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READING
Triumphs



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Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

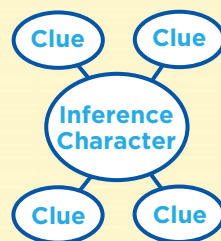
miss	tan	hop	pack
bend	ant	bell	sing
fun	tack	job	fill

Vocabulary

hint	gym	news
hunt	odd	

Comprehension

MAKE INFERENCES Sometimes an author makes a point that is not directly stated in the story. You can use clues in the text to understand what the author means.



Use an Inferences Web to figure out the author's meaning.

Read

Look for clues in the text and make inferences.

The Missing Bag

Rick must pack his pants, top, and bat to play ball. But he has lost his **gym** bag. Rick has to **hunt** for it.

Rick digs in his closet. There is no gym bag. Rick looks under his bed. There is no bag. This is **odd**! Where can it be?

Rick runs to ask his mom if she has a **hint**. Mom smiles. She has good **news** for Rick. She has his bag!

Fill in the **Inferences Web** for “The Missing Bag.” Use the web to summarize the passage.



Miss Tan's Hints

by Heather Andrews

illustrated by K. Michael Crawford



The First Task

At ten, the kids went to Miss Tan's class. Miss Tan was not in. Miss Tan had left an **odd** note.

Class Task

This is work, but it is fun.

Get set and learn!

*Find **hint** number one!*

Hint

*Drums tap and bells ring.
Where does Miss Beck sing?*

“Miss Beck sings in the band room!”
yelled Max. “Run!”



Jon got the next hint.



Hint

*Rocks and sand,
bugs and ants.
Can you find
a class on plants?*

“It is the science room!” yelled Lin.
“Run!”

Rob got the next hint.

Hint

*Look for a cup of jam
and a hot bun.*

*This job is a mess,
but it is fun!*

“It is about Miss Land!” yelled Ann. “She cooks us food! Run!”



The Last Hint

A hint sat next to a big pot.



Hint

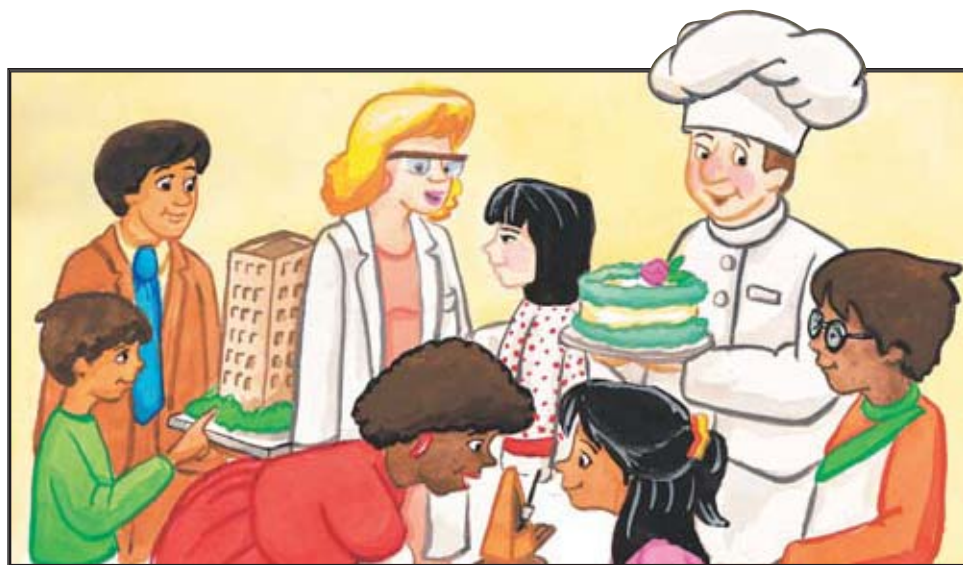
*Jump, hop, run, and bend.
You are almost at the end!*

“I bet Miss Tan is in the **gym!**” yelled Sam. “Run!”

The kids ran into the gym and met Miss Tan.

Tim Mack, with his bat and cap, was there. So was a man from the TV news desk, and a dancer in pink.





A man in a big hat held a cake.
It looked good.

“This is a job **hunt!**” said the man.

“A job hunt?” asked Lin.



“I left hints about lots of jobs,” said Miss Tan. “I sent you on a job hunt. Hints helped you think of jobs we can do. Pick a person and ask about a job.”



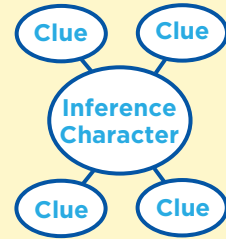
“I want to help the sick, like Mom can,” said Dan.

“Great! And here’s a last hint,” said Miss Tan. “Always hand in your best work. If you work hard and do not quit, you can get a job you want! It is a fact!”

Comprehension Check

Summarize

Read “Miss Tan’s Hints” again.
Look at the Inferences Web.
Then summarize the story.



Think About It

1. What did Miss Tan leave for the class?
2. Who sings in the band room?
3. Who was in the gym with Miss Tan?
4. Why did Miss Tan send her students on a job hunt?



Write About It

Think about the jobs that interest you the most. Write down one job and describe how it matches your skills.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

flat	trip	slip	grand
drink	stem	trunk	stamp
crop	spin	drop	plant

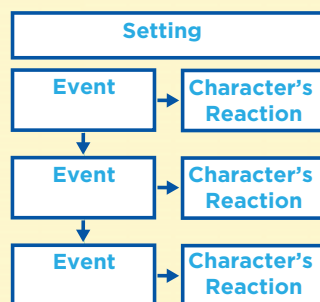
Vocabulary

practice	project	ideas
perform	lesson	

Comprehension

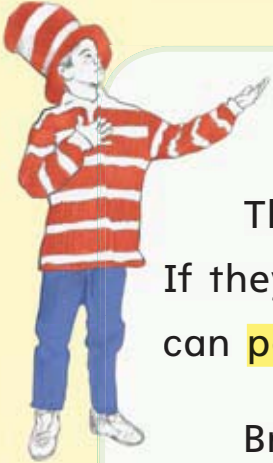
CHARACTER, SETTING,

PLOT Knowing the setting can help you figure out why events occur and why characters act the way they do. A Story Flowchart can help you understand the story.



Read

Identify the characters, setting, and plot.



Band Practice

The jazz band wished to take a trip. If they help get money for the trip, they can **perform** at a big concert out west.

Brett has an **idea** for a **project** for the band. He will write a skit. His plan is to dress up and put on the act in town. Then the band can ask people for money for the trip west.

Brett and the band will **practice**. The band will learn a **lesson** about working together!

Fill in the **Story Flowchart** for “Band Practice.” Use the chart to summarize the passage.

Dot's Lesson

by Pearl Roy

illustrated by Cynthia McGrellis

Pat and Ken

I sat next to Pat and Ken. Mr. Mack had just asked us to work on a class **project**. But I did not want to. I worked well alone. Pat and Ken just had fun in class. I did not act up in class.





Mr. Mack let us pick a project. We had ten days to do it.

“Let’s do it on frogs!” yelled Ken.

“No, trucks!” yelled Pat.

I did not want to do it on frogs or trucks. It had to teach a **lesson**. “Will you help list **ideas**?” I asked.



Mr. Mack went and helped the rest of the class. They got on task but not us.

Ken and Pat just sat and chatted. Ken tapped Pat on the back. Pat blinked his eyes at Ken. If I asked them to help list ideas, they clapped their hands over their ears and hummed. I got mad.

“Stop!” I yelled. “Let’s get to work!”

They stopped and went to the rug.

“I can act!” said Ken. He grabbed a hat and a sock puppet. Then he performed a skit. His act was a blast!





Mr. Mack clapped at the end of Ken's act. "I have an idea, Dot! Ken has a gift. He can **perform**. You and Pat can help with the skit."

Pat grabbed a pen. "I will write the skit. I can add a lesson to it."

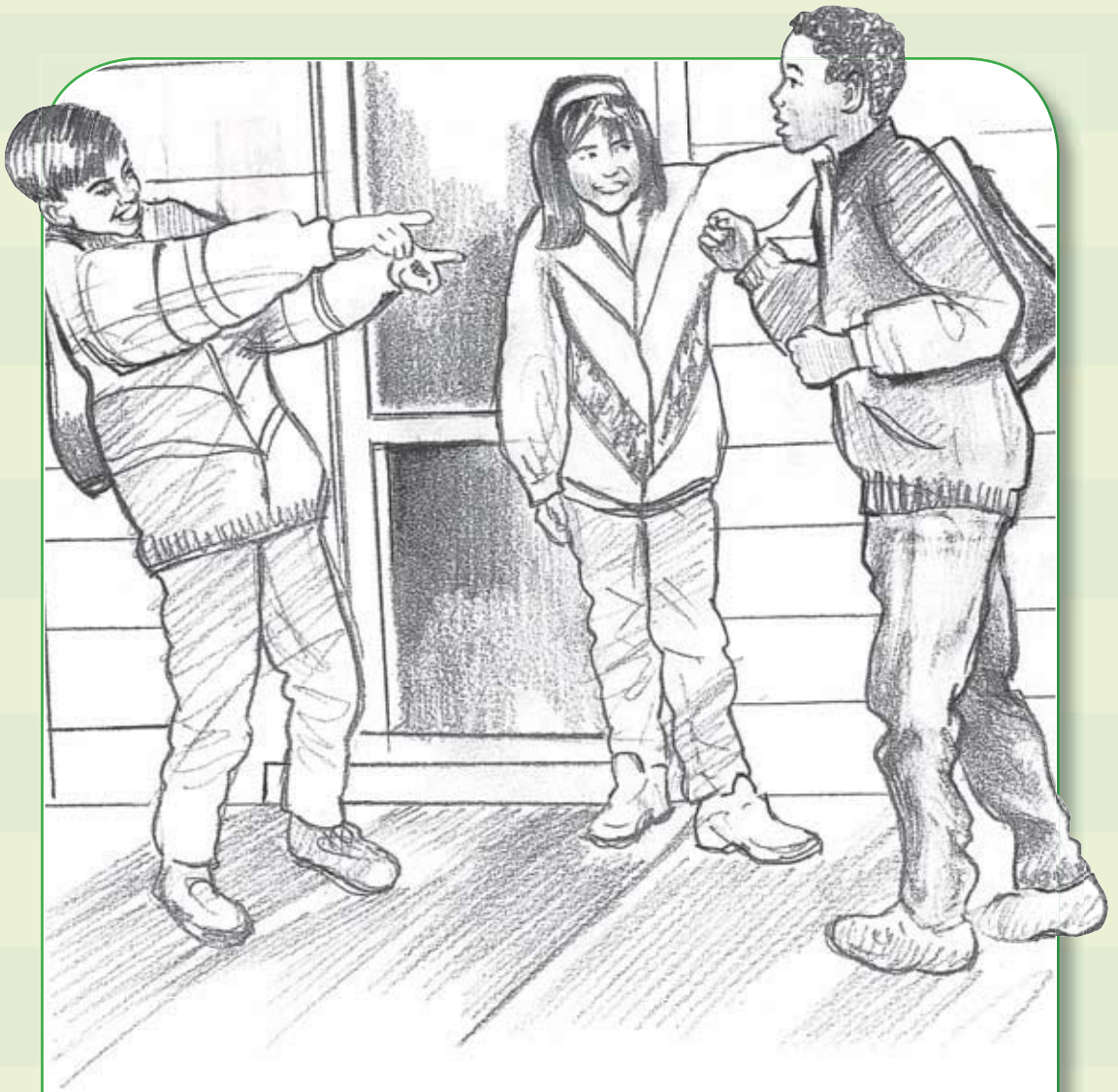
"Can I sing?" I asked. "Singing is fun!"

“Yes!” said Mr. Mack. “Can you perform it for the kids in Miss Pam’s class?”

“Good idea!” I yelled.

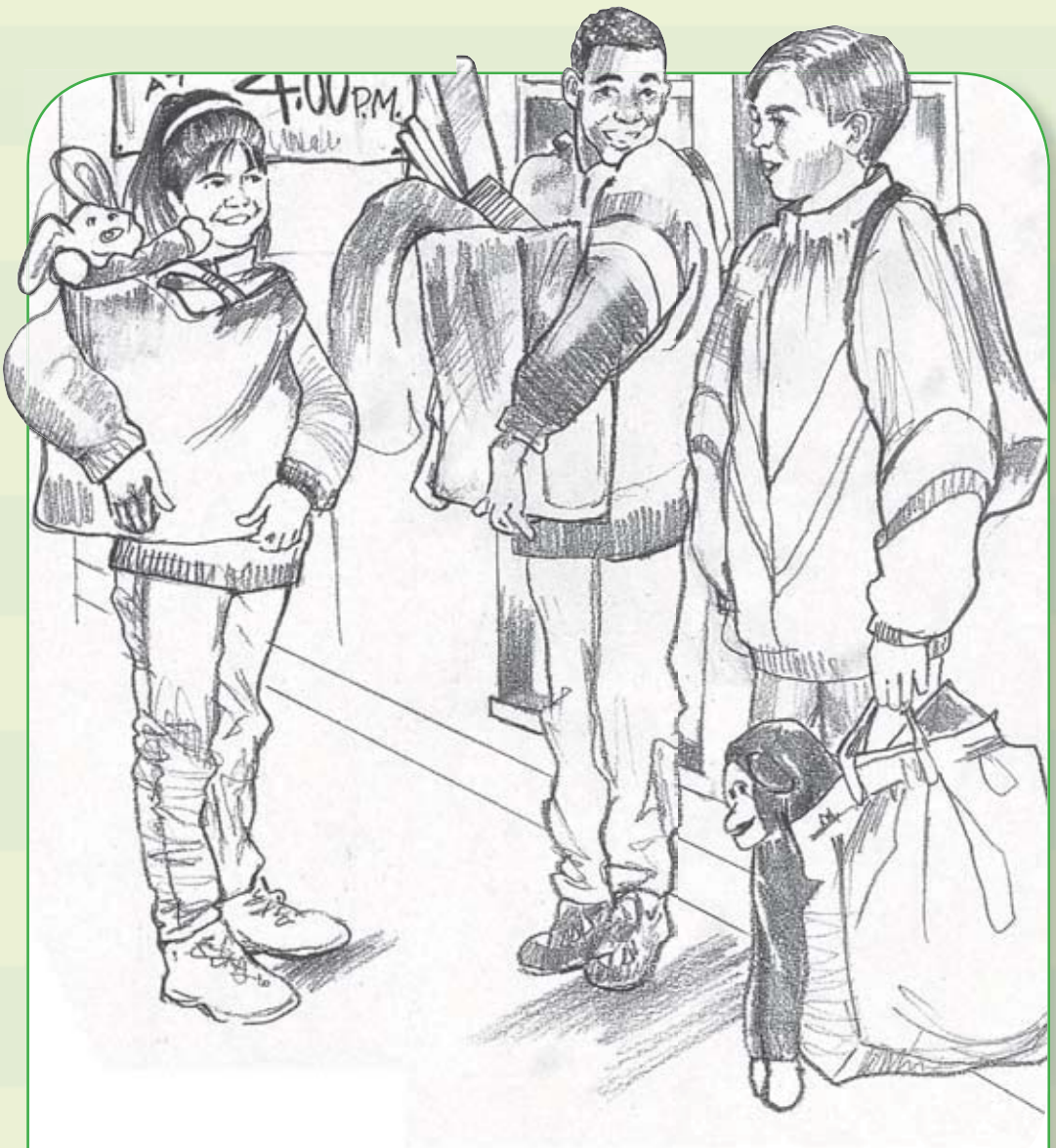
Pat, Ken, and I had to plan and **practice** the skit. Ken practiced acting. Pat and I jotted ideas on a pad. The bell rang at the end of class.





A Winning Project

Ken, Pat, and I got on a bus. It went to my stop. Ken practiced his act, and Pat wrote a draft of the skit. I practiced singing to Mom. It was a hit!



We met every day to practice the skit. Ken, Pat, and I brought bags of props. The props helped us tell the plot.

“I bet we will have the best project in the class,” I said.

At last, Ken, Pat, and I performed our skit. It was our best act yet. Mr. Mack nodded, and the kids clapped.

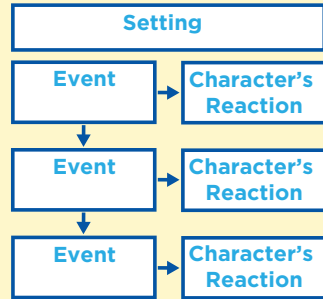
I was glad to work with Ken and Pat. We had different ideas, but, in the end, we put together a winning project.



Comprehension Check

Summarize

Read "Dot's Lesson" again. Look at the Story Flowchart. Use it to help you summarize the story.



Think About It

1. How many days did Dot, Pat, and Ken have to do the project?
2. What did Pat and Ken do when Dot asked them to help list ideas?
3. How does Mr. Mack help Dot, Pat, and Ken with their project?
4. What lesson does Dot learn in the story?



Write About It

Dot learned an important lesson in the story. Why is it important for people to work together?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

path	whip	trash	with
this	when	dusk	camp
graph	fish	things	nest

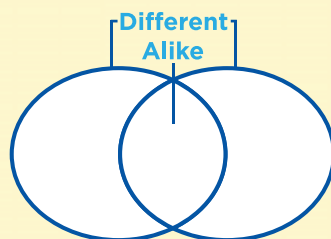
Vocabulary

national	trek	protected
different	canyons	

Comprehension

COMPARE AND CONTRAST

Comparing is telling how things or people are alike. Contrasting is telling how they are different.



A Venn Diagram shows what is alike and what is different.

Read

Compare and contrast national parks.

National Parks

A **national** park is **protected** land for animals and plants. You can camp if you wish. It is fun to swim and fish in water!

There are **different** kinds of parks. Some are dry, but others are wet. Big Bend National Park is a hot desert. You will need a hat. You can **trek** into its **canyons**.

Unlike Big Bend, Olympic National Park has mountains with ice caps. It snows and rains a lot. The air can be thick with fog!

Fill in a **Venn Diagram** about Big Bend National Park and Olympic National Park. Use the diagram to retell the passage.





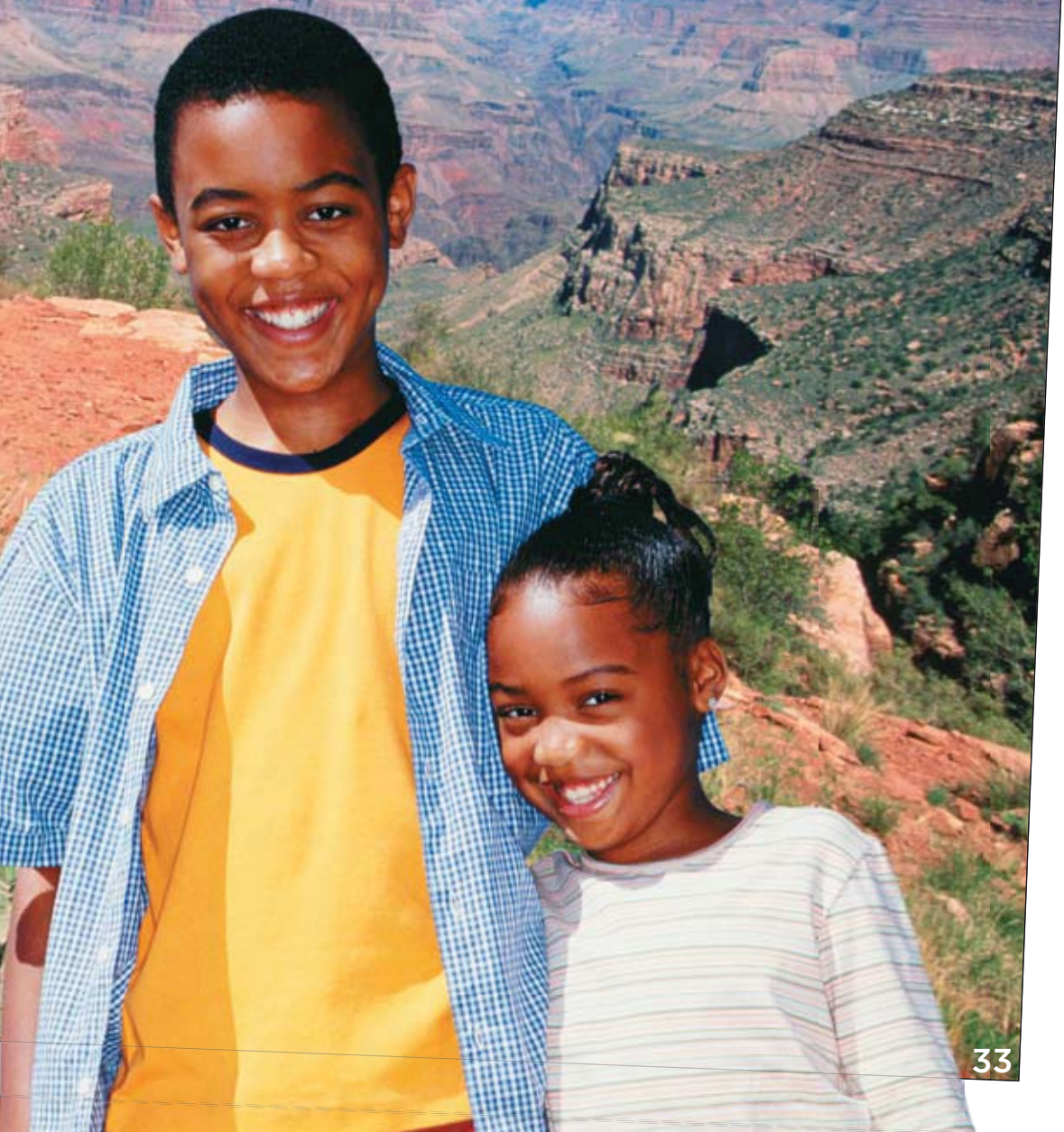
PHIL PLANS A TRIP

by Rhonda Ray

NATIONAL PARKS

Trish is helping Phil plan a trip. Phil likes plants and animals. Let's help them hunt for a spot. Phil could visit a **national** park! A park is **protected** land. But each park is **different**.

Phil can visit parks in the west with big **canyons**. Cactus plants grow in hot sand. Pack rats run fast to nests. Phil will see these things if he **treks** West.

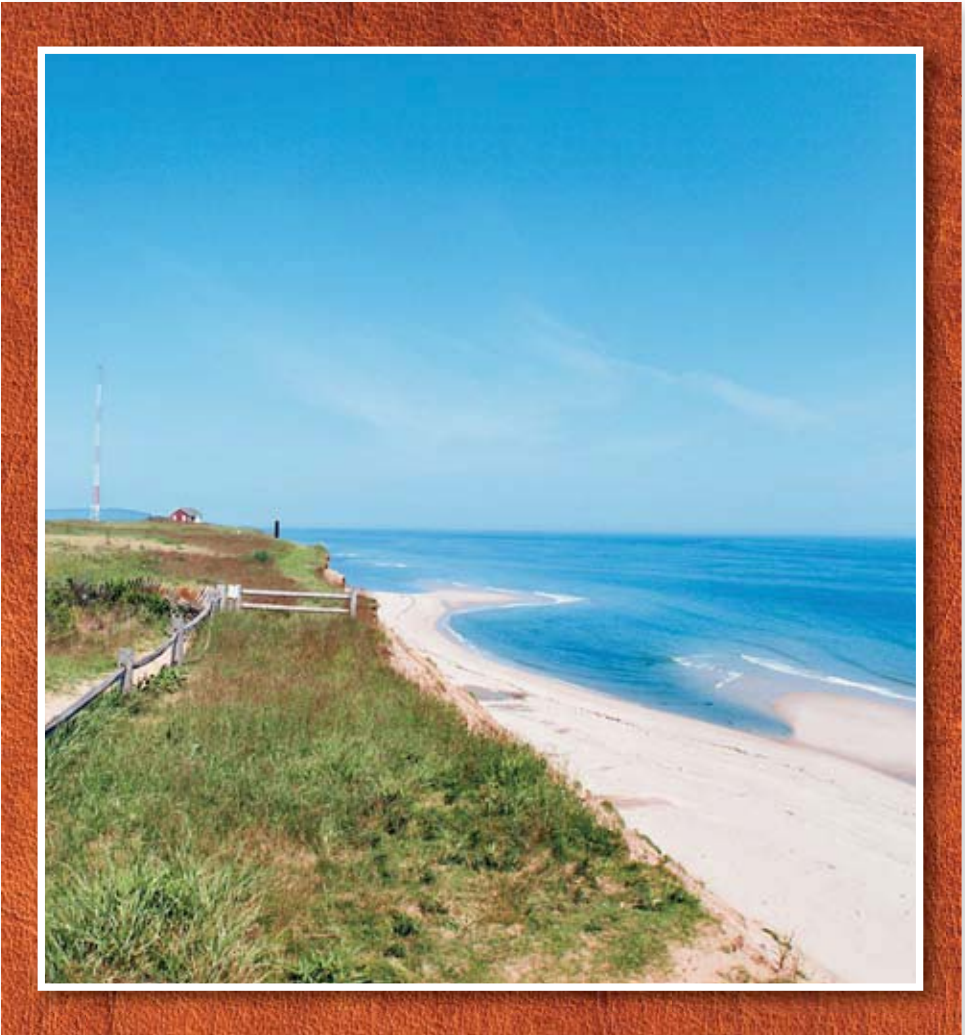


On the other hand, Phil can visit parks with ponds. Phil can see frogs jump in the mud. Phil can swim if it gets hot. He can take a raft out and spot duck nests with eggs. Then Phil can camp on the grass.



[Grand Teton National Park, Wyoming](#)





A beach on Cape Cod

A park with water and sand is a beach. Phil can swim at a beach just as he can swim at a park with a pond. He can also fish and rest in the sun. Then he can dig in wet sand for shells. It is fun to dig in wet sand!

PACKING FOR THIS TRIP

When Phil picks a park, he must pack. He will bring a lot of things on his trip. Let's help Phil pack for this big trip!



Send a postcard from a park.

Parks can be hot or cold. Phil may wish to jog, camp, or swim. It is best to bring a hat, socks, pants, and tops for this trip. Phil can pack his things in a backpack.

Be prepared for all kinds of weather when you pack.

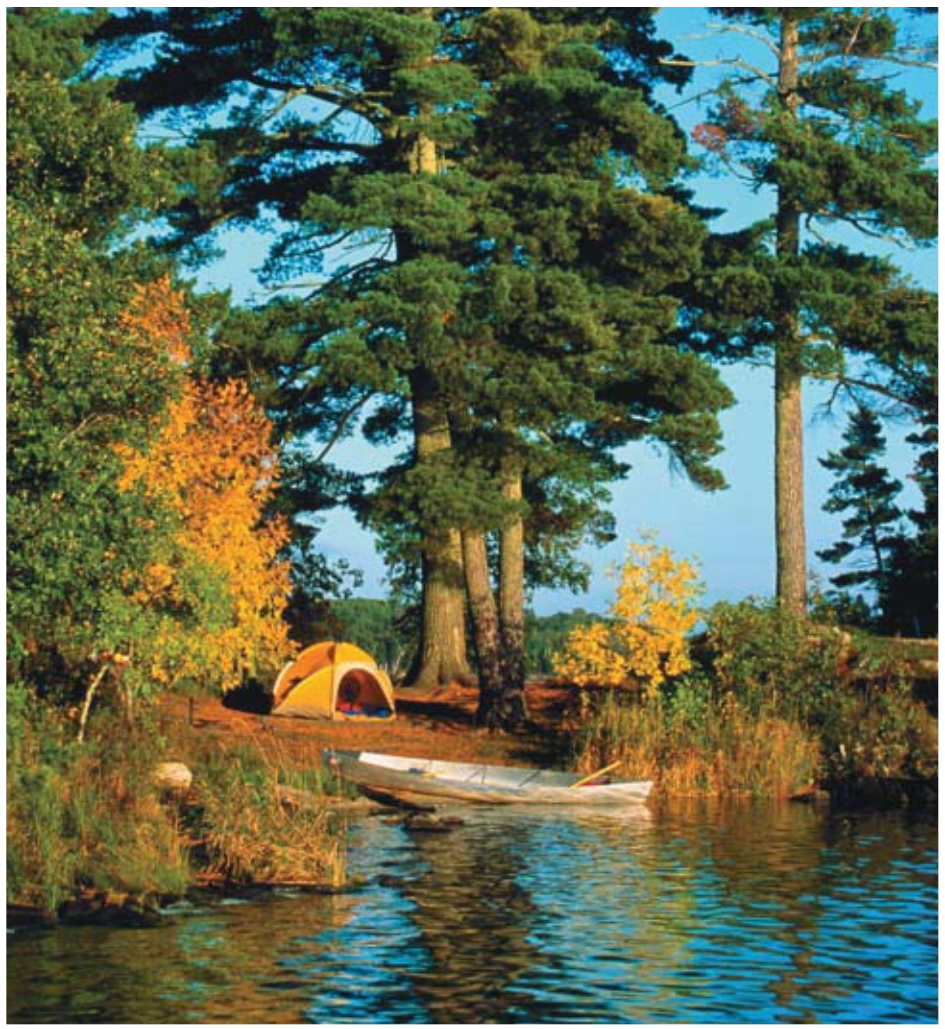




It is always good to pack a first-aid kit for a camping trip.

What else can Phil pack for this trip? Phil can pack spray to stop bugs. He can bring a tent. He can also pack sun block, a clock, and a lamp.

At a park, Phil will pick a spot to camp. He can camp in a van or in a tent. He can unpack and hang up his bag. It will help keep his things from getting wet.



A lake in Minnesota

Parks can be fun to visit. Phil can plan lots of trips. You can plan trips, too!

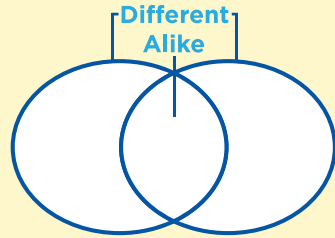


A park sign in Alaska

Comprehension Check

Summarize

Read "Phil Plans a Trip" again. Look at the Venn Diagram. Then summarize the selection.



Think About It

1. What is a park?
2. What can Phil use to pack his things?
3. What can Phil do at a beach that he can also do at a park with a pond?
4. Why does Phil need to know that each park is different?



Write About It

What can people do to take care of our national parks? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

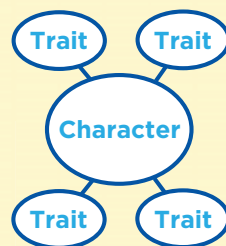
path	ship	ride	white
this	brave	plane	prize
shade	state	nine	theme

Vocabulary

vanished	pit	chamber
relate	bases	

Comprehension

CHARACTER Stories are about people, or characters. Understanding characters can help you better understand a story.



A Character Web helps you figure out a character's traits, or personality.

Read

Identify the character and character traits.

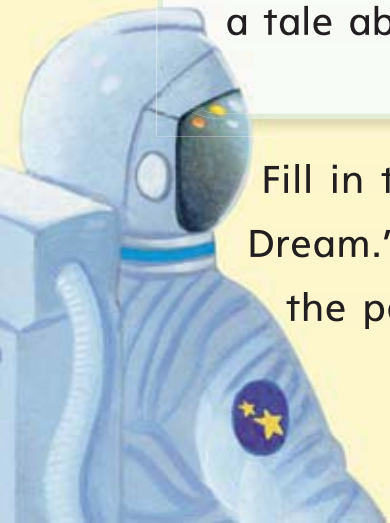
Pete's Dream

Pete likes the moon. His mom let him camp in a tent out back. Pete **vanished** one night at dusk. His mom spotted him looking at the moon.

Pete got a prize for a tale contest. He had to **relate** his space ideas. Pete made up the best tale. His prize was a trip to Space Camp.

Pete plans to ride up to space when he gets big. He will live on a moon **base**. He will have his own **chamber**. He plans to write a tale about an odd **pit**.

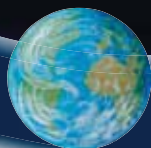
Fill in the **Character Web** for "Pete's Dream." Then use it to help you summarize the passage.





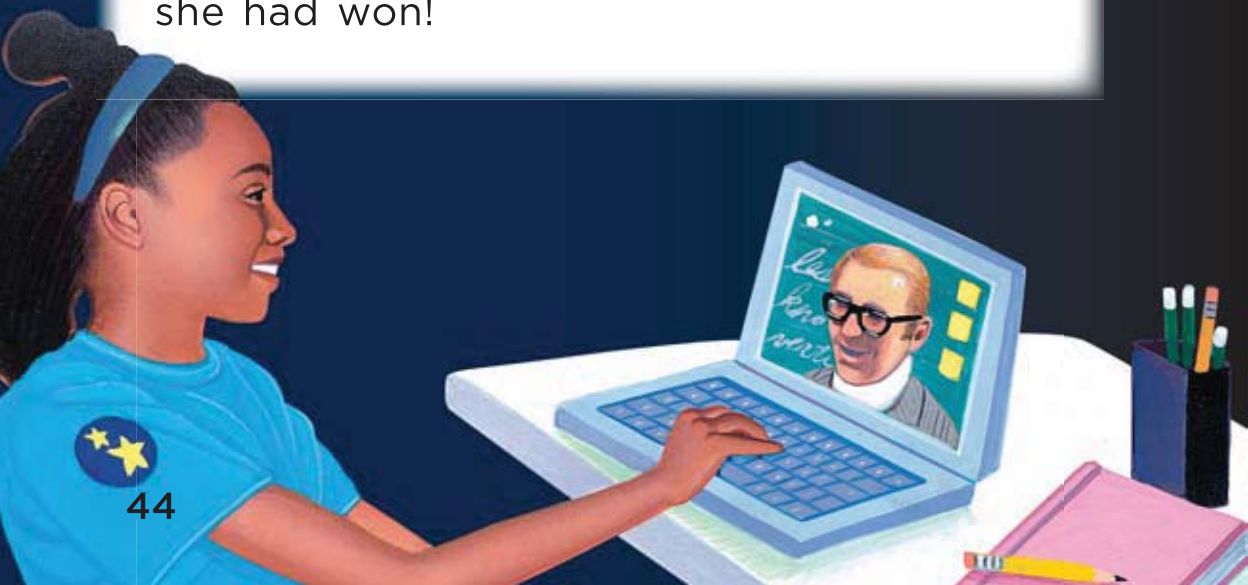
Kate in Space

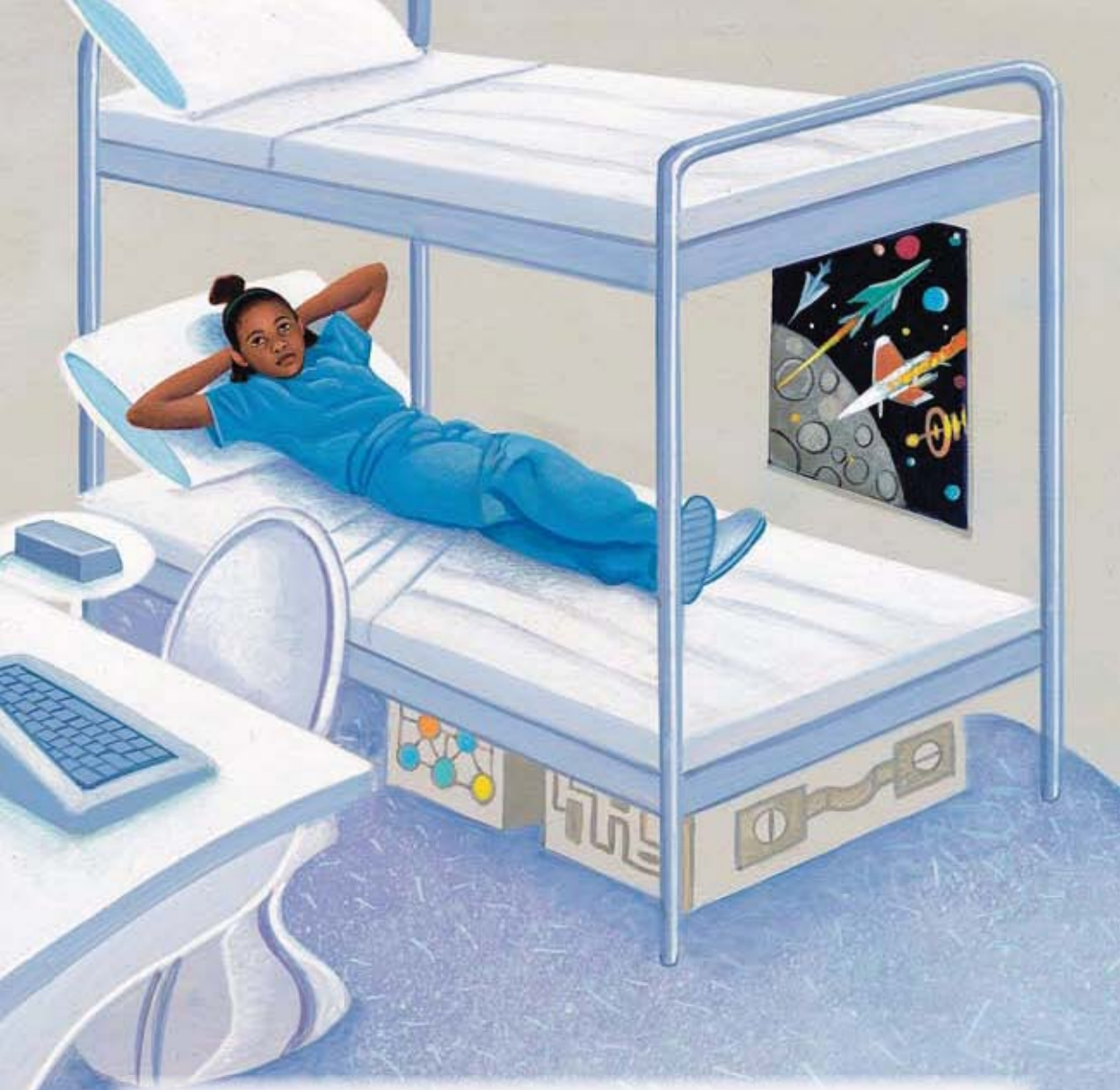
by Joan Smith
illustrated by Tom Leonard



Take a Trip to The Moon

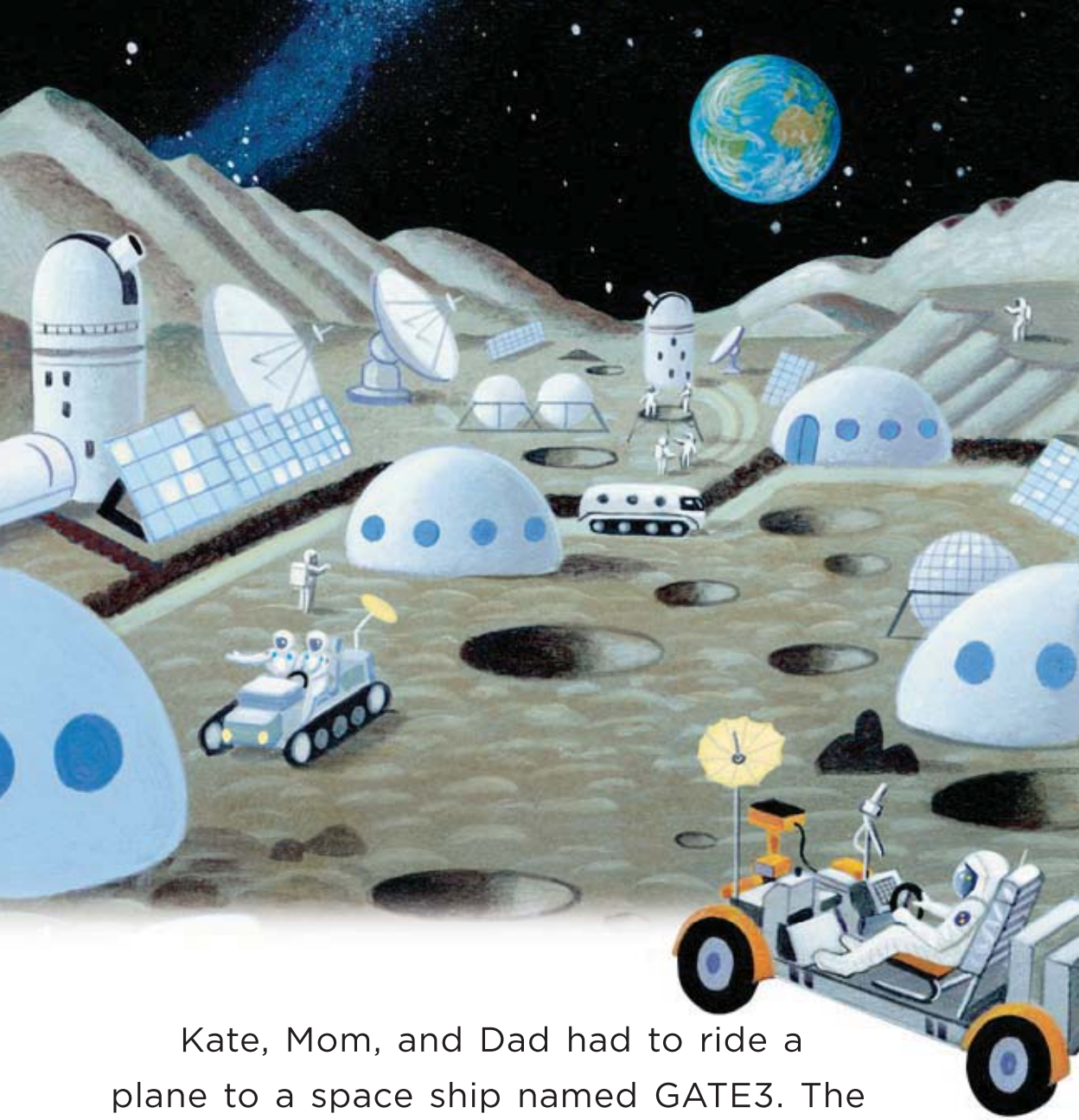
Kate sent in a page to the national Space Ride Contest. Kate filled her page with facts about her life. These facts tracked Kate's love of space. Pete Chase, of Space Ride, called Kate to tell her that she had won!





Kate's prize was a trip to the moon!
Take-off was at ten!

Kate felt brave for taking a ride in space.
Kate did not stop thinking about this trip.
What did Earth look like from space? Kate
could not wait!



Kate, Mom, and Dad had to ride a plane to a space ship named GATE3. The trip took a long time.

GATE3 landed at dusk. The moon had lots of rocks, hills, and canyons. Kate saw a lot of white huts. These white huts were space **bases**.

Kate, Mom, and Dad wanted to rest when they got to Space Base Nine. Kate unpacked her bag. Mom, Dad, and Kate were shocked that the food tasted fresh. They filled their plates and ate and ate. They went to bed quite late.





