. Taking these few practical precautions will make your trip safer and more fun.

**Questions:**

- What is the main idea? (Check one.)  
 Picking a good campsite and checking in with park rangers will help to make your wilderness camping trip a safe and enjoyable experience.  
 Avoiding poison ivy and ants are the most important things you can do to make your wilderness trip a safe one.
- Why should you tell park rangers where you will be? (Check one.)  
 They can bring messages to you if there is an emergency at home.  
 They can send searchers to look for you if you do not return.

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77

**78**

**Comprehension: Time to Eat!**

**Directions:** Read about what to eat on a camping trip. Then, answer the questions.

A wilderness camping trip will make you appreciate your kitchen, your bathroom, your bed, and your comfortable living room furniture.

Food and water are among the most important things to bring on a camping trip. Remember, you will have to carry everything you need on your back. That's why it's smart to bring things that don't weigh too much. Because they are light, dried food and powdered drinks are good things for campers to bring. Then, the camper can add bottled water to them and—poor!—eat!

Many campers pack these foods: dry cereal, dried fruit, powdered eggs, raisins, dried potatoes, dried soup, powdered milk, instant noodle, dried meat or dried chicken, and rice.

The total weight of all the food listed is under four pounds. Even if a food camper can carry four pounds easily, imagine if you had to carry a gallon of milk, a couple of whole chickens, a roast, a bag of test potatoes, and a dozen eggs! It would certainly weigh a lot more. Besides, the eggs would probably get broken, and the milk would get sour.

The best thing most people can say about dried food is that it's "not bad." If you have ever eaten it, you know that best. Whole food tastes better. But, the sights and sounds of camping in the wilderness make up for the dried food. If you are lucky, you will work up such an appetite that even dried food will taste great!

**Questions:**

- Why do campers like dried food and powdered food?  
**because those things are light**
- What is the best thing most people can say about dried food?  
**it's not bad**
- What are five kinds of dried food?  
**Answers may include: cereal, fruit, potatoes, soup, meat, milk**
- What is the total weight of all the dried food listed in the article?  
**four pounds**

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78

**79**

**Recognizing Details: Three Kinds of Tents**

**Directions:** Read about tents. Then, answer the questions.

**Top tent**  
The top tent is the simplest tent. It is called a one-room tent because only one person will fit inside. Top tents have no floors. They have no windows or doors. They do not have netting. To put one up, you need to find a tree to hook one corner to.

**Pup tent**  
Two people can sleep in a pup tent. Some pup tents come with attached floors. They do not have windows. Like the top tent, the front of a pup tent is open. Pup tents have no doors.

**Umbrella tent**  
Umbrella tents are larger than pup tents or top tents. This means more people can sleep inside. They have floors and a door. Some have windows. The door and windows can be left open. Netting can be pulled across the front of the doors and windows. The netting lets in air and keeps out bugs.

**Questions:**

- Which tents have no door or window? **top tent and pup tent**
- Which tent needs to be pitched near a tree? **top tent**
- Which tent has no floor? **top tent**
- Which tent has netting to keep out bugs? **umbrella tent**
- Which tent can two people sleep in? **pup tent**

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79

**80**

**Recognizing Details: Getting Lost**

**Directions:** Read about what to do if you get lost in the woods. Then, answer the questions.

Even experienced campers sometimes get lost. To avoid getting lost, stay on marked trails. Take a notepad and pencil with you for jotted notes. Use a compass to know what direction you are going. To find your way with a compass, you must know which way you want to go. Before you leave your camp, find a large landmark nearby to mark your campsite. Head in the opposite direction from the landmark. If your compass shows you are going west, which direction will you travel to return to your campsite? East.

If you do get lost, don't panic. This is the worst thing you can do. People who panic have been known to walk in big circles. They don't realize this, of course. They exhaust themselves and never get back on course.

If it is late, and others know you are out hiking, stay where you are. Someone will come looking for you soon.

If it is early, and you want to try to find your way back, leave trail markers to show you where you have been. Tie a handkerchief to a branch. Put a pile of stones on the trail you have taken. If you have a pen and notepad in your pack, write a note and put it on a tree. Write down the time, date, the fact that you are lost, and the direction you are now hiking.

If you are lost at night, build two campfires close together. Two columns of smoke will rise and a signal for help. Rangers and campers will recognize and respond to the fires. They will locate your smoke signals and come to find you.

In the meantime, use your clothes from your pack to stay warm. Be patient and wait until help arrives.

**Questions:**

- Complete the directions on what to do if you get lost in the woods.  
Tie a **handkerchief to a branch**  
Put a pile **of stones on the trail you took**  
If you have a pen and notepad **write a note and put it on a tree**  
If you are lost at night, build **two campfires**
- What is the main idea? (Check one.)  
 It is nearly impossible to get lost while hiking.  
 If you get lost, use a compass to find your way back.  
 Avoid panicking if you get lost by following some simple steps.

Master Skills Reading Comprehension Grade 4

80

**Review** 81

**Directions:** Review what you learned about camping, then answer the questions.

- What items should you take on a camping trip?  
**Answers may include: first aid kit, compass, dried food, tent, matches.**
- Of the items you wrote, circle the two you feel are the most important.  
**Answers will vary.**
- Why is it important to carry camping gear and food that is light in weight?  
**a heavy load makes you tired**
- What should you look for when selecting a campsite?  
**Answers may include: water nearby, level and dry ground, no signs of wild animals**
- What would you not want near your site?  
**Hornets' nests, poison ivy, anthills**
- What are the safety reasons for finding a park ranger's station and talking to the rangers?  
**They can tell you good places to camp, places to avoid, and search for you if you don't return.**
- What can you do to avoid getting lost?  
**stay calm, stay where you are or leave trail markers to show where you have been**
- Have you ever been camping? Explain your experience.  
**Answers will vary.**  
 If not, describe what you think it would be like to go camping.

Master Skills Reading Comprehension Grade 4

81

**Sequencing: "Mr. Nobody"** 82

**Directions:** After reading the poem "Mr. Nobody," number in order the things people blame him for.

I know a funny little man  
 As quiet as a mouse.  
 Who does the mischief that is done  
 In everybody's house!  
 No one ever sees his face.  
 And yet we all agree  
 That every little we break was cracked  
 By Mr. Nobody.

If it's he who always tears out books,  
 Who leaves the door ajar,  
 He pulls the buttons from our shirts,  
 And scatters pins afar:  
 That squeaking door will always squeak,  
 The reason, you see,  
 We leave the thing to be done  
 By Mr. Nobody.

The finger marks upon the wall  
 By none of us are made;  
 We never leave the blinds unclosed  
 To let the carpet fade,  
 The bowl of soup we do not spill,  
 It's not our fault, you see,  
 That these mishaps—every one is caused  
 By Mr. Nobody.

7. Pulling finger marks on walls	5. Scattering pins
3. Leaving the door ajar	1. Breaking plates
9. Spilling soup	4. Pulling buttons off shirts
2. Leaving out books	6. Squeaking doors
8. Leaving the blinds open	

Master Skills Reading Comprehension Grade 4

82

**Comprehension: "The Chickens"** 83

**Directions:** Read the poem "The Chickens," then answer the questions.

Said the first little chicken  
 With a queer little squint,  
 "I wish I could find  
 A fat little worm!"

Said the next little chicken  
 With an odd little shrug,  
 "I wish I could find  
 A fat little bug!"

Said the third little chicken  
 With a small sigh of grief,  
 "I wish I could find  
 A green little leaf!"

Said the fourth little chicken  
 With a fast little moan,  
 "I wish I could find  
 A small gravel stone!"

"See here!" said the mother  
 From the green garden patch,  
 "If you want any breakfast,  
 Just come here and scratch!"

- What does the second little chicken want? **a fat little bug**
- Where is the mother hen? **in the garden**
- Which of the following do the chickens not want?  
 \_\_\_ leaf \_\_\_  worm \_\_\_ bug \_\_\_ stone
- What does the mother hen tell her chicks to do if they want breakfast?  
**"Come and scratch in the garden."**

Master Skills Reading Comprehension Grade 4

83

**Following Directions: "I'm Glad"** 84

**Directions:** Read the poem "I'm Glad," then work the puzzle.

I'm glad the sky is painted blue  
 And the Earth is painted green,  
 With such a lot of nice things  
 All sandwiched in between.

**Across:**

- The sky is painted the color **BLUE**
- How what is sandwiched is placed between Earth and sky **SANDWICHED**
- This is what we breathe, and it's between Earth and sky **AIR**

**Down:**

- The color of Earth is the color **GREEN**
- How the speaker feels **GLAD**
- Painted blue **BLUE**
- Painted green **GREEN**

Master Skills Reading Comprehension Grade 4

84

**Comprehension: "Over the Hills and Far Away"** 85

**Directions:** Read "Over the Hills and Far Away," then answer the questions.

Tom, Tom the piper's son,  
 Learned to play when he was one,  
 But the only tune that he could play  
 Was "Over the Hills and Far Away."

Now Tom with his pipe made such a noise  
 That he pleased the girls and he pleased the boys,  
 And they all danced when they heard Tom play  
 "Over the Hills and Far Away."

Tom played his pipe with such great skill,  
 Even pigs and dogs could not keep still,  
 The dogs would wag their tails and dance,  
 The pigs would oink and grunt and prance.