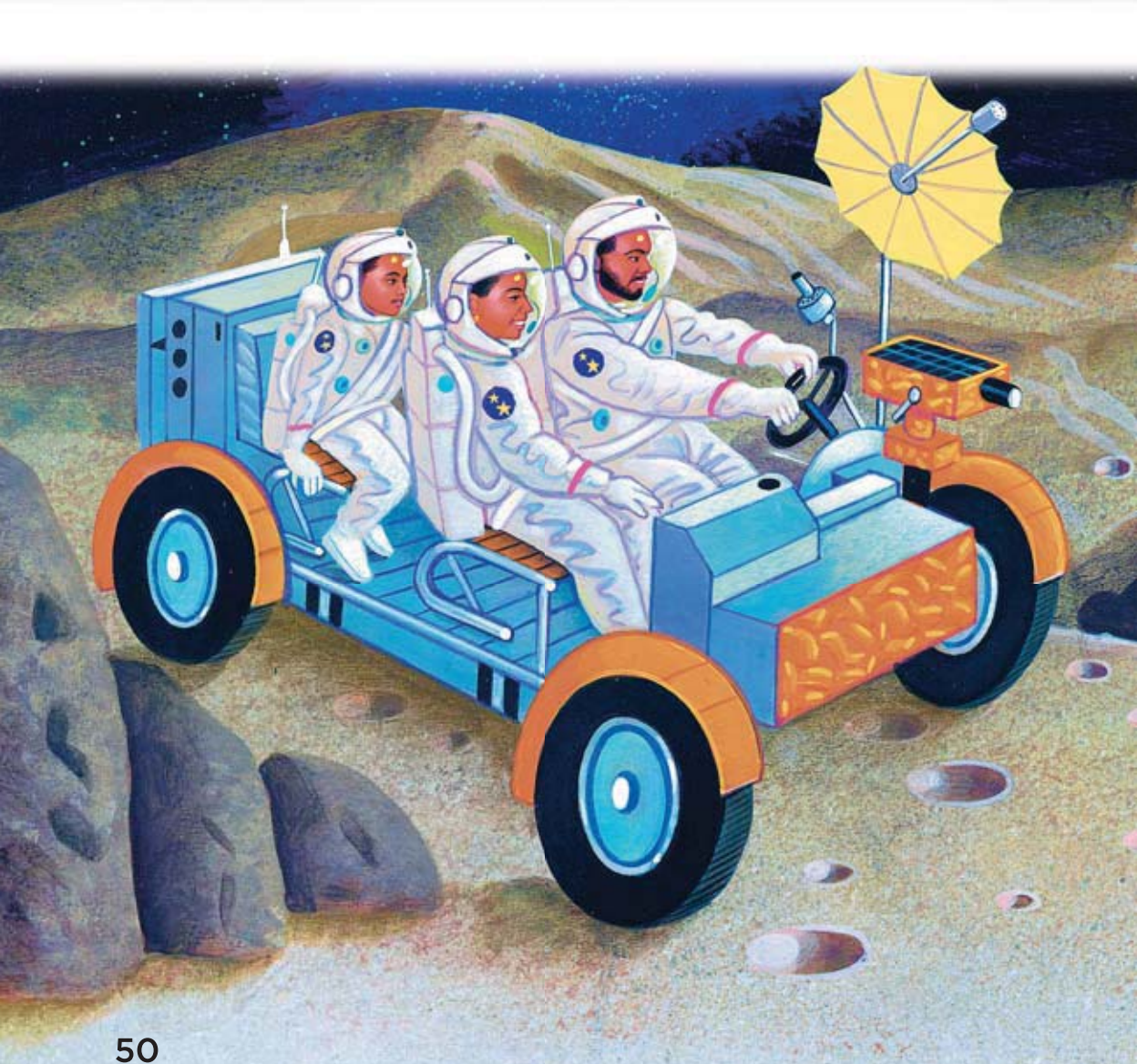
The next day, Kate, Mom, and Dad put on space tops and pants. The tops and pants kept them safe from cold shade and hot sun.



Lost in Space

When they left Space Base Nine, Kate, Mom, and Dad did not just step out. Mom had to unlock the glass door. It went into a **chamber**. Dad flipped a big lock to trap air in Space Base Nine. Then it was safe to get out.

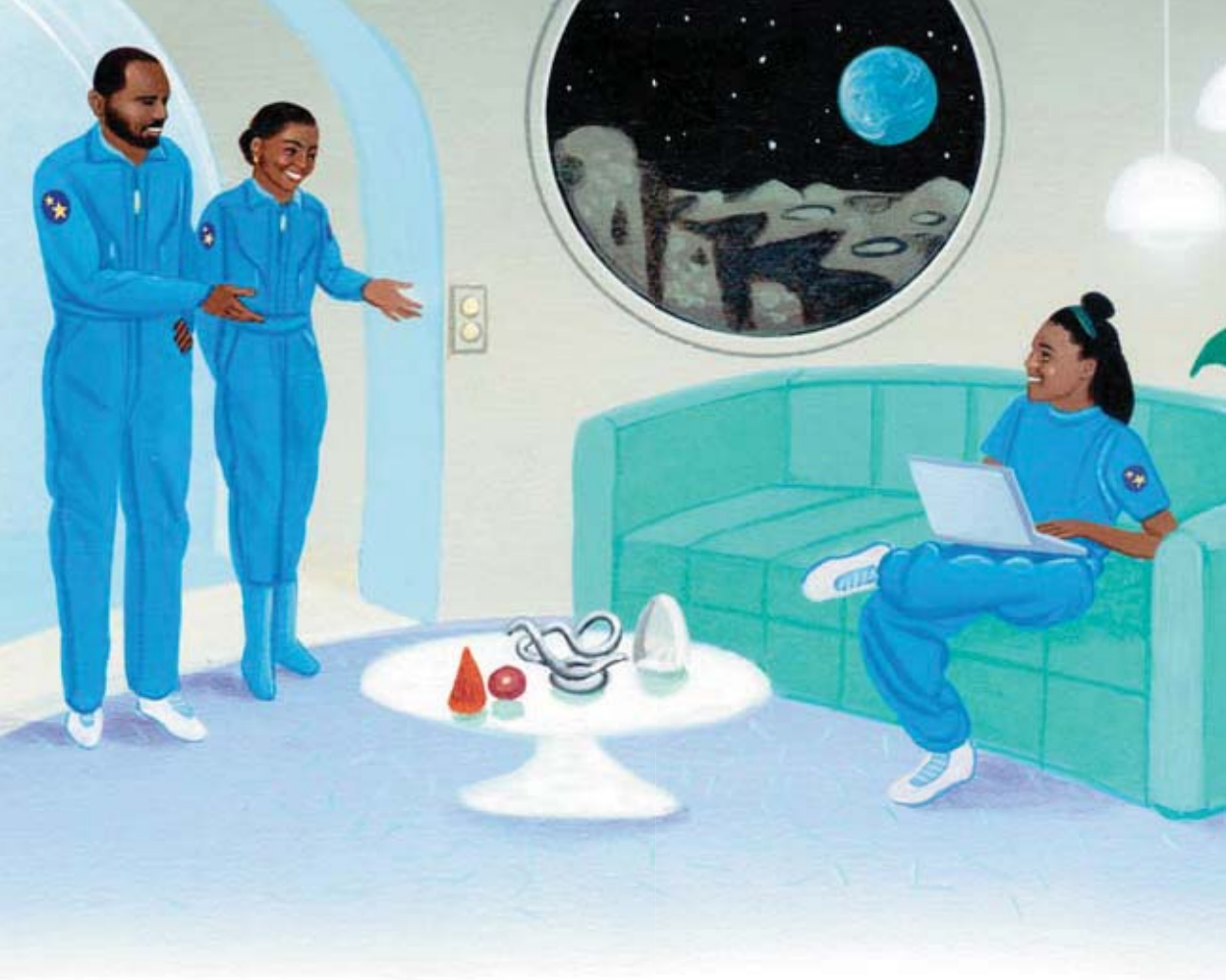
Mom, Dad, and Kate had a ride in a space truck. Kate wanted to hunt for space rocks. She heard that this side of the moon had shining rocks. Kate spotted a pile of rocks. Kate jumped out of the truck and ran to grab a rock.





Then Kate **vanished!** Mom and Dad did not stop to think. They ran to find Kate.

Mom and Dad saw a lamp shining from a **pit**. Kate had slipped and fallen in! Mom and Dad helped Kate get back out.

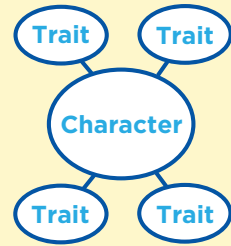


Mom and Dad felt glad that Kate was safe. Back at the base, Mom said that Kate must not run off on her own. Kate said that was a wise plan. But Kate could not wait to **relate** this tale to her pals back on Earth!

Comprehension Check

Summarize

Read "Kate in Space" again.
Look at the Character Web.
Then summarize the story.



Think About It

1. What did Kate win?
2. How did Kate feel about taking a ride into space?
3. What did Mom and Dad do after Kate vanished?
4. What word describes one of Kate's character traits? Why?



Write About It

Do you think it might be wise for people to live on the moon someday? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

pole	huge	wake	home
drove	tune	bone	whales
dove	ride	stole	hope

Vocabulary

peered	pride	role
fins	locate	

Comprehension

SEQUENCE Sequence is the order in which events in a story take place. Understanding sequence helps you understand the story.

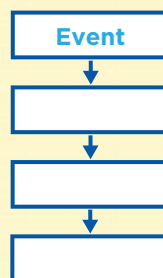


Figure out the most important events in sequence. Use your Sequence Chart to help you.

Read

Look for the sequence of events.

June Hopes for Whales

Before June went swimming, she **peered** into the waves. She hoped to **locate** whales. Mom and Dad watched with **pride** as June swam. They felt that they had played a **role** in June's skill as a swimmer.

Later, Dad rubbed his toes in the wet sand. Mom swam on her back when it got too hot. Finally, Mom and Dad came back to sit in the sun.

Just then, June saw a whale. It had big **fins**. June waved to the whale and yelled, "Hello!" It made her day!

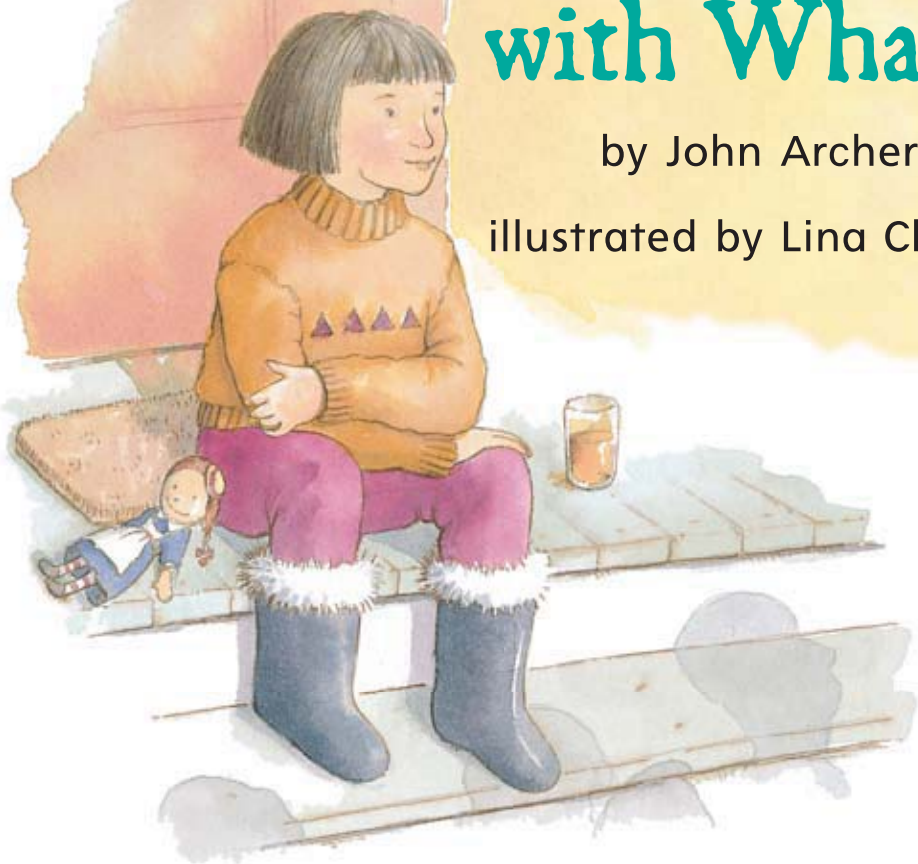


Fill in the **Sequence Chart** for "June Hopes for Whales." Then use it to summarize the passage.

At Home with Whales

by John Archer

illustrated by Lina Chesak



June on the Job

June woke up at six. She sat at the side of her home and faced the sea. June liked the waves.

June's dad led whale trips. He took people out to see whales. June helped him.

June went in to wake Dad up.

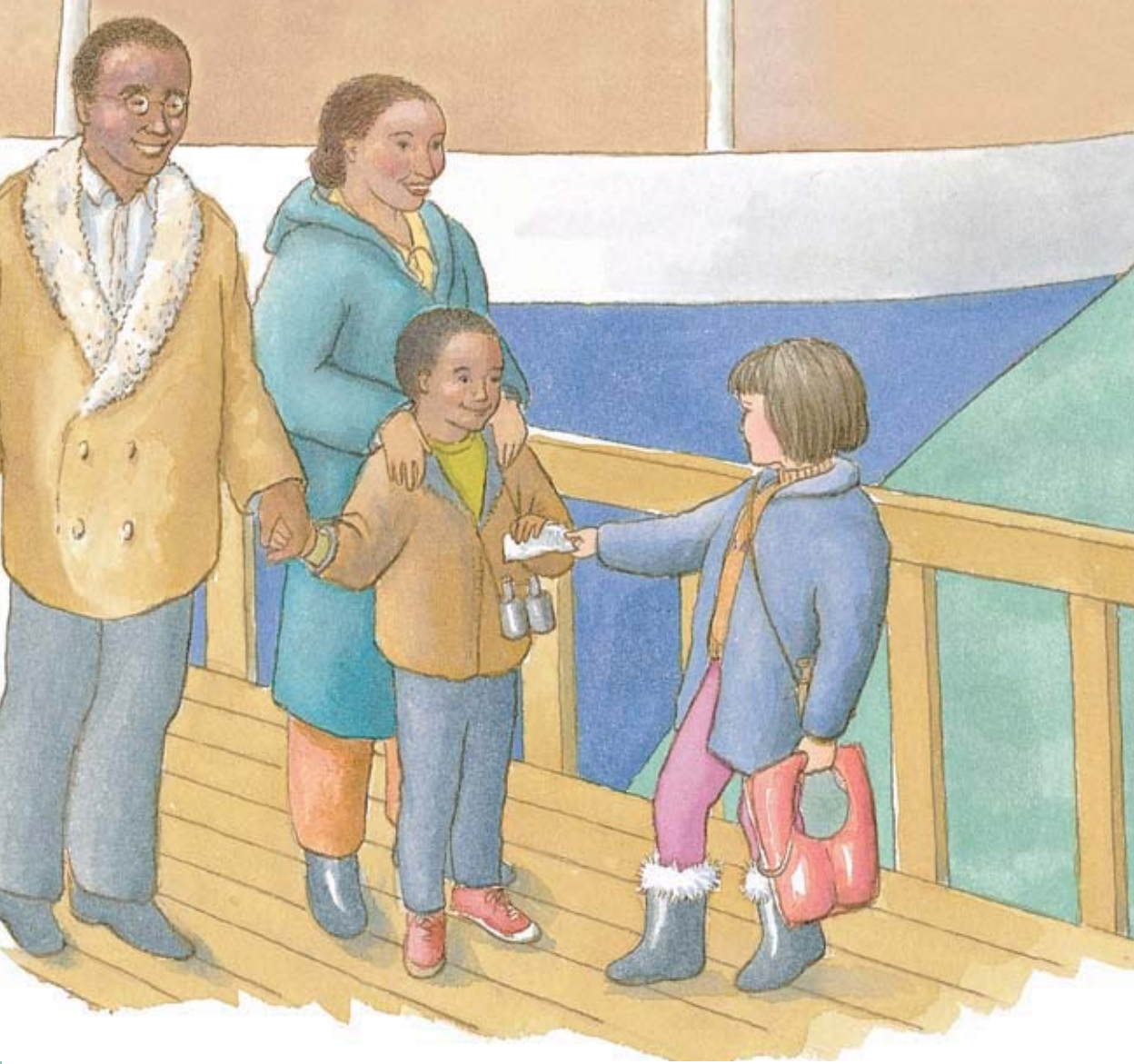
“We must get to the boat, June,” Dad said. “People like to get spots to stand. Don’t forget to grab some ham and eggs. You have a big **role** today!”

“I did not think I had time to eat!” smiled June.



After eating, June's dad led the quick trek to the dock. It was overflowing with people. Some hoped to see birds and sea life. But most hoped to see humpback whales!





Before the boat left the dock, June gave out life vests and maps.

Cole, his dad, and his stepmom came on this trip. Cole gave June a wide smile.

“It is time to set off on our five-mile ride!” June said with **pride**.

Cole and the Whales

June's boat was a mile out to sea.

"Will we see a whale?" Cole asked June.

"I hope we see humpback whales," said June. "Dad can **locate** them. One time I saw nine!"





“Your dad must be wise about humpback whales,” Cole said.

Just then, June saw **fins** rise up from the water. “Look at the whales!”

Cole and June watched the whales wave their huge fins. Cole had quite a tale to relate when he got home.

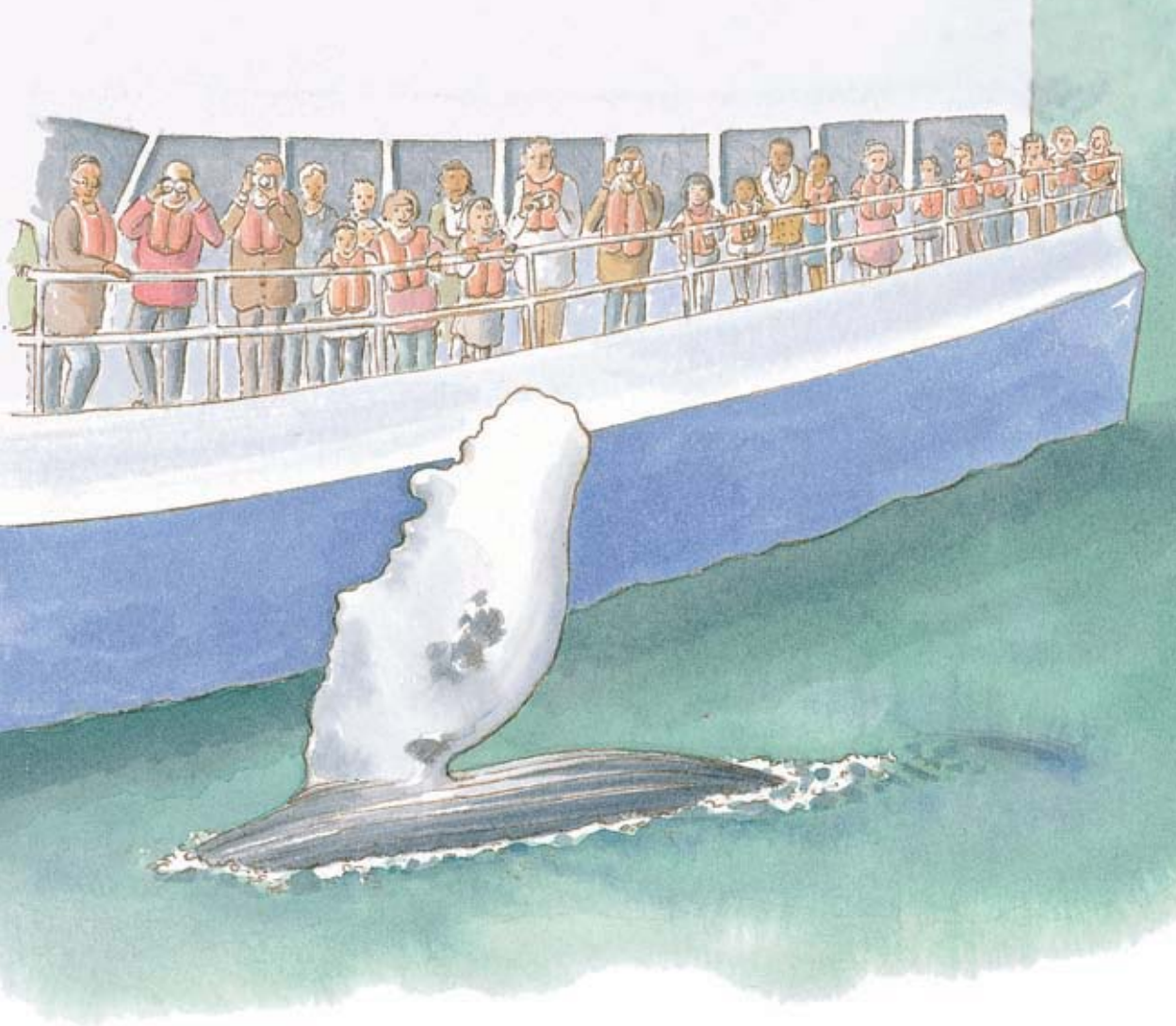
“Listen!” yelled June.

Cole **peered** at the water. He then heard a crashing sound as the whales smacked the water with their fins.

“Dad says whales talk like that,” June said.

“I like these whales!” Cole said.





Next, a whale swam up next to the boat. It was about 40 feet long. It swam on its side and waved its fin. The people smiled and clapped.

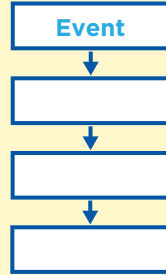


Later on, two whales jumped up and then dove back in at the same time. Then the whales chased each other. It was fun to see humpback whales jumping and playing! The humpback whales gave Cole and June the trip of a lifetime, then vanished.

Comprehension Check

Summarize

Read "At Home with Whales" again. Look at the Sequence Chart. Then summarize the story.



Think About It

1. What kind of trips did June's dad lead?
2. What did June give out with the life vests?
3. What were people hoping to see on the trip?
4. Why might Cole and June call this the "trip of the lifetime"?



Write About It

June's dad's ship was very full. Why do you think so many people are interested in watching wildlife? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

play	tone	basic	home
gray	train	clay	game
snail	stayed	rule	plain

Vocabulary

rude	fame	spite
secured	arranged	

Comprehension

AUTHOR'S PURPOSE Authors

write for three reasons:

to entertain, inform, or

persuade. They may write

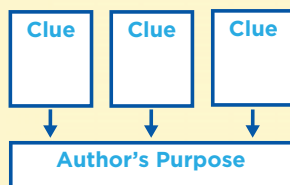
to make you happy or sad (to entertain),

to give you facts (to inform), or to make

you believe something (to persuade).

Use your Author's Purpose Map to find

clues to the author's purpose.



Read

Look for the author's purpose.

Play Ball

Baseball is a game that is **arranged** for two teams. Teams take turns hitting the ball.

When players get hits, they run around the bases. If a player gets to home plate, the team has **secured** a run.

If players win many games, they may also find **fame**! Sometimes losing teams can be **rude**. In **spite** of that, both teams always hope for the best game.



Fill in the **Author's Purpose Map** for "Play Ball." Use the map to summarize the passage.

Gail at the Game

by Madison Jones

illustrated by Dom Lee

When I was nine, Dad went away.
A lot of men did. It was 1942, and there
was a big war.

Mom and I stayed at home. I sent
notes to Dad. I liked to tell him about
classes and about our gray
cat, Snail.



Playing Baseball

A lot of what I sent Dad was about baseball. Dad had helped train me when he was at home.

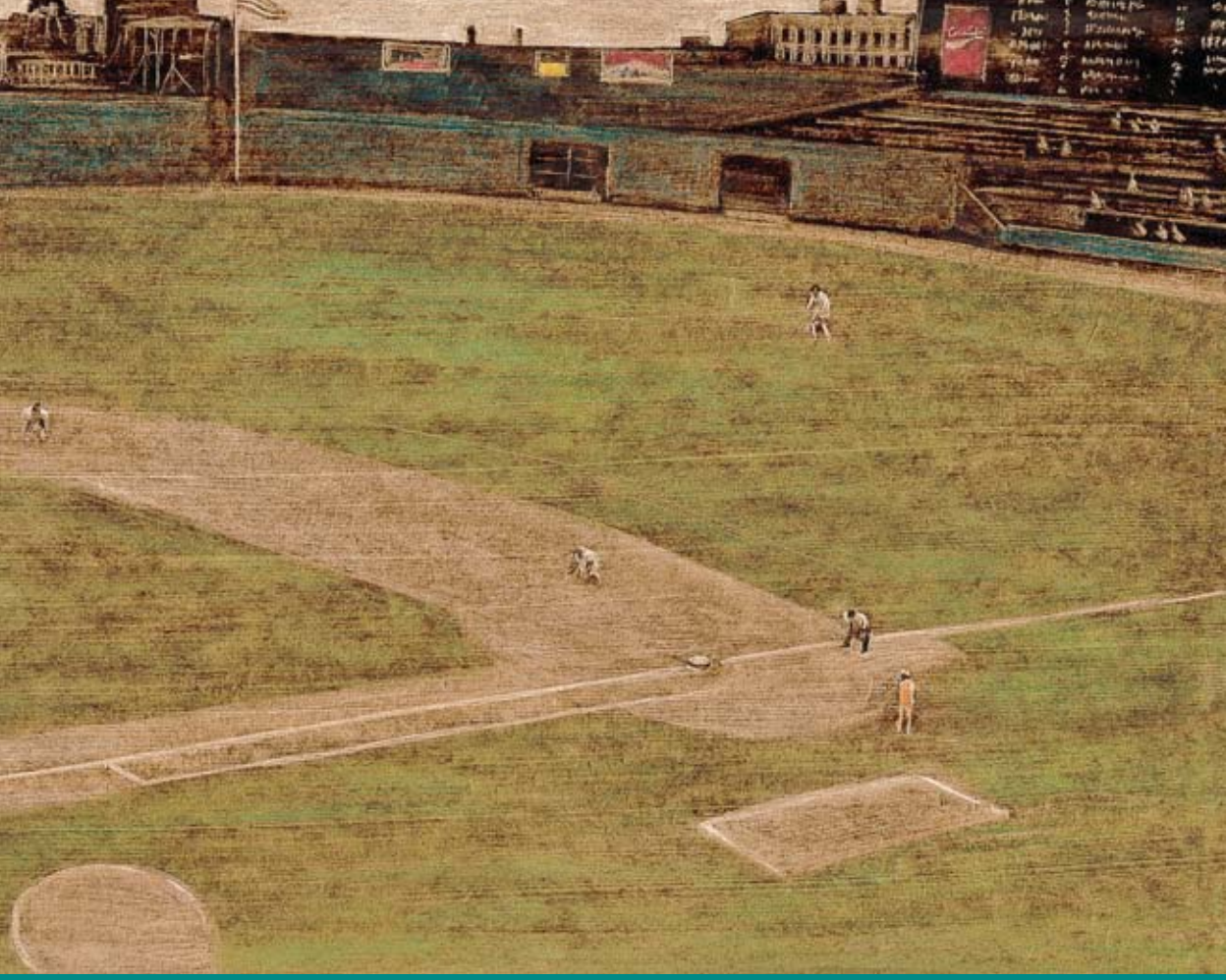
The boys in my class were **rude**. Ray and Duke said, “Gail, girls cannot play baseball! Get lost!” But I still played at home until Dad left.



Then Mom and I went on a trip to a big park. It had a field with grass. I did not believe it.

“This is a baseball game,” I said. “But there are no men left to play!”

“Take a close look at the players,” said Mom.

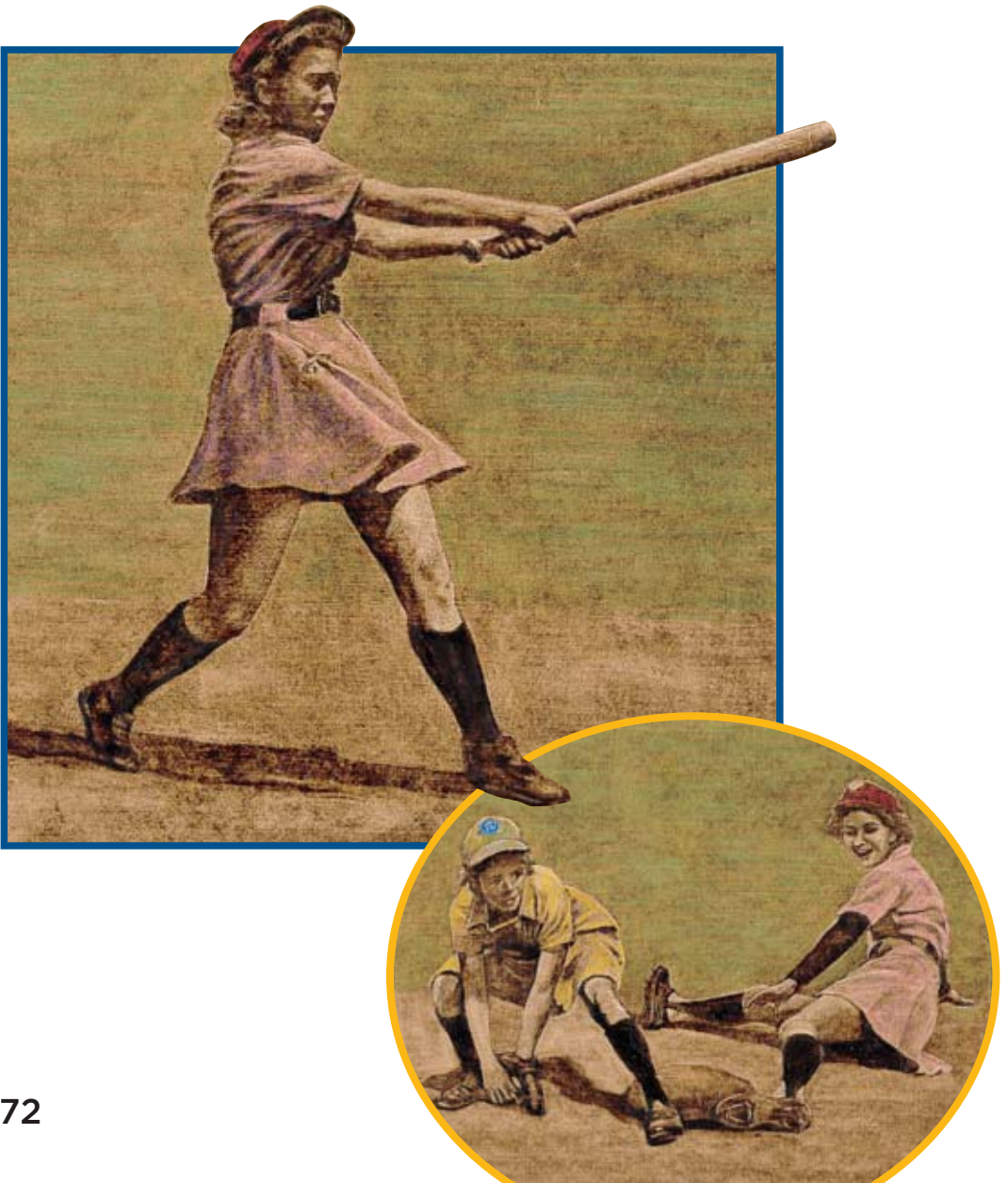


I peered at the field and had a shock!
They had long hair and dresses! Then Mom
explained things.

When war came, male players went away
just as Dad had. But people still wished to
see games. Women wished to play. A man
arranged games with just women.

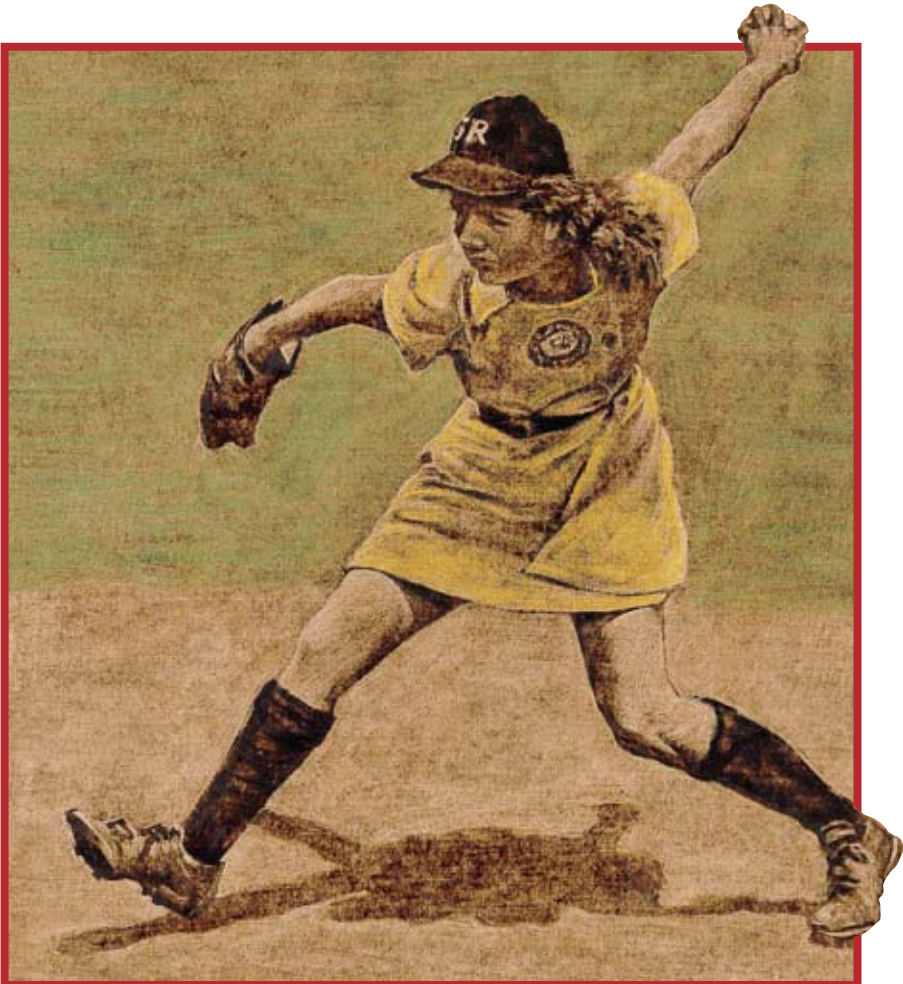
Can Women Play?

Mom told me that just the best players got picked. They played games in many places. They had to play in dresses. But the dresses made it hard to play. Players **secured** them back to keep them out of the way.



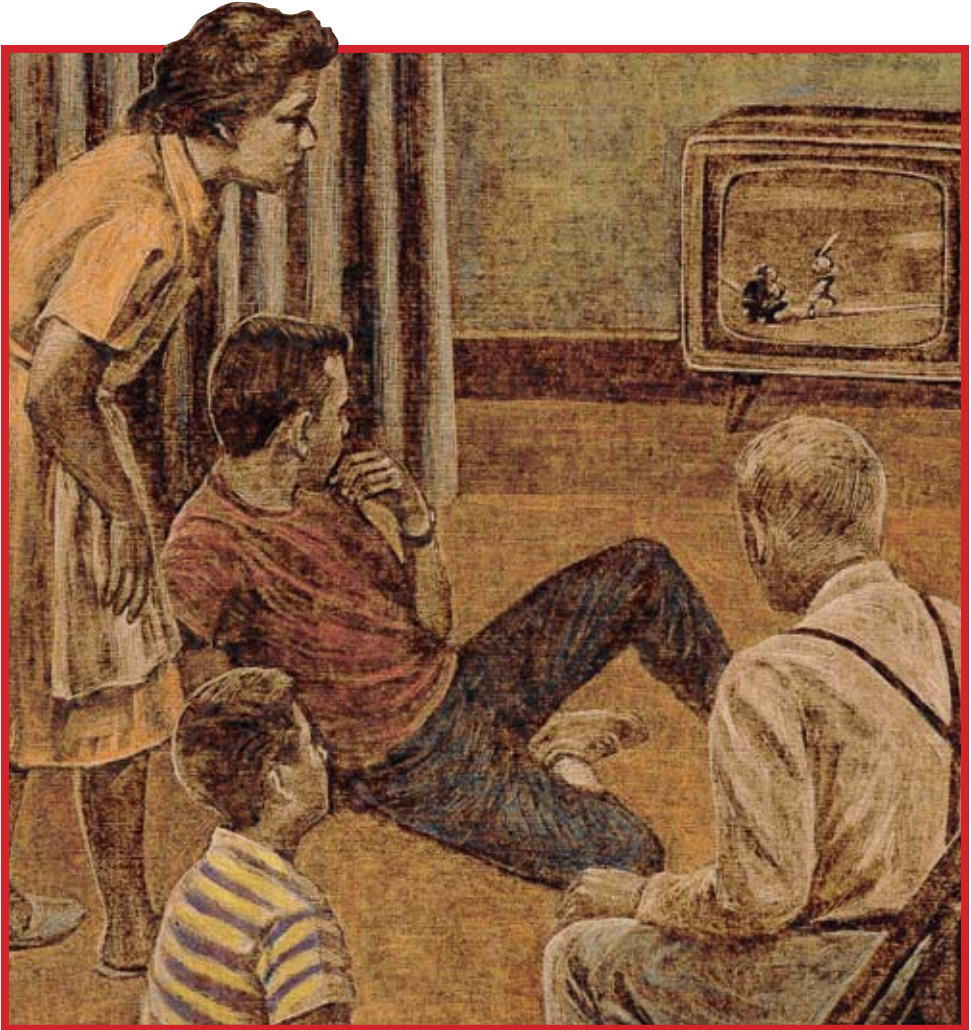
The first games did not go well. Those who came poked fun at the players. They did not think women could play.

“In spite of rude people, the women played with pride,” Mom said. “People liked these games.”



I liked them, too! The women batted and ran bases as well as men. One player hit a home run! I wished Ray and Duke could see this game!





When the men came home in 1945, they went back to playing baseball. Women kept playing, but things changed. People wished to see games with male players.

After nine years, the women's games ended. I wish I could have played with them.

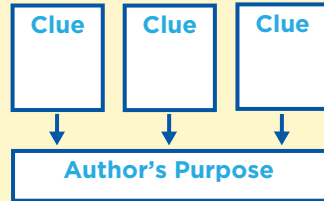


These women players made the Hall of **Fame**. They showed that women can play as well as men. They made a path for women players. Today girls and boys can play games like baseball together!

Comprehension Check

Summarize

Read "Gail at the Game" again. Look at the Author's Purpose Map. Then summarize the story.



Think About It

1. When did Gail's dad and other men go away to war?
2. Who told Gail that "girls cannot play baseball"?
3. Why did a man arrange baseball games with just women?
4. How did the women's baseball teams pave the way for other female athletes?



Write About It

Why do you think baseball is so popular?

What other sports do people watch?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

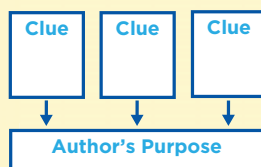
she lean tray sweet
easy paint beans green
treat deep main feels

Vocabulary

cheap gulf steamboat
frame feast

Comprehension

AUTHOR'S PURPOSE Authors have reasons, or purposes, for writing. They may write



mainly to make you happy or sad (to entertain), to give you facts (to inform), or to make you believe something (to persuade).

Use your Author's Purpose Map to find clues to the author's purpose.

Read

Look for the author's purpose.

The Place to Be

Everyone should live next to a **gulf**. There are many green trees here. I like to feel a breeze through the trees.

I see passing **steamboats** in the gulf. It is fun to take a ride. Anyone who lives near the gulf thinks the steamboats are great.

The **cheap** land brings many people to the gulf. We help each other build **frames** for log cabin homes. Then we eat a big **feast!** I like the gulf. More people should move here!



Fill in the **Author's Purpose Map** for "The Place to Be." Use the map to retell the passage.

A Year in My Life

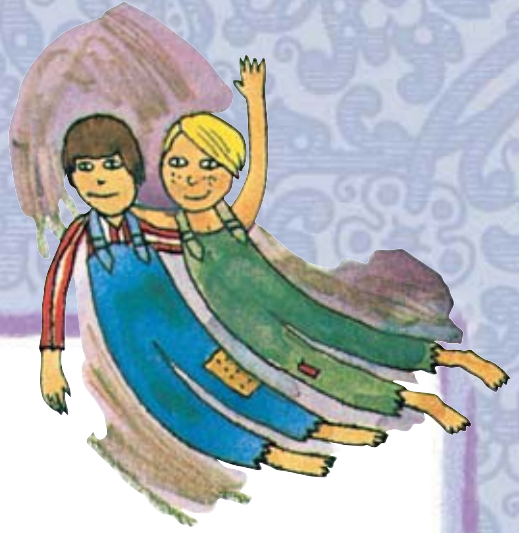
by Joyce Mayberry
illustrated by John Trotta



Leaving Home

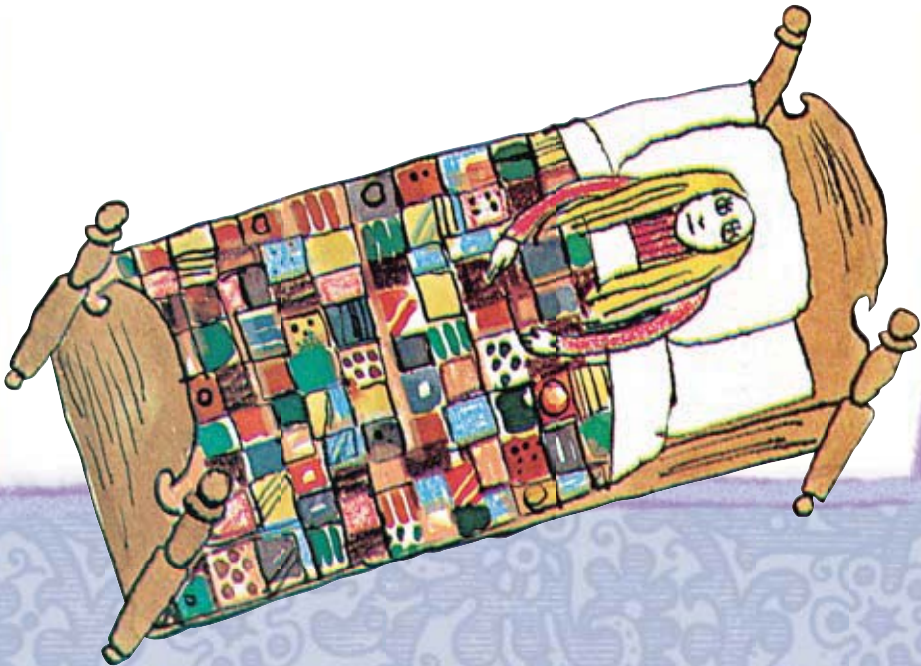
April 15, 1839

My name is Bea, and I am nine. Granddad gave me this diary to make notes in. We will leave our home in Kentucky and go to Texas. There is a lot of **cheap** land in Texas. We will set up a farm there.



April 18, 1839

My brother Reed is ten. His best friend Gabe gave him a rock as a gift. I gave my bed to my best friend, Wendy. We can't take it with us. I hope that she has lots of sweet dreams in it.

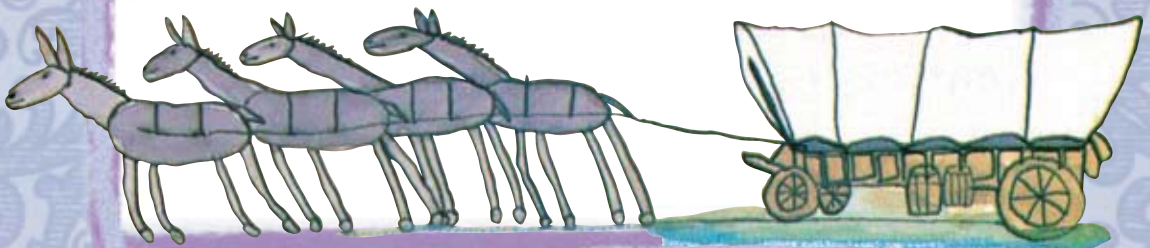




May 2, 1839

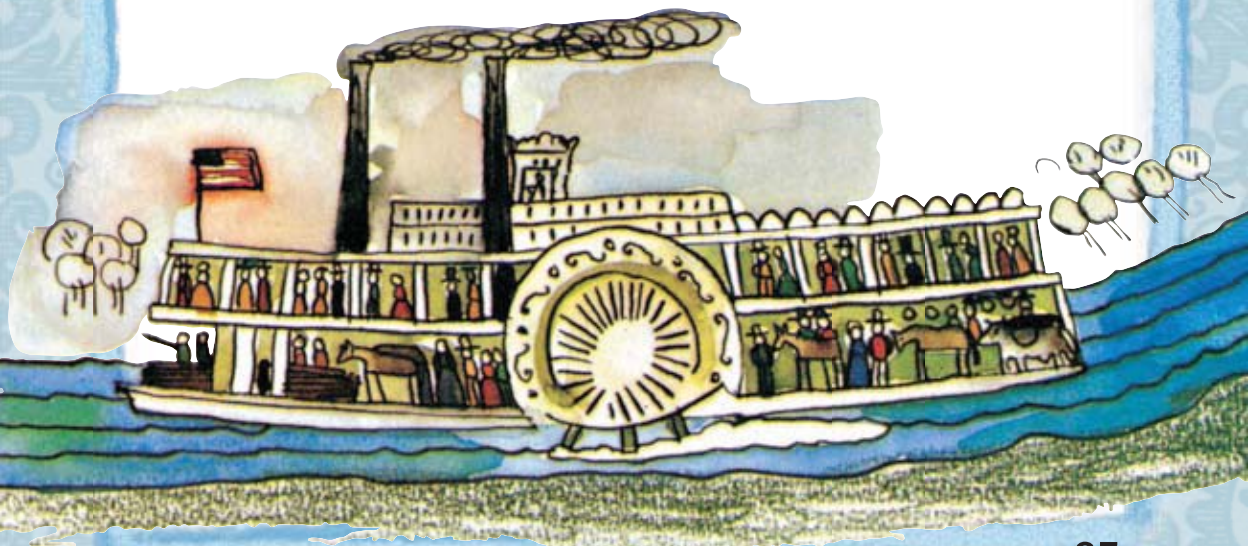
We traded our home for a wagon and mules. A wagon is just like a home that moves. Granddad made us ham and beans at home before we left.

We rode a whole day and stopped and slept when the sun set.



May 8, 1839

Today we put our wagon and mules on a **steamboat**. It was on its way to New Orleans. The boat was huge and white. It had a big wheel on its side. The wheel made it go.



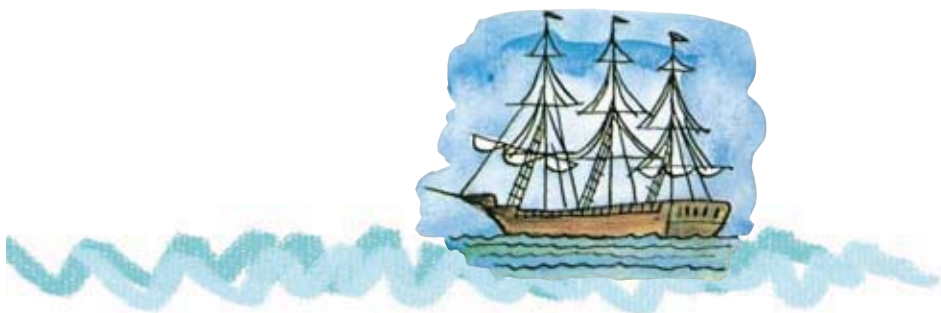
May 21, 1839



We stayed in a big home
in New Orleans for a time.
We met the Keans. They became
our new friends. Reed and
I went on a long walk with
the Keans. Then we had tea.



New Places to See



June 1, 1839

We left New Orleans last week. We rode on a sailing ship across the **gulf**. The water was deep. Gulls dove in to get fish.

We just got to Texas. People feel that Texas will become a state! I think it will be fun to live here.





June 15, 1839

We have our own land at last. It has a creek over the hill! I will wade in it. Reed will help cut logs for a new home. A **frame** must be put up first. Then we will all plant corn and beans.



October 2, 1839

Our home is finished. We had a **feast** with friends. The beans tasted just fine. And we had fish from the creek.

A nice lady up the creek will help us with Spanish. A lot of people speak it here.

Our friends, the Keans, will get here later. They will live close to us.



April 15, 1840

This has been a good year, in spite of the move. Texas isn't a strange place now. It feels like home. Reed and I are Spanish speakers now. A greeting I like to use is "hola."

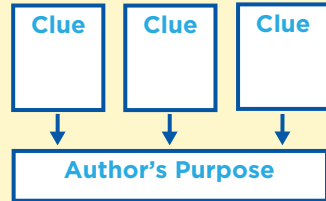
This is the last page. I will keep this diary and read it to my children with pride.



Comprehension Check

Summarize

Read "A Year in My Life" again. Look at the Author's Purpose Map. Then summarize the story.



Think About It

1. Who gave Bea her diary?
2. Whom does Bea's family meet in New Orleans?
3. After Reed cuts logs for their new home, what will Bea's family do?
4. Why might Bea want to share her diary with her children?



Write About It

Bea is excited about life in a new place. What are some things people can look forward to when they move?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

high spy cry flight
really fry beet sign
grind tiny find sight

Vocabulary

soar various dazzling
festival eager

Comprehension

MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic.

Details help to explain or describe the main idea.

A Main Idea Chart can help you note the details and then find the main idea.

Detail
Detail
Detail
Main Idea

Read

Find the main idea of the passage.

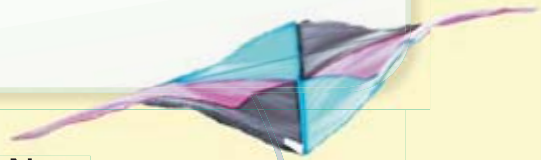
Chinese New Year

There are **various festivals** in China. One is called Spring Festival. This festival rings in the new year.

Chinese people get ready by cleaning their homes. They buy gifts and food. Everyone hopes for good luck in the new year.

Eager to celebrate, they eat a big dinner and stay up late on New Year's Eve. The next day, they may fly kites. The **dazzling** kites **soar** high in the sky! Later they attend a lantern festival. It is a lot of fun!

List details from "Chinese New Year" that explain or describe the topic on a **Main Idea Chart**. Then use the chart to find the main idea.





Up in the Sky

by Yin Hsu

Take a trip up a hill on a windy day. What is flying high in the skies? It isn't a bird or a plane. It is a kite!

Kids and grown-ups like flying kites. Long ago, the first kites were made by people in China. Then, people around the world began flying kites.



Kite-flying in Japan, 1860s

One tale claims a man's hat got lifted off by wind. He had fun chasing it, so he did it again! His hat became the first kite.

Other tales say that people liked watching leaves on windy days. They tied leaves to strings and watched them fly.



English kite, 1903

Long ago, kites became important in keeping China protected. A man might be lifted up by a kite while he spied on an enemy. He could use the kite to **soar** high like a plane. He could also fight from the air!



Chinese kites blowing
in the wind

Kites can be made of **various** materials. They come in many shapes, sizes, and styles.

Kites can be cloth or paper. In China, most kites are made of silk secured by bamboo frames. Kites can be painted with **dazzling** colors. A kite might be shaped like a dragon, a fish, or just a plain box.



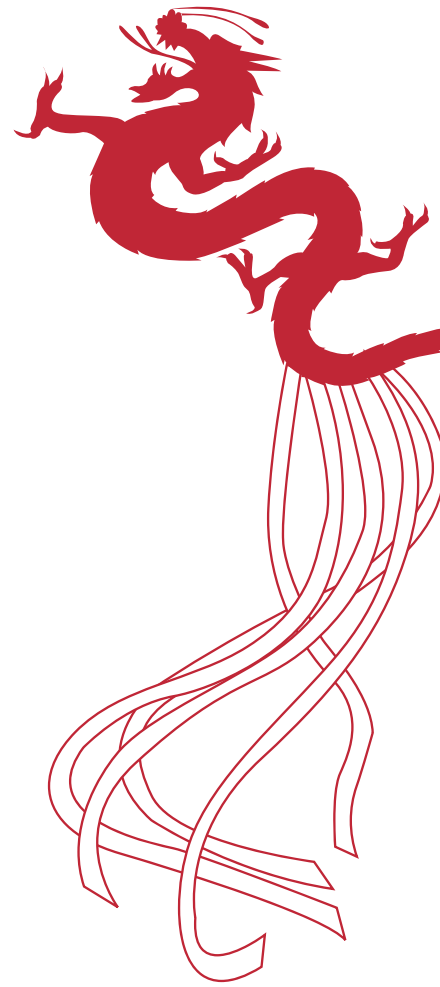
This fisherman holds a kite made from a leaf.

Uses of Kites

You can use a kite to catch fish. First you tie a fishing line to a kite. Then you put bait on the line. You watch the kite with **eager** hopes as it flies over the water. When you tug the kite down, you might find a fish on your line! Some people think this is more fun than using a fishing pole.

If you have something to say, try using a kite! Kites can send messages in the sky. A kite may tell of a new baby or a wedding.

A kite can be used to wish you luck. The Japanese fly kites at the New Year. They make kites with lucky signs.

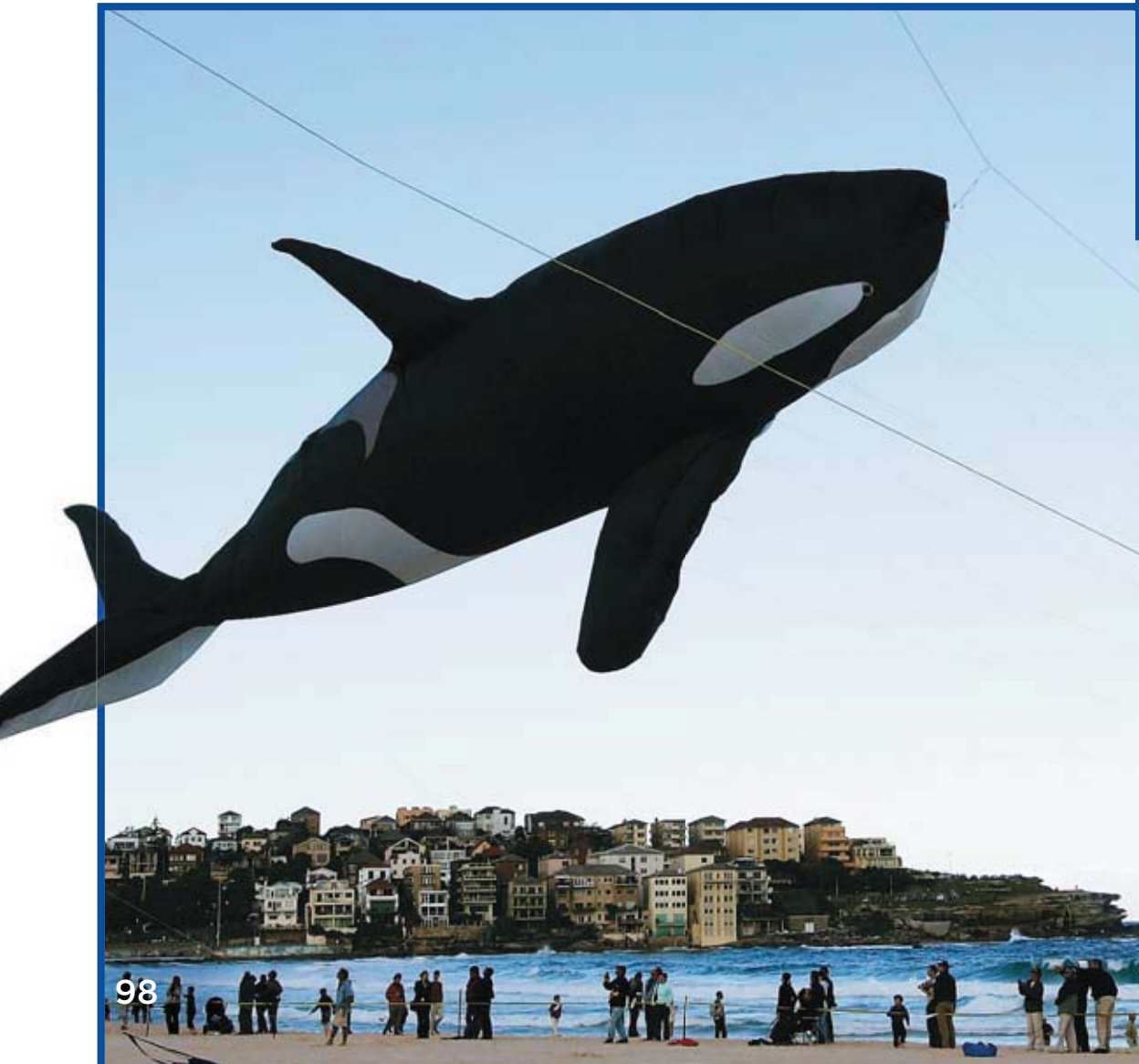


A kite from Korea



Many countries set up special days to honor kites. You can see kites fly. People make and sell many types of kites. In Italy, they make whale kites with white eyes on black cloth.

A whale kite flies at the beach.





Colorful kites brighten up the sky.

China has a Kite Day festival on September ninth. People make and fly grand kites. They feast on snacks and spend all day flying kites.

You might see famous fighter kites. People fly these kites quite fast and try to cut another flyer's line.





A worker paints kites at a workshop in China.

There is much to learn about kites. From long ago in China until now, kites have had many uses. They have been used for fighting, spying, and fishing. But the best way to use a kite is to fly it high for fun!



Comprehension Check

Summarize

Read "Up in the Sky" again. Look at the Main Idea Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

Think About It

1. Who made the first kites?
2. How did kites help keep China protected?
3. Besides flying them for fun, what are two other ways that people can use kites?
4. Why might kites remain popular many years from now?



Write About It

Many countries set up special days to honor events or people. Describe something you would like to honor.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

glow most light goal
bold final coal known
fly flows nobody groan

Vocabulary

experiments provided inventions
improve operated

Comprehension

CAUSE AND EFFECT A cause is something that makes an action happen. The action that happens as a result of the cause is the effect.

Cause → Effect
→
→
→
→

A Cause and Effect Chart helps you figure out what happens in a selection (an effect) and why it happens (a cause).

Read

Find the causes and effects.

On the Road with Henry

Henry Ford had a goal. He wanted to **improve** things. One day, he spotted a horseless buggy. As a result, this **provided** him with a bold plan.

He wanted to make a car that **operated** on gas alone. Therefore he did many **experiments**. Today he is known by most people for this **invention**.

Later in life, Ford met Thomas Edison. Since he also wanted to make life easier, he invented an electric light that glows in the dark!

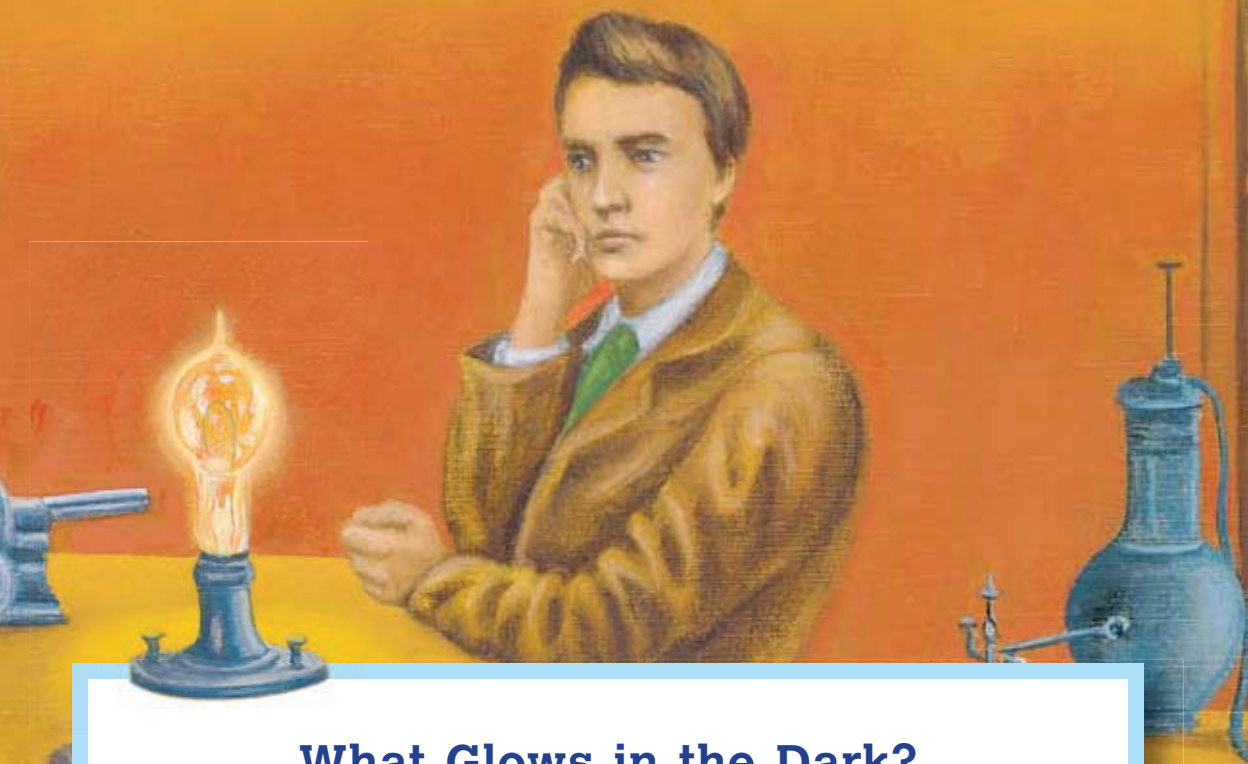


Fill out the **Cause and Effect Chart** for "On the Road with Henry." Use the chart to retell the passage.

Edison Shows the Way

by Carla Fitzgerald

illustrations by Steve Cieslawski



What Glows in the Dark?

We need light for most things these days. We need light to work and play. We need power to make lights glow. But 150 years ago, no one had power for lights!



Thomas Edison liked inventing things. As a kid, he asked lots of questions. His teachers didn't like this. But his mom knew why he asked. It was because he wished to know about things.

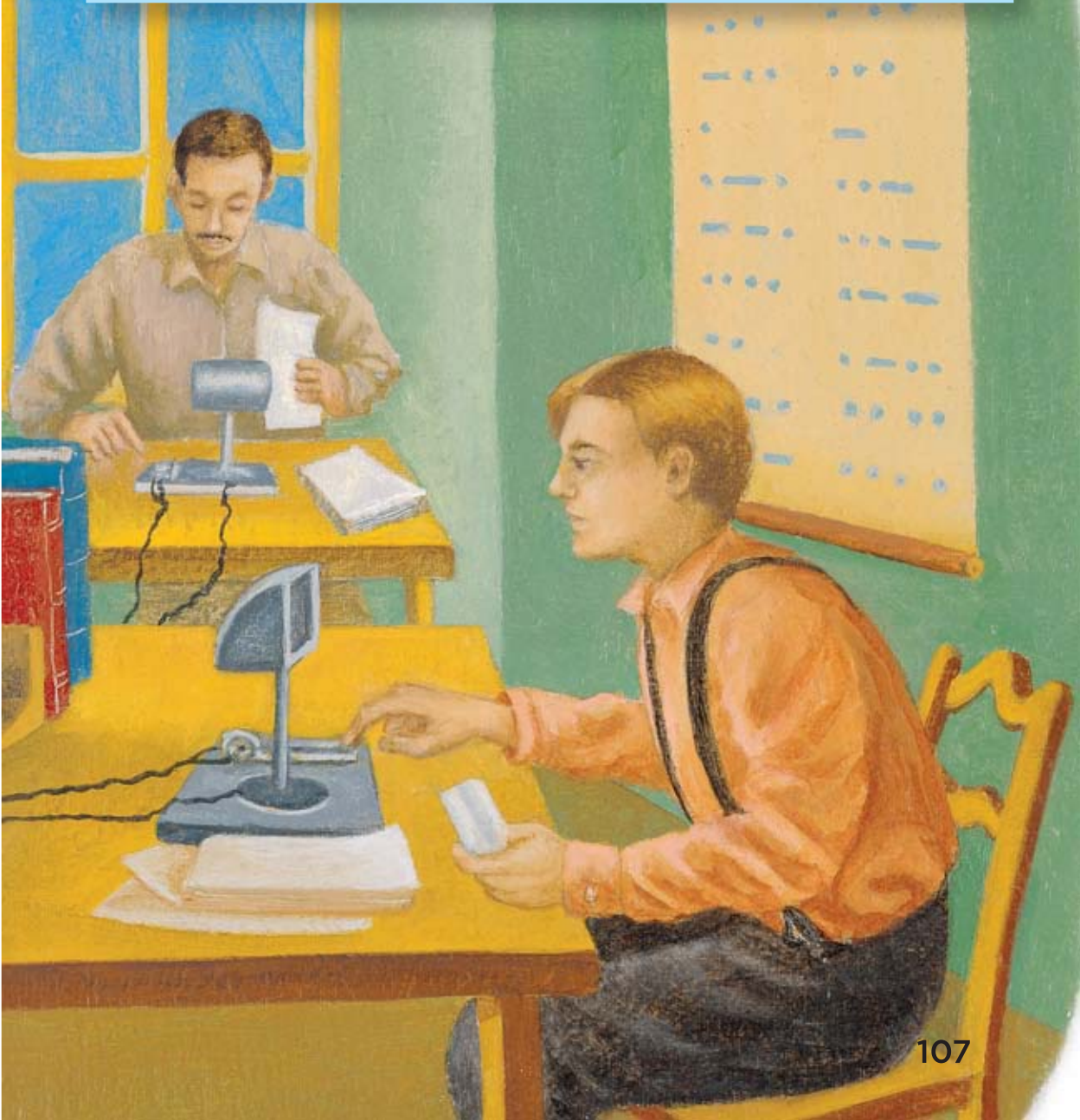


Thomas Edison as a boy in the 1850s



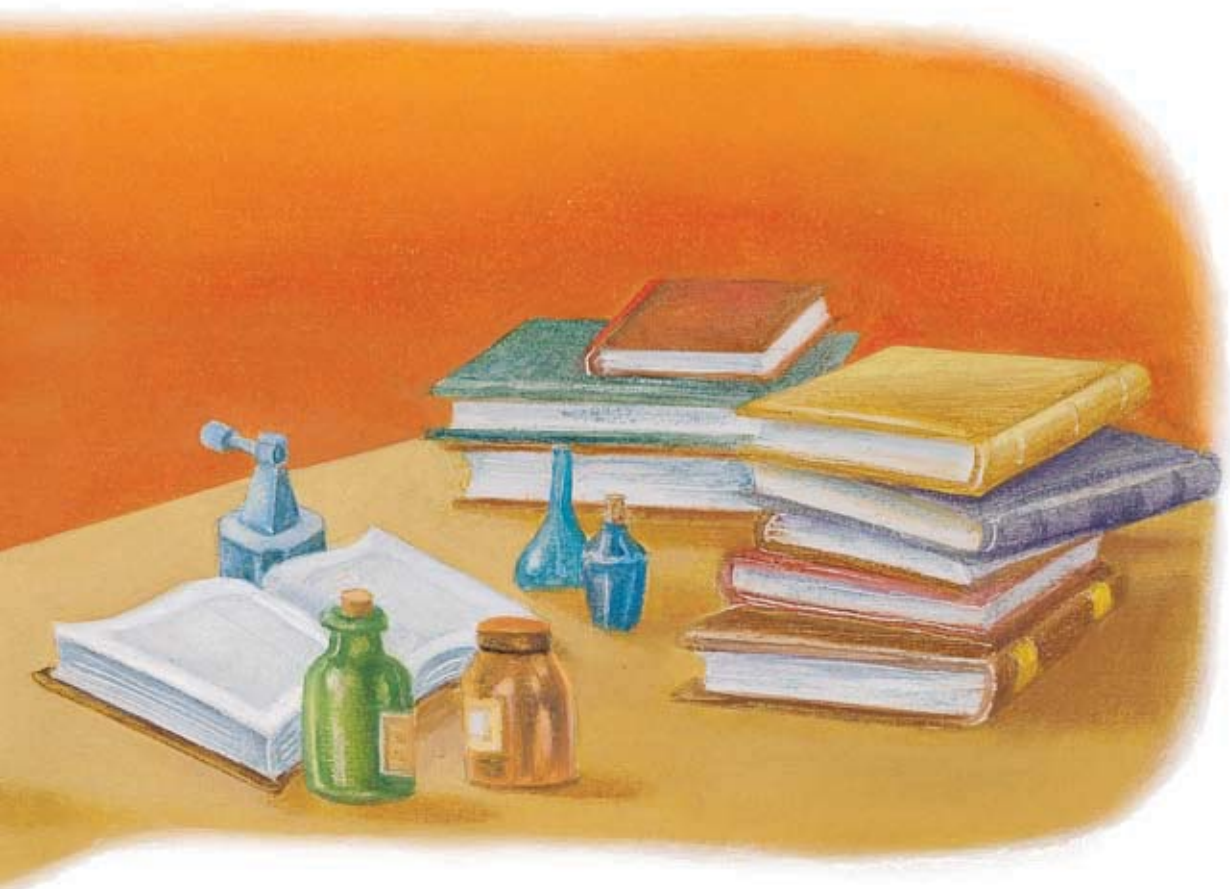
Edison studied at home until he was 12. Then he got a job on the railroad. He sold newspapers. He used his pay to get various things for his **experiments**. He set up a lab on the train. He did experiments in between sales.

Then he got a job running a telegraph. It was a machine that sent messages. It used sound to spell words. Edison liked this machine, and he liked the job.



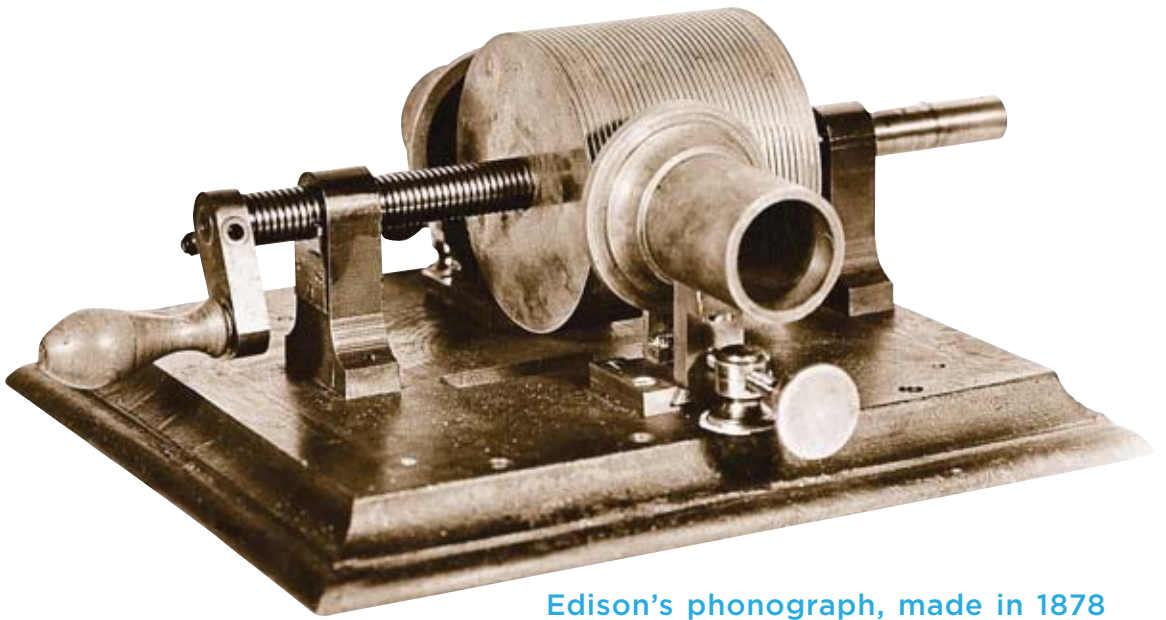


Since Edison was eager to help people, it led him to invent new things. He also tried to **improve** things. He made the telephone better. But he did not stop there.



Seeing the Light

Edison set up a big factory. He got people to help with his **inventions**. He made and sold most of them. He invented more than a thousand things! All of them came in handy.

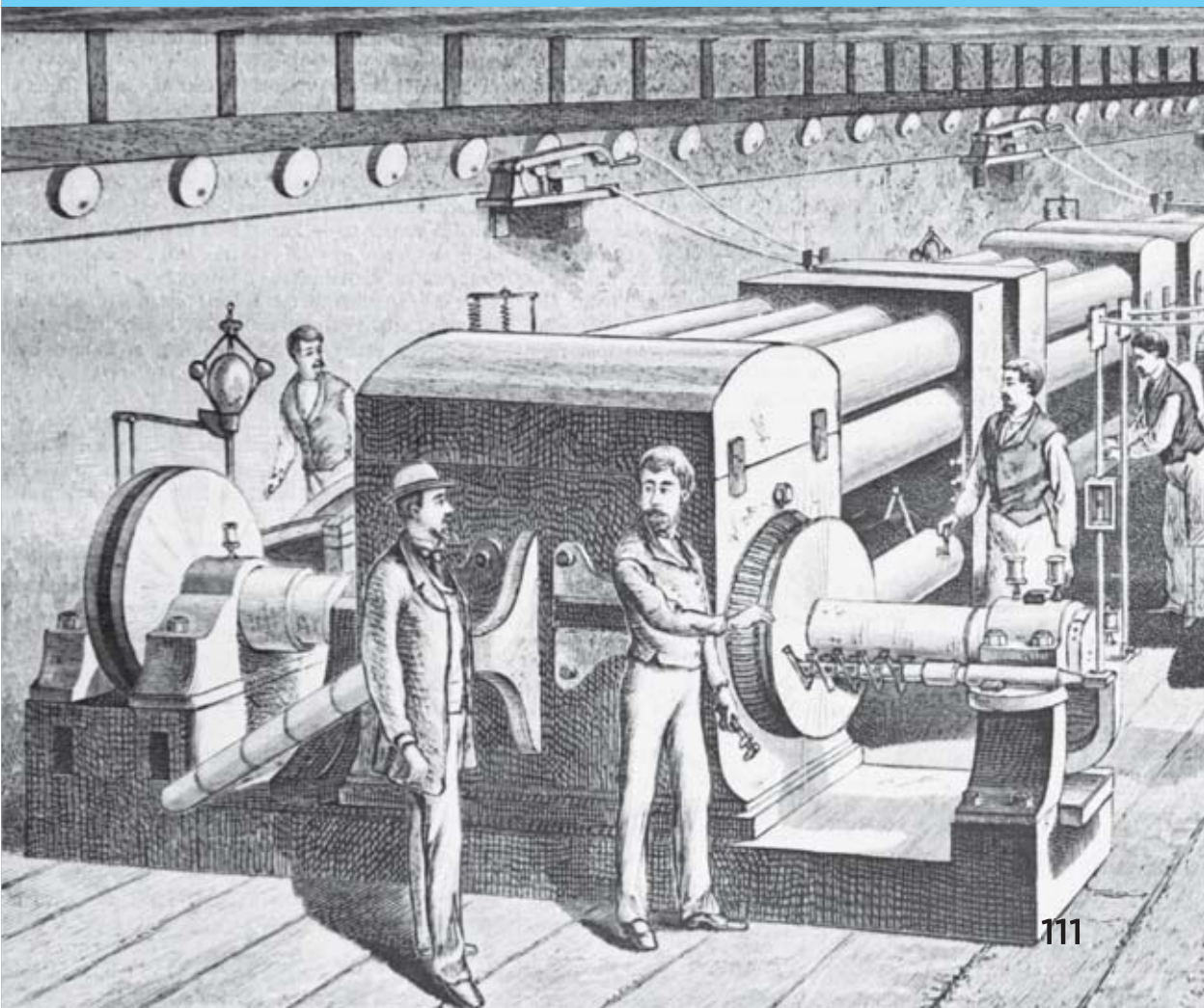


Edison's phonograph, made in 1878

One big thing he made was the phonograph. This later became the record player. It recorded sounds on a tube wrapped in tin, which was set on a frame. Then it played these sounds back. It was not like a music player we use today. But the phonograph was a hit in Edison's time.

The most famous thing he made was the light bulb. Long ago, people used gas lamps. Edison made a light bulb that **operated** on electricity. He set up electrical plants and lines. This **provided** light for a lot of people.

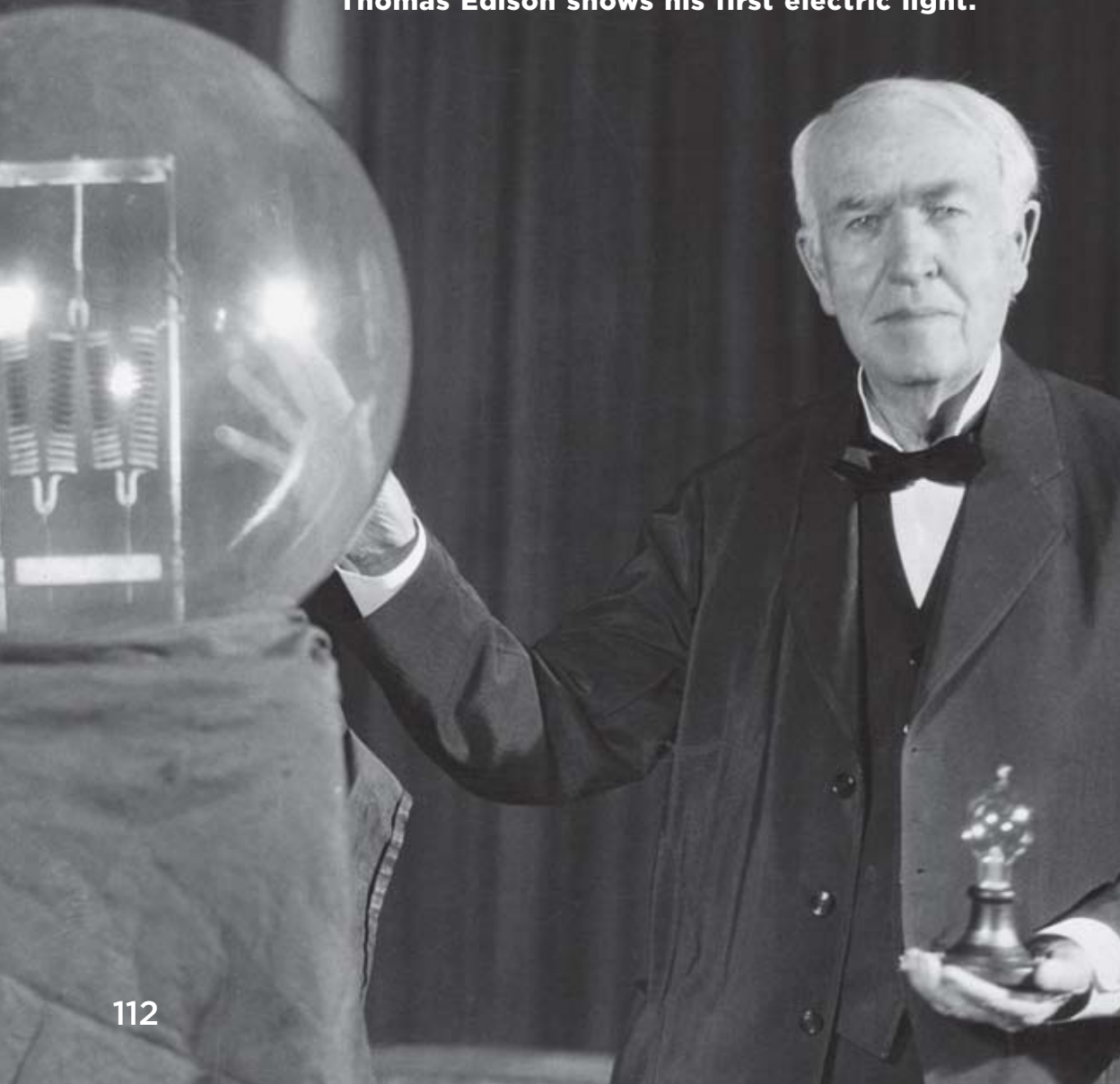
First Edison electric lighting station, New York City, 1882





Thomas Edison invented and fixed many things. As a result, he helped people to lead better lives. Think of him when you see light bulbs glowing!

Thomas Edison shows his first electric light.



Comprehension Check

Summarize

Read “Edison Shows the Way” again. Look at the Cause and Effect Chart. Then summarize the selection.

Cause → Effect
→
→
→
→

Think About It

1. What did Thomas Edison do as a kid that his teachers did not like?
2. Why did Edison set up a lab on the train?
3. Name two of Edison’s inventions.
4. What caused Edison to want to invent and improve things?



Write About It

What do you think is the most important invention of all time? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

lunch	check	reach	chase
chill	patch	chest	bench
watch	crunchy	teacher	ranch

Vocabulary

clutched	escape	rattle
nervous	poison	

Comprehension

SEQUENCE Sequence is the order in which events in a story take place. Understanding sequence helps you understand the story.

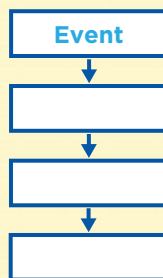


Figure out the most important events in sequence. Use your Sequence Chart to help you.

Read

Look for the sequence of events.

Joe Saves a Snake

After lunch, Joe went for a walk. He came upon a trap in the woods. As he walked to the trap, he spotted a snake in it. Joe wanted to help it **escape**. He then opened the trap and carefully **clutched** the snake. The snake did not have a rattle.

Joe was not **nervous**. He was a scientist. He knew which snakes had **poison** and which did not. This snake could not hurt him. Before he went home, Joe put it in the grass. Then the snake slithered home.

Fill in the **Sequence Chart** for "Joe Saves a Snake." Use the chart to retell the passage.



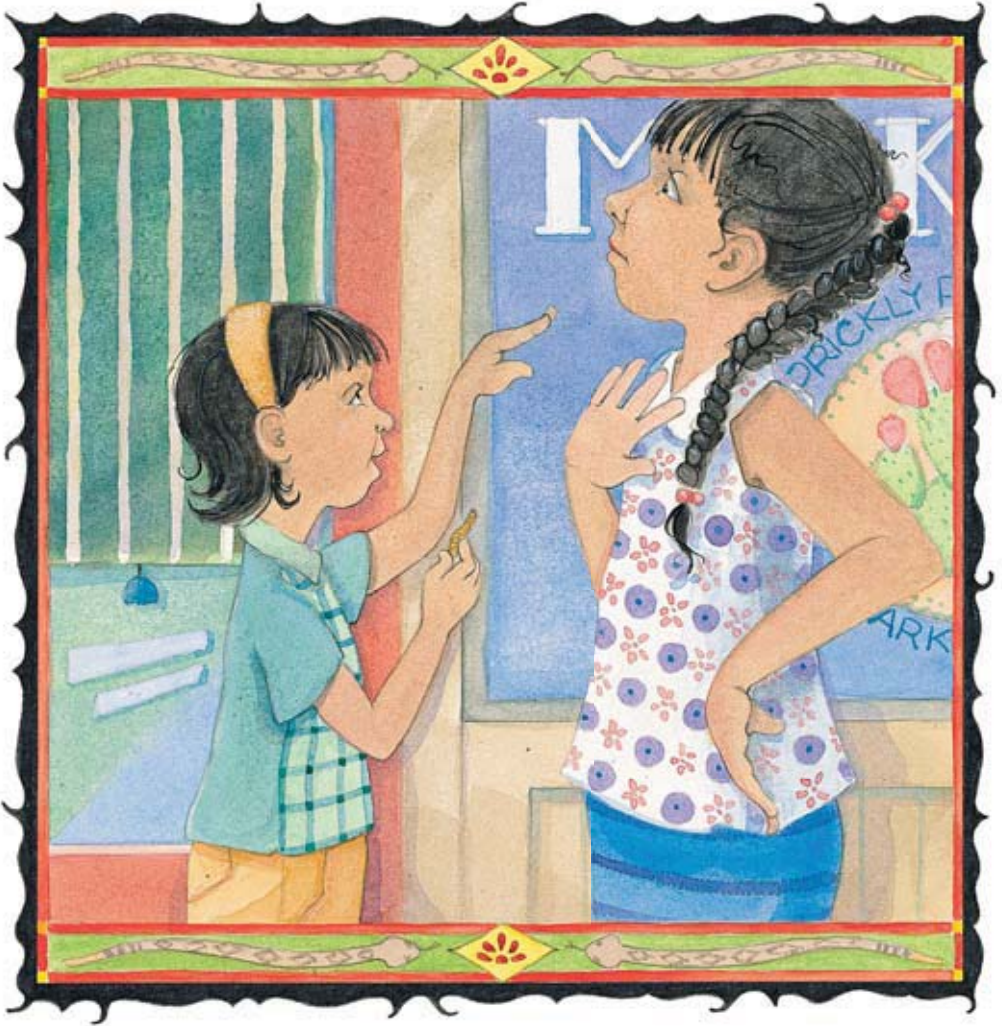
The Snake Watcher

by Joan Mitchell
illustrated by Laura Bryant

Ana's Big Find

“Wait!” yelled Ana. She and her sister Inez were taking a bike ride. Ana had stopped to pick up a rattlesnake **rattle** in a patch of sagebrush. Inez did not see that Ana was not matching her speed.

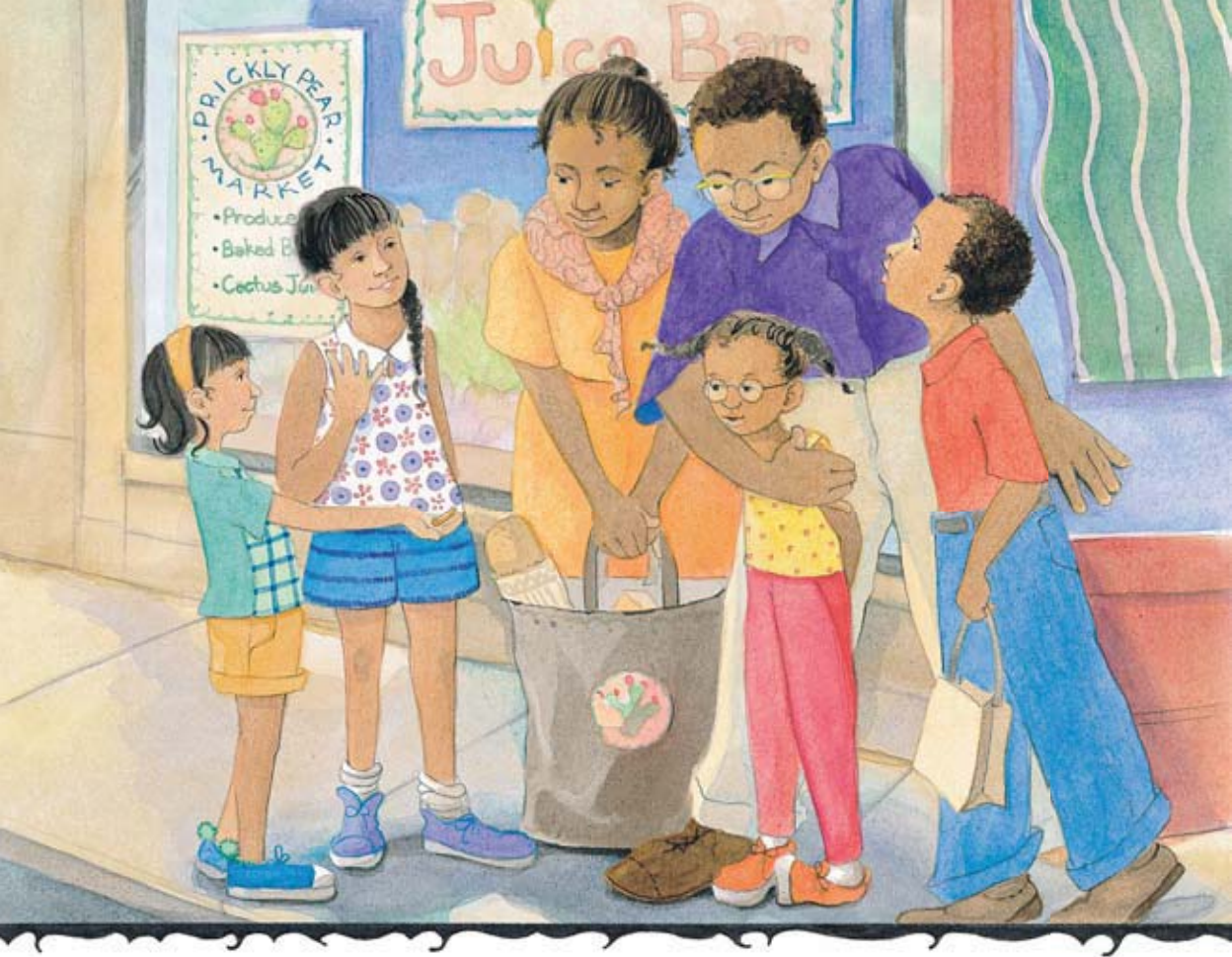




“Ana, you must ride close to me!” Inez shouted. “You might fall off!”

Inez stopped her bike in front of a shop. Ana stopped next to her.

She then tried to show Inez what she had picked up. But Inez was just thinking about lunch.