Yes, Tom could play, his music soared—  
 But soon the pigs and dogs got bored,  
 The children, too, thought it was wrong  
 For Tom to play just one dull song.

- How old is Tom when he learns to play?  
**one**
- What tune does Tom play?  
**"Over the Hills and Far Away"**
- What do the dogs do when Tom plays?  
**wag their tails and dance**
- Why does everyone get tired of Tom's music?  
**He only know how to play one song.**
- What instrument does Tom play?  
**pipe**

Master Skills Reading Comprehension Grade 4

85

**Sequencing: "The Spider and the Fly"** 86

**Directions:** Read the poem "The Spider and the Fly," then number the events in order.

"Won't you come into my parlor?" said the spider to the fly,  
 "It's the nicest little parlor that you will ever spy.  
 The way into my parlor is up a winding stair,  
 I have so many pretty things to show you inside there."

The little fly said, "No! No! No! to do so is not safe,  
 For those who travel up your stair do not come down again."

The spider turned himself around and went back in his den,  
 He knew for sure the silly fly would visit him again,  
 The spider wove a fly web, for he was very shy,  
 He was making preparations to trap the silly fly.

Then out his door the spider came and merrily did sing,  
 "Oh, fly, oh lovely, lovely fly with peat and silver wings."  
 Alas! How quickly did the fly come bustling back to hear  
 The spider's words of flattery, which drew the fly quite near,  
 The fly was trapped within the web, the spider's winding stair,  
 Then the spider jumped upon him, and ate the fly right there!

- The spider sings a song about how beautiful the fly is.
- The spider jumps on the fly.
- The spider invites the fly into his parlor.
- The spider spins a fly web to catch the fly.
- The fly becomes caught in the spider's web.
- The fly says he knows it's dangerous to go into the spider's parlor.
- The spider eats the fly.
- The fly comes near the web to hear the song.

Master Skills Reading Comprehension Grade 4

86



**Comprehension: "Grasshopper Green"** 87

**Directions:** Read the poem "Grasshopper Green." Then, answer the questions.

Grasshopper Green is a **comical** guy.  
He lives on the leaf of a **tree**.  
Bright little trousers, jacket, and cap.  
These are his summer wear.

Out in the meadow he loves to go.  
Playing away in the sun.  
It's **happily, skipperly, high and low**.  
Summer's the time for fun.

Grasshopper Green has a cute little house.  
He stays near it every day.  
It's under the hedge where he is safe.  
Out of the gardener's way.

Glooly he's calling the children to play.  
Out in the beautiful sun.  
It's **happily, skipperly, high and low**.  
Summer's the time for fun.



1. What does **comical** mean in the poem?  
amusing or jolly
2. What are three things Grasshopper Green wears in the summer?  
trousers, jacket, and cap
3. Where does he love to go and play?  
out in the meadow
4. Whom does Grasshopper Green call to play?  
the children
5. Use a dictionary. What does **safe** mean in the poem?  
fun
6. You won't find the words **happily** and **skipperly** in a dictionary. Based on the poem, write your own definitions of these words.  
Answers will vary.

**87**

**Main Idea: "Little Robin Redbreast"** 88


**Directions:** Read the poem "Little Robin Redbreast." Then, answer the questions.

Little Robin Redbreast  
Got up in a tree.  
Up went the kitty cat  
Down went he.

Down came the kitty cat—  
Away Robin ran.  
Said little Robin Redbreast,  
"Catch me if you can."

Then Little Robin Redbreast  
Hopped upon a wall.  
Kitty cat jumped after him,  
And almost had a fall.

Little Robin chirped and sang  
And what did kitty say?  
Kitty cat said, "Meow!" quite loud,  
And Robin flew away.



1. What is the main idea? (Check one.)  
 The robin is smarter than the cat and a lot faster, too.  
 When people see a robin, it means spring is near.  
 The robin is scared of cats.
2. What nearly happens when the cat jumps on the wall?  
He almost falls off.
3. Where is the robin when the cat first goes after him?  
up in a tree
4. Where does the robin go after the cat climbs the tree?  
down
5. What does the robin say to the cat?  
"catch me if you can"

**88**

**Sequencing: "Hickory, Dickory, Dock"** 89

**Directions:** Read the poem "Hickory, Dickory, Dock." Then, answer the question.

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
And down the rat,  
Hickory, dickory, dock.

Dickory, dickory, dock,  
The pig flew in the air.  
The man in brown  
Soon brought him down,  
Dickory, dickory, dock.



1. What is the main idea? (Check one.)  
 Mice and pigs can cause a lot of problems to clocks and men in brown suits.  
 There is no main idea. This poem is just for fun.  
 Beware of mice in your clocks and flying pigs.