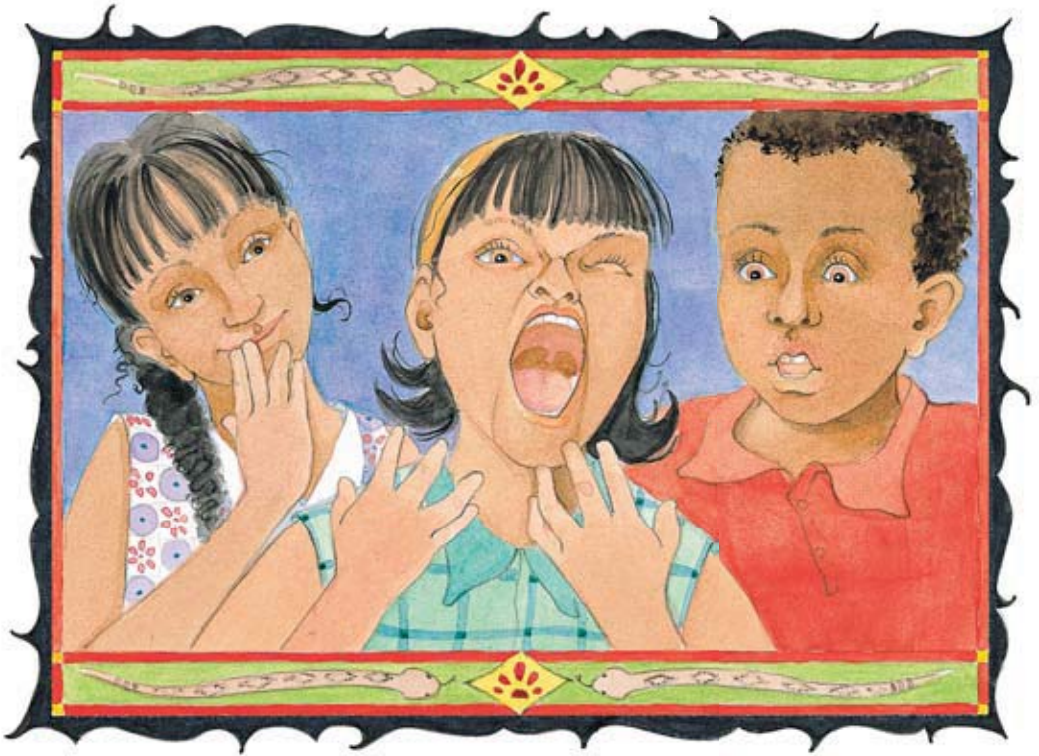


After parking their bikes, Inez and Ana saw their neighbors. Mr. Branch spotted the rattle **clutched** in Ana's hand. He remembered that she knew a lot about snakes.

"Hi, Ana," said Mr. Branch. "Do you have time to teach my kids about snakes? I will get a newspaper. It will not take me much time."

The kids sat on a bench. Chad and his sister Rachel leaned in to see the rattle in Ana's hand. They seemed a bit **nervous**.

Before teaching Chad and Rachel about snakes, Ana opened her mouth wide. She pretended to bite the kids like a snake. "Just kidding," she grinned. "Snakes don't often bite people. Let me tell you about them."





Shy and Scary Snakes

“I used to be scared of snakes. But now I think snakes are neat,” Ana said.

Then Ana went on, “Did you know that **poison** is a trait of some snakes, such as the rattlesnake? It tells us to stay away by shaking its rattle. This gives us time to **escape**.”

Next Ana showed the kids how the sidewinder rattlesnake slides.

“It moves sideways. Just its head and tail reach the sand. It slides over and over.” Ana smiled. “This slide leaves s-shaped tracks in the sand.”

“That is funny,” said Chad. “I’d like to see a sidewinder.”





“We saw a pretty snake with red, yellow, and black bands on it. It was at the ranch,” said Rachel.

“Oh, you must have seen a coral snake,” Ana said. “We don’t see much of them. They are not eager to be seen.”

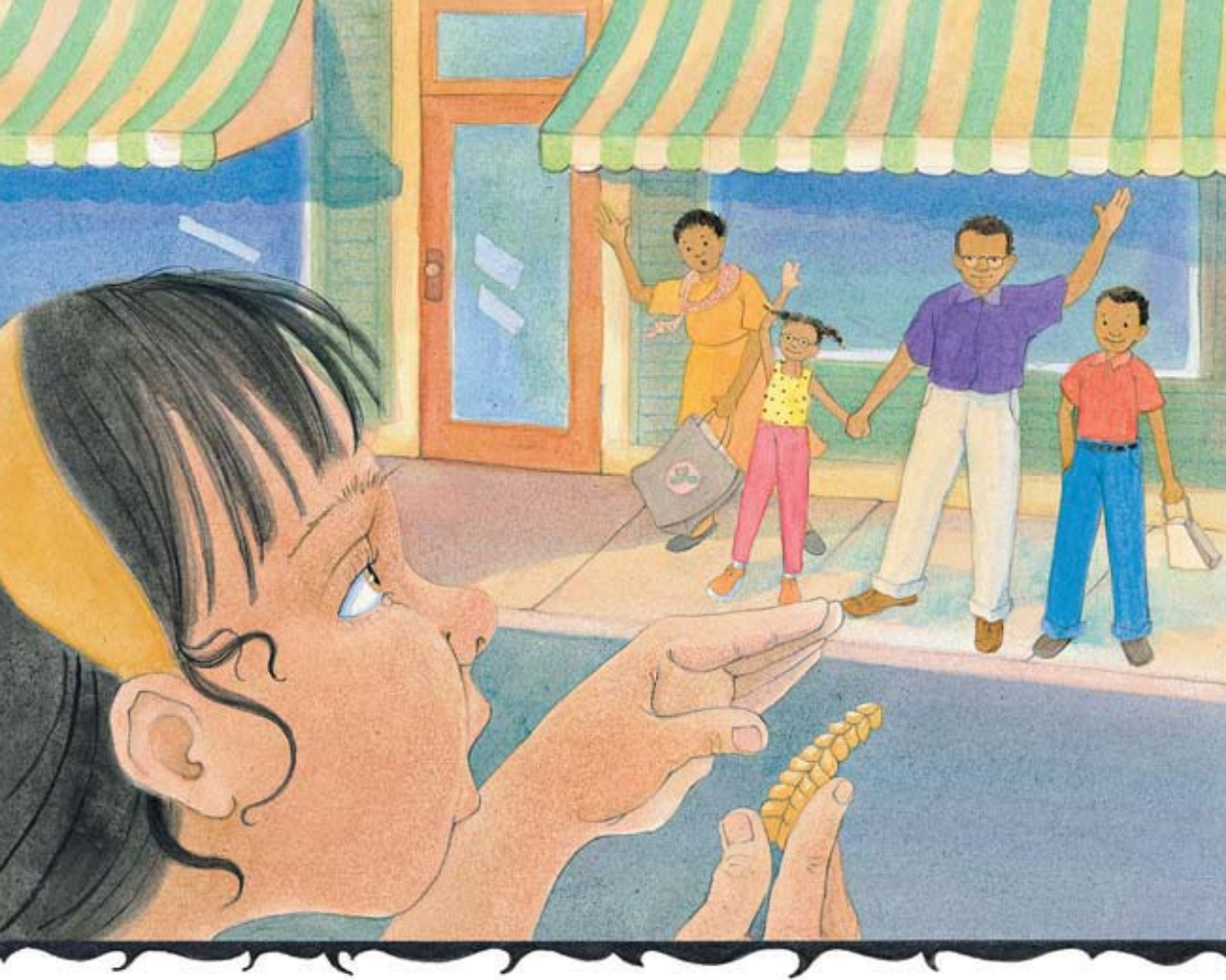


Finally the kids grinned. They felt glad that coral snakes were shy!

“There is a snake that has dazzling blue and black skin. It is an indigo snake. It can grow as long as eight feet! But it has no poison,” added Ana.

“Thanks for teaching us about snakes,” said Rachel.

“I will check the web. It might provide more facts on snakes!” said Chad.



“Glad to help,” said Ana, shaking the rattle in her hand. “Snakes are fun to watch, but don’t try to catch them! They are not harmless!”

Just then Inez checked her watch. It was time to go home for lunch. Ana and Inez ran back to their bikes. They waved good-bye.

Comprehension Check

Summarize

Read "The Snake Watcher" again. Then summarize the story. Use the Sequence Chart to help you.

Event
↓
↓
↓

Think About It

1. Where did Ana find the rattlesnake rattle?
2. How did Chad and Rachel feel about snakes at the beginning of the story?
3. How is a rattlesnake different from an indigo snake and a coral snake?
4. Why is Ana not afraid of snakes anymore?



Write About It

What can people do to be more comfortable around snakes? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

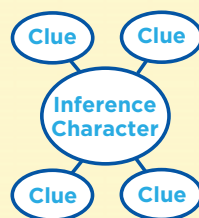
scrape	sprint	screamed	strum
spring	strap	streaming	screen
spray	street	splash	strong

Vocabulary

strolled	sprinted	strained
scruffy	thunderstorm	

Comprehension

MAKE INFERENCES Sometimes an author makes a point that is not directly stated in the story. You can use clues in the text to decide what the author means.



Use an Inferences Web to figure out the author's meaning.

Read

What inference can you make about Jack?

Like a Thunderstorm

Many fairy tales make giants seem mean and scruffy. They are as big as skyscrapers. Most make more noise than a thunderstorm!

In one tale, a kid named Jack climbed a beanstalk and saw a giant. He yelled at Jack and stomped toward him. He tried to grab Jack, but Jack got away. He took the giant's treasure.

Jack turned and sprinted back to the beanstalk. The giant strained to catch up! Jack escaped and strolled home. He lived happily ever after!

Fill in the **Inferences Web** for "Like a Thunderstorm." Use the web to retell the passage.

Spring and the Beanstalk

by Ed Mathis
illustrated by Selina Alko

Spring went to see Dad in his lab. He was studying seeds. “Hi, Dad,” said Spring. “What experiment are you working on?”

“I’m growing a beanstalk,” said Dad.

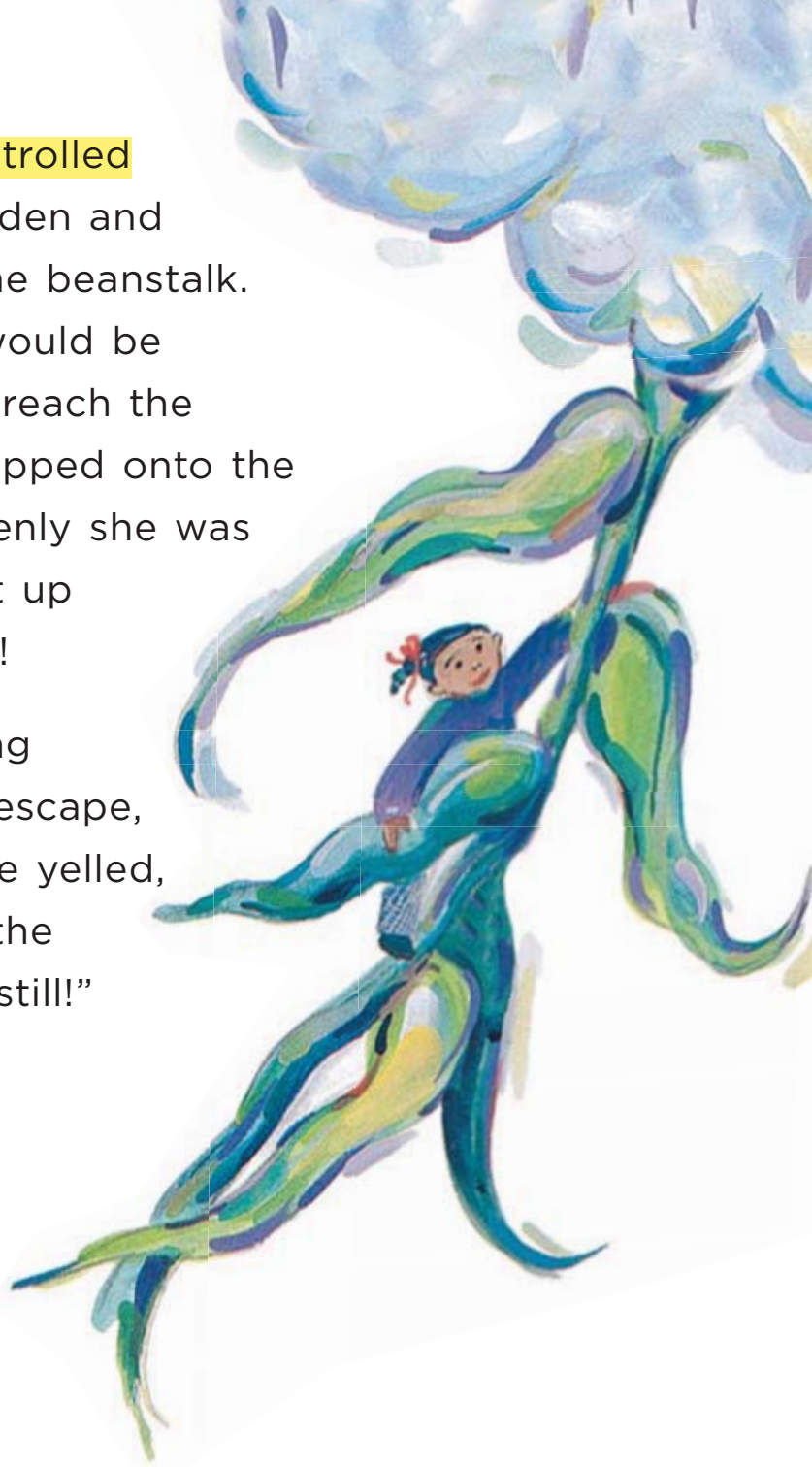
“Is it like the one in *Jack and the Beanstalk*?” asked Spring.

“Yes,” said Dad. “It’s right outside.”

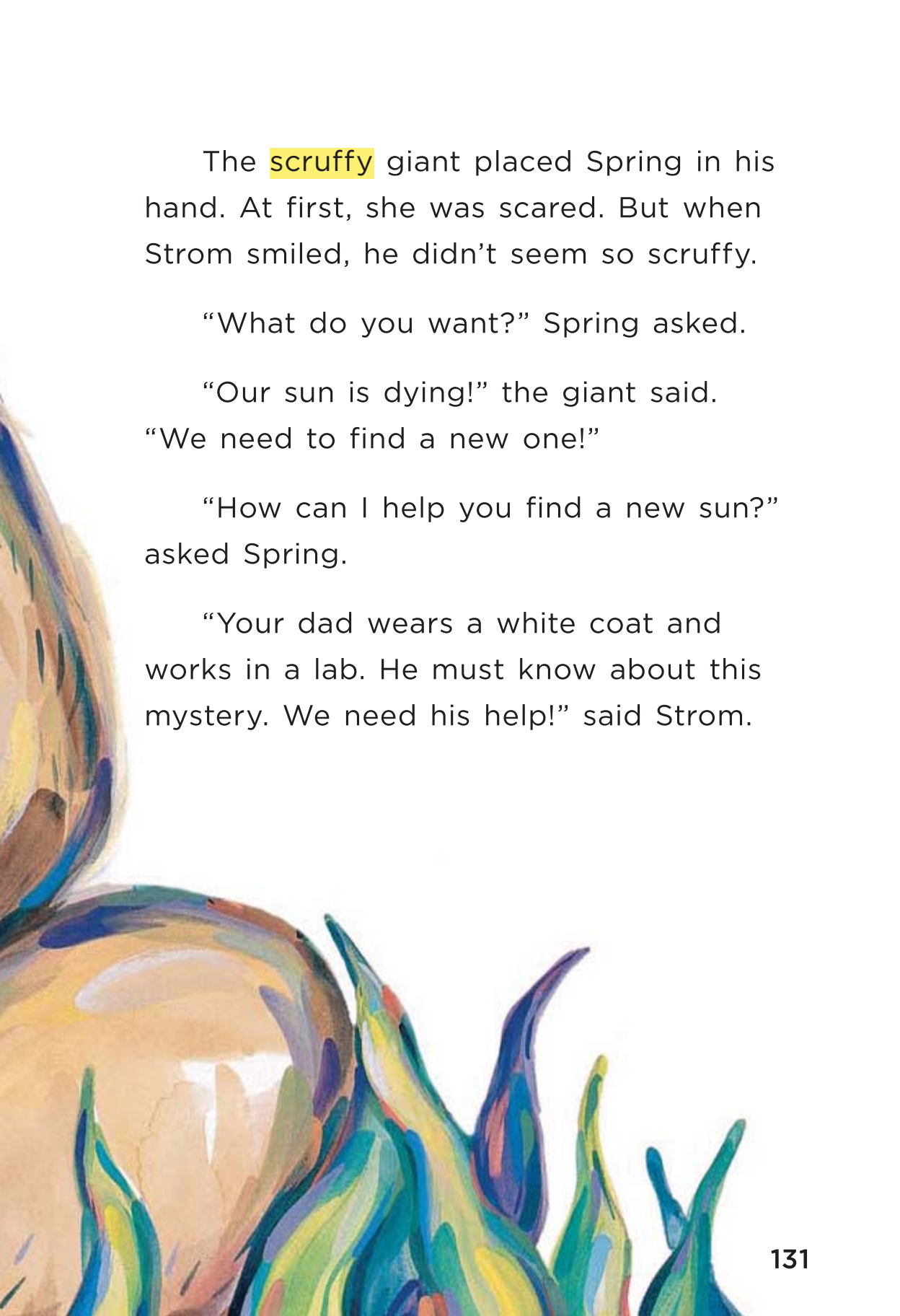


Spring strolled into the garden and looked at the beanstalk. She felt it would be splendid to reach the top. She stepped onto the plant. Suddenly she was lifted with it up into the sky!

As Spring strained to escape, a deep voice yelled, "I'm Strom the Giant! Stay still!"







The **scruffy** giant placed Spring in his hand. At first, she was scared. But when Strom smiled, he didn't seem so scruffy.

“What do you want?” Spring asked.

“Our sun is dying!” the giant said.
“We need to find a new one!”

“How can I help you find a new sun?”
asked Spring.

“Your dad wears a white coat and works in a lab. He must know about this mystery. We need his help!” said Strom.



“Dad doesn’t know about mysteries! He’s a scientist!” yelled Spring.

“What does that mean?” asked Strom.

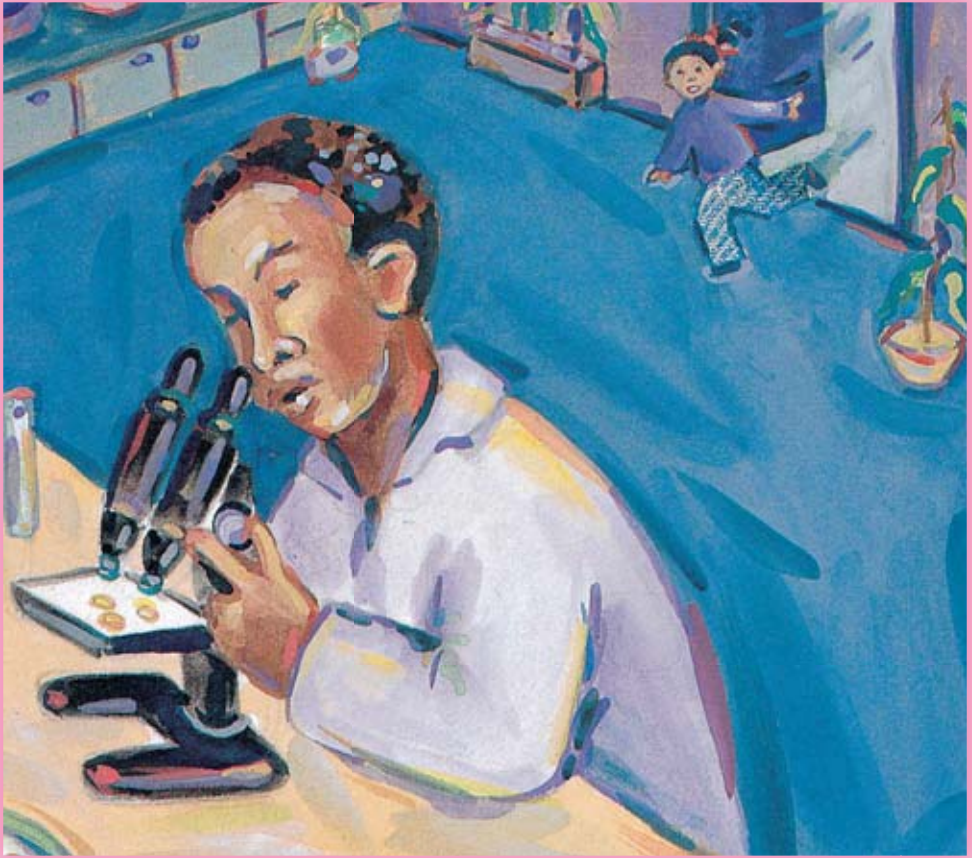
“He knows how things work,” Spring said.

“Then please get him to help,” sniffed Strom. Big tears splashed into his hand.

“Don’t cry! I’m getting sprayed,” groaned Spring.

Strom put Spring back in the grass. Spring **sprinted** off to find Dad.





Spring Finds an Answer

“Dad! I met Strom, the giant!” cried Spring, running into the lab.

“Did he hurt you?” asked Dad.

“Dad, Strom is not bad. He just needs help. His sun is dying,” said Spring.

Dad said, “Maybe we can help him.”



Dad clutched Spring's hand as they ran. Then Spring stopped and looked up. She felt that Strom was right about his sun. But her sun must be dying, too! The sky was a deep blue, and the wind felt chilly. Spring felt hopeless. She wished Dad could help.





They found Strom. “The sky is very dark,” Strom told Dad. “The sun must be close to dying.”

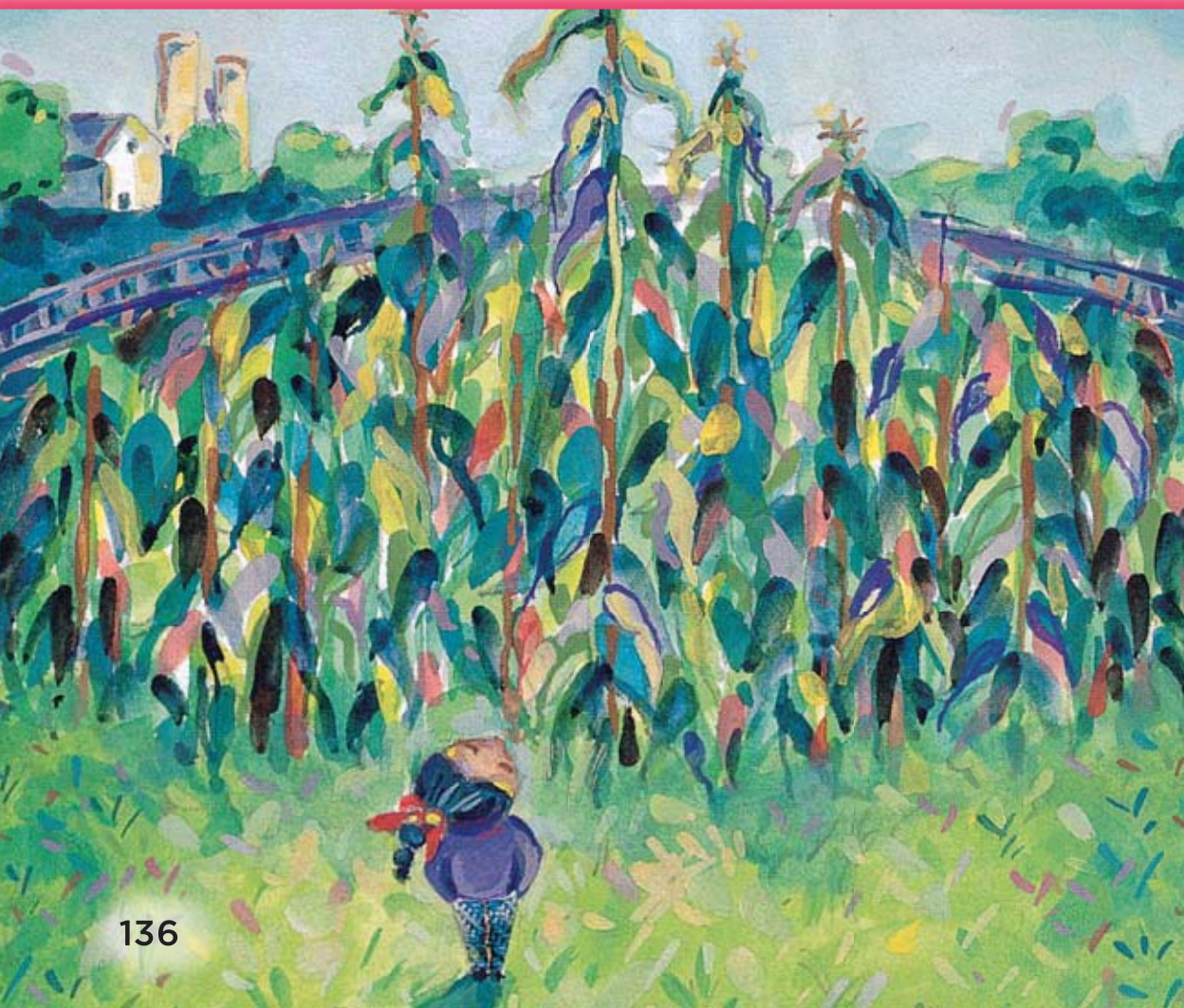
Spring looked at the sky. She saw a flash of lightning and heard a crash of thunder.

“The sun isn’t dying! A **thunderstorm** is on its way!” Spring yelled.

When the rain ended, the sun shined brightly. Strom was happy. Spring and Dad went home.

Dad said, “I think I will grow a crop of beanstalks each spring.”

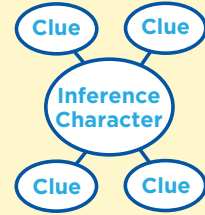
Spring said, “I can use them to visit Strom.” She smiled. “He might need our help again!”



Comprehension Check

Summarize

Read "Spring and the Beanstalk" again. Look at the Inferences Web. Then summarize the story.



Think About It

1. What experiment was Spring's dad working on?
2. Why does Strom need help?
3. How did Spring figure out that a thunderstorm was on the way?
4. What makes Spring a good problem-solver?



Write About It

Spring helped Strom the Giant in this story. Write about someone you have helped in the past.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

knob limb wreck debt
wring knock climb known
wrong thumb sign wrote

Vocabulary

debt allow conditions
attend united permanent

Comprehension

DRAW CONCLUSIONS

Authors don't always tell everything that happens. You must use what you know and look for text clues to draw conclusions.

Text Clues	Conclusion

A Conclusions Chart can help you find clues and draw conclusions.

Read

Identify the text clues and draw conclusions.

A Time of Debt

In the 1930s, many fell into **debt**. People roamed the country to find work. Many became farm hands.

Being a farm hand did not **allow** for much free time. Most farm hands could not get **permanent** homes. Often, kids of farm hands could not **attend** classes.

Many knew that things were wrong with the job **conditions**. They soon **united** to try to make things better.

Use a **Conclusions Chart** to help you find clues and draw conclusions for "A Time of Debt."



César Chávez:

Righting a Wrong

by Jenny Pittman



PICKING CROPS

Picking crops is hard work. Farm hands know how to follow the crops. They may start with peaches, then move on to pick peas, apples, and potatoes. They keep moving to find crops that need picking. It is not an easy life. This was the life of César Chávez.

César's grandfather hoped to find a better life. So he left Mexico and came to the United States. He had a farm and raised his children there. César's father owned a shop. He did well, but then the family fell into **debt**. They lost their home.


Main street of an Oklahoma town, 1938





Farm hands loading carrots onto a truck

In 1937, jobs were not easy to find. César and his family went west to California. They became farm hands. They roamed across the state picking crops. Life was quite strained. They got little pay and had no permanent homes.

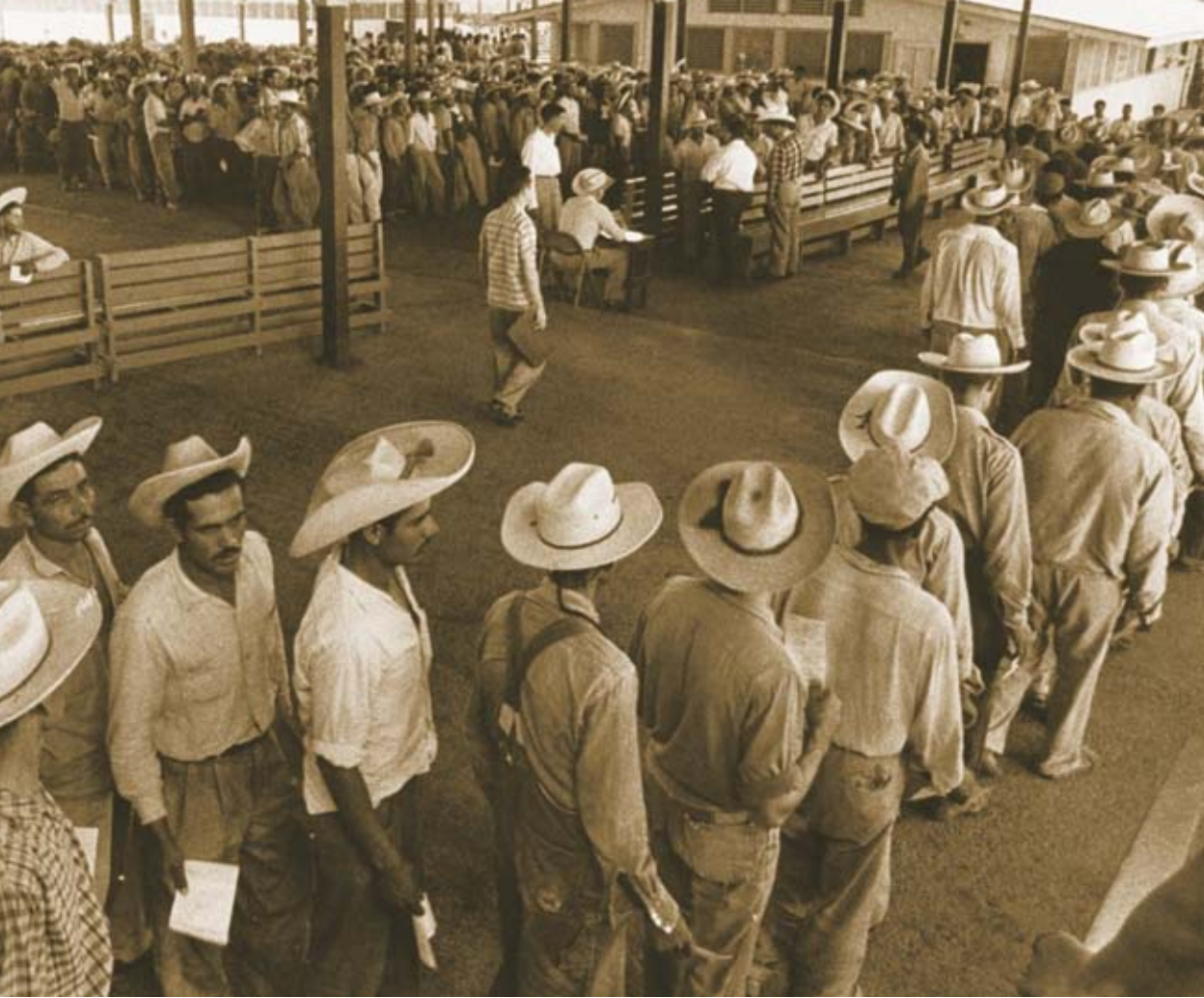


The children of farm hands had a hard time. People did not always make them feel at home. It was not easy to go to classes.

César and his brothers and sisters switched schools many times. But César was able to **attend** classes up to eighth grade.

Kids at school in 1937





Farm hands lining up to get jobs

César felt that farm hands must have better lives. He spoke with the farm owners about pay raises and better **conditions**. Most farm hands were nervous about what might happen if they helped César. They did not wish to lose their jobs. César made a strong stand. He would fight by himself to improve unfair conditions.

HELPING FARM HANDS

In 1948, he married Helen Fabela. He and his wife knew that farm hands needed to be **united**. Being united would **allow** them to fight for better conditions. César and Helen helped farm hands set up a group to fight boldly for their rights.

César Chávez and his wife Helen marching in California



César went to speak with farmers. He knew there were still a lot of things wrong with this job. He got 300 farm hands to join his group. Today this group is known as the United Farm Workers of America.

United Farm Workers of America at a rally





César Chávez leading the fight for workers' rights

In 1965, César helped a group of grape pickers. They wanted better conditions. César told the grape pickers to stop work until they got what they needed. This was called a strike.

A lot of people came to help with the strike. At last, grape growers felt it was time to fix bad farm conditions.





César Chávez speaking at a workers' rally

César kept fighting for the rights of farm hands. He kept them united. He led strikes, wrote, and helped a lot of farm hands escape from a bad life.

César Chávez died in 1993. He was well-known and well-loved. To this day, César's kids keep fighting for the rights of farm hands.

Comprehension Check

Summarize

Read “César Chávez: Righting a Wrong” again. Look at the Conclusions Chart. Then summarize the selection.

Text Clues	Conclusion

Think About It

1. Where did César and his family go in 1937?
2. What did César and his wife set up to fight for the rights of farm hands?
3. Why was it important for farm hands to unite?
4. What makes César Chávez a role model for working people today?



Write About It

What are some ways people are treated unfairly? How could you help?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

knowing hard market garden
farms wrote army thumb
artist part target cards

Vocabulary

advisers theater accepted
interested activities duty

Comprehension

FACT AND OPINION A fact is something that can be proven true. An opinion is based on someone's feelings. Looking for facts and opinions can help you understand a selection.

Fact	Opinion

A Fact and Opinion Chart can help you find the facts and opinions in a selection.

Read

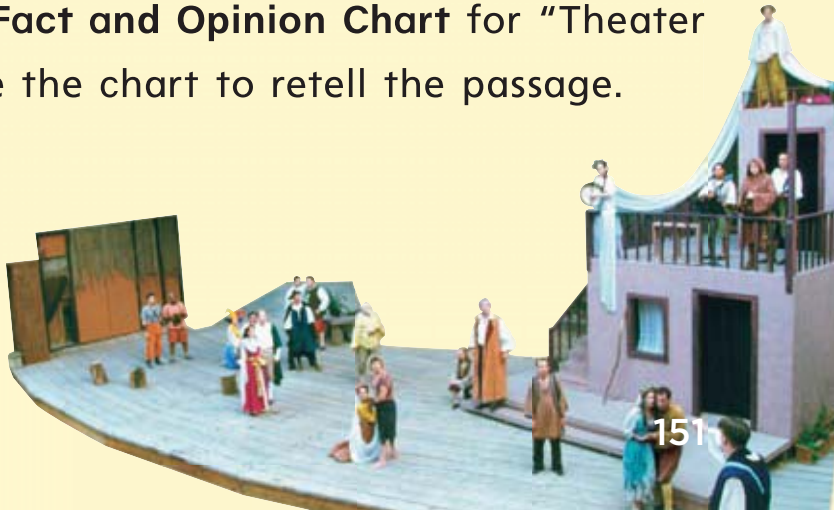
Look for the facts and opinions.

Theater Roles

Today all people love to see women act. But in England in 1660, women did not act in the **theater**. It was not **accepted** by the people of the time. Instead, boys played the parts of women on the stage. Older actors were **advisers** to them.

The boys must have liked other **activities** like hunting much better. But they had a **duty** to be **interested** in acting if they were going to put on a good show!

Fill in the **Fact and Opinion Chart** for "Theater Roles." Use the chart to retell the passage.



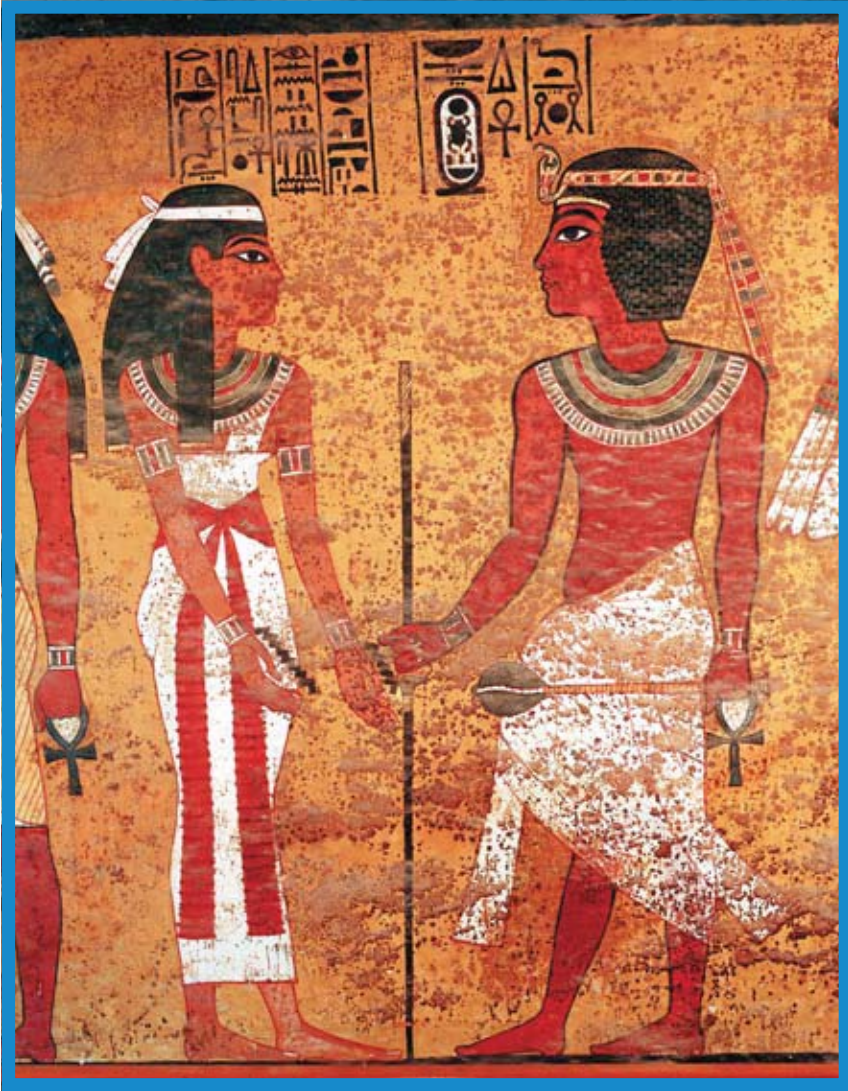
Hard-Working Kids

by Mark Collins



A Hard Past

Being a kid is hard! You have to attend class, study, and wash the dishes. And you do all kinds of other **activities**. You are not alone. Kids have had jobs for ages. Let's read about some of the things kids can do!



Wall painting of King Tut

Kids rule! Well, King Tut did. He lived in Egypt a long time ago. King Tut became king when he was only nine. Being king is a hard job. King Tut had **advisers** to help him. King Tut did not get to rule long, but he made his mark on history.

Bronze figure of
a girl running, 6th
century Greece



It is good to be fit, but the kids in Sparta had to be in top shape. Sparta was a city in Greece long ago.

In Sparta, kids sprinted and played athletic games. All males had a **duty** to join the army. Conditions were tough, but kids in Sparta did the job well.

Have you ever had a part in a class play? If so, you might be interested in this. Hundreds of years ago in England, acting was a job for boys. Sometimes, they acted in street shows. Other times, they got to be on bigger stages, like the Globe theater in London.



An open-air theater in California



American poet
Phillis Wheatley
writing with a
quill pen



Do you like to write? Phillis Wheatley was America's first black poet.

She came to Boston from Africa in 1761. She was an enslaved person in John Wheatley's home. Soon Phillis was welcomed as a member of the family.

She learned English fast and started writing poetry. Her first poem was published at the age of 14. Later, Phillis was **accepted** as a well-known poet.

From Farms to Fun

As long as there have been farms, kids have had to help. When people settled out west, they had to start new lives. They had to plant crops and make new homes. Even in the wild West, kids completed the job!



Girl feeding chickens in Montana, 1910



Drummer boy in African American Civil War troop



Kids collect newspapers during World War II.

Kids help out in hard times. In the Civil War, boys became drummers. In World War II, kids helped by planting gardens. Gardens gave people extra food, so more could be sent to the soldiers. Kids also collected newspapers and books to send to fighting men and women.



Girl playing clarinet



Today, most kids don't rule countries. But there are lots of things that kids can do. Some kids like playing games, like tennis or baseball. These things take a lot of time and practice.

Other kids like painting, acting, writing, and art. They might take extra classes to improve their skills.



A boy plants flowers for Earth Day in California.

Kids find many ways to enjoy life and help others. Kids can help by cleaning up a park or making cards for sick kids. They might decide to start a magazine for stories, poems, and art. They might start a special club. Kids can do the greatest things when they try!

Comprehension Check

Summarize

Read “Hard-Working Kids” again. Look at the Fact and Opinion Chart. Then summarize the selection.

Fact	Opinion

Think About It

1. How old was King Tut when he became king?
2. What did Phillis Wheatley do when she was 14?
3. How did kids help out during World War II?
4. Explain the importance of hard work for kids both today and in the past.



Write About It

What job would you want to have when you grow up? Explain your answer.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

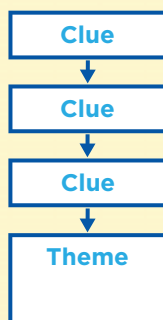
more	corn	born	march
morning	far	before	storm
sore	starving	acorns	shore

Vocabulary

starving	staff	declared
fetch	distressed	rich

Comprehension

THEME The lesson that an author wants to give through a story is called the theme. Pay attention to characters' words, actions, and what happens as a result to figure out the theme.



Listing clues in a Theme Chart can help you find a story's theme.

Read

Look for the theme of the passage.



Hunt or Starve

It was winter. As long as the tribe worked together, they would not **starve**.

The leader of the tribe grabbed a **staff**. All the hunters **fetch**ed their horses except one. A young man in the tribe refused to join. "I can hunt by myself," he **declared**.

The hunters returned with buffalo, a **rich** food source. The tribe then found the young man. He was cold, hungry, and **distressed**. They fed him. Perhaps now he would understand.

Fill in the **Theme Chart** for "Hunt or Starve." Then use it to summarize the passage.

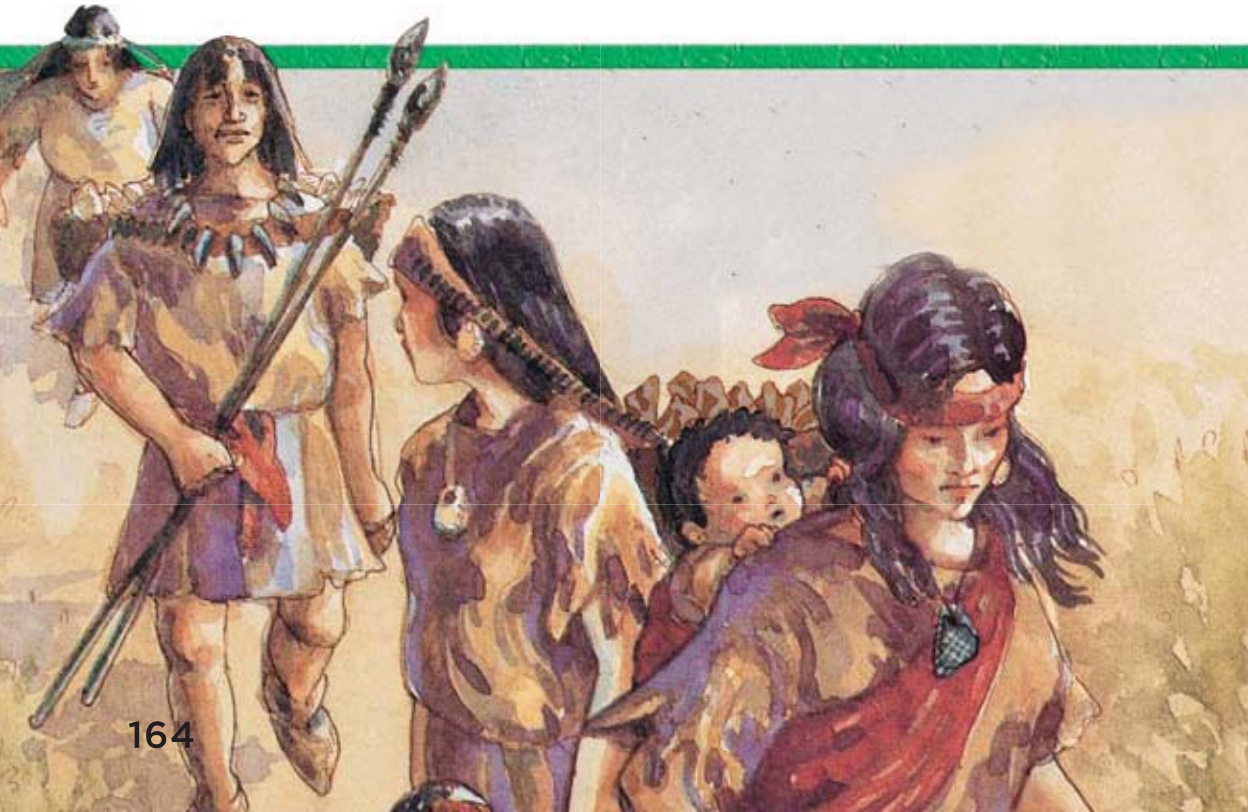
A Nation Is Born

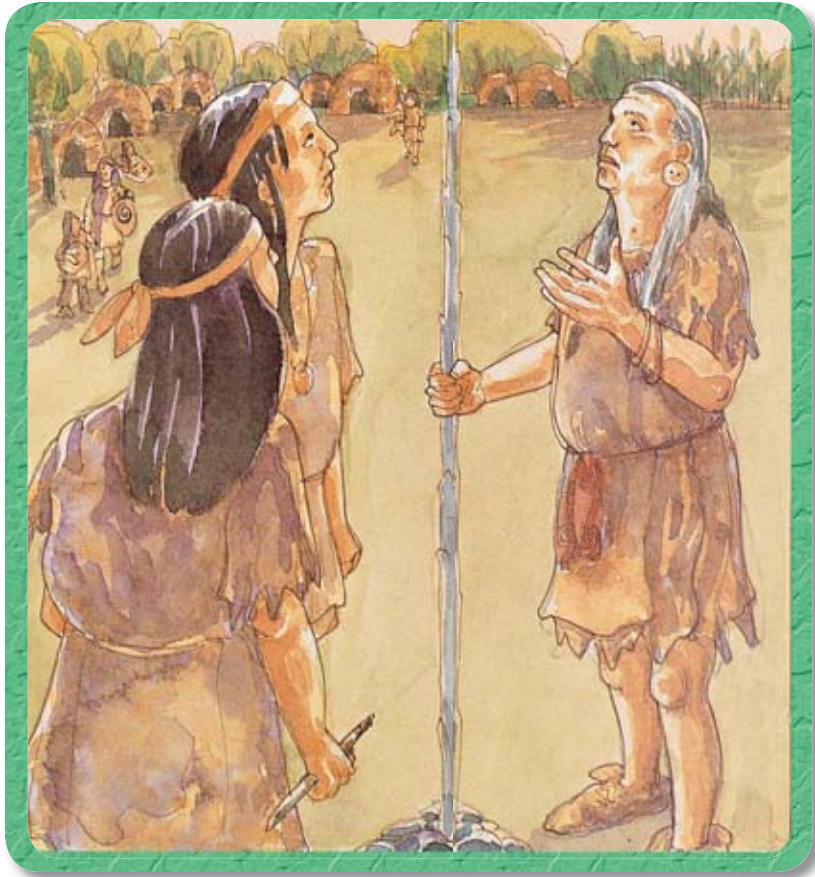
as told by Annie Samuels
illustrated by Constance Bergum

More to Eat

Long ago, some people were **starving** and **distressed**. They had to roam to hunt deer and pick acorns. But they never had much, and they had to divide it up.

A wise leader felt it was his duty to find more food for his people.





“We need to find a permanent home where we can grow our own crops,” he stated. “Then we will not starve.”

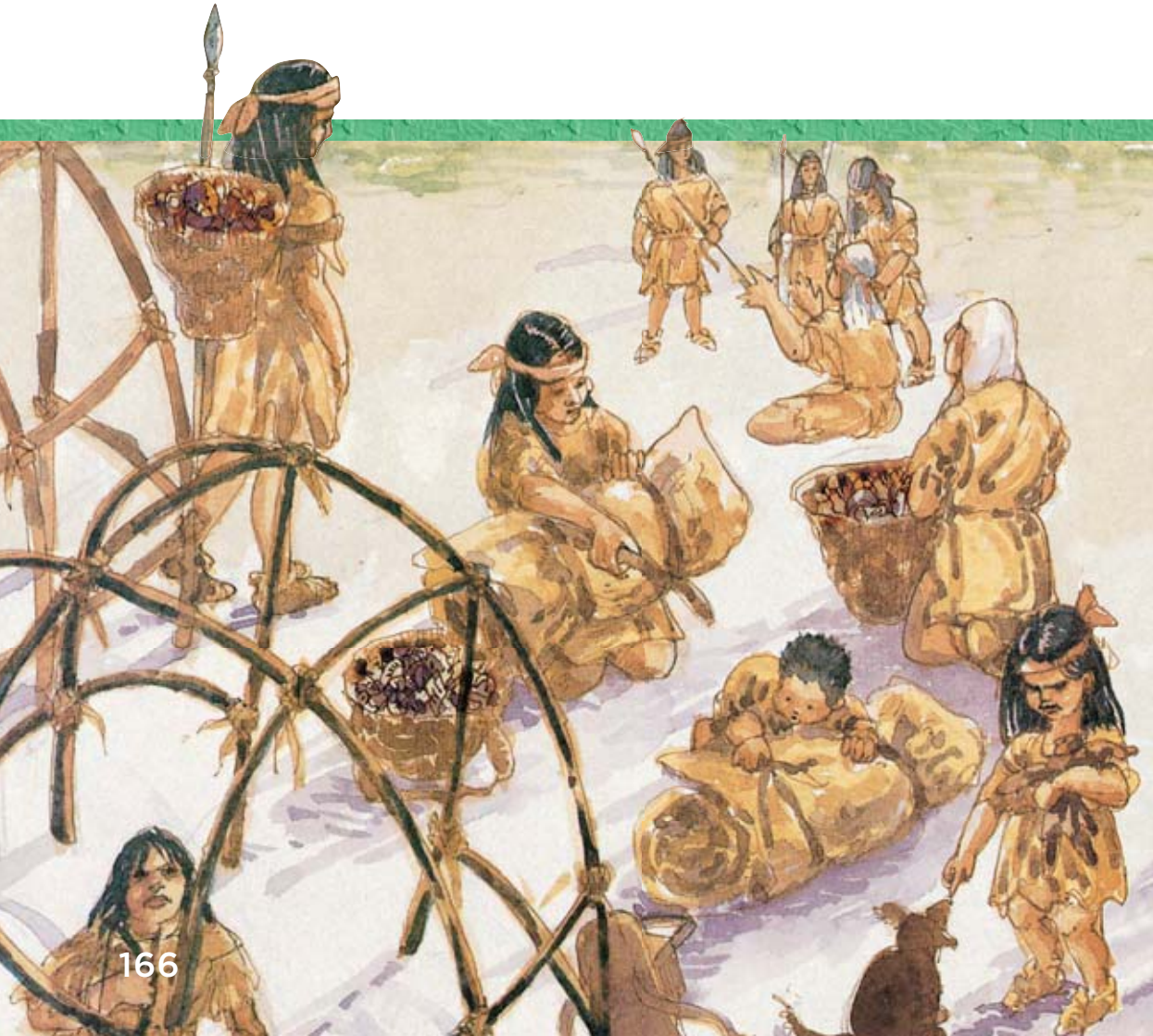
But where might the people grow their crops? The leader stuck a **staff** in a pile of stones.

“We will let this staff decide our path,” he **declared**.

The people packed their things and started marching. Each night, the leader stuck his staff in a pile of stones. Each morning, the staff leaned toward the sun.

“We must keep going,” the leader said.

The people kept marching. Most had sore feet and legs and did not want to keep marching. Still, they followed their leader.



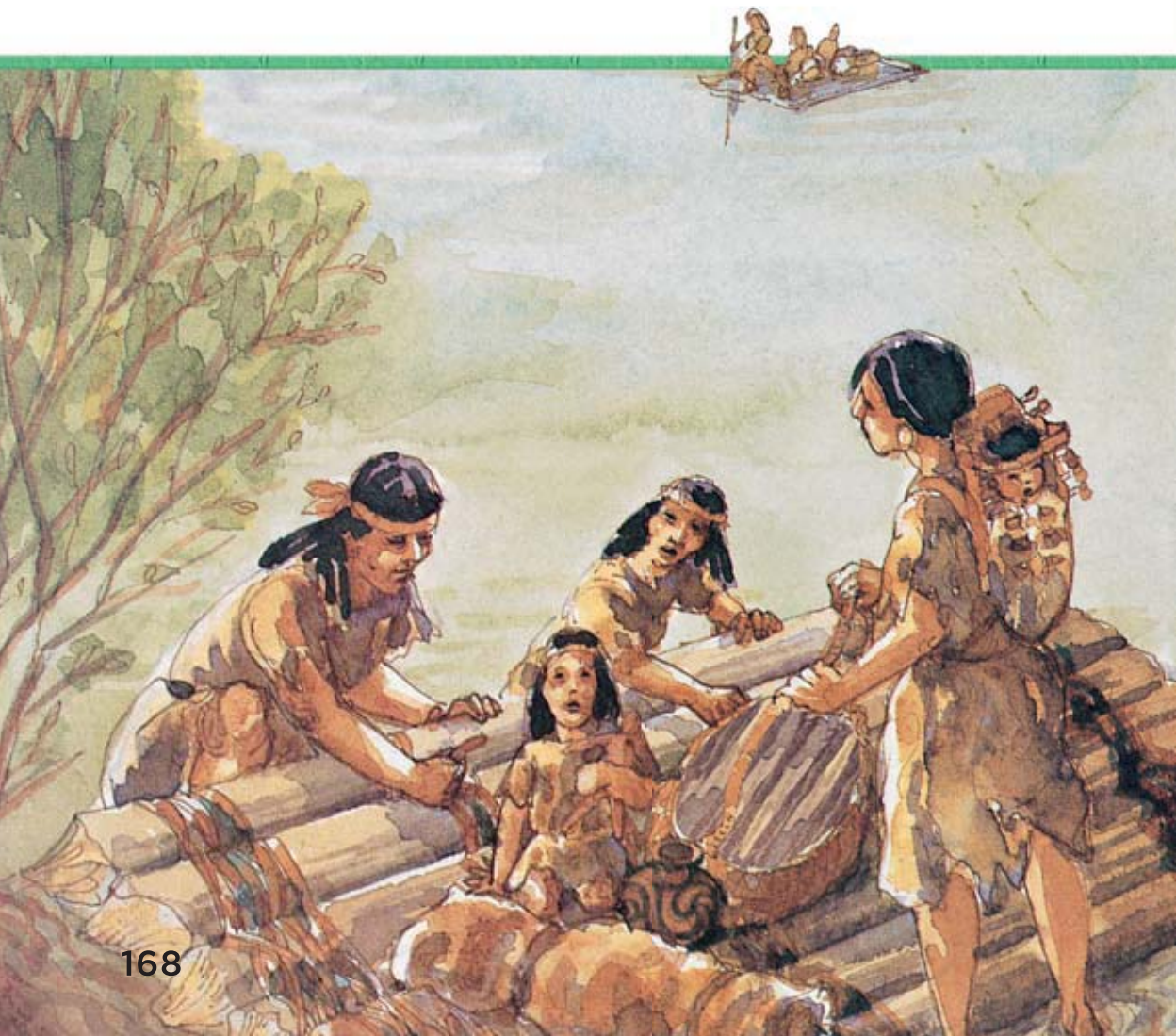


The trip was so long that the people cried. They did not think the march would end. Most people carried poles for new homes on their backs. The poles got heavier each day.

The leader put his staff in a pile of stones each night. Each morning the stick leaned toward the sun. So they kept marching.

The Corn Plant

One night, the people came to the shore of a wide creek. The leader stuck his staff in a pile of stones. The next morning the staff leaned toward the creek. So the people made rafts and rode across the creek. They felt happy that they didn't have to march.



On the far shore of the creek, the people marched for six more days. On the sixth day, they spotted an odd plant growing in the grass.

“This is corn,” stated the leader. “Fetch logs and sticks, so we can make a fire and make a meal.”

The people ate and felt quite happy.



The leader stuck his staff in a pile of stones that night. He stayed by the campfire and watched the sky. In the morning the staff was standing straight up.

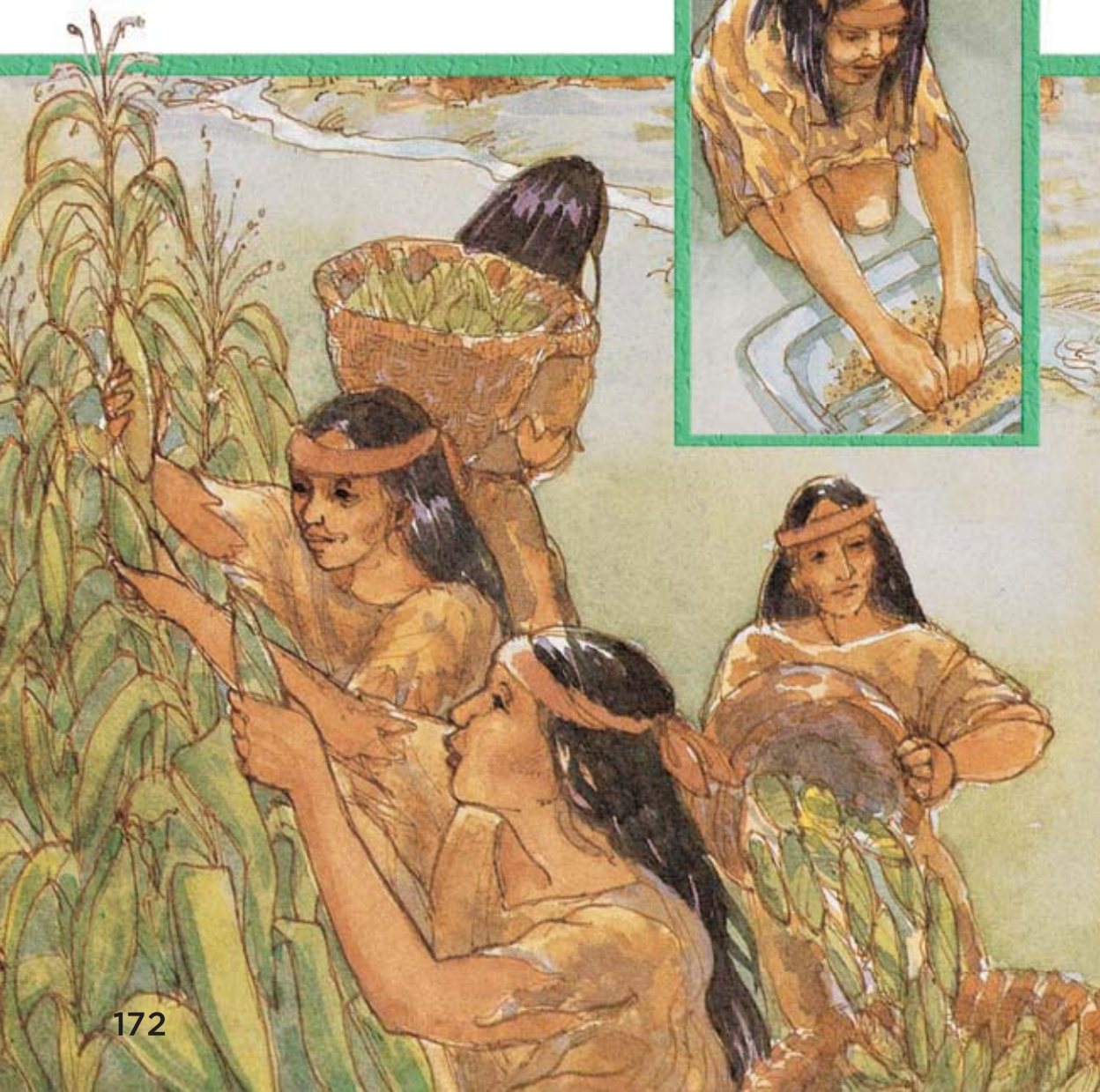




“See how the staff stands straight! It knows that this is our home,” he cried. “We will stay here and rest our tired feet. We will plant corn.”

He held out a handful of corn seeds. The people felt glad to settle down. They were no longer displaced. They built new homes and planted corn seeds.

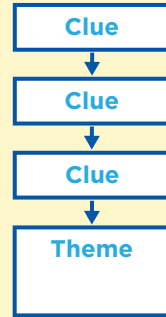
Soon, more corn was growing high and green. The people had a **rich** crop that could be made into many kinds of food. The leader had done his duty. “We will not starve any more,” he smiled.



Comprehension Check

Summarize

Read "A Nation Is Born" again. Look at the Theme Chart. Then summarize the story.



Think About It

1. Who felt it was his duty to find more food for his people?
2. Why did the people cry?
3. How did the leader find a place for the people to grow their own crops?
4. Why may the people have felt differently about their leader at the end of the story than at the beginning?



Write About It

Think about a problem in the world.
If you were a world leader, how would you solve it?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

morning shirt fern thirsty
first shore weather patterns
clever clerk acorns never

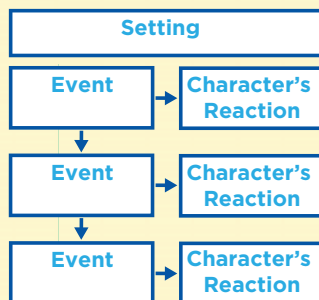
Vocabulary

faint unfamiliar Web site
wisdom approaches

Comprehension

CHARACTER, SETTING, PLOT

Thinking about the setting can help you figure out why events occur and why characters act the way they do.



A Story Flowchart can help you understand the story.

Read

Look for the characters, setting, and plot.

Talking Hands

Miss Fern used the classroom computer to show us a **Web site** about sign language. We saw people using hand signs. She helped us learn the alphabet.

Later, Miss Fern had an **unfamiliar** visitor stop by. Her name was Lily, and she was deaf. Miss Fern told us that some deaf people can hear **faint** sounds. Miss Fern then used sign language to speak with Lily.

Miss Fern is always full of **wisdom**. We love her **approach** to teaching!



Use the **Story Flowchart** to help you summarize "Talking Hands."



A New Language

by Louis Stater
illustrated by Amy Tucker

Amber Meets Liz

“I miss my old friends. What if there are no kids my age here?”

Amber’s family knew that she would make more friends. But Amber was still upset. She sat on a rock in her garden. There were no kids in sight. Then, she spotted an older girl. “Hi,” yelled Amber. “My family just moved in.”

The girl made a **faint** sound. Then she made an **unfamiliar** motion with her hands. What was wrong? “She’s deaf,” thought Amber. Amber didn’t want to seem rude, but she didn’t know how to speak with the girl. So she waved good-bye and ran back inside her home. The girl just stayed near the garden. She seemed upset.



This sign means *mother*.

“Mom,” said Amber at lunch. “I think the girl next door is deaf.”

“Yes,” replied Amber’s mom. “Her name is Liz. I invited her to visit us later.”

“How will I speak to her?” asked Amber.





After lunch, Mom knocked on Amber's door. Amber was finishing her homework. "I don't mean to bother you. Do you have time to look at a **Web site** with me?" asked her mom. "I think it may help you understand Liz." Amber put down her paper.

The first article on the Web site discussed two men who lived back in the 1800s. Their names were Alexander Graham Bell and Edward Gallaudet. Their lives were very much alike. Their fathers were teachers of the deaf. Their mothers were deaf. Each man married a deaf woman.



Alexander Graham Bell



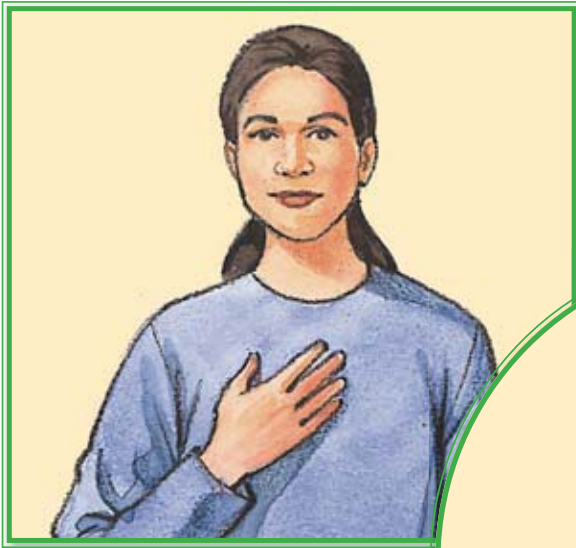
Edward Gallaudet



Lip-Reading and Sign Language

These men knew they had the **wisdom** to help deaf people. But Bell and Gallaudet took different **approaches** to teaching them.

Bell felt that it would be most helpful to teach a deaf person to read lips. Gallaudet felt that it would be better to teach deaf people to use sign language. Both men looked for the best method of teaching the deaf.



This sign means *my*.



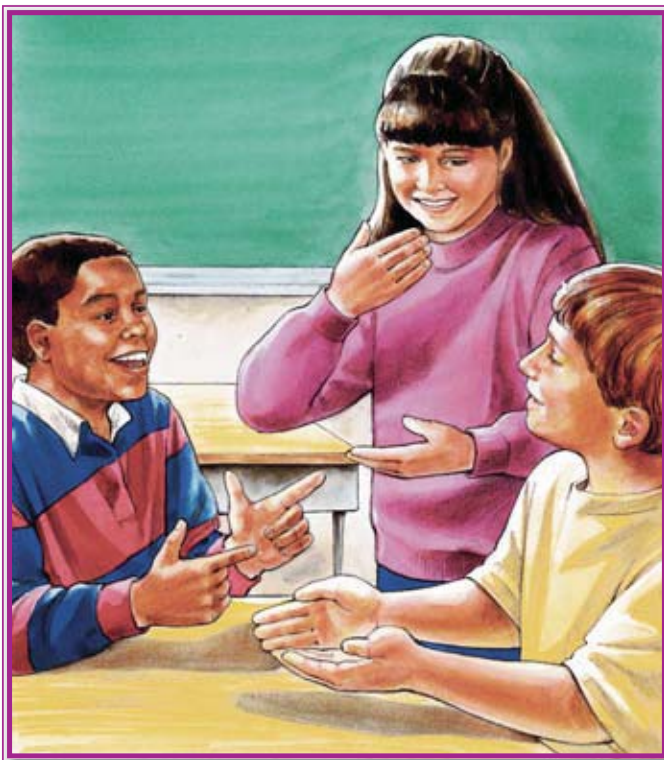
This sign means *house*.

The Web site stated that it doesn't take long to learn a few signs. This made Amber feel better. But she knew it would not be simple.

Practice is required to become good at sign language. Each letter of a word can be spelled out with the fingers. Some people can spell sixty words in a minute.

Amber really liked the next article. Deaf children wrote about sign language. Over 1,000,000 deaf and hearing people use it. Many people say that it is more fun to learn than foreign languages. People who sign also use eye, face, head, and body movements to communicate.

There were pictures of children signing with each other on the Web site. Amber and her mom were glad that they had looked at the Web site.





This sign means *very*.



This sign means *big*.

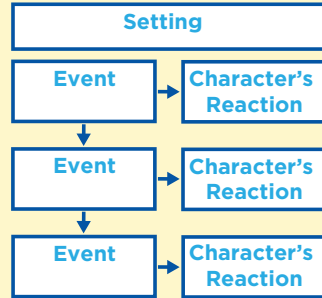
When Liz came over, she seemed happy. Amber was shy about using her new skill. She signed, “hello.” Liz smiled and signed, “hello” back. That’s when their friendship started!

Liz helped Amber practice sign language. They became best friends!

Comprehension Check

Summarize

Read “A New Language” again. Look at the Story Flowchart. Then summarize the story.



Think About It

1. Why did Amber run back inside her home after first meeting Liz?
2. Which two men helped deaf people in the 1800s?
3. What are three things Amber learns about sign language from the Internet?
4. What is Amber's mother like? Explain using details from the story.



Write About It

Imagine that you lost the ability to hear. List ways you could communicate with your family and friends.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

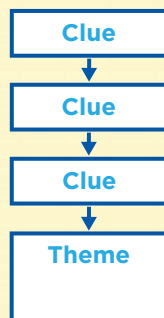
nurse	first	return	purse
her	fur	hurt	girl
curb	third	perfect	murmur

Vocabulary

required disturb promise hurdles

Comprehension

THEME The theme is the lesson or message about life that the author wants to give in a story. To identify a story's theme, pay attention to characters' words, actions, and what happens as a result of their actions.



A Theme Chart will help you identify an author's message.

Read

Identify the theme of the passage.

A Gift for Grandpa Burt

Grandpa Burt always did nice things for Curtis. He helped him with homework. Grandpa Burt even took Curtis to a theme park. Curtis always said, "You are the best grandpa ever!"

When Grandpa Burt got older, he **required** extra help. Curtis made a **promise** to care for his dog, Gordon. As a kid, he used to run **hurdles** with Gordon.

Curtis and Gordon visited Grandpa Burt at the nursing home. Gordon stayed by his side and did not **disturb** anyone. When Grandpa Burt saw them, he smiled. "You are the best grandkid ever!"

Fill in a **Theme Chart** for "A Gift for Grandpa Burt." Then use it to summarize the passage.



Uncle Bob and Nurse Murphy

by Eloise Jennings
illustrated by Stephanie Milanowski

Murphy's Big Visit

Uncle Bob had lived with Jim's family for years. But Uncle Bob **required** extra help now, so he moved to a nursing home. Before he moved, he gave Jim his books and his dog, Murphy. Murphy had thick golden fur. Jim always had a good time with Murphy.





“Jim, I need to cut your hair before we visit Uncle Bob,” called Mom.

Jim did not like sitting still for a haircut. But he was anxious to talk to his mom about Uncle Bob.

“Do you think Uncle Bob misses us?” asked Jim.

“Yes, he does,” said Mom. “But he has made friends at his new place, and we visit every week.”



Jim got up and stretched his legs.
“When we went to see him last week,
everybody tried to talk to me. They
patted my head or pinched my cheek.
I felt bad. I wish I knew what to say to
them. I think they miss their old friends.”





“Well, I have a surprise for you,” Jim’s mom said. “I spoke with Nurse Hill at the nursing home. She said that people can take their pets on visits, if they are careful. The pets just have to be neat and clean.”

“Can we take Murphy?”

“Yes, Jim. Nurse Hill said that pets can make people feel better.”





“Murphy, come here girl! We’re going to visit Uncle Bob!” Jim got Murphy’s leash and led her to the curb.

When Jim, Mom, and Dad got to the nursing home, Murphy sprang out of the car. She ran straight for the door. It seemed that she knew she was going to see Uncle Bob.

A Promise to Return

Jim didn't see Uncle Bob when he first walked in. Murphy did. She gave a quick bark. Then she ran over to the window where Uncle Bob sat. He leaned down to pet her, and Murphy's tail wagged fast.





“How did you get Murphy in here? I hope she won’t **disturb** people!” said Uncle Bob. But he had an enormous smile.

“Nurse Hill told us that we could bring her to visit,” declared Jim. The excitement in the room increased when Murphy showed up. Mom had packed a ball in her purse for Murphy to play with.





Nurse Hill stopped by. Jim asked her why it was possible for pets to visit nursing homes.

“That’s simple,” she told Jim. “Having a pet around makes people happy. When people are happier, their bodies get stronger.”

Jim rubbed Murphy’s head. He said, “I’m going to have to start calling you Nurse Murphy!”





Jim promised to visit again soon. Uncle Bob made him **promise** to bring Murphy.

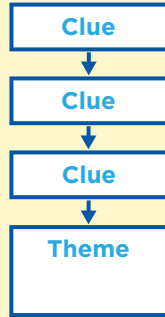
“I will,” said Jim. “Next time, let’s go outside. Then, we can set up **hurdles** for Murphy to jump over. We’ll see you on Saturday.”

Uncle Bob said with a joyful grin, “I’ll bring my camera. We’ll take photos. I’ll see you and Murphy on Saturday.”

Comprehension Check

Summarize

Read “Uncle Bob and Nurse Murphy” again. Look at the Theme Chart. Then summarize the story.



Think About It

1. Why did Uncle Bob move into a nursing home?
2. Who told Jim’s mom that “pets can make people feel better”?
3. How did Murphy react when she saw Uncle Bob?
4. Why does Jim promise to return with Murphy on Saturday? Use details from the story in your answer.



Write About It

If you could have any animal as a pet, which one would you pick and why? Write a paragraph about this pet.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

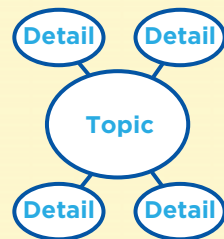
blur	shook	woods	footnote
good-bye	stood	burn	book
look	cook	took	surf

Vocabulary

weather	predictions	observing
equipment	occur	method

Comprehension

DESCRIPTION Authors of nonfiction often use description to present information. Words and phrases such as *for example*, *include*, and *such as* often signal that descriptive details will follow.



A Description Web can help you keep track of descriptive details.

Read

Look for descriptive details in the passage.

Weather Watchers

The **weather** is changing all the time. Who keeps us informed and safe? A meteorologist is an expert who studies shifts and patterns in the weather. This includes **observing** air pressure, temperature, wind, and humidity.

These weather experts use **equipment** such as satellites, radar, sensors, and computers. This equipment can tell them when changes in the weather **occur**. But they also watch the sky to make **predictions**. By using **methods** like these, weather watchers can tell us the forecast for the day.

Use a **Description Web** to help you list details from "Weather Watchers."



Storm Chasers

by Lisa King



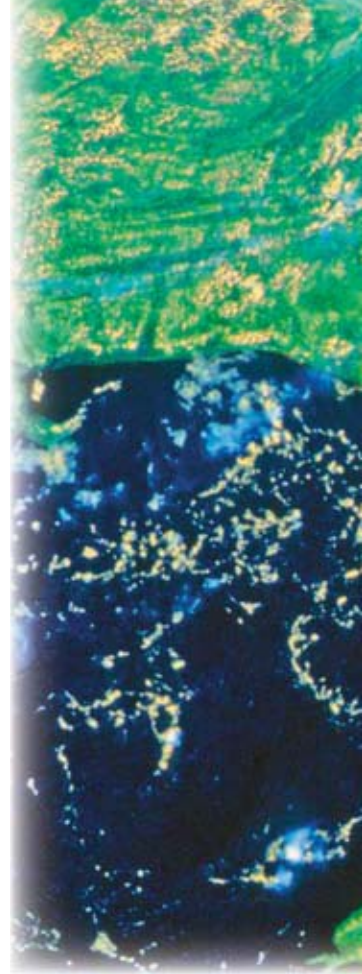
Why Do People Chase Storms?

“That’s a neat job!” That is what most people say about storm chasing. Storm chasers try to get close to storms. They like to watch and study them. But storm chasing is not an easy job. Storm chasers need to know a lot about the **weather**.

Storm chasing has increased during the last 40 years. Most storm chasers just like **observing** storms. Others take photos or make films of storms. Many chase storms because they love the adventure.

Tornado above a two-lane highway





A storm chaser uses a laptop to track a storm.

Storm chasers need a lot of **equipment**. These tools include a cell phone and a camera with special film. Storm chasers use phones to make distress calls. Cameras are used to take photographs of storms.

Such photos are not easy to find because most people will not get close to a storm. Storm chasers can sell good photos to magazines.



A radar map shows a hurricane approaching.

During the winter, storm chasers might read many books to find out more about storms. The best times to chase storms are during late spring and early fall.

Often, storms **occur** in the same spots. Storm chasers spend a lot of money to go all over the world. They may drive up to five hundred miles in a day to see a storm.

Storm chasers use every **method** to find storms. They follow weather news to find out where storm warnings have been declared.

A storm can be very dangerous. For example, storms can harm people, crash cars, and knock houses over. Storms like these do not happen often.



Flood waters cover a bus and a house.



Storm chasers and a film crew track an approaching storm.

What Do Storm Chasers Do?

Storm chasing is not always fun. Some days, storm chasers just sit in big fields all day. They watch the sky and make **predictions** about where a storm will show up. Then they rush off to find the place the storm will hit.

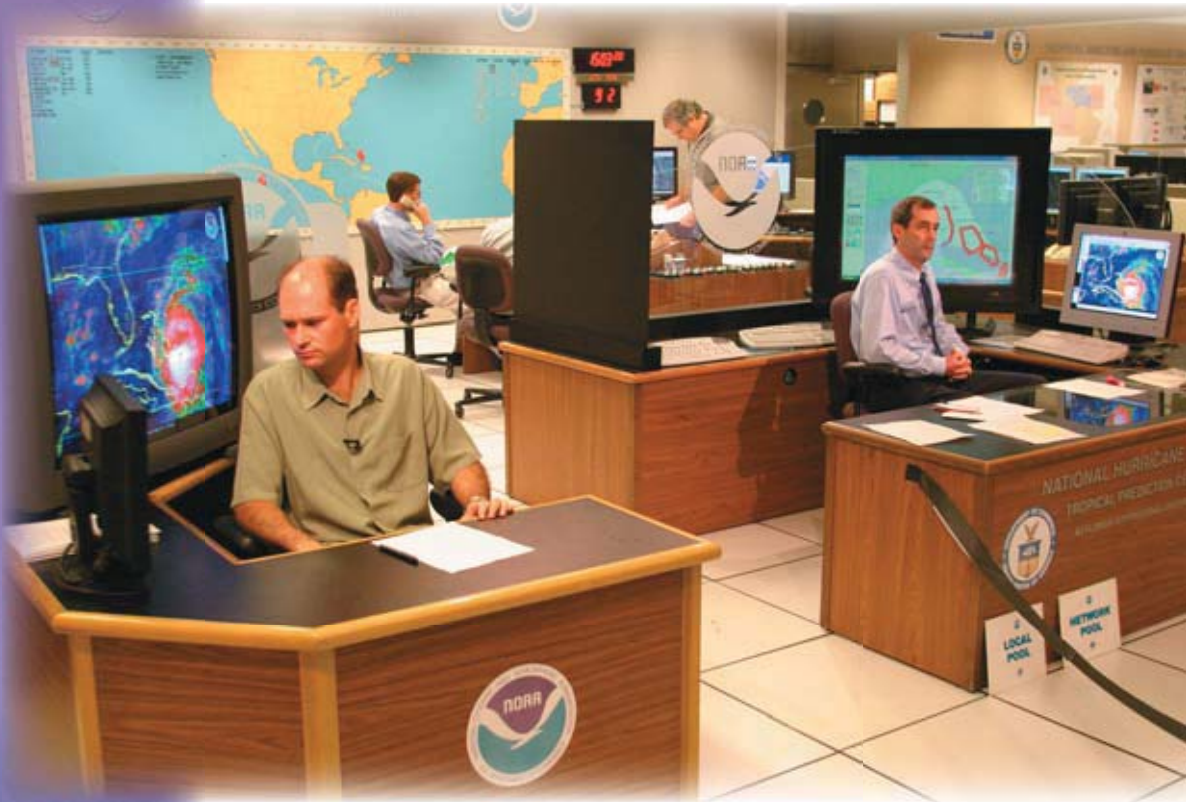
Most storm chasing stops at night when storm chasers go home. Storm chasers don't want to be hit by a storm that they can't see.

Today, scientists know more about storms. But storm chasing is still a hard job. For example, chasers have to drive in heavy rain and high winds.

Some storms can cause lightning. People don't always know when lightning is about to strike. Sometimes they don't see it or hear it. Luckily, only a few chasers have been struck by lightning.

Lightning in a field





TV reporters track a hurricane in Florida.

There are many ways to become a storm chaser, such as by reading about weather patterns. This may inspire you to become a reporter. Some people become known as TV weather reporters. They advise us about the weather daily.



A meteorologist tries to predict the path of a storm.

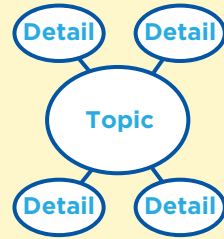
Storm chasing can be exciting, but it can also be hard work. You might be surprised at the information you can find by reading books about storms.

No matter which weather job you decide to do, make sure you read about it first. That way, you will be prepared. Storm chasing can be full of surprises!

Comprehension Check

Summarize

Read "Storm Chasers" again. Look at the Description Web. Then use it to summarize the selection.



Think About It

1. What do storm chasers need to know a lot about?
2. In what ways could a storm be dangerous?
3. How does being a storm chaser differ from being a weather reporter?
4. Why might someone put their life at risk to be a storm chaser? Explain using clues from the selection.



Write About It

Storm chasing is a hard job. Describe a job you think is difficult.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

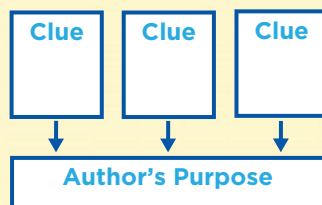
pools	shook	groom	good-bye
tools	oozed	bloom	choose
toothbrush	footnote	spoons	loop

Vocabulary

sources	experts	composed
solution	environment	

Comprehension

AUTHOR'S PURPOSE Authors write for three main reasons: to entertain, inform, or persuade. They may write to make you happy or sad (to entertain), to give you facts (to inform), or to make you believe something (to persuade).



Use an Author's Purpose Map to help you find clues.

Read

Identify the author's purpose.

The Problem with Oil

We must all make choices about energy. Some people use carpooling. This helps save oil. Oil is a kind of fuel. It is **composed** of decayed animals and plants.

The reason we try to save oil is simple. There are only a few oil **sources**. Oil is not renewable. If it is used up, we will not have it to use for lights or cars.

Experts say that oil harms the **environment**. It makes the air dirty. This hurts plants and animals. There is a **solution** to this problem. We must use less oil.

Fill in the **Author's Purpose Map** for "The Problem with Oil." Then use it to help you summarize the passage.



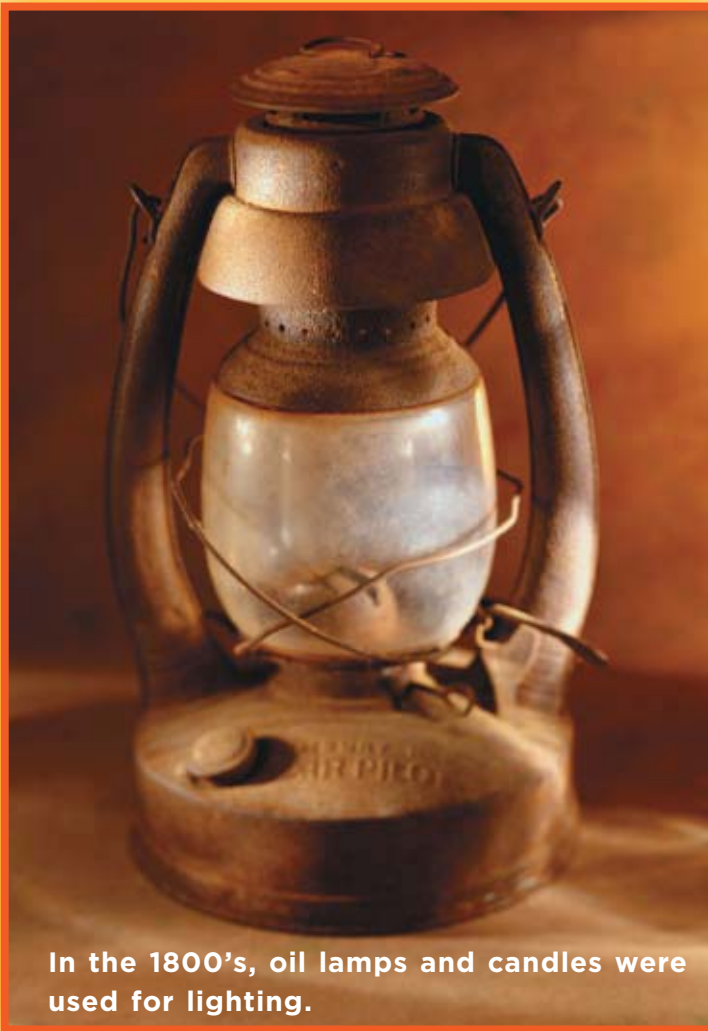


Oil: From Fuels to Tools

by Eliza Wang

Fossil Fuels

Fossil fuels are **composed** of plants and animals that died millions of years ago. The remains fell deep into the sea and decayed in the dark water. Sand and clay covered them. The sand and clay became rocks. The rocks pressed hard on the plants and animals, turning them into coal, oil, and gas.



In the 1800's, oil lamps and candles were used for lighting.

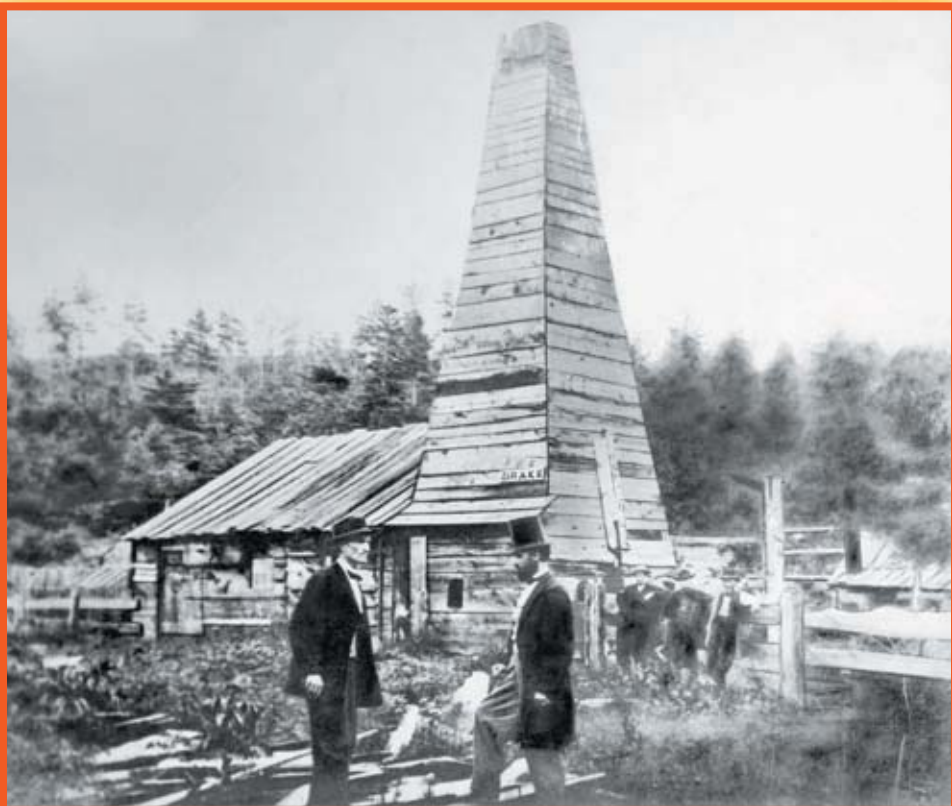
People started using oil over six thousand years ago. Fishermen and traders rubbed oil on parts of their boats. This kept the boats from sinking in the water.

Later, oil helped armies. They marched in cold, wet snow. The men used oil to protect their boots from harsh weather. During the 1800s, oil was known as the best fuel for lamps.

In the Middle East, oil oozed up from the desert in pools. They used it for heat and light. In North America, Native Americans lifted oil from water with blankets. They used it as medicine. The American settlers used it as fuel in their lamps.

In 1859 in Pennsylvania, Edwin L. Drake found a way to drill through rocks and strike oil. He used a well to pump up the oil. Drake's way of pumping oil is still used today.

Edwin L. Drake (on the right) on the site of the first successful oil well.





Oil rigs like this one are used to drill oil in the ocean.

Oil lies far below the top layer of dirt and rock. Drills are used to reach the oil. It is pumped up by rigs. Charts help people choose where to put the rigs. Some rigs are set up in the sea. From rigs, oil travels through pipes. Then it is shipped to big factories.

Oil and Toothbrushes

Oil has many uses. Did you know that plastic is made from oil? Most toothbrushes, milk cartons, and plastic spoons started as oil. The thick, black goop can be made into a lot of things. One of those things is the liquid gas used to run cars, ships, and planes.