**Directions:** Number these events in order.

2. The clock strikes one.
3. The mouse runs back down the clock.
1. The mouse runs up the clock.
5. The man in brown brings the pig down.
4. The pig flies in the air.



**89**

**Review** 90

**Directions:** Review the poems you read. Then, answer the questions.

1. How is the spider in the poem "The Spider and the Fly" like the fox in the fable "The Fox and the Crow"?  
Answers may include: Both the spider and the fox use flattery to trick someone.
2. Which of the poems that you read did you like the best?  
Why?  
Answers will vary.

One way to remember what you need to make a correct step of the story of poems, think about the poem "Mr. Nobody." Imagine what "Mr. Nobody" would look like.

**Directions:** Follow the sequence of events in the "Mr. Nobody" poem to make a cartoon of the poem in the boxes below.

Drawings will vary.

**90**

**Review** 91

**Directions:** Select one of the other poems you read. Summarize and illustrate it.

Drawings will vary.

**91**


**Recognizing Details: Earth's Atmosphere** 92

**Directions:** Read about Earth's atmosphere. Then, answer the questions.

The air that surrounds Earth is called the atmosphere. It surrounds Earth like a blanket—30 miles thick! The atmosphere protects Earth from the sun's heat. It helps keep heat in, too. If we had no atmosphere, the sun would fry Earth during the day. At night, it would be freezing! Earth's heat would escape into outer space. Nothing could stay alive on Earth without the atmosphere to protect us.

Did you know air can be weighed? If we could weigh the air in our atmosphere, it would weigh 5,000,000,000,000 (or six quadrillion) pounds. This huge figure is based on what scientists have figured out. The air in the atmosphere is made up of dust and gases. More than three-fourths of the gas is nitrogen. Plants depend on nitrogen to stay alive. Most of the rest is made up of oxygen. Oxygen is needed for human and animal life. One percent of the atmosphere is made up of other gases. Included in this one percent are dust particles, ash from volcanoes, and other bits of matter.

The gases and particles in the atmosphere are packed closer together near the ground. The farther up you go, the farther apart the gases and particles are. People who live on the mountains find it harder to breathe the air. This is because the air is thinner and their lungs are not used to it. They have to work a little harder to get oxygen from this thin air. Usually, their lungs adjust quickly.



1. What are two ways the atmosphere protects Earth?  
It keeps Earth from getting too hot during the day and too cold during the night.
2. What gas makes up most of the atmosphere?  
nitrogen
3. Where are gases and particles in the atmosphere packed closest together?  
near the ground
4. Why is it harder to breathe in the mountains?  
the air is thinner

**92**

**93**

**Comprehension: Earth's Atmosphere**


**Directions:** Review what you read about Earth's atmosphere. Then, answer the questions.

- To what does the article compare the atmosphere?  
**a blanket**
- Why is air in our atmosphere so important?  
**It is made up of gases like nitrogen and oxygen which plants and animals need to live.**
- How do you think thinner air in the mountains affects paint and cement?  
**Answers will vary.**
- What do you think would happen if more of the Sun's heat would reach Earth?  
**Answers will vary.**

Scientists know that our atmosphere is continuing to thin, thus losing its ability to protect Earth from the Sun's ultra-violet rays.

**Directions:** Use reference sources to find out more about Earth's thinning atmosphere. Select one of the topics and write a report based on your research. Include illustrations or diagrams if possible.

What is the ozone layer?  
What is the Greenhouse Effect?  
What caused the hole in the ozone?  
What is being done about the hole in the ozone?  
What is being done about the Greenhouse Effect?  
What will happen if the hole in the ozone gets larger?  
What will happen if the Greenhouse Effect continues?



**Master Skills Reading Comprehension Grade 4**

93

**94**

**Comprehension: Clouds**

**Directions:** Read about clouds. Then, answer the questions.

Have you ever wondered where clouds come from? Clouds are made from billions and billions of tiny water droplets in the air. The water droplets form tiny clouds when warm, moist air rises and is cooled.

Have you ever seen your breath when you were outside on a very cold day? Your breath is warm and moist. When it hits the cold air, it's cooled. A kind of small cloud is formed by your breath!


Clouds come in many sizes and shapes. On some days, clouds blanket the whole sky. Other times, clouds look like wispy puffs of smoke. There are other types of clouds as well.

Weather experts have named clouds. Big, fluffy clouds that look hot on the bottom are called cumulus clouds. Stratocumulus is the name for rounded clouds that are packed very close together. You can still see patches of sky, but stratocumulus clouds are thicker than cumulus ones.