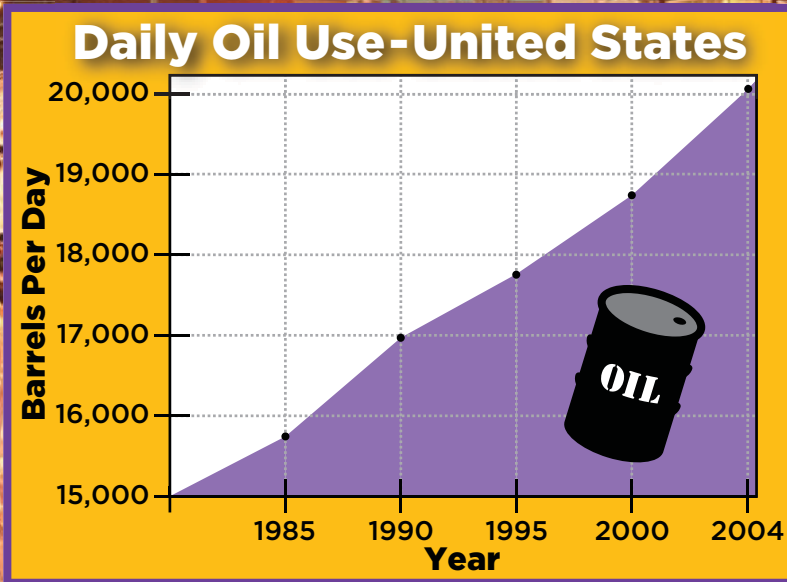
Cars use a lot of gas. Experts are looking for cleaner fuels, such as fuel made from corn.





Arctic animals may be hurt if we drill for oil.

The U.S. gets a big part of our oil from other countries. We do not have enough oil at home to fill our needs. Oil has been located in the Arctic. Some people want to drill there. Others do not think that is a good idea. They think it might harm the **environment** and the wildlife.



Rush hour happens in the morning and evening each weekday.

Experts think that we have only enough oil left on Earth to last about forty years. That time is approaching soon. When that oil is used up, there will be no more for millions of years. That is one reason we need to cut back our use of oil. We also need to look for more energy sources.



Walking saves gas, and it is a good way to stay in shape.

We can all do our part. There are simple ways to use less oil. We will need less if we don't drive as much. Walking or riding a bike can help. We can set our heaters to far lower settings. We can turn off lights when we don't require them. Another useful idea is recycling plastic items made from oil.



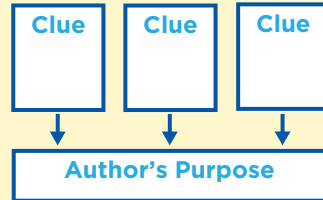
Modern windmills, called wind turbines, turn wind into electricity.

Oil, coal, and gas make up most of the world's energy resources. But the reserve is shrinking. We can help if we use less oil. Some think we can harness renewable energy from the sun, wind, and water. If we all help, we can find a **solution** together!

Comprehension Check

Summarize

Read “Oil: From Fuels to Tools” again. Look at the Author’s Purpose Map. Then summarize the selection.



Think About It

1. What are fossil fuels composed of?
2. Who found a way to drill through rocks and struck oil?
3. What is oil used for?
4. Why might some people be opposed to using renewable energy sources?



Write About It

List some of the ways you use oil or oil products each day. How might your life be different without them?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

coil tomboy cartoon enjoy
avoid toy spool poison
noise loose oil destroy

Vocabulary

motion coil liquid
avoid

Comprehension

DRAW CONCLUSIONS Authors don't always state everything directly. You have to use what you know and what the author tells you to draw conclusions. Look for clues that support your conclusions.

Text Clues	Conclusion

A Conclusions Chart can help you find clues.

Read

Identify text clues and draw conclusions.

Whales and Dolphins

Last week, my family went to the sea. The sea is a massive body of water where many animals live. The **motion** of these animals makes the sea come alive!

This week, we went to the zoo. We saw dolphins and whales. They like playing with humans. They made clicking noises and sprayed **coils** of water at us!

Then a zookeeper told us how we can keep dolphins and whales protected. He said that when we dump poisonous **liquids** in the sea, we make animals sick. We must **avoid** doing anything that might harm these animals.

Fill in the **Conclusions Chart** for "Whales and Dolphins."

Then use it to retell the passage.





Humpback Whales

by Sam Matthews
illustrated by Nancy King

Voices from the Sea

Whales spend their lives in the sea. But whales are not fish. Whales have lungs. Whales have hair and are warm-blooded. Their young weigh three thousand pounds when they are born. They drink one hundred pounds of milk each day. Maybe that's why these babies gain as much as two hundred pounds a day!



Humpback whales live in every sea. They can weigh as much as ninety thousand pounds. That's as heavy as thirty cars.

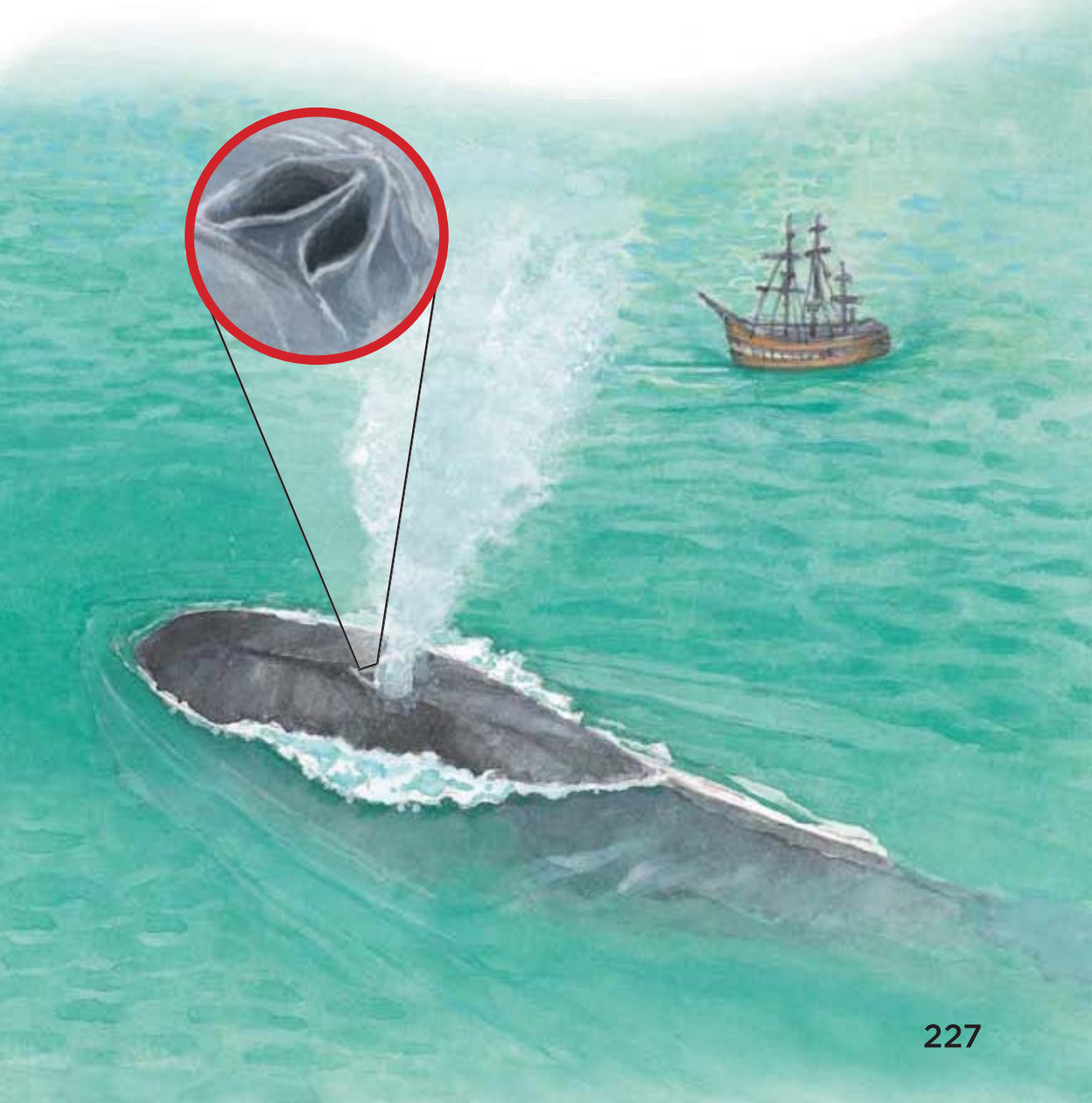
These whales can live fifty years. Scientists can tell a whale's age by looking in its ears. Rings form in the wax that builds up inside their ears. Experts check the number of rings to find out a whale's age.

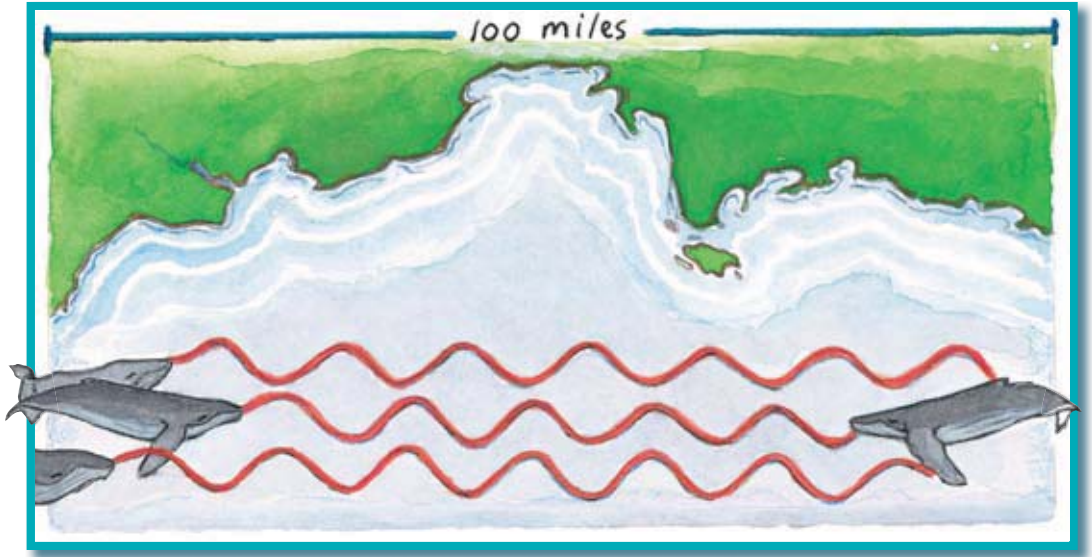


When this whale jumps out of the water, it arches or humps its back. This is why it's called *humpback*. The whale has a big flipper on each side of its body. Flippers help steer the whale.

They're also known for big bumps on their mouths, with a hair growing from each one. These hairs help the whale sense **motion** and find fish.

Whales breathe through two blowholes on their backs. Whales can close the holes when they dive deep into the water. Scientists say that whales can hold their breath underwater up to twenty minutes. When they resurface to breathe, whales shoot air and water from the blowholes. This spray can shoot as high as ten feet into the air.





Enjoying Humpback Whales

Male humpback whales sing songs! Their songs start with a faint hum. The noises become louder and might last up to 20 minutes. You can hear whale songs 20 miles away. If you dove underwater, you could hear the noise from 100 miles away.

Experts don't know why the whales sing. Some think they are trying to make contact. But many people say the whale songs bring them joy.

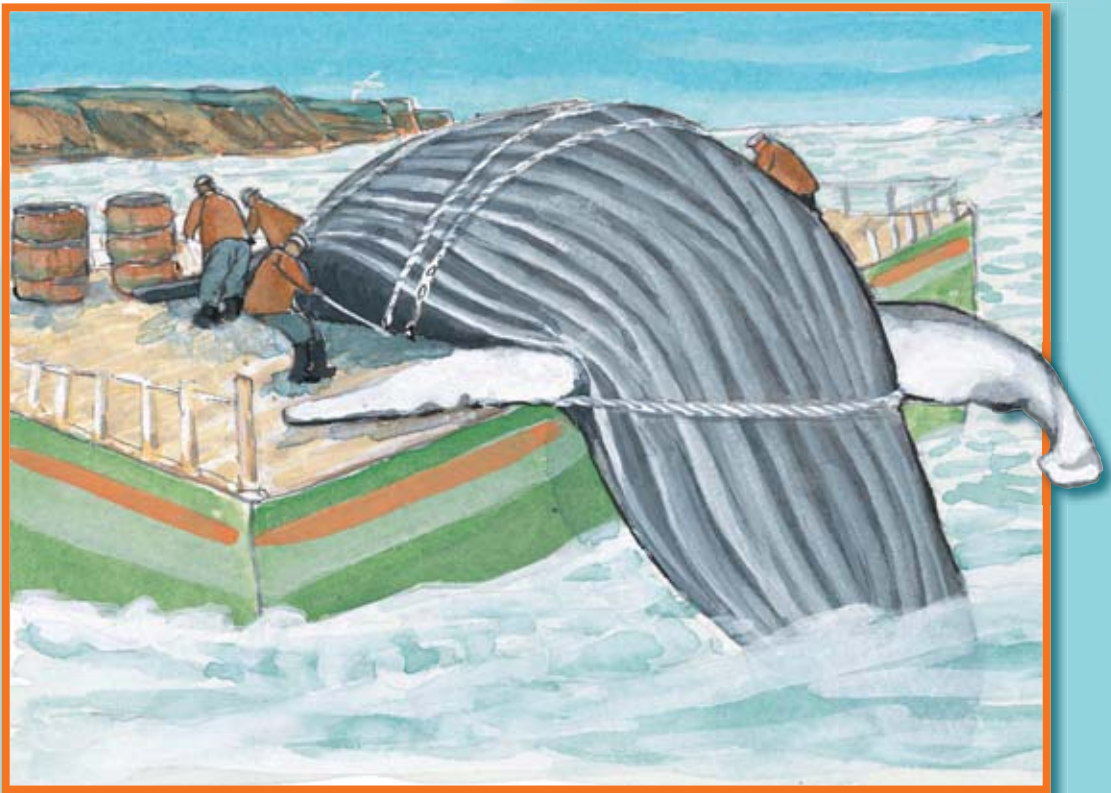
Whales sometimes hunt food in groups. Humpback whales join up underwater. When they come upon a school of fish, one whale swims in a circle. Then, it blows a **coil** of bubbles. The bubbles confuse the fish and cause them to swim to the surface. Then, the whales swim up and quickly eat a big meal.





Humpback whales do not have teeth. But there is a solution. They have strong hairs that hang from their upper jaws. These hairs are called baleen. The baleen is made of the same material as our hair and nails. They strain food through these strong hairs. The baleen lets **liquid** drain out and stores fish inside the whale's mouth.

Being enormous does not keep these whales safe. The sea has become less safe for humpback whales in the past thirty years. Boats spill oil and poisons in the sea, which can make the whales sick. People also throw trash in the sea. It is hard for the whales to **avoid** oil and trash. Humpback whales need help from both experts and people.





Experts enjoy studying these creatures and their songs. They've got good reasons for keeping whales safe. Today, the humpback whale and its environment are protected by law.

Many people say they'll never get tired of watching these whales. Humpback whales are the gentle giants of the sea. People like humpback whales, and humpback whales like people!

Comprehension Check

Summarize

Read "Humpback Whales" again. Look at the Conclusions Chart. Then summarize the selection.

Text Clues	Conclusion

Think About It

1. How can scientists tell a whale's age?
2. How do the hairs inside their mouths help humpback whales?
3. Explain how humpback whales work together to hunt.
4. Why might humpback whales need to be protected by law?



Write About It

What can humans do to make sure we do not harm animals? Explain your ideas.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

already	cause	joy	crawl
pause	walnut	shawl	fault
spoil	small	claw	tomboy

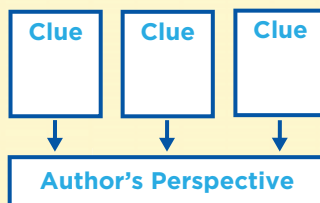
Vocabulary

retreats	supply
careful	established

Comprehension

AUTHOR'S PERSPECTIVE

An author's perspective is how he or she feels about a subject. You can look for clues in the text that tell how the author feels about events and information.



Use an Author's Perspective Map to help you find clues.

Read

How does the author feel about waves?

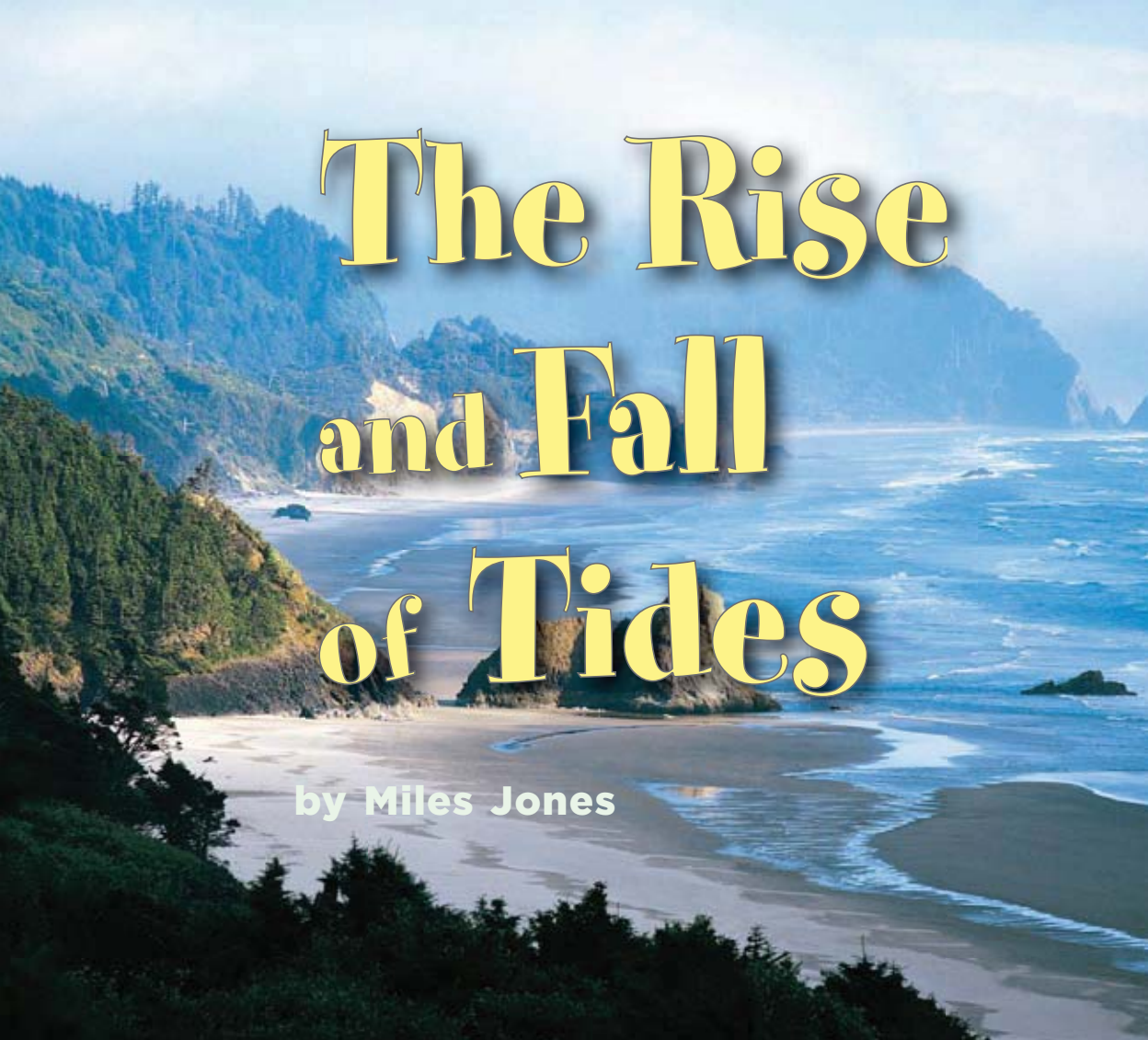
Washed Out by Waves

I spent a lot of time making a sandcastle at the beach. It had pretty shells on the walls. The walls were tall. I didn't think anything could destroy it. As the day went on, the tide inched closer to my sandcastle. Then I watched a big wave wash it away and **retreat!**

Other things on the beach were destroyed by the waves, too. I saw a crab shaping sand with its claws. It was **careful** to dig its home near a food **supply**. But the home the crab **established** was not safe from crashing waves.

Fill in the **Author's Perspective Map** for "Washed Out by Waves." Use the map to retell the passage.





The Rise and Fall of Tides

by Miles Jones

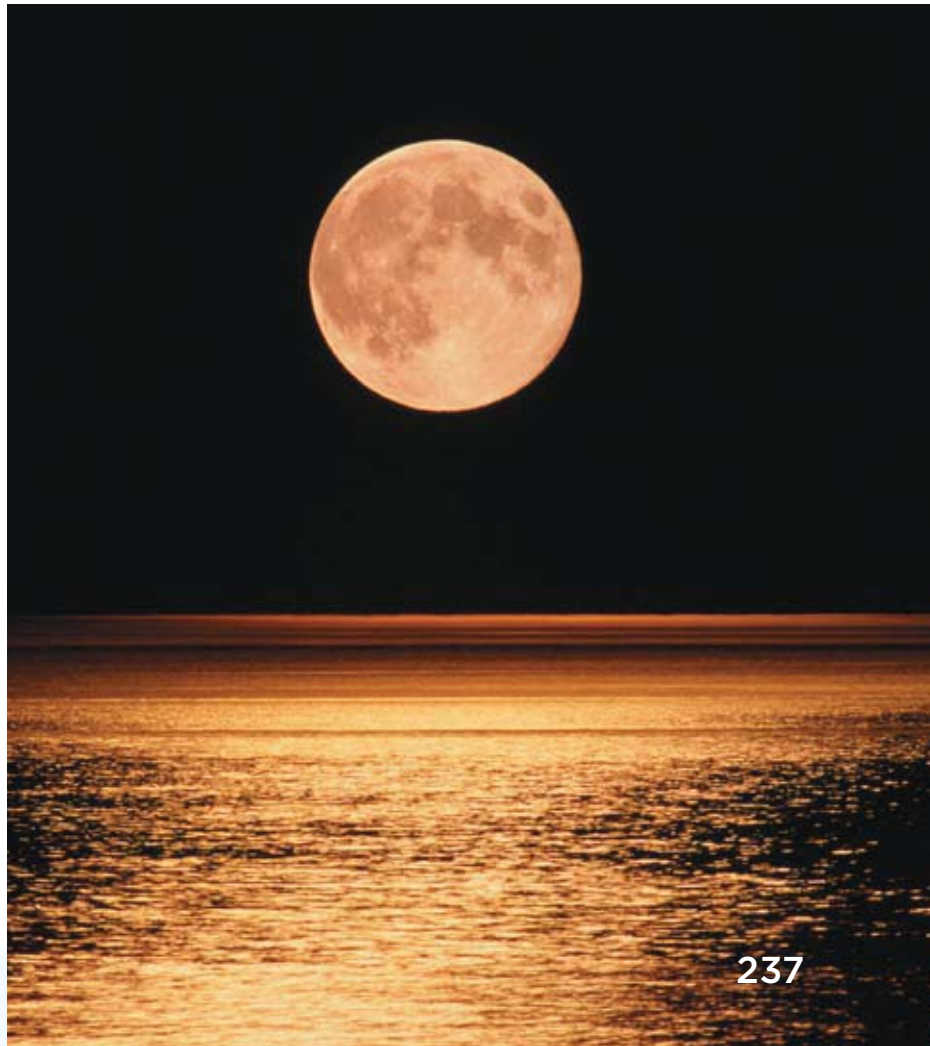
WHAT CAUSES TIDES?

Did you ever visit the seashore? Did you go at high tide? That's when seawater covers most of the beach. Then, a change happens at low tide. The seawater **retreats** into the sea. You can walk on the beach once more. Most beaches have two high tides and two low tides every 24 hours.



Long ago, tides seemed mysterious. They are not. Tides are caused by the pull of gravity between Earth, the Moon, and the Sun. The Moon is closer to Earth, so the Moon's pull is stronger. The Moon's pull causes the seas to push outward. These strong outward pushes cause high tides. When there are no outward pushes, it is low tide.

When the moon is full, high tides are higher.





A trawler is a kind of fishing boat. This trawler is followed by hungry seagulls.

Learning about tides can be very useful. People who fish keep a watch on the tides. The movement of the water carries their boats and trawlers in and out. When the tide goes out, the fishermen leave port to fish. When the tide comes in, they return home again.



People like to find shells on the shore. They dive deep into the sea to see a coral reef. They need to know about tides. The best time for finding shells is low tide, because the water isn't as high. Reef divers must make pre-dive checks on tides. Tides can make the sea too deep or unsafe to dive.

High tide and big storms, like hurricanes, wash piles of sea shells onto the beach.



The size of the tides depends upon how the shore is shaped. In some places, the tide can spread out. Then it may only rise a few inches each day. In other places, there is no room for the tide to spread out. Then it might rise an extra ten or twenty feet.



HIGH TIDE

The sea at high tide can be over 50 feet higher than at low tide.



LOW TIDE

The biggest tidal range is at Bay of Fundy, Canada.



The first power station to use energy from the tides is on the Rance River in France.

TIDES AND ENERGY

Tides can be used to supply energy. Some places have already established power plants by the sea. They use tides to manufacture electricity. A wall of water runs through a dam during high tide. It spins engines to make electricity. Water runs back out through the dam during low tide. It turns the engines again.



Sea stars live both in the sea and in tide pools. If a sea star loses an arm, it can grow another!

Tides can be helpful. They bring plenty of food and air to the animals. Small plants and animals make homes in tide pools. Tide pools are holes in the sea's sandy bottom. Tide pools are formed and refilled by the motion of tides. You might find a sea star or a crab with big claws in a tide pool.



Tides can cause strong waves. These massive waves crash over the animals. This may keep a small sea creature underwater or it may push animals out of the water. Some of the animals may wash up on land and become dry. Animals might crawl deep into the moist sand for safety.

Ghost crabs dig tunnels up to three feet deep. They live on the East Coast of the United States.





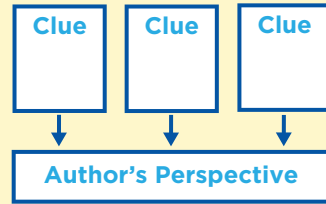
People explore the tide pools along a beach at Olympic National Park, Washington.

How can we help animals living near our shores? We can be **careful** when we pick up the animals we find there. We can leave shells and rocks at the shore. Rocks often provide safety from other animals and the tides. We can be careful not to destroy animals' homes. We only visit the seashore. But the animals live there. We should help them enjoy a safe and clean environment.

Comprehension Check

Summarize

Read “The Rise and Fall of Tides” again. Look at the Author’s Perspective Map. Then summarize the selection.



Think About It

1. What causes tides?
2. Why is low tide the best time to find shells?
3. How can tides supply energy?
4. Why does the author think it is important to understand tides?



Write About It

Do you think it is important to keep our seas and seashores safe and clean? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

stretch	string	splash	stripe
scratch	sprout	scream	splinter
splendid	split	scrape	explain

Vocabulary

nocturnal	solitary	obtain
material	shimmer	cactus

Comprehension

MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic. Details help to explain or describe the main idea.

Detail
Detail
Detail
Main Idea

A Main Idea Chart can help you summarize details and then find the main idea.

Read

Find the main idea of the passage.

The Cactus Plant

A **cactus** is an amazing plant. It lives in the hot desert sand. Its big, green trunk stores water from the ground. Desert animals **obtain** water by eating cactus plants.

A cactus plant is a home to many creatures. Birds and bugs live in the trunk. **Solitary** animals like pack rats make nests under it. They collect any **materials** they can find to make these nests. Pack rats like to use bright things that **shimmer**. Since they only come out at night, they are **nocturnal** desert animals.

On a **Main Idea Chart** list details from the passage that tell about, explain, or describe the topic. Then use the chart to find the main idea.



In the Hot Sand

by Nancy Smith



What Is a Desert Pack Rat?

Are you a “pack rat”? A pack rat is a person who collects a lot of stuff. But a desert pack rat is an animal. It hunts for stuff for its nest.

A pack rat is a kind of rodent. It is also called a wood rat. These rodents are common in the Southwest desert. A pack rat is a **nocturnal** animal. It makes its nest and finds its food at night. Pack rats are **solitary** creatures.

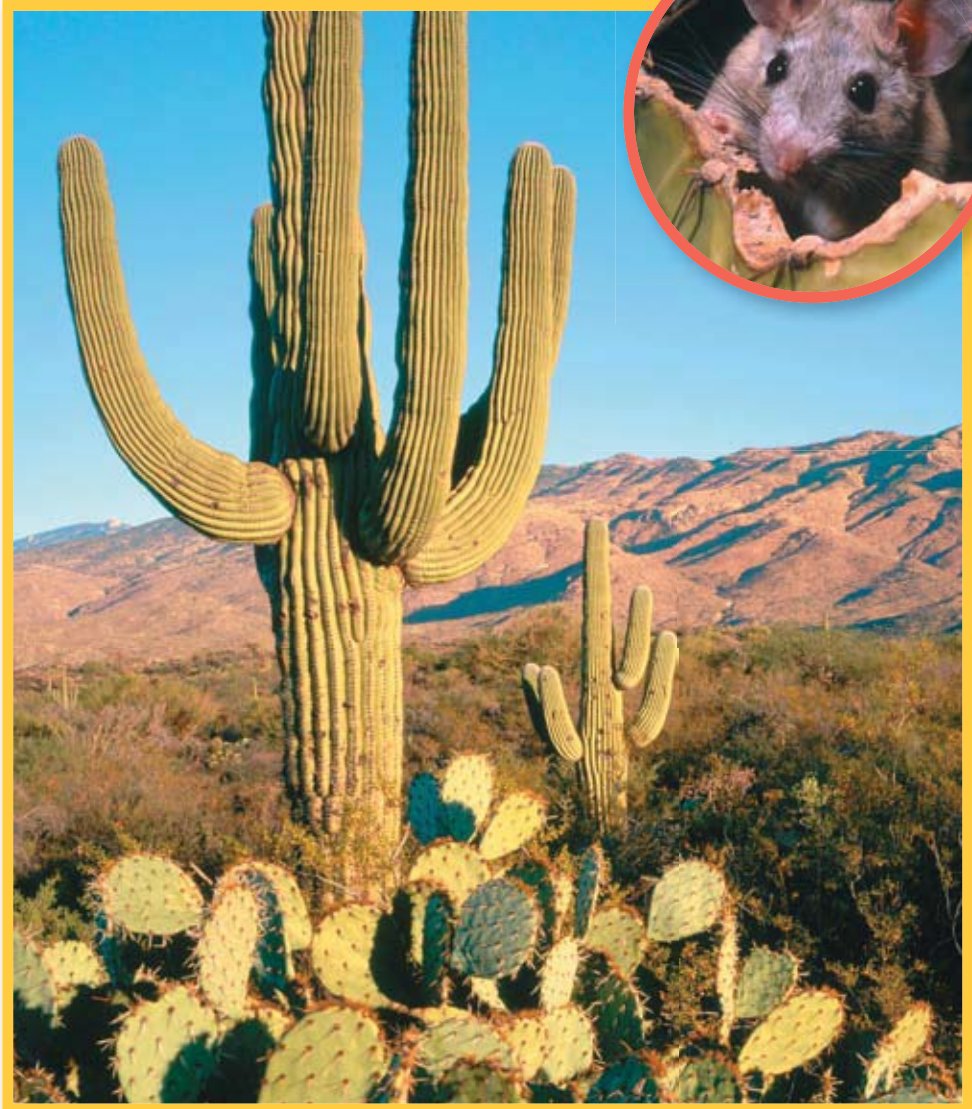
A pack rat looks like most rats, but it has a soft tail. It has big ears and big eyes. It can be tan, gray, or black. Its toes are long and thin. It has strong feet made for grasping branches or rocks.

A pack rat's big ears can help it sense danger.



Pack rats mainly eat **cactus** plants, flowers, fruits, and leaves, but they will eat almost anything. They do not need to drink water! Pack rats **obtain** water from what they eat.

A pack rat has a cactus snack.





Flowering cactus plants grow in the desert.

A pack rat can help a desert. They look for twigs, leaves, rocks, and other **material** to build their nests. Sometimes a pack rat running across the sand will drop small bits of the plants it has been carrying in its mouth. These bits of plants then set roots deep in the sand. The roots help new plants grow in the desert.



At dusk, the desert cools off.

The Pack Rat's Nest

Pack rats cannot survive without shelter. A pack rat will reuse an empty nest before starting a new one, but it may build a shelter in a bush, tree, or rock pile. People have even found pack rat nests in their homes and cars! Pack rats often use cactus plants to make their nests. They can run up the prickly stem and not get stuck. They make their nests at dusk when it is much cooler.

After a pack rat digs its nest, it gets odd stuff to stack on top of it. A pack rat likes things that shimmer. It gathers shiny keys, tin cans, and other campsite trash it finds in the desert. As it runs back to the nest, it may drop a can and pick up a rock. Because of this trait, it is sometimes called a “trade rat.”



A pack rat has made a nest in a truck.

A pack rat drops what it finds in the desert on top of its nest. The stack can get very big. A pack rat then digs tunnels in its stack. One tunnel is for resting, and another is for food. Bugs and lizards may make homes in the stack, too.



This stack is on top of a pack rat's nest.



Snakes live in the desert, too.

Animals in the desert hunt pack rats. To keep its nest safe, a pack rat puts part of a cactus plant on top. The nest will then be safe from foxes and owls. But a snake can still slip in. If the pack rat is in its nest when a snake slithers in, the snake will eat it.



Pack rats are most active in the desert at night.



If you pass by a cactus plant, rock pile, or bush in the desert, you may just be passing by a pack rat's home. Its nest protects it from harsh weather and predators. By dropping plants to make its nest, pack rats help deserts grow.

Comprehension Check

Summarize

Read "In the Hot Sand" again. Look at the Main Idea Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

Think About It

1. What are a pack rat's strong feet made for?
2. How do pack rats help new plants grow in the desert?
3. Where do pack rats make their nests?
4. Would a pack rat survive in Antarctica?
Explain using details from the selection.



Write About It

People collect things just like pack rats.
Why do you think people like to have collections?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

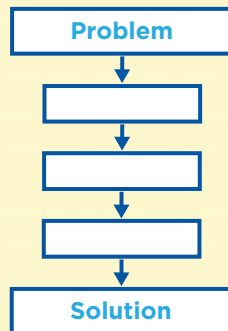
town	screen	count	brown
about	spread	shout	now
split	loudly	around	down

Vocabulary

lawn	lovely	funds
split	fabulous	ingredients

Comprehension

PROBLEM AND SOLUTION In most stories, the characters are faced with a problem. Identifying the problem and how the characters try to solve it can help you understand the story.



Use a Problem and Solution Chart to figure out how the problem is solved.

Read

Identify Howie's problem and solution in the passage.

Howie Fixes the Lawn

The **lawn** in front of Howie's school did not look **lovely**. The hot sun had dried the grass to a pale shade of yellow.

Howie asked Scout, "How can we fix the school's lawn?" Scout said, "We need to think of a way to raise **funds**. We can fix it up then."

Howie said, "Maybe we can have a bake sale!" They went to see the principal, Mr. Dowd. He thought it was a fine plan. He would help them get **ingredients**.

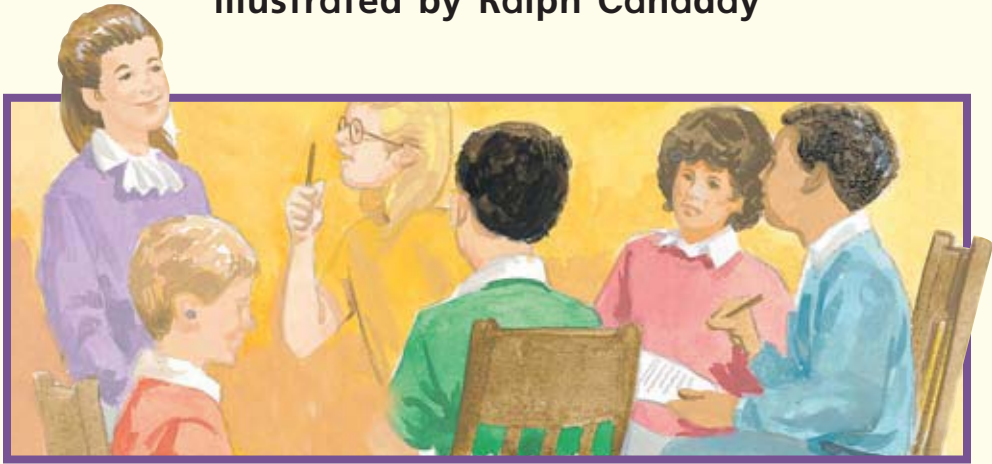
Howie and Scout **split** the work with people who wanted to help. Mr. Dowd told the boys, "Now the lawn will look **fabulous!**"

Fill in the **Problem and Solution Chart** for "Howie Fixes the Lawn." Use the chart to summarize the passage.



Miss Brown's Class Helps Out

by Don Ungar
illustrated by Ralph Canaday



Job Day

Place: Miss Brown's classroom

MISS BROWN: Let's thank Bob's dad for coming to Job Day. Now we understand what it's like to make and sell ice cream.

(Students clap loudly.)

HOWIE: The best part is that you get to taste all the ice cream!

BOB'S DAD: We do more tasting than that. We sample the **ingredients** we need from local farms before we buy them.

KIM: That sounds like fun!

BOB'S DAD: I have a treat for all of you. Each of these cards is good for a free ice-cream cone.

ALL: Wow! Thanks!

(Bob's Dad leaves.)

JILL: Wouldn't it be faster for them to get stuff in town? It must take hours to drive to those farms!

BOB: Dad says they can count on farmers for the freshest ingredients. Then the ice cream tastes better.





KIM: Job Day was fun. I liked last week's, too. Kay's mom told us about her job as a nurse.

HOWIE: She works at a hospital helping sick kids. It sounds like they have a hard time.

WALT: Can we do something to make them feel better?

JILL: Maybe we should all bring in some of our books.

DAN: We can bring DVDs. I bet they would like to see some movies!

HOWIE: Why don't we have a party for them? We can each bring a game or book.

MIKE: And we can turn in our ice-cream cards and bring them ice cream!

MISS BROWN: That sounds like a great project. How many kids are there? We have twenty cards.

KAY (*frowning*): Mom said there were fifty kids in her hospital.

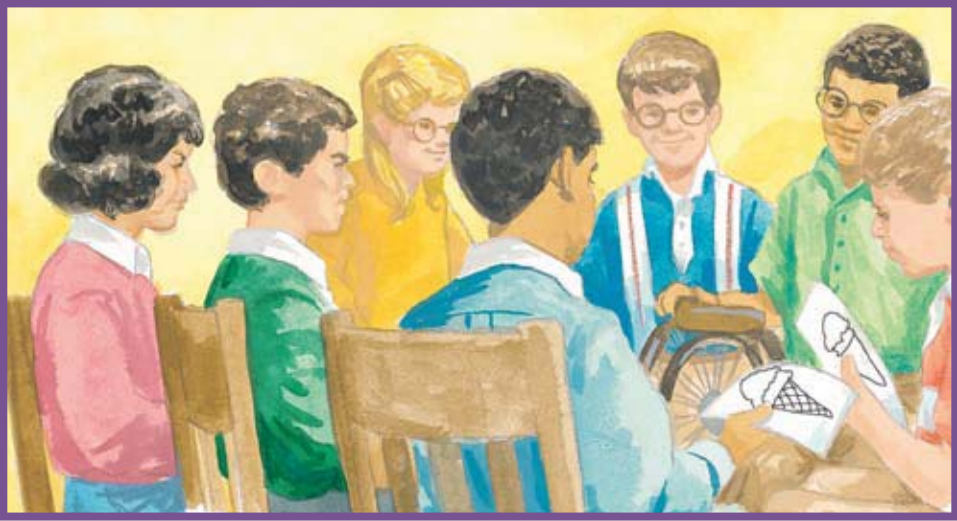
BOB: We'd need thirty more cards. We can buy more from my dad.

KAY: But how? We need money.

WALT (*shouts*): I know! Let's draw ice-cream cards and take them to shops in town. The shopkeepers can help sell the cards for us. We'll explain that buying a card will buy ice cream for those kids. Then we will buy real cards from Bob's dad!

MISS BROWN: Great! Let's draw!





Time: One hour later

MISS BROWN (*looking around*): Nice work, class.

HOWIE: Looking at these sketches is making my stomach growl! Will we make enough money to buy supplies for the party?

MISS BROWN: I think so. Let's meet on the school **lawn** tomorrow. We'll **split** up and take our drawings out to the shops.

KIM: My mouth is watering. I hope there's some ice cream at my house.

WALT: Just wait until the party!

The Class Goes to Town

Place: Downtown Bike Shop. Time: Next day.

KAY: Our class is raising **funds** to help sick kids. Can you sell our ice-cream cones?

MR. DOWD: I don't have a freezer!

KAY: You don't need a freezer. We've drawn them.

DAN: They are low in fat, and they are not overpriced!

MR. DOWD: That's **fabulous!** You can leave ten with me.



Place: Town Bookshop

DAWN: Can you sell our ice cream here?

MISS CROWN: No ice cream in this shop, please.

LUKE: How about this kind of ice cream?
(*Shows cards.*) They're cards to get treats for sick kids.

MISS CROWN: How **lovely**! I've never seen a blue ice-cream cone before. I can sell five. (*She puts them on the counter.*)





Place: Miss Brown's classroom. Time: Three days later.

DAN: Mr. Dowd said everyone who saw our drawings wanted to buy one!

MISS BROWN: Have you counted up the money, Dan?

DAN: Yes! We have enough for thirty cards. So with our twenty cards, all fifty kids will get ice cream.

WALT: And we each brought books, movies, and toys from home.

MISS BROWN: I'm proud of you, class.



(Bob's Dad comes in with a bag.)

BOB'S DAD: Hi, kids. I have your cards. And look what else I have. *(He takes out a big tub of strawberries.)*

JILL: Are these berries from a farm?

BOB'S DAD: Yes! The farmer wanted you to have them to go with the ice cream.

JILL: *(tastes a berry)* These are really good. Now I get it! Farmers help you make better ice cream.

BOB: Thanks, Dad! You should come to our party, too!

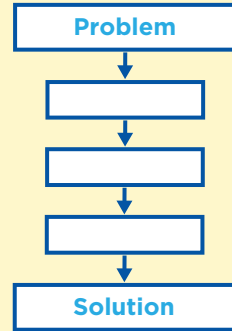
MISS BROWN: I think the kids will be happy.

HOWIE: It will be a really good party!

Comprehension Check

Summarize

Read “Miss Brown’s Class Helps Out” again. Look at the Problem and Solution Chart. Then summarize the story in your own words.



Think About It

1. Who gives Miss Brown’s class free ice-cream cards?
2. Walt has an idea for how to raise money to buy more ice-cream cards. What is it?
3. Why is Miss Brown proud of her class?
4. What did the class learn on this project that might help them on future projects? Use story details in your answer.



Write About It

Describe a time you felt good after helping someone. What did you do? How did the other person respond?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

center acid germ pencil
city gentle racehorse danger
gym cellar orange region

Vocabulary

taming advanced estimated
achievement courage explorer

Comprehension

MAIN IDEA AND DETAILS

The main idea is the author's most important point about a topic. To find a main idea, look for what the details have in common.

Detail
Detail
Detail
Main Idea

A Main Idea Chart can help you summarize details and then the main idea.

Read

Look for the main idea and details.

Taming the Wild

Humans have spent many years exploring new places. Long ago, exploring was difficult. Science was very simple, and most tools were not **advanced**.

Most **explorers** **estimated** times and distances. Ships sailed off to find new worlds without a plan or a map. These explorers faced great danger. It took **courage** to be an explorer.

Even today, people are still **taming** wild places. We send explorers deep into the sea and up into space. These explorers are still very brave, and their exploring is a great **achievement**.



Fill in the **Main Idea Chart** for “Taming the Wild.” Then use the chart to retell the passage.

The Edge of the **World!**

by Jeremy Bluett



Racing for the North Pole

Robert Peary was an **explorer** with a dream. He wanted to stand on the North Pole. Many people said Peary's dream was foolish. The North Pole was too cold for humans, and the winters were too dark. How would he get there? Many thought ships could not cut through the thick winter ice.



Robert Peary with his dogs aboard his ship, *The Roosevelt*, during his race to the Pole

When Peary decided to reach the North Pole, he spent years making his plan. He had to study how to sail the sea. He had to learn how to store food for a long time. He also learned how to use sled dogs.

He knew this would be a long and hard trip. He **estimated** that it would take years. He also needed another explorer to help him. Peary called on Matthew Henson for assistance.



Robert Peary's ship, *The Roosevelt*, two miles below Cape Sheridan in the Arctic, 1908

Peary and Henson designed and built a special ship with their funds. They knew they would have to sail during the summer. Then the ice would be easier to split. They could plow through the Arctic ice and make the trip faster. They would be able to bear the coldest weather. Then they could spend the winter in the Arctic water.

Peary and Henson understood that going to the North Pole was too hard for just two men. They took with them a large number of helpers. These helpers came from local villages in Greenland. They brought their best sled dogs with them.

During the winter, they made sleds. They made fur clothing and mittens and trained the sled dogs.

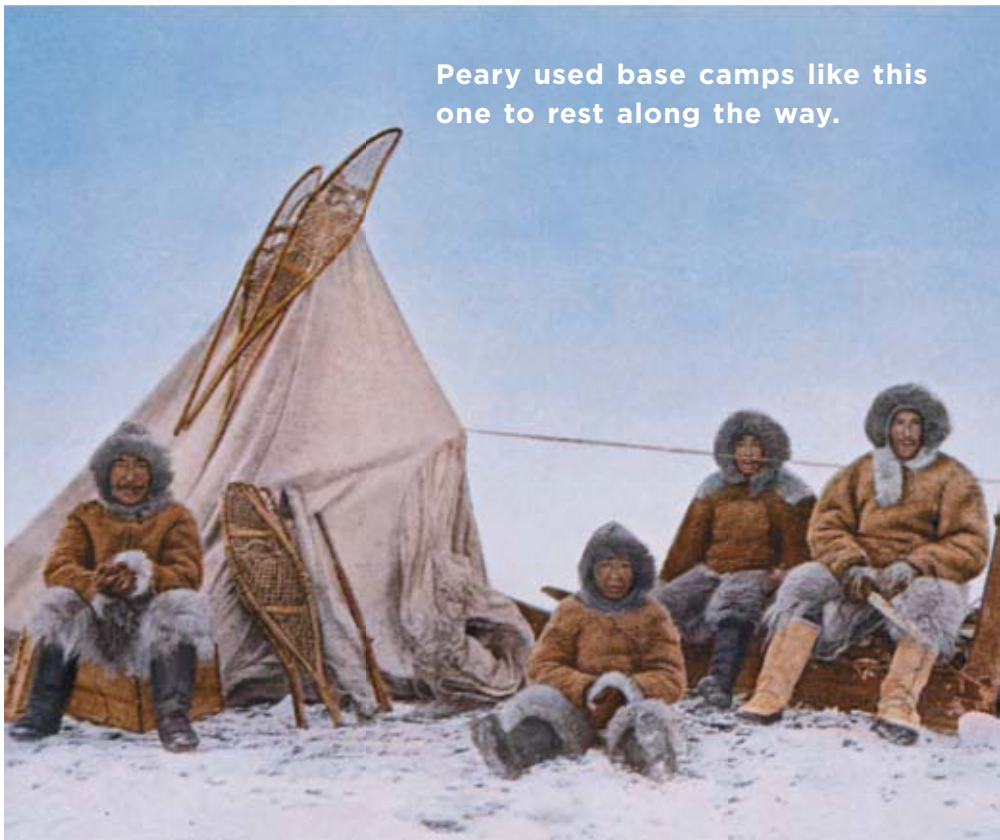
Peary's team used sled dogs to reach the North Pole. Depending on the distance of the trip, two to fifteen dogs might pull one sled.

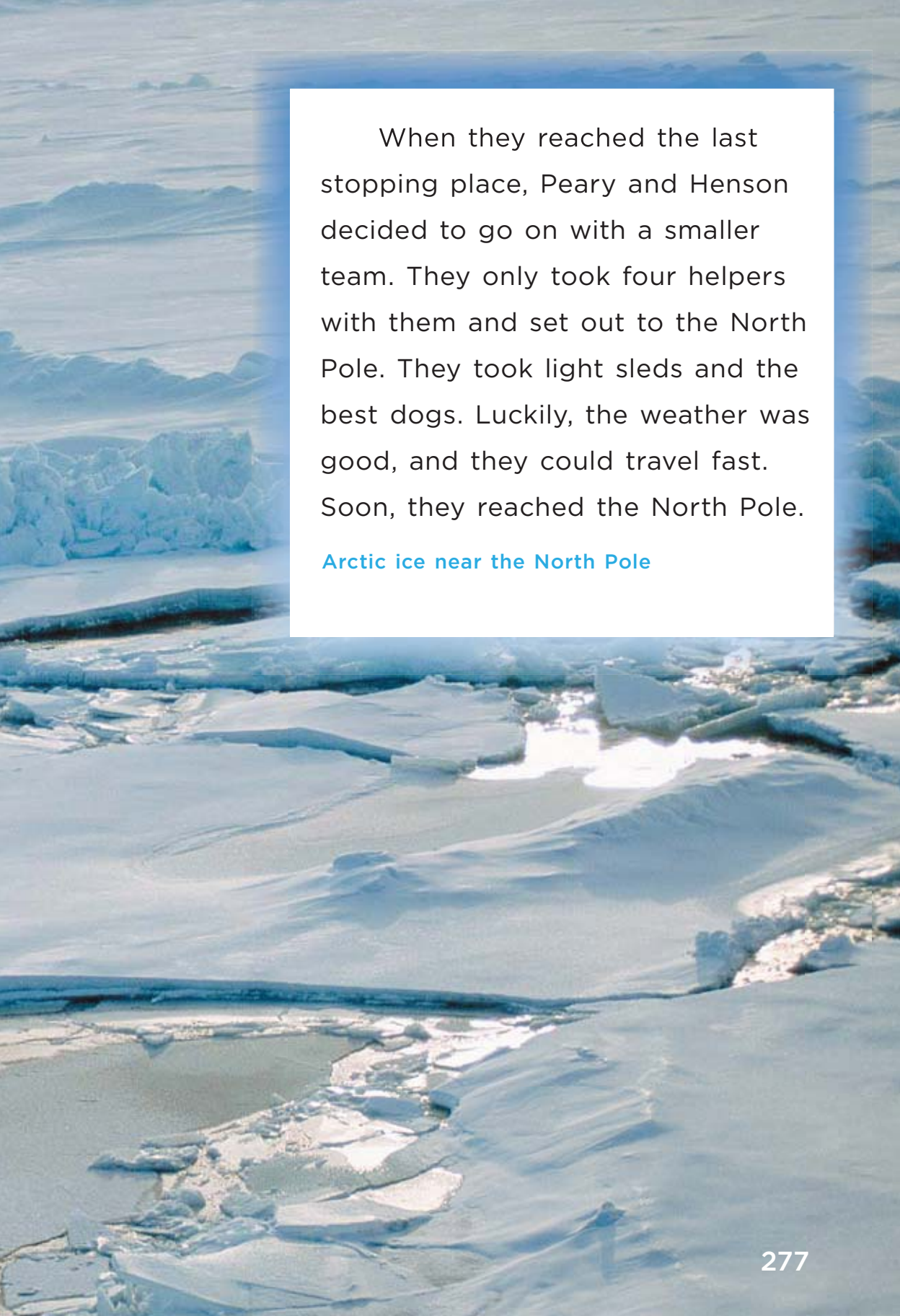


Danger on the Ice

Peary had planned his trip to the North Pole carefully. His team sailed for days, **taming** the waves, the ice, and the tides. They finally arrived at a stopping place to set up a base camp.

From the base camp, Peary, Henson, and the helpers traveled in stages. They stopped to rest along the way. This kept the men and sled dogs in top shape.





When they reached the last stopping place, Peary and Henson decided to go on with a smaller team. They only took four helpers with them and set out to the North Pole. They took light sleds and the best dogs. Luckily, the weather was good, and they could travel fast. Soon, they reached the North Pole.

[Arctic ice near the North Pole](#)



An igloo on sea ice near the Arctic

As soon as they arrived, the explorers raced back to the ship. They ran like racehorses rushing to the finish line. Although the weather was still nice, they feared being caught in a storm. They were 400 miles out in the water and in danger of losing their lives. Luckily, the weather stayed clear. Peary, Henson, and their helpers arrived safely back at the base camp.

A few weeks later, Peary and Henson came home and became famous explorers. At the time, some doubted their **achievement**. It seemed like an impossible task. But today's **advanced** tools prove these brave men did reach the North Pole.

Peary and his team were welcomed home by crowds of people.

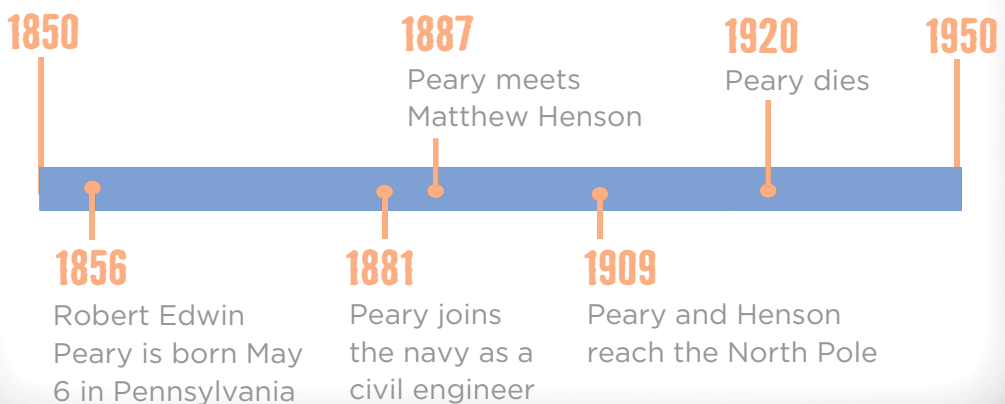


Peary and his team
at the North Pole,
April 1909



Peary and Henson traveled through ice and wind to get to the North Pole. They were the first to place an American flag there. It took a lot of planning and **courage**. Some people still think of Peary and Henson as the bravest American explorers of all time.

Robert Peary Timeline



Comprehension Check

Summarize

Read “The Edge of the World!” again. Look at the Main Idea Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

Think About It

1. Whom did Peary call on to assist him with his trip to the North Pole?
2. Why did the explorers sail during the summer?
3. Explain how Peary and his team finally made it to the North Pole.
4. How do explorers such as Peary and Henson contribute to the world? Explain using text details.



Write About It

Pretend you are an explorer. What part of the world would you explore? Describe the plans you would need to make.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

model	fable	jungle	tunnel
trouble	panel	middle	towel
squirrel	puzzle	travel	able

Vocabulary

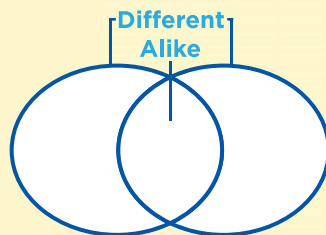
skills	admire	discovered
capable	flexible	mumbled

Comprehension

COMPARE AND CONTRAST

Comparing is telling how things or people are alike.

Contrasting is telling how they are different.



A Venn Diagram shows what is alike and what is different.

Read

Compare and contrast how Rachel feels about art at different times in her life.

Rachel Cook, Artist

When Rachel Cook was little, her mom took her to an art museum. She had to **admire** the **skills** of the landscape artists. But whenever she sat down to draw a picture of her backyard, she didn't like it. She crumpled her drawings and **mumbled**, "I'll never be an artist."

When Rachel got older, she **discovered** she still liked landscape drawings, just as she did as a child. But she also liked wildlife paintings. To be a **capable** artist, she would have to be **flexible** and patient with herself. Rachel smiled as she began painting the deer in her backyard.



Use a **Venn Diagram** to help you compare and contrast Rachel's feelings about art.

A Challenge for Chen

by Danielle Upton

illustrated by Yangsook Choi

Chen's Travels

One night, Chen was eating dinner with his mom and dad.

"I have big news," Chen's dad said. "In three weeks, we will move to a new town."

Chen's face fell. "How far away will we move?" he asked.

"We are only moving fifty miles away. We will be much closer to my new job," Chen's dad said.

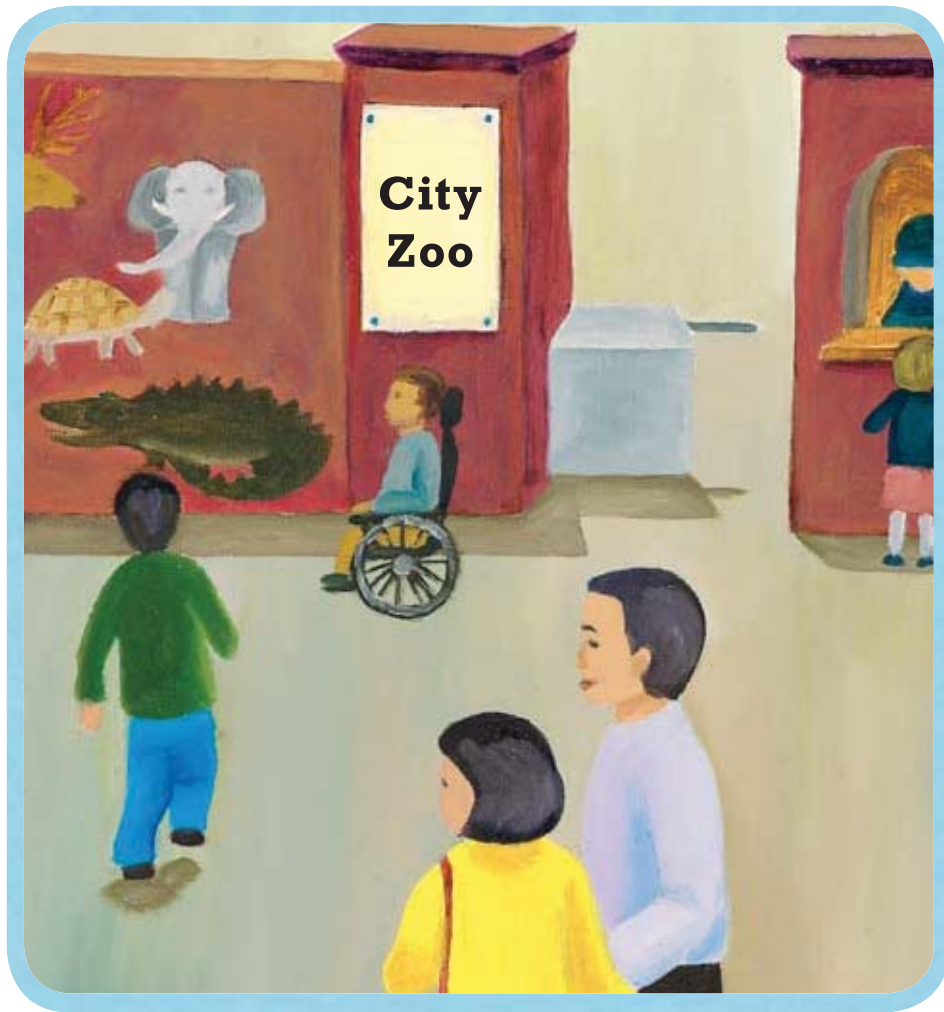
"We'll be near your job, but fifty miles is far from the zoo," Chen mumbled.





Chen liked playing baseball. He liked doing puzzles, too. But he liked drawing animals best of all. He liked the feel of the paper beneath his pencil. He liked seeing birds and bobcats take shape in the middle of his notebook pages.

Chen had started drawing animals when he was seven. But now he was ten. His drawing **skills** got more and more advanced, and Chen knew why. It was because of the time he spent at the zoo.



The city zoo was near Chen's house. Each weekend he took his notebook and pencil and went there to draw.

First he loosened up his hand by drawing circles. Then he sat by the cages and watched the animals. He saw how they moved and how they ate. As he watched, he sketched them in his book. The more he watched, the more **capable** he became.

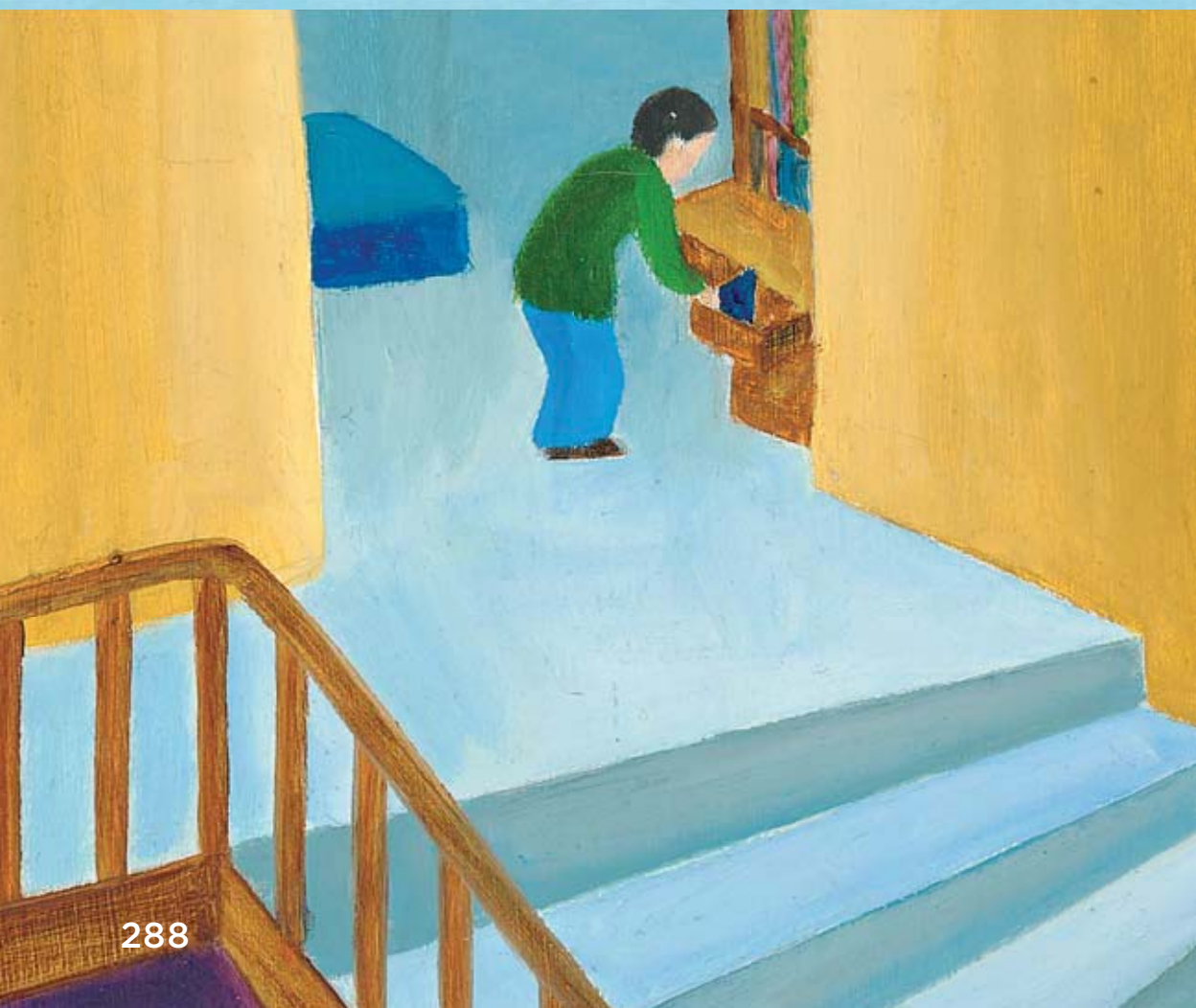
The best part of the zoo was Tiger Town. Its tall green grass made it look like a jungle. Chen waited for the tigers to curl up and fall asleep. Then he carefully drew them.

When he came home, Chen copied his pictures on clean paper. He painted them and taped them up in his room. Purples, pinks, browns, and greens filled his walls. Chen liked looking at each picture before he went to sleep at night.



The zoo was Chen's favorite place in the world. But now there would be no more weekly zoo trips. How could Chen's family travel that far each week?

Chen sadly took down all his pictures from his walls. Then he packed his drawing book in a trunk. "I will not be able to draw animals now," he said to himself. He hid his book under a pile of towels.





Chen's New Models

Chen put his zoo pictures up on his wall in his new room. He missed the zoo and his animal friends.

Then Chen's mom and dad found his notebook.

"I am sad you stopped drawing, Chen," said Dad. "It was a big achievement."

"I didn't want to stop," Chen said. "But how can I draw here? There are no animals."

Just then, Mitten the cat tickled Chen's leg. Chen held out a rice ball for Mitten to nibble.

Dad chuckled. “No animals here, you say?”

“You need to be more **flexible**, Chen,” Mom said, grinning. “Make the most of what you have.”

A big smile spread across Chen’s face. “Mom, where is the drawing paper?”

“I have a sheet right here,” she said.

Chen put his paper on the floor by Mitten. It felt good to have a pencil back in his hand.

“Mitten is so still,” said Mom. “I think she knows she is your model.”





Chen's pencil danced on the page. Soon he had finished his drawing. Then he painted in Mitten's creamy fur. Mom and Dad smiled.

When Chen had finished painting, he jumped up. "If I found one animal, maybe I can find others!" he said.

Chen went outside. He found a squirrel in a tree. A turtle swam in the pond. A tiny snake hid under a maple leaf. Chen sat on the lawn and drew for hours.



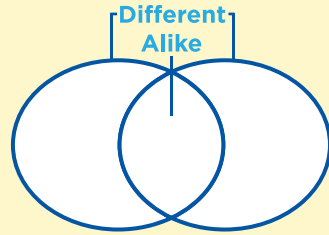
Soon Chen's room looked quite different. His zoo pictures still hung on the walls. But so did paintings of turtles, snakes, and other animals he found in his yard.

Mom and Dad came in to **admire** his art. "I still miss my old zoo," Chen sighed. "But I'm glad I **discovered** the zoo in our backyard!"

Comprehension Check

Summarize

Read “A Challenge for Chen” again. Look at the Venn Diagram. Then summarize the story.



Think About It

1. When did Chen start drawing animals?
2. Describe how Chen would spend his day at the zoo.
3. Why do Chen’s parents encourage him to draw after the move?
4. Why is it important for Chen to be flexible in new situations?



Write About It

If you were Chen’s friend, what would you suggest as a new idea or theme for his paintings? Write about the advice you would give Chen.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

solar	flower	flavor	polar
singer	under	collar	doctor
actor	winter	razor	dollar

Vocabulary

beggars descendants sanctuary
protectors

Comprehension

SEQUENCE Sequence is the order in which events take place. Sometimes an author uses signal words such as *first* and *later* to make the sequence clear.

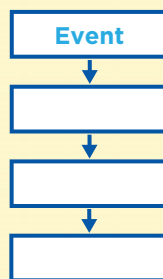


Figure out the most important events in sequence. Use your Sequence Chart to help you.

Read

Look for the sequence of events.

The Horse Expert

Nathan wanted to learn about wild horses. After school, he visited the library.

First Nathan discovered that wild horses are **descendants** of horses brought here by explorers. Next he found a book of horse photographs. Before the library closed, he checked out a book on a local horse **sanctuary**.

Later Nathan learned how people can be **protectors** of wild horses. He now knew not to feed wild horses or they might act like **beggars**. After a day of research, he felt like a horse expert.

Make a **Sequence Chart** for "The Horse Expert." Use it to help you summarize the passage.



WILD HORSES OF THE WEST

by Toby Taylor



LIVING UNDER THE STARS

Horses live all around us. Kids and grownups can ride horses at a stable. Some horses are capable of helping city police officers. These horses live in barns and are cared for by their owners.

Other horses live in the wild and do not belong to anyone. These horses run free and eat grass and wild plants. They do not live in barns, and they sleep under the stars.

Most of these wild horses live in the West, on the Great Plains. They are **descendants** of horses that lived ages ago.

Before horses became wild in the United States, they were brought over and used by Spanish explorers. Later, people rode these horses to hunt and fight. Then, some of the horses ran off and joined other horses to form herds. These horses took care of each other and ran free in the wild.

[Wild horses on the open range in Wyoming](#)



Today's wild horses live in herds, too. Each herd has an older male horse and a few female horses. The herd eats, sleeps, and runs together.

Sometimes a new male horse tries to enter a herd. The older male fights back. The horse who wins the fight becomes the herd's leader.

The older horse is usually able to win, and the younger horse leaves. A female horse might go with him. These horses will then start their own herd.

These wild stallions fight to be leader of the herd.



The lead female horse steers her herd to food and water. She also finds shelter during storms. The male horse stands at the edge of his herd and looks for danger.

For wild horses, danger takes many forms. Horses could be hurt by a tornado on the plains. Another horse or animal might try to harm the herd. Males need to beware of bobcats, bears, and hungry wolves.

But their biggest danger comes from people.

A stallion watches over his herd.





A wild horse in a Maryland State Park looks through a car window.

Many people like wild horses. Some even make trips to see wild horses.

People will follow a herd in a car or a bus. They might try to take pictures of a herd running on the Plains. There are photos of wild horses splashing in a river. But people must be careful, because cars and buses can hurt wild horses.

Most people enjoy seeing wild horses. But some people say wild horses cause problems.

WILD HORSES IN THE CITY

Farmers think wild horses are **beggars**. They say the horses eat their crops and grass. These farmers want to be able to sell more crops. They also want their own animals to eat the grass on the farm.

Other people say there are just too many wild horses. When there isn't much food, the wild horses trot into cities and towns. They begin eating grass and plants in parks or backyards.

These wild horses eat crops and grass.





Wild horses are rounded up in Nevada.

Wandering off of the wide-open range can be dangerous for any wild animal, including horses. Fast-moving cars and trucks can cause injuries to horses. Lights and loud noises may also scare them, which can lead to an accident.

How are wild horses kept out of cities and towns and away from danger? First, the wild horses are rounded up. Then they are put up for adoption so that people can tame them. Later, these horses might be trained to help farmers. They may also be trained for people to ride.

But some wild horses are lucky, and they go to a **sanctuary**. People who like wild horses created places like this so that horses can roam free.

Wild horses run in herds at a sanctuary. Instead of being cared for, these horses act just like they would in the wild. Wild horses can eat and drink on land that **protectors** set aside. This keeps them safe and happy.

Wild horses run across a prairie on the Great Plains.





Wild horses run free on the plains.

Tame horses rest on a split rail fence on a Vermont farm.

Wild horses may look like their tame cousins, but they lead different lives. On the plains and in sanctuaries, wild horses run free in the sun and wind. Horses that live with people may not get to run quite as much. But these horses are loved and cared for. Free or tame, horses are special animals.

Comprehension Check

Summarize

Read “Wild Horses of the West” again. Then use the Sequence Chart to summarize the selection.

Event
↓
↓
↓

Think About It

1. Who brought horses to the United States?
2. Explain what happens when a new male horse tries to enter a herd.
3. Why do farmers think that wild horses are beggars?
4. Why might some people consider wild horses to be a symbol of the American spirit?



Write About It

Can you think of another safe way to keep wild horses out of farms and cities? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

space	crack	favor	handy
shaker	replace	castle	glancing
mistake	contact	draft	strayed

Vocabulary

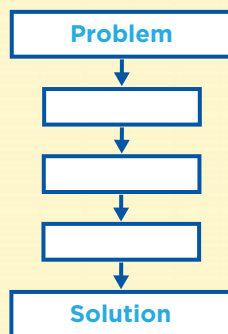
situation	treasure	creature
shelter	guard	relaxed

Comprehension

PROBLEM AND SOLUTION

In most stories the characters have a problem. Understanding how the characters try to solve the problem helps you understand the story.

Use a Problem and Solution Chart to identify the characters' problem, the actions they take, and the solution.



Read

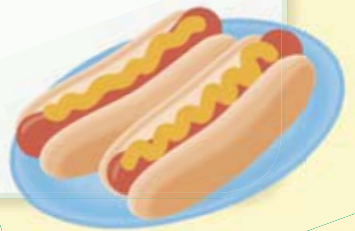
Identify the problem and solution.

A Wild Situation

Mike and Kim were in a tough **situation**. They had a **treasure** but no place to keep it safe. At first, they fought over the treasure. They pulled it back and forth. Suddenly they heard the growl of a wild **creature**. It was trying to take their treasure! Mike and Kim needed a plan.

Quickly Mike and Kim set up a **shelter** together. They put the treasure inside. They took turns standing **guard**.

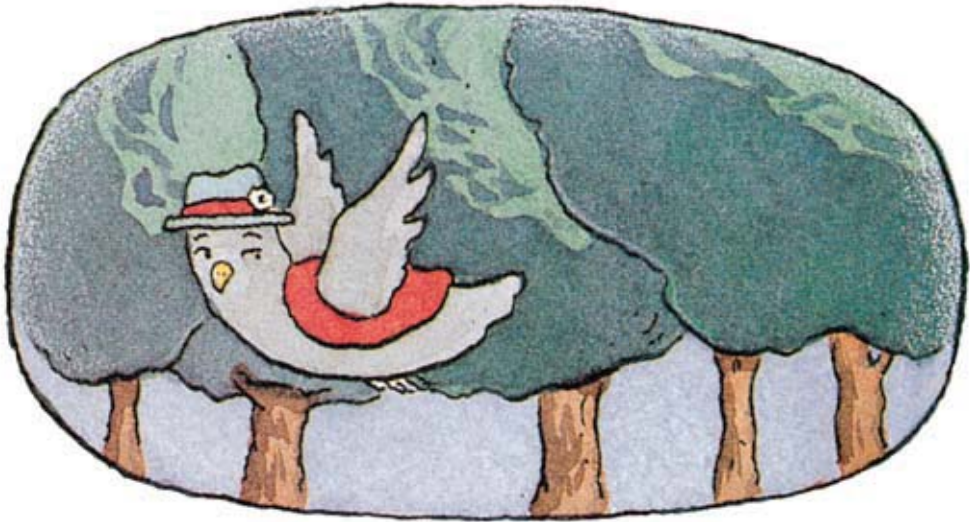
At last, their dog Trixy went upstairs, and Mike and Kim **relaxed**. They could eat their treasure in peace! The hot dogs tasted great!



Make a **Problem and Solution Chart** for "A Wild Situation." Then use it to help you summarize the passage.

Fright in the Forest

by Tanya Johnson
illustrated by Tim Egan



A Time for Discussion

The animals of Nature Forest spent most of their time alone. They ate, slept, **relaxed**, and even played by themselves. They did not visit each other or help each other. The animals were not friends.

One day, however, all of the animals came together for a meeting. They had to discuss an important **situation**. There was an odd mixture of sounds in the forest.

Owl led the meeting. He asked the animals to describe the odd noises they had been hearing.

Bear explained, “I hear a loud jingle. It sounds like a long chain being dragged. I do not like it.”

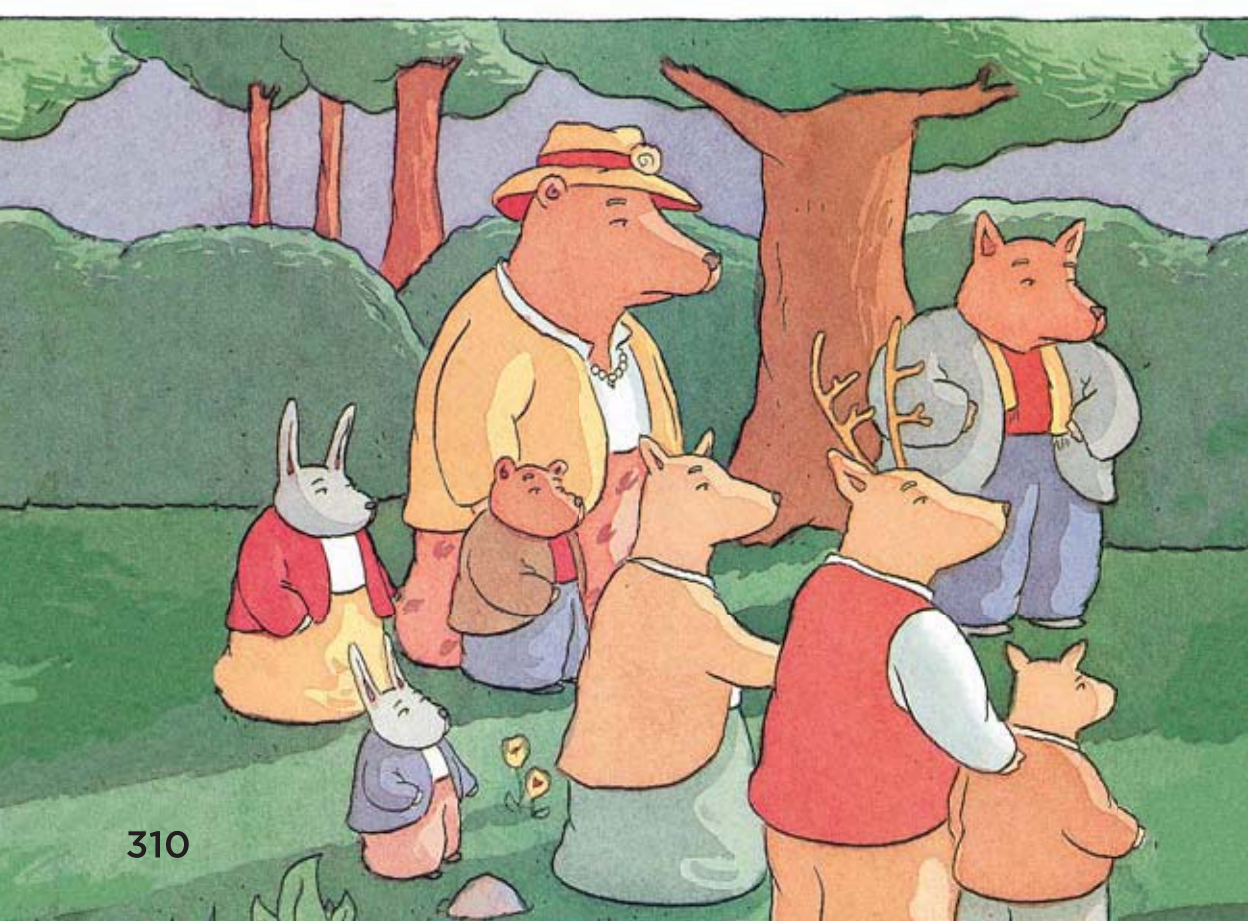
“I hear strange thumping sounds,” said Deer. “I am scared.”

“Screech, screech, screech—that is the sound I hear,” added Rabbit. She was shaking with fear.



Raccoon had lived in Nature Forest longer than the other animals. He spoke next.

“These sounds remind me of a strange **creature**. The creature lived in Nature Forest a long time ago. No one ever met the creature. We just heard it. It would jingle, thump, and screech. It made noise all the time. We were scared. The creature made us unhappy.”



Raccoon kept talking. “We learned before that we had to join together to stay safe. We have forgotten that lesson.”

Owl nodded and said, “The creature will not harm a large group of us. It will stay away if we stick together.”

All the animals agreed with Raccoon and Owl. They needed to set up a safe place. Owl told the animals to meet at Picture Point. He told them to arrive that afternoon.



Life at Picture Point

All of the animals met at Picture Point that afternoon. The first thing they did was make a **shelter**. Beaver measured logs for the walls. Rabbit and Mouse picked up leaves for the top of the shelter. Raccoon was the **guard**.

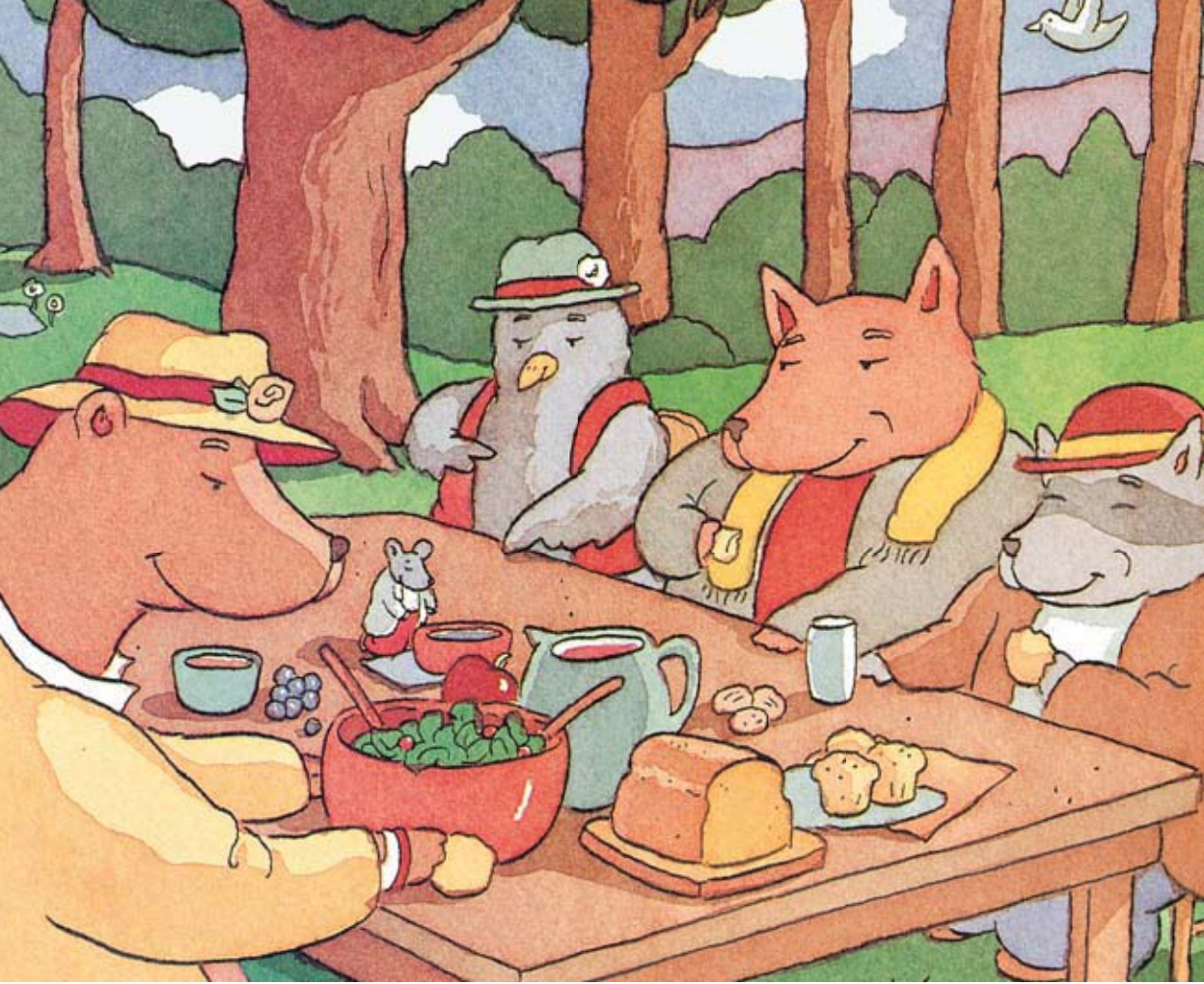
The animals worked hard. They also worked together. The animals did not hear the creature at all as they set up the shelter.





Next, the animals began to look for food. Owl and Bird got nuts from a tree. Bear picked berries from a vine. Rabbit pulled leaves from bushes. A jumble of food was put in a basket. All of the food was in one place.

The animals helped each other find food. They did not hear a peep from the creature as they worked.



The animals prepared the food. Piles of fruit, chopped leaves, and sweets were set on the table. All of the animals sat down for a wonderful dinner.

The animals talked as they ate. Raccoon told jokes while Mouse giggled and squeaked. The animals did not hear the creature at all as they ate dinner.

After dinner, the bear cubs started a game. The animals played hide-and-seek and tag. Then they sang forest songs and danced. They were having way too much fun to be afraid.

The animals played games for a long time. They did not hear the creature at all as they played.

It had been a long day. The animals sat at a campfire and talked.

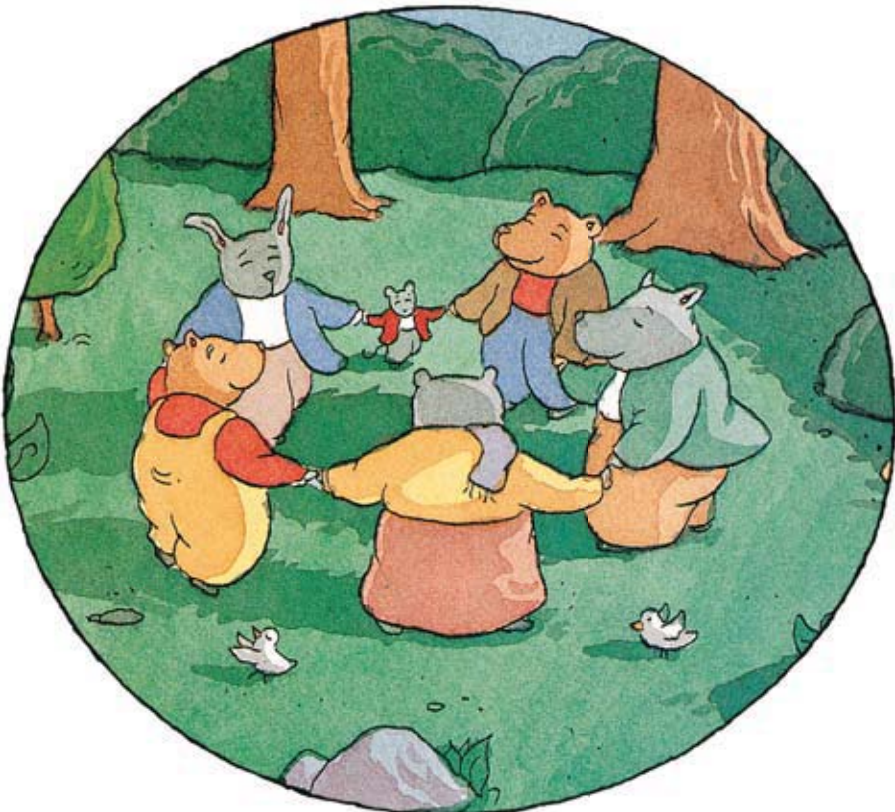


Owl began, “We had fun today. We talked, played, and worked together.”

“We did not hear the creature at all,” Bear added.

Raccoon spoke. “We are friends. Friends are a **treasure**. We need to be protectors for each other. Then the creature will never come back!”

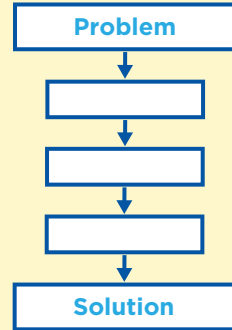
All the animals in Nature Forest agreed. It was best to stick together. The animals stayed friends, and the creature did not come back!



Comprehension Check

Summarize

Read "Fright in the Forest" again. Look at the Problem and Solution Chart. Then summarize the story.



Think About It

1. Who led the meeting in Nature Forest?
2. Using details from the story, describe the creature Raccoon remembers.
3. What did the animals do together at Picture Point?
4. What did the animals in Nature Forest learn? Use details from the story.



Write About It

Think of the last time you needed someone's help. What happened? How did they help you, and how did you feel?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

timetable timid animal kindly
mixture slight vine cricket
rabbit divide picture campfire

Vocabulary

description mission discussion
nation wealthy

Comprehension

CAUSE AND EFFECT A cause is something that makes an action happen. The action that happens as a result of the cause is the effect.

Cause → Effect
→
→
→
→

A Cause and Effect Chart helps you ask questions to figure out what happens in a story (an effect) and why it happens (a cause).

Read

Look for the causes and effects.



A Mission for Leaders

Sometimes a **nation**, state, or city becomes a popular place to live. A nation might find gold and become **wealthy**. The nation, state, or city must prepare for more people.

Dealing with this issue is a **mission** for leaders. The leaders meet to have a **discussion** and form a plan. They write **descriptions** of what they hope to do and what they can really do.

This helps them to make nicer schools, smoother roads, greener parks, and other places people can enjoy!

Make a **Cause and Effect Chart** for “A Mission for Leaders.” Use it to help you find the causes and effects in the passage.