If you spot cumulo-nimbus clouds, go inside. These clouds are wide at the bottom and have thin tops. The tops of these clouds are filled with ice crystals. On hot summer days, you may even have seen cumulo-nimbus clouds growing. They seem to boil and grow as though they are coming from a big pot. A violent thunderstorm usually occurs after you see these clouds. Often, there is hail.

Cumulus, alto-cumulus, and cumulo-nimbus are only three of many types of clouds. If you learn clouds, you will hear television weather forecasters talk about these and other clouds. Why? Because clouds are good indicators of weather.

- How are clouds formed?  
**Water droplets in the air form clouds when warm, moist air rises and cools.**
- How can you make your own cloud?  
**by breathing outside on a cold day**
- What should you do when you spot cumulo-nimbus clouds?  
**go inside**
- What kind of big fluffy clouds look hot on the bottom?  
**cumulus**



**Master Skills Reading Comprehension Grade 4**

94

**95**

**Recognizing Details: Clouds**

**Directions:** Review what you learned about clouds. Then, answer the questions.

- How are clouds a good indicator of the weather?  
**Some types of clouds can bring rain, snow, or hail.**
- When you take something out of the freezer on a warm day, why do you think it looks like steam is rising from the object?  
**Answers will vary.**

**Directions:** Use cotton balls to make models of the three types of clouds.

**Master Skills Reading Comprehension Grade 4**

95


**96**

**Following Directions: Rain**

**Directions:** Read about rain. Then, work the puzzle.

Rain develops from water vapor, dust, and temperature inside clouds. From the combination, water droplets form and grow. When the droplets become too heavy for the cloud, they fall as rain. Weather experts say that when it rains, the raindrops are about 0.02 inches (0.5 millimeter) in size.

Sometimes, the air below the rain cloud is very dry. The dry air dries out the wetness of the raindrop and turns it back into water vapor before it hits the ground. This is what happens in the summer when it looks as though it will rain but doesn't. The rain begins to fall, but it dries up before it falls to the ground.



**Across:**

- Form from water vapor, dust, and the temperature inside clouds.
- Falls when the water droplets become too heavy for the clouds.
- Season when the air under the cloud sometimes dries the rain before it hits the ground.

**Down:**

- When water droplets inside clouds get the way, rain falls.
- Combines with water vapor and the temperature inside clouds.
- Raindrops measure about 0.02 inches (0.5 mm) when it \_\_\_\_\_.

**Master Skills Reading Comprehension Grade 4**

96

**97**

**Comprehension: Thunderstorms**

**Directions:** Read about thunderstorms. Then, answer the questions.

Thunderstorms can be scary! The sky darkens, the air feels heavy. Then, the thunder begins. Sometimes, the thunder sounds like a low rumble. Other times, thunder is very loud. Loud thunder can be heard 10 miles away.

Thunderstorms begin inside big cumulo-nimbus clouds. Remember, cumulo-nimbus are the summer clouds that seem to boil and grow. It is as though there is a big pot under the clouds.

Thunder is heard after lightning flashes across the sky. The noise of thunder happens when lightning heats the air as it cuts through it. Some people call the quick, sharp sound a thunderclap. Sometimes, thunder sounds rumble. The rumble is the thunder's sound wave bouncing off hills and mountains.

Weather experts say there is an easy way to figure out how far away a storm is. First, look at your watch. Count the number of seconds between the flash of lightning and the sound of thunder. To find how far away the storm is, divide the number of seconds by five. We will give the number of miles the storm is from you.

How far away is the storm if you count 30 seconds between the flash of lightning and the sound of thunder? Twenty divided by five is four miles. What if you count only five seconds? One mile! Get inside quickly. The air is charged with electricity. You could be struck by lightning. It is not safe to be outside in a thunderstorm.

- Where do thunderstorms begin?  
**inside cumulo-nimbus clouds**
- When is thunder heard?  
**after lightning flashes**
- What causes thunder to sound rumble?  
**the sound wave bounces off hills and mountains**
- If you count 10 seconds between the lightning and thunder, how far away is the storm?  
**eight miles**
- What comes first, thunder or lightning?  
**lightning**

**Master Skills Reading Comprehension Grade 4**

97

**98**

**Recognizing Details: Lightning Safety**

**Directions:** Read about safety rules for lightning. Then, answer the questions.

During a storm, lightning can be very dangerous. If you are outside when a thunderstorm begins, look for shelter in a building. If you are in the woods, look for a cave. If you are in an open field, lie down in a hole. If there is no hole, lie flat on the ground.

Standing in an open field, your body is like a lightning rod. Never look for shelter under a tree during a thunderstorm. Lightning is even more likely to strike there! You and the tree are two lightning rods standing together.

Water is also a good conductor of electricity. You must never go into the water when a storm is brewing. The air becomes charged. The charge attracts lightning. The lightning has to go somewhere, and it may go into the water. That is why lifeguards order swimmers out of the pool even before a storm comes.

If a thunderstorm comes up when you are boating, get to shore fast. Do not hold fishing rods or other metal objects. They attract lightning.

If you are outside, a car is a good, safe place to be in a thunderstorm. A car is made of metal, which is a good conductor of electricity. When lightning strikes the car it will pass to the ground without harming anyone inside the car. Don't touch the outside of the car, but you are safe inside.

- What should you do if you are in a field when a thunderstorm begins?  
**lie down in a hole or flat on the ground**
- What is your body like if you are outside during a thunderstorm?  
**a lightning rod**
- Why do lifeguards order people from the pool before a thunderstorm?  
**Water is a good conductor of electricity.**
- Besides the human body, name two things that attract lightning.  
**Answers may include: trees, water, metal objects**

**Master Skills Reading Comprehension Grade 4**

98



**Review** 99

**Directions:** Review what you learned about rain, thunder, and lightning. Then, answer the questions.

- How are thunderstorms different from rain showers?  
**Thunderstorms include lightning, thunder, strong winds, and sometimes hail.**
- Do you think thunderstorms are scary? Explain.  
**Answers will vary.**
- What is thunder?  
**The noise made when lightning heats the air as it cuts through it.**
- Why do you think some thunder is louder or softer than other thunder?  
**because it's closer (louder) or farther away (softer)**
- Why shouldn't you be outside in a storm?  
**You could be struck by lightning.**
- Name ways you can seek shelter during a storm if you are outside:  
**in a building**  
**in the woods in a cave**  
**in a field in a hole or ditch**  
**in a field with no noise lie down flat on the ground**

**99**

**100** Comprehension: Hurricanes

**Directions:** Read about hurricanes. Then, answer the questions.


Have you ever been in a hurricane? If you are lucky, you have not. Hurricanes are deadly! Thunderstorms are scary and can cause damage, but hurricanes are the most destructive storms on Earth. There are three ingredients in a hurricane. They are turbulent oceans, fierce winds, and rotating rain. Hurricane winds can blow as fast as 100 miles (160 kilometers) an hour. They can pull up trees, buildings, cars, and people. Hurricanes can destroy anything in their path.

There are other names for hurricanes. In some parts of the world, they are called cyclones. The people who live on the islands in the Pacific Ocean call them typhoons. In Australia, some people use a funny name to describe these terrible storms. They call them willywills.

Although hurricanes can occur in most parts of the world, they all start in the same place. The place hurricanes are born is over the ocean near the equator.

Here is how a hurricane is born. At the equator, the sun is very, very hot. The scorching sun heats the ocean water. It heats the water and the air above the water. The heated air begins to spiral upward in big, hot circles. When the heated air combines with moist air, it is drawn further up toward the sky.

The spiral of heated air and moist air begins to swirl. As it swirls, it grows. As it grows, it spins faster and faster in a counterclockwise direction. (This means in the opposite direction from the way a clock's hands move.) Huge rain clouds form at the top of the spiral as the air at the top is cooled. The combination of rain, hot air, and spinning winds creates a hurricane.



- Where do all hurricanes begin?  
**cyclones, typhoons**  
**willy-willies**
- What direction does a hurricane's spiral move?  
**over the ocean near the equator**
- What three ingredients are needed to produce a hurricane?  
**turbulent oceans, fierce winds, and lashing rain**

**100**

**Recognizing Details: Hurricanes** 101

**Directions:** Review what you learned about hurricanes. Then, answer the questions.

- What is the most destructive type of storm on Earth?  
**a hurricane**
- What makes them so destructive?  
**The high winds can pull up trees, buildings, people, and cars.**
- What makes hurricanes scarier than thunderstorms?  
**Hurricanes are more destructive.**
- How do hurricanes form?  
**The sun heats the ocean surface and the air above it, the hot air rises in spirals, then the hot air combines with moist air, and begins to twist and grow.**
- What parts of the United States are most likely to be struck by a hurricane?  
**areas in the southern United States along the coast of the ocean**
- Many people enjoy fishing or vacationing in beach areas. Do you think they would feel the same way if they were on the coast when a hurricane happened? Explain.  
**Answers will vary.**

**101**

**102** Main Idea: Tornadoes

**Directions:** Read about tornadoes. Then, answer the questions.

Another type of dangerous weather condition is a tornado. While hurricanes form over water, tornadoes form over land. Tornadoes are more likely to form in some locations than in others. The areas where tornadoes frequently form are called tornado belts. In the United States, a major tornado belt is the band of land between Missouri and Mississippi.

Tornadoes are formed when masses of hot or moist masses of cold air when these air masses slam together. Bad thunderstorms begin. People in tornado belts are fearful when a severe storm threatens. They know a tornado may occur if the storm, most of them upward and begins to spiral.