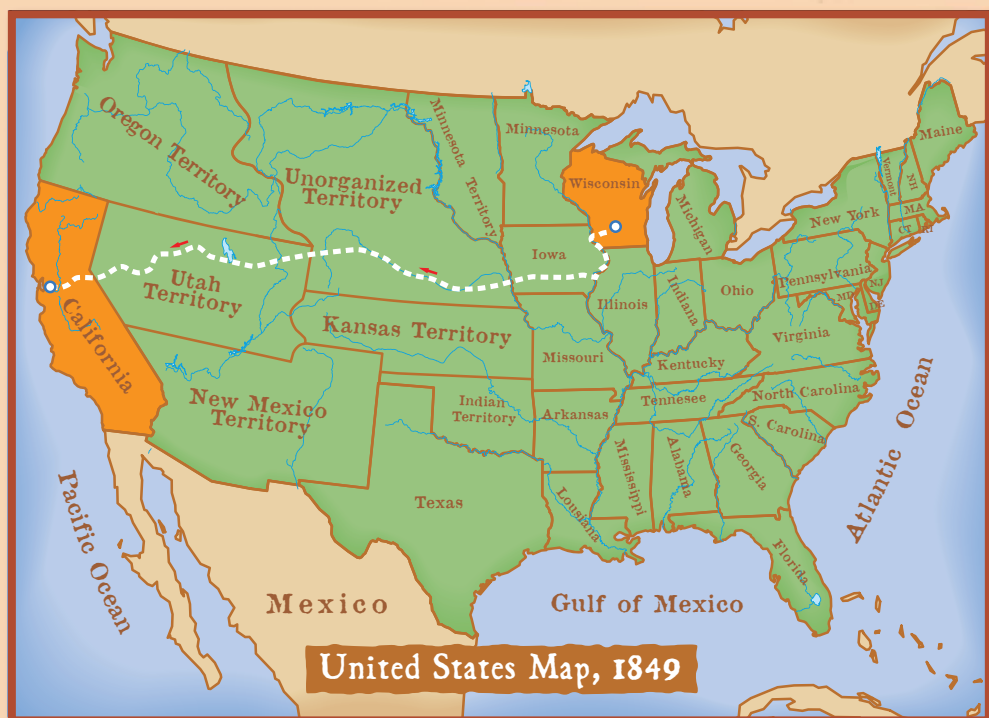
They Came to California

by Tracy Yang



In 1848, a man discovered gold in California. It made him rich. Other people wanted to find gold and get rich quickly. So they came to California from all over the world. This was the beginning of the Gold Rush.

Jack lived in California as the Gold Rush took place. He was ten years old. This is his **description** of the Gold Rush.



Jack's path to the Gold Rush

Jack's Travels

My name is Jack. My ma, my pa, and I came to California in 1849. That was three years ago. My parents had a dream. They wanted to find gold and be rich.

We left our house in Wisconsin in March of 1849. We rode all the way to California on mules. We were on a mission. We were not going to stop until we found gold.

It was a hard trip. The days were long and burning hot. Water was hard to find. We saw men on the road selling water. It cost as much as \$100 for a single cup!

We met a lot of Native Americans on the way. Some of them helped us find roots and nuts to eat and rivers to drink from. They became our protectors when we needed help.

Miners traveling in search of gold during the Gold Rush





Gold prospectors looking for gold at a mine in California

When we arrived in California, we were so happy. My pa felt hopeful. He was going to find gold. We were going to be rich!

Pa had a **discussion** with a man on the trail. He told Pa that gold was easy to find. It was easy to dig up because it was not deep in the ground. My pa got some tools. He left every day at sunrise to dig.

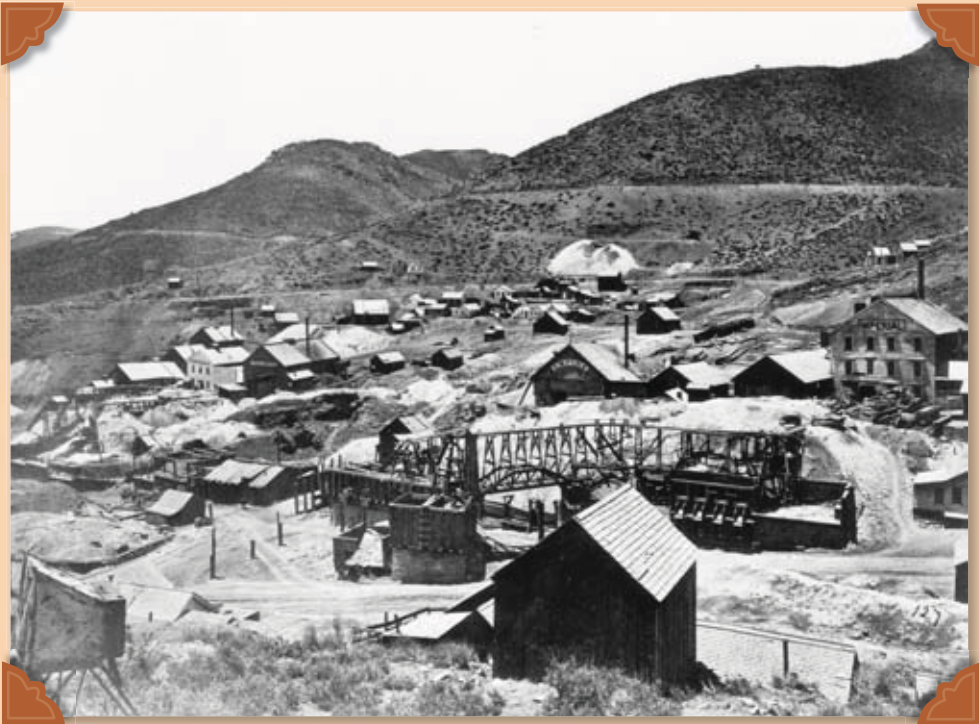
From Trail to Camp

We lived in a camp with many men. They were prospectors, too.

I was the only kid who lived in our camp. Most of the men had left their families at home.

My ma cooked for the miners. I helped her bake bread and cakes. I also ran everywhere. I felt like an explorer! I liked to see all the action as men dug for gold.

The Gold Hill mining camp in California





A ship sailing around Cape Horn on the way to the California Gold Rush

Travelers from all over the world came looking for gold. People came from China, from France, and even from Chile! All of them hoped that they would find gold.

Some of the people came in boats. It took them six months to get across the sea.

Other people walked or rode across the United States like we did. They did not have a lot of food or water on the trip.



Chinese workers panning for gold in California

Thousands of people were here. All of them had dreams. They wanted to have more gold than a king or queen.

The men spent the day digging for gold. They worked all day and did not sleep or eat much. All of the men lived in small tents. I guess it wasn't much fun for them.

My pa never struck gold. He worked hard. My ma worked hard, too. But we never got rich.

My pa stopped looking for gold after a year. He started a boarding house for miners in June 1851. Now I help him and Ma with the business.

I like it here. I liked seeing all the men dig for gold. I like being with my ma and pa. I'm glad that I live in California.



Miners stayed in boarding houses during the California Gold Rush.

The Gold Rush made some people **wealthy**. But most of the people who went to California found no gold. They did not get rich, but many stayed in California. They set up shops and hotels. This place became their home.

The Gold Rush brought a lot of people to California. It also made California a rich place. It helped America to grow and become the **nation** it is today.

This map provides a good picture of the San Francisco area during the Gold Rush.



Comprehension Check

Summarize

Read "They Came to California" again. Look at the Cause and Effect Chart. Then summarize the story.

Cause → Effect
→
→
→
→

Think About It

1. In what year did Jack's family leave their house in Wisconsin?
2. How did Native Americans help Jack's family?
3. Describe a day in the life of a gold miner during the Gold Rush. Use details from the story.
4. How did the Gold Rush contribute to the growth of the country?



Write About It

If a Gold Rush happened today and you lived far away, would you go? Explain.



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

shells steal speck festival
recess felt complete spend
copy supreme speak blend

Vocabulary

remarkable tortoise span
marine survive

Comprehension

FACT AND OPINION A fact is something that can be proven to be true.

An opinion is based on someone's feelings. When you read nonfiction, be careful to identify facts and opinions.

A Fact and Opinion Chart can help you find facts and opinions in a selection.

Fact	Opinion

Read

Look for the facts and opinions.

Exploring Nature

Many authors write about nature, and artists draw it. Since it is so **remarkable**, nature gets a lot of attention.

Nature is the living world around us. Plants, animals, land, sky, and water are all part of nature. Some animals, like the **tortoise**, live on land. Tortoises can have a long life **span**. Other amazing creatures, like sea lions, live in the ocean. They are called **marine** animals.

There are many animals and plants in the world. They are all trying to grow and **survive**. There is nothing better than exploring nature!

Fill in a **Fact and Opinion Chart** for "Exploring Nature." Use the chart to help you summarize the passage.

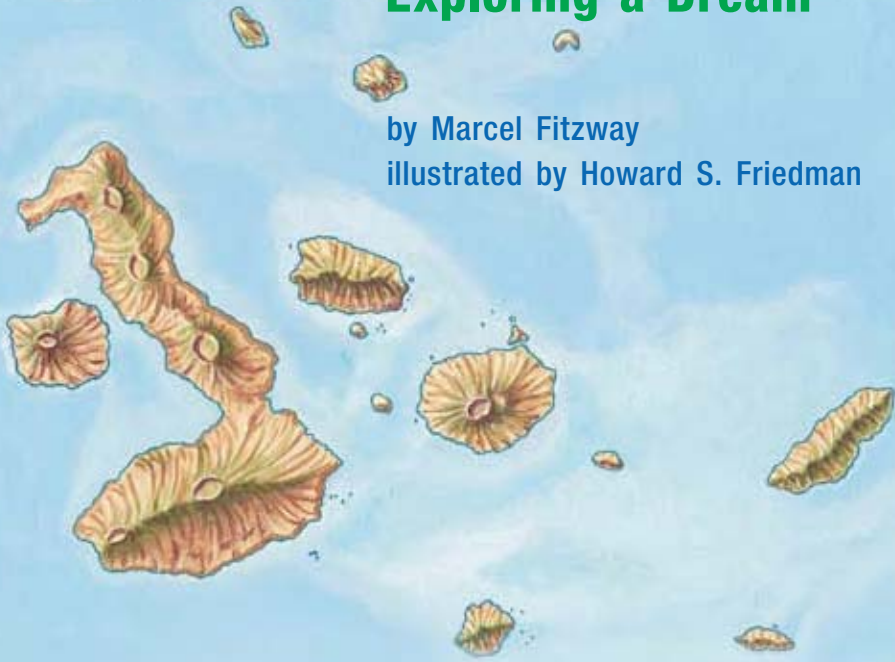


Galapagos:

Exploring a Dream

by Marcel Fitzway

illustrated by Howard S. Friedman



Feathers and Shells

In this big world of ours, there are many remarkable places to see. One such place is a chain of islands near South America. This place is called the Galapagos Islands. The islands are home to strange and amazing animals. These creatures can't be found anywhere else. People who study nature go to the Galapagos. They sometimes stay for years.

The Galapagos **tortoise** is the most famous creature on the islands. The islands were named after this large animal. It can weigh more than three people!

The tortoise grows a round and thick shell that keeps it safe. The shell's thickness makes it very hard for hungry enemies to sink their teeth into them.

This tortoise has a long life **span**. It can live to be 150 years old!



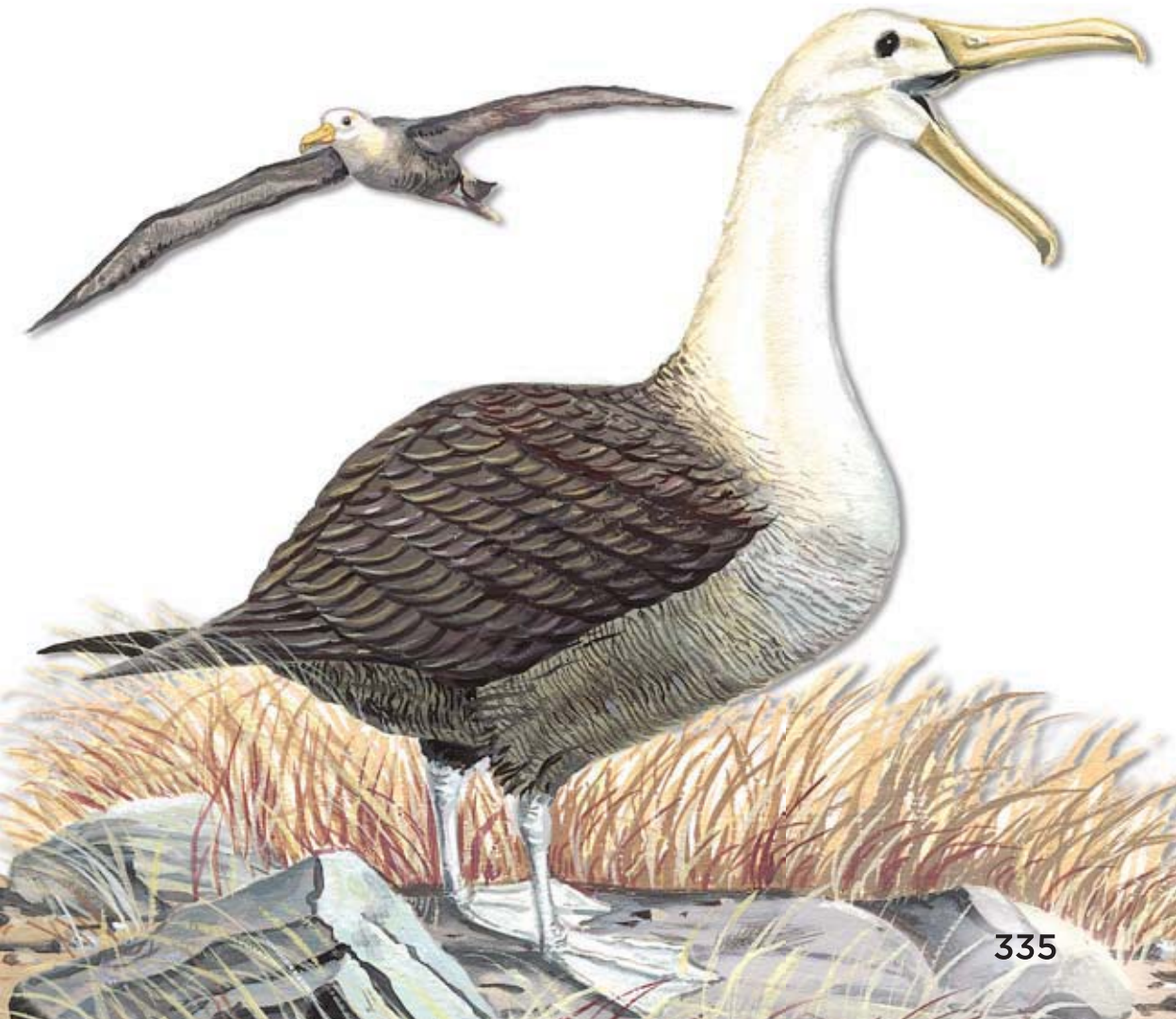


The tortoise shares the land with other animals. The **marine** iguana is one of them. There are no other lizards that can swim in the sea like this iguana.

In the morning, this animal lies out on rocks or sand. This is a way for it to warm up its body. It dives deep into the sea to cool down when it gets hot. The iguana also finds food in the sea.

Many rare birds live on the islands, too. They come in lots of sizes and colors. Many of them have strange traits.

The waved albatross can only be found on one of the islands, called Española. This huge bird has a wingspan of over eight feet. It weighs close to nine pounds.





A bird on the islands that does not fly is the Galapagos penguin. It might be strange to think that a penguin can live in a warm place. It works hard to keep cool. It holds its wings away from its body. This helps the heat leave its body faster. A penguin holds its wings over its feet to block the sun. The sun can burn its skin, just like the sun can burn us!

From Reef to Rocks

Visitors to the Galapagos Islands are fond of sea lions. These furry animals like to be a part of things. Their nosy nature makes them swim close to people in the sea.

When they are not swimming, sea lions often lie on rocks. They like being lazy, but their laziness could get them into trouble! Sea lions have to stay alert. They must look out for Galapagos sharks.

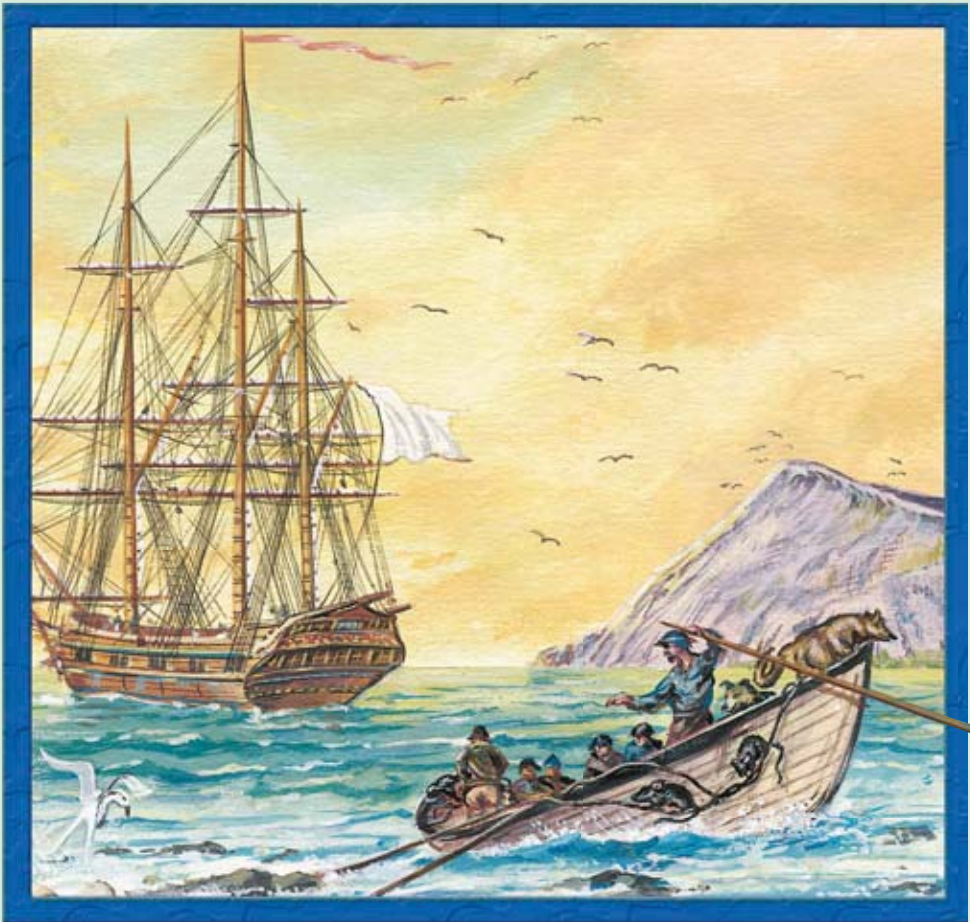




The Galapagos Islands are made up of layers of lava from underwater volcanoes. As the layers cooled, they formed the islands as they are today. It is strange to think that any animal can **survive** on such harsh land. A man named Charles Darwin found out why animals are able to stay there.

Darwin set off from England on a mission to study nature. He followed the creatures on the islands. He studied the plant life, too. He found that animals change their ways of life to keep on living.

The Galapagos Islands is one of the most unspoiled places on Earth. But early sailors who visited the islands upset the natural balance. They brought with them animals that were not native to the area.





Now people understand the importance of keeping these islands as they are. Visitors must always keep the rules in mind. A major rule is that people must not touch or take things. It doesn't matter whether it is a small shell or a large animal.

Nature lovers want to see how animals act in the wild. These islands are a treasure that makes such dreams come true.

Comprehension Check

Summarize

Read “Galapagos: Exploring a Dream” again. Look at the Fact and Opinion Chart. Then summarize the selection.

Fact	Opinion

Think About It

1. Near where are the Galapagos Islands found?
2. Which animal were the islands named after?
3. What did Charles Darwin find out after spending time on the islands? How did he make this discovery?
4. Why is it important to protect the Galapagos Islands?



Write About It

The Galapagos tortoise can live to be over 150 years old. What do you think the world will be like in 150 years?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

goal possible total flock
topic coastal crop hopeful
roadrunner probably postage popular

Vocabulary

gliders rely controls
coast machine

Comprehension

DRAW CONCLUSIONS Authors don't always explain everything that happens. You must use what you know and look for clues in the text to draw conclusions.

Text Clues	Conclusion

A Conclusions Chart can help you find clues that lead to your conclusions.

Read

Identify text clues and draw conclusions.



Flying Machines

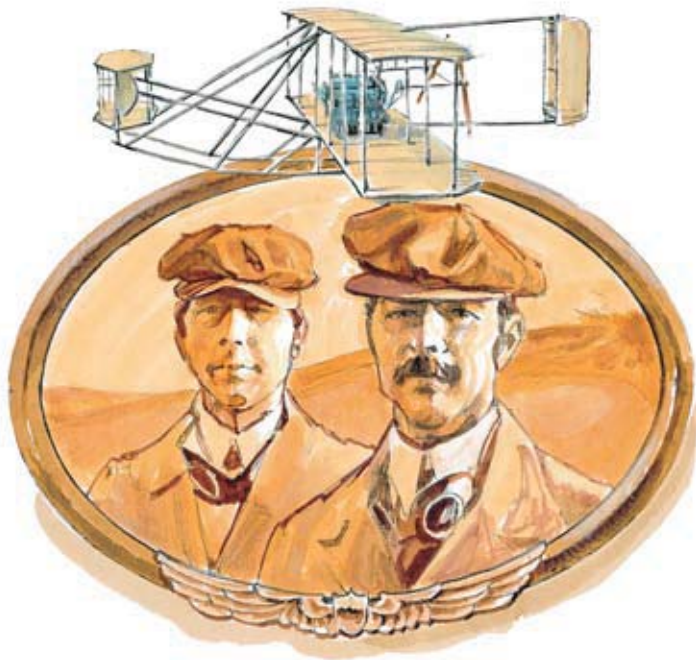
Think about how free a flying bird must feel! Leonardo da Vinci thought about this a long time ago. His interest in flight gave him some amazing ideas for a flying **machine**!

Leonardo carefully studied how birds fly. His findings led him to make many sketches.

The power to lift this invention off the ground did not exist during Leonardo's time. But his ideas helped future inventors think about flight. Modern **gliders**, for example, have **controls** that are similar to Leonardo's drawings. Five hundred years later, humans can **rely** on flying machines to travel from **coast** to coast or around the world!

Make a **Conclusions Chart** for "Flying Machines." Fill in clues that help you draw conclusions. Then retell the passage.

Wilbur and Orville Wright Heroes of Flight



by Renee Barry
illustrated by Dick Smolinski

Flight Long Ago

Airplanes are a big part of our lives today. They can take us just about anywhere in the world in a short time. This helps business people do their jobs.



Over a hundred years ago, people only dreamed about flying. Wilbur and Orville Wright changed all that in 1903. They flew in an airplane that they had made after years of hard work.

Wilbur and Orville Wright did not invent the airplane. People made **gliders** and large kites years before the Wright brothers' flight. But the kites had no pilots, and the gliders had no **controls**. The Wright brothers made the first airplane that could be controlled in the air.



The Wright brothers got interested in flight when they were just boys. In 1878, Wilbur was 12 and Orville was 8 years old. Their father gave them a toy helicopter. This toy could really fly! Wilbur and Orville loved it and wanted to make their own flying **machine**.

That year, the boys started making and flying little machines. Wilbur and Orville were very close and did a lot of things together. They made a good team.



When Wilbur and Orville grew up, they did not stop thinking about flying. Flying was not a job then, so they set up a printing shop. This situation gave them the income to make flying machines when they had free time.

Then the brothers got interested in bikes. In the 1890s, they had their own shop where they made bikes. Even at the bike shop, they studied flying and machines. Wilbur and Orville still dreamed of flying.

Reaching the Goal of Flight

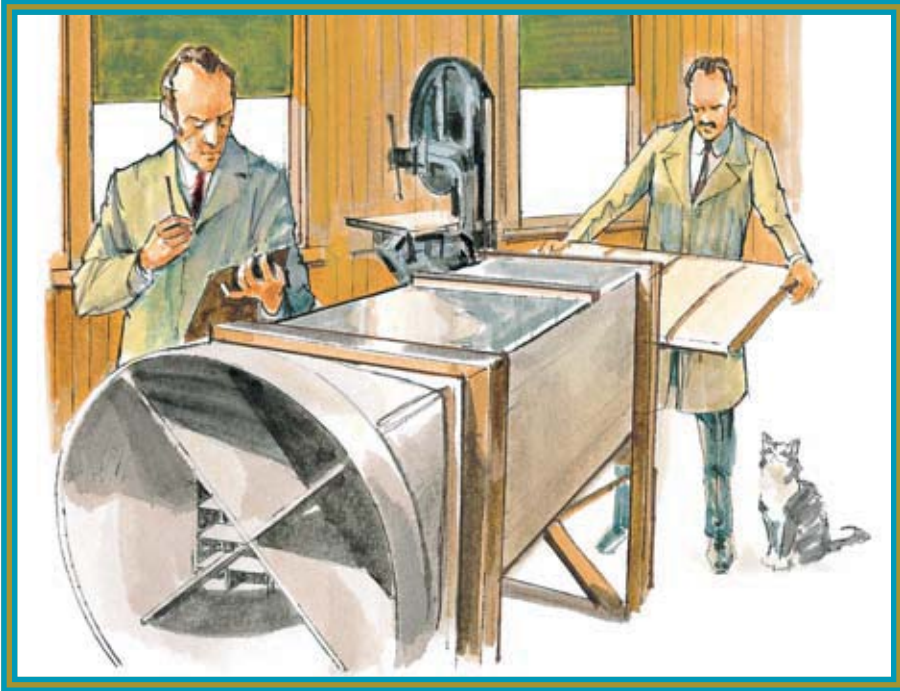
Wilbur and Orville noticed that most new flying machines had no controls. The Wrights used what they knew about bikes to try to fix the problem. They looked at books about flying machines. They also studied birds in flight to get ideas. The Wrights even found a way to make the plane's wings tilt left or right.

First Wilbur and Orville tried their plan with a huge kite. Then they made gliders. They made test flights at Kitty Hawk, North Carolina in 1900 and 1901.





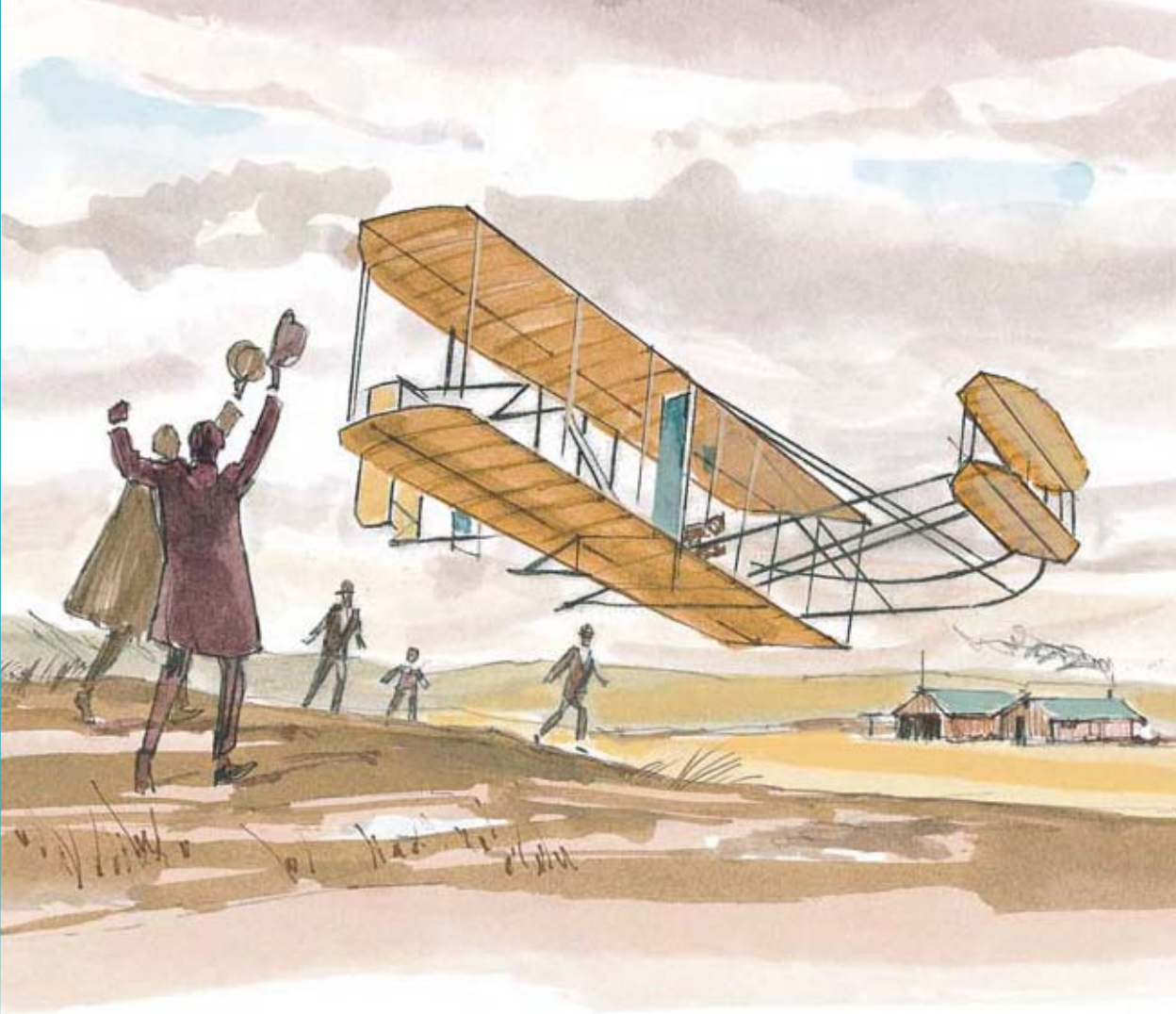
Kitty Hawk was a fine place to fly because it was on the Atlantic **coast**. There, the swiftness of the winds helped lift those gliders. Despite this, the gliders did not fly well. The Wrights could not control them well or get them to rise high enough.



The Wrights did not give up hope. They built a wind tunnel to test wing shapes and wing spans. At last they made a plane that had controls.

To give the plane the power to fly, they made an engine that did not **rely** on wind. Then they added propellers. This was something that no one had tried before.

By the winter of 1903, the airplane was finished. The Wrights had to wait to fly because of bad weather.



At last, on December 17, 1903, the Wrights flew their plane. It rose off the ground and made several flights. The longest was 852 feet.

The Wright brothers had truly reached their goal. They had invented an airplane that could be controlled in the air. They did not stop with this first plane. They kept making better airplanes and airplane parts.



Over time, planes got larger in size. People started making them out of metal and rubber instead of wood. Engines got stronger, and planes flew longer distances.

Today's planes don't look much like Orville and Wilbur Wright's plane. That flight at Kitty Hawk was just the first step on the road to flying. Orville and Wilbur Wright simply got a remarkable idea off the ground.

Comprehension Check

Summarize

Read “Wilbur and Orville Wright: Heroes of Flight” again. Look at the Conclusions Chart. Then summarize the selection.

Text Clues	Conclusion

Think About It

1. When did the Wright brothers become interested in flight?
2. What kind of research did the Wright brothers do to reach their goal of flight?
3. How was the airplane the Wright brothers finished in 1903 different from the gliders they tested at Kitty Hawk in 1900 and 1901?
4. Unlike earlier flying machines, the airplane that the Wright brothers invented could be controlled in the air. Why was that important?



Write About It

Pretend you have an airplane ticket to any city in the world. Where would you go?



Skills and Strategies

Decoding

Decode these words. What do you notice about the spellings?

understood broom toolshed swoop
foolishness notebook smooth hooded
footstep shampoo cooking harpoon

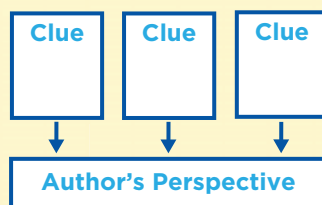
Vocabulary

underground scent communicate
cocoon colonies

Comprehension

AUTHOR'S PERSPECTIVE

Knowing how an author feels about a topic can be very important. What is the author's perspective, or point of view towards the subject matter?



An Author's Perspective Map can help you understand the author's perspective.

Read

Try to figure out the author's perspective.

Ants and Termites

Ants and termites have a special way to **communicate**. Both these insects can use **scent** to send messages. Isn't that amazing?

Ants and termites usually nest **underground**. The queen lays large piles of eggs. When a little bug wriggles out of an egg, it is called a larva. While the ant larva makes a **cocoon**, the termite does not.

Ants and termites live in large **colonies**. It is like living with millions of relatives! Each insect plays an important role in the colony. Through perfect teamwork little insects get big jobs done.

Make an **Author's Perspective Map** for "Ants and Termites." Then use it to write about the passage.



ZOOM IN ON ANTS!

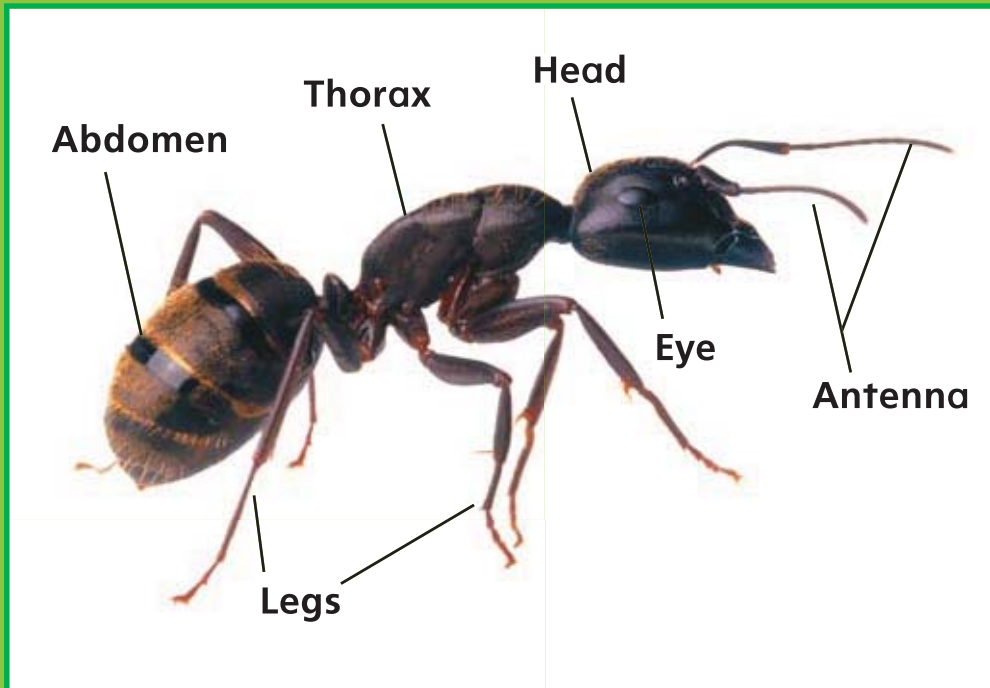
by Trent Locker



Ants Are Everywhere You Look

Everywhere you look, you can find ants. Go on a picnic and you will see ants stealing food. Look at the sidewalk while taking a walk. You may see ants crawling between the cracks. Smell a flower and you might see an ant on the leaf.

You can find ants inside, too. Ants might make a home in your kitchen. They like sugar and sweet food.



An ant's body

Ants are impressive insects so it is worth taking a closer look. Every insect has a body with three parts. Like all insects, ants have six legs. These legs grow from the middle section.

Ants have two eyes. Each is made up of many smaller eyes. These eyes give ants a good picture of the world. An ant also has two antennae on its head. They control how ants feel and smell things. These features help ants survive.

Some female ants lay eggs. First, the female makes a hole in the ground. She rests in the hole all winter. In the spring, she lays her eggs. Worker ants feed the eggs as they grow.

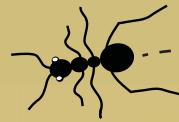
The eggs go through several stages as they grow. In the last stage, the ant stays inside a **cocoon**, a silky case. After about eight weeks, the adult ant comes out.

Ants carrying eggs





An anthill



There are about 8,000 different kinds of ants in the world. An ant can be as tiny as a dot. It can also be over one inch long. That's big for an ant!

An ant does not live by itself. Ants live in groups called **colonies**. Small colonies have just a few ants in them. Large colonies might have millions of ants. They live and work together in a nest with many rooms.



Taking Good Care of Each Other

When people live and work together, they all rely on each other. Ants are like that, too.

Two ant jobs are queen and worker. Queen ants lay eggs. Worker ants look after a queen and her eggs. They also take good care of the ant nest. They help gather food, too. Worker ants come in different sizes. Big and little worker ants are an incredible example of teamwork.

Ants work together to carry a pine needle.





A wood ant carries a larva, an immature ant.

Ants eat many kinds of food. Ants might eat insects or insect eggs. Ants might also eat tree sap. Some ants eat other ants.

Ants can grow their own food. They gather parts of plants and insects. They bring these things back to their nest. They use them to feed a fungus, or mold, that grows in the nest. The fungus grows like a garden. When it is grown, the ants will eat it.

Leaf cutter ants are a type of ant that grows a fungus garden. They eat fungus because they cannot eat plants.

The ants use their sharp jaws to cut leaves from plants. They travel in long lines far into the forest, in search of leaves. Then they carry the leaf pieces back to their nests.

These ants live in rain forests, in giant **underground** colonies. Three to eight million ants live in one colony.

Leaf cutter ants on a branch





Ants cannot talk on a telephone, but they have a special way to **communicate**. When worker ants find food outside the nest, they carry it home. They leave a **scent** on the trail. Then more worker ants follow the trail so they can collect the food.

Ants send out a smell when they are in danger, too. When other ants smell it, they come to help the ants in danger.

African army ants on the march





A child watching ants in an exhibit

When you think of ants, you might think of how they spoil picnics. But ants do many good things, too.

Ants eat insects that can be harmful. Ants also help make soil richer. They dig up the dirt to make their nests. When ants gather seeds for nests, they drop some of them. Then new plants can grow.

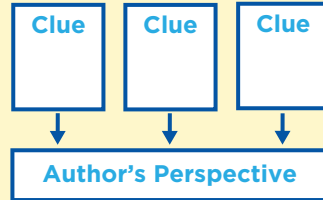
Ants might bother us at times, but they are very important to our world!



Comprehension Check

Summarize

Read “Zoom In on Ants!” again. Look at the Author’s Perspective Map. Then summarize the selection.



Think About It

1. How many legs does an ant have?
2. What kinds of food do ants eat?
3. Explain how ants communicate.
4. In what ways are ants similar to humans?
Explain using details from the selection.



Write About It

Many people think insects are pests. Explain why insects can be good for the environment.

Skills and Strategies

TITLE	DECODING	VOCABULARY	COMPREHENSION
Unit 1 pages 6–65			
6 Miss Tan’s Hints	/l/ɑ p <u>ack</u> , /e/e s <u>gt</u> , /i/i s <u>ing</u> , /o/o s <u>top</u> , /u/u m <u>ud</u>	hint, news, odd, gym, hunt	Analyze Story Structure: Make Inferences
18 Dot’s Lesson	/f/fl <u>fl</u> at, /tr/tr <u>tr</u> ip, /dr/dr <u>dr</u> ink, /pl/pl <u>pl</u> ant	practice, project, ideas, perform, lesson	Analyze Story Structure: Character, Setting, Plot
30 Phil Plans a Trip	/f/ph <u>ph</u> one, /sh/sh <u>br</u> ush, /th/th <u>with</u> , /hw/wh <u>wh</u> en	national, trek, protected, different, canyons	Analyze Text Structure: Compare and Contrast
42 Kate in Space	/ā/a_e <u>s</u> ame, /ē/e_e <u>the</u> se, /ī/i_e <u>l</u> ike	vanished, relate, chamber, bases, pit	Summarize: Character
54 At Home with Whales	/ō/o_e <u>stov</u> e, /ū/u_e <u>cub</u> e	peered, pride, role, fins, locate	Summarize: Sequence
Unit 2 pages 66–125			
66 Gail at the Game	/ā/a <u>bas</u> ic, ay <u>st</u> ay, ai <u>ma</u> in	arranged, secured, rude, fame, spite	Monitor Comprehension: Author’s Purpose
78 A Year in My Life	/ē/e <u>sh</u> e, ee <u>se</u> em, ea <u>dr</u> eam, y <u>happ</u> y	feast, frame, gulf, cheap, steamboat	Monitor Comprehension: Author’s Purpose
90 Up in the Sky	/ī/i <u>qui</u> et, y <u>tr</u> y, igh <u>sigh</u> t	dazzling, soar, various, eager, festival	Monitor Comprehension: Main Idea and Details
102 Edison Shows the Way	/ō/o <u>fo</u> cus, oa <u>bo</u> at, ow <u>ow</u> n	experiments, improve, inventions, operated, provided	Analyze Text Structure: Cause and Effect
114 The Snake Watcher	/ch/ch <u>wh</u> ich, tch <u>pat</u> ch	rattle, clutched, nervous, poison, escape	Analyze Story Structure: Sequence
Unit 3 pages 126–185			
126 Spring and the Beanstalk	/spr/spr <u>spr</u> ing, /skr/skr <u>scr</u> eam, /str/str <u>str</u> etch, /spl/spl <u>spl</u> ash	strolled, strained, scruffy, thunderstorm, sprinted	Generate Questions: Make Inferences
138 César Chávez: Righting a Wrong	/n/ɪn <u>sign</u> , kn <u>know</u> , /r/wr <u>wr</u> ite, /l/mb <u>lamb</u> , /t/bt <u>debt</u>	debt, united, attend, permanent, conditions, allow	Generate Questions: Draw Conclusions
150 Hard-Working Kids	/ār/ar <u>st</u> art	activities, interested, advisers, duty, theater, accepted	Monitor Comprehension: Fact and Opinion
162 A Nation Is Born	/ōr/or <u>for</u> , ore <u>st</u> ore	distressed, starving, fetch, rich, staff, declared	Monitor Comprehension: Theme
174 A New Language	/ār/er <u>fern</u> , ir <u>fir</u> st	faint, unfamiliar, Web site, wisdom, approaches	Visualize: Character, Setting, Plot

TITLE	DECODING	VOCABULARY	COMPREHENSION
Unit 4 pages 186–245			
186 Uncle Bob and Nurse Murphy	<i>lûr/ur surf</i>	hurdles, required, disturb, promise	Visualize: Theme
198 Storm Chasers	<i>lû/oo book</i>	weather, predictions, observing, equipment, occur, method	Generate Questions: Description
210 Oil: From Fuels to Tools	<i>lû/oo boot</i>	sources, composed, environment, experts, solution	Generate Questions: Author's Purpose
222 Humpback Whales	<i>loi/oi soil, oy boy</i>	motion, coil, liquid, avoid	Visualize: Draw Conclusions
234 The Rise and Fall of Tides	<i>lô/au pause, aw claw, îl/al salt, all small, awl crawl</i>	retreats, supply, established, careful	Visualize: Author's Perspective
Unit 5 pages 246–305			
246 In the Hot Sand	<i>lskr/scr scrape, Ind/nd attend, /kt/ct project</i>	nocturnal, solitary, obtain, material, shimmer, cactus	Summarize: Main Idea and Details
258 Miss Brown's Class Helps Out	<i>lou/ow brown, ou round</i>	ingredients, lawn, split, funds, fabulous, lovely	Summarize: Problem and Solution
270 The Edge of the World!	<i>lsc/c cent, /j/g cage</i>	estimated, taming, achievement, advanced, courage, explorer	Summarize: Main Idea and Details
282 A Challenge for Chen	<i>lê/le angel, le bubble</i>	skills, flexible, capable, mumbled, admire, discovered	Analyze Story Structure: Compare and Contrast
294 Wild Horses of the West	<i>lêr/er shelter, ar beggar, or actor</i>	descendants, sanctuary, protectors, beggars	Analyze Text Structure: Sequence
Unit 6 pages 306–365			
306 Fright in the Forest	Review: <i>lâ/ and /a/</i>	relaxed, situation, creature, shelter, guard, treasure	Analyze Story Structure: Problem and Solution
318 They Came to California	Review: <i>lî/ and /i/</i>	description, mission, discussion, wealthy, nation	Analyze Story Structure: Cause and Effect
330 Galapagos: Exploring a Dream	Review: <i>lê/ and /e/</i>	remarkable, tortoise, span, marine, survive	Generate Questions: Fact and Opinion
342 Wilbur and Orville Wright: Heroes of Flight	Review: <i>lô/ and /o/</i>	gliders, controls, machine, coast, rely	Generate Questions: Draw Conclusions
354 Zoom In on Ants!	Review: <i>lû/oo and /ü/oo</i>	cocoon, colonies, underground, scent, communicate	Generate Questions: Author's Perspective

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