The tornado forms a funnel cloud. The funnel is narrow at the base and broad at the top. The tornado's funnel cloud can move very fast. The winds around the funnel can move 300 miles an hour. The winds inside the funnel are fast, too. The tornado acts like a giant vacuum cleaner. It sucks up everything in its path. People, animals, cars, and houses are all in danger when a tornado strikes.

It is difficult to stay out of a tornado's path. The way it moves is unpredictable. It may move straight or in a zigzag pattern. The winds of the tornado make a screaming noise like a huge train rushing by. People who have lived through a tornado usually say it was the most frightening experience of their lives.



- What is the main idea? (Check one.)  
 Tornadoes form over land and hurricanes form over water.  
 Tornadoes sound like a rushing train.  
 Tornadoes, which form over land under certain weather conditions, are dangerous and frightening.
- How fast can the winds around the funnel cloud move?  
**300 miles per hour**
- What household appliance can a tornado be compared to?  
**vacuum cleaner**


**102**

**Recognizing Details: Tornadoes** 103

**Directions:** Review what you learned about tornadoes. Then, answer the questions.

- How do tornadoes form?  
**Tornadoes form when masses of warm air meet masses of cold air**
- What shape is a tornado?  
**a funnel**
- What makes a tornado so dangerous?  
**high winds and an unpredictable path**
- Which type of storm do you think is more dangerous, a tornado or a hurricane? Why?  
**Answers will vary.**
- What types of weather conditions are not dangerous?  
**Answers may include: rain or snow showers.**

**Directions:** Compare and contrast tornadoes and hurricanes in the Venn diagram.



**103**

**104** Review

**Directions:** Read the Native American legend about lightning. Then, answer the questions.


In the beginning, lightning lived on Earth among people. Soon, he became so powerful that people were afraid. He talked out and killed some of them. The people grew to hate him.

After lightning had killed many people, the chiefs of the tribes got together. They had to decide what to do about lightning. They agreed to tell lightning he could no longer live on Earth. He begged to stay, but the chiefs forced him to leave.

Shortly after lightning left, a great monster began to carry people away. The monster lived deep underground. The people could not kill the monster. He always escaped underground before they could catch him.

Lightning heard about this trouble. He came back to the chiefs. "I will kill the monster," he told them. "But in return, you must let me live among you again."

Because he was the only one who could kill the great monster, the chiefs let lightning return. He did not change his ways much. He is still dangerous. To this day, that is why we have lightning on Earth.



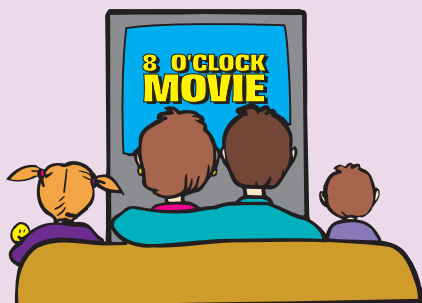
- What is the main idea? (Check one.)  
 Lightning was mean and killed many people, so the chiefs sent lightning away.  
 The chiefs sent lightning away because he was mean, but they agreed to let him return to save them from the great monster.  
 There are worse things than lightning.
- Why couldn't the people kill the great monster themselves?  
**He escaped underground before they could catch him.**
- Why did the chiefs agree to let lightning return to Earth?  
**Lightning was the only one who could kill the great monster.**

**104**



## Teaching Suggestions

### Comprehension



Comprehension involves understanding what is seen, heard, or read. To help your child with this skill, talk about a book, movie, or television program you've enjoyed together. Ask your child what it was about and if he or she liked it. If your child comprehends what he or she has seen or read, he or she should be able to recount the main events in sequential

order and retell the story in his or her own words.

By listening to what he or she says, you can tell whether the book, movie, etc. was understood. If your child does not fully understand part of it, discuss that section further. Reread the book or watch the program again, if possible.

Your child can make an advertising poster for a book or movie. Have him or her include the important events, most exciting parts, favorite part, and reasons why someone else should read or view it.

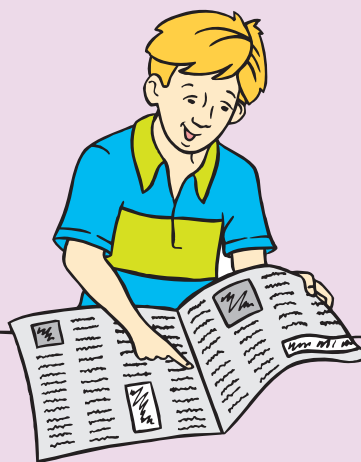
Creating a book jacket for a book he or she has read is another way for your child to show he or she has understood what was read. The jacket should include a picture depicting a main event in the story and a brief summary on the back. If the book belongs to your child, he or she could use the cover on the book.

### Main Idea

Newspapers are one of the most convenient and versatile learning tools you have around your home. Encourage your child to read parts of the newspaper every day.

You might notice a headline that looks interesting and ask your child to read the article and tell you what it is about. This helps him or her find the main idea of an article.

Look for articles of interest to your child—ones about neighborhood events, people you know, items relating to school, and special hobbies or sports of interest to your child. Sometimes, it helps to cut out articles and let your child read one article a day. It can be less intimidating to start by reading one short article than to try to read an entire newspaper.





Leave your newspaper folded in such a way that an interesting photo or headline is showing. That may help catch your child's attention and encourage him or her to read that article and others.

When an interesting story is developing in your local newspaper, encourage your child to follow it for several days to learn the latest developments. Have him or her select the main idea of the story and write it down each day. After several days, he or she will have a sequential report of the story.

Encourage your child to read editorials and write an editorial to the paper expressing his or her views.

### Following Directions

Let your child help with the cooking and baking. Not only does this give your child good experience in reading and following directions, he or she also uses many math skills to measure ingredients. Have your child look for recipes in newspapers and magazines, as



well as cookbooks. Most libraries have a large selection of cookbooks. It's a fun way to learn, and the results can be delicious.

Cooking is one of many daily activities that involves following directions. Whether it is heating a can of vegetables, cooking a frozen pizza, or making pudding, all involve following directions. Read the package directions with your child and have him or her help you.

Ask your child to take a turn preparing a meal for the family once a week. Write out the directions and be very specific. Remember, until he or she has had experience cooking, what seems obvious to you may not be obvious to your child. For example, if you tell your child to add a can of vegetables to make a casserole and don't mention that the vegetables should be drained first, you might end up with a very juicy casserole.

When you have a bicycle, toy, or other item to assemble, allow your child to help. Point to each step in the directions. Read each step together. Then, follow the steps in order. Like following package directions or a recipe, assembling an item enables your child to see that following directions is a skill used in everyday situations.

Building models and making craft projects are other ways for your child to learn to follow directions. Reading the instructions and learning to play a new board game or video game helps your child practice this skill.



## Teaching Suggestions

### Recognizing Details



It is important for your child to be able to recognize and remember details of what he or she has read and seen. After reading a book or watching a movie together, ask your child questions about details, like what the main character wore, when and where the story took place, names of minor characters, etc.

Encourage your child to be observant about details in everyday life. After walking or driving past a building or billboard, ask your child to recall as many details as possible.

Play a game to help strengthen your child's attention to detail. Gather 20 to 25 common everyday objects and set them out on a table (button, dice, pen, scissors, cup, spoon, small toys, book, paper clip, straw, spool of thread, disk, etc.). Ask your child to study the objects and see how many he or she can remember. Then, cover the objects with a towel and ask him or her to name as many as possible. Do this several times with the same items, then with a different set of items.

### Sequencing

Sequencing can be done in several ways. Words can be arranged in alphabetical order. Events can be arranged in chronological order. Steps to complete a task can be arranged in logical order. Items can be arranged by size or shape from largest to smallest.



Present a math word problem for your child to solve. Have him or her explain and write in sequence how to solve the problem.

As you are traveling, tell a story together. Begin the story. After a few sentences, have your child continue the story. Take turns until you arrive at your destination or get to the end of the story.

Find a comic strip that has three or four sections and read it with your child. Cut the sections apart and have your child put them back together.

Encourage your child to tell you about events that have occurred at school or other places where you were not present. As he or she recalls what happened, encourage him or her to recall the events in order and add details.

Have your child keep a journal. This not only helps with sequencing but is also a good way to record what is happening in his or her life for the future. Each night in the journal, have your child write in order four things that he or she did during the day. When the journal is full, put it away in a safe place and save it for your child to reread when he or she is a few years older.

### Fables and Legends

Read fables and legends from many cultures with your child. Check your library or favorite bookstore for titles. After reading several together, make up your own. Brainstorm some ideas and write them down in the form of a question: Why is the sky blue? Why do birds fly? How did a giraffe get such a long neck? Why are hummingbirds so small? Select one and make up your story together. You can write it or tape it, then read or play it back. Encourage your child to draw an illustration for your legend or fable.

### Poetry

Read poems you enjoyed as a child together with your own child. Ask your child to share his or her favorite poems with you.

Libraries carry many good anthologies of poetry, from nursery rhymes to long, narrative poems. Sample many different kinds including both rhymed and unrhymed verse. Limericks are always fun to read and write. If your child says he or she doesn't like poetry, try authors like Ogden Nash and Edward Lear.