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READING  
**Triumphs**



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# Skills and Strategies

## Decoding

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

clap	spot	tin	desk
miss	slap	pals	next
luck	trust	grand	test

## Vocabulary

gasps	on edge	worried
slips	hand	nervous

## Comprehension

### CHARACTER AND SETTING

A character is a person or animal in a story.

The setting is where and when a story takes place.

Character	Setting

Use the Character and Setting Chart to help you list important details about characters and settings.

## Read

Identify the characters and setting in the passage.

### Fred Jumps!

Fred can jump fast. His mom and dad see him jump, and they **gasp**. "You can jump so fast!" they tell him.

Miss Tab tells Fred's class that she will test how fast they can jump. Fred is **on edge**. He has never jumped with so many pals. He is **worried** he will trip. He wants to **slip** away.

He gets set to run and jump fast. Miss Tab yells, "Jump!" Fred jumps as fast as he can. He wins! His class gives him a **hand**. Now when Fred jumps, he will not get **nervous**. He will jump the best that he can!

Make a **Character and Setting Chart** for "Fred Jumps!" Use it to help you summarize the story.





# Dan Can Rap!



by Alexi Brown

illustrated by

Tomoko Watanabe

## A Big Win!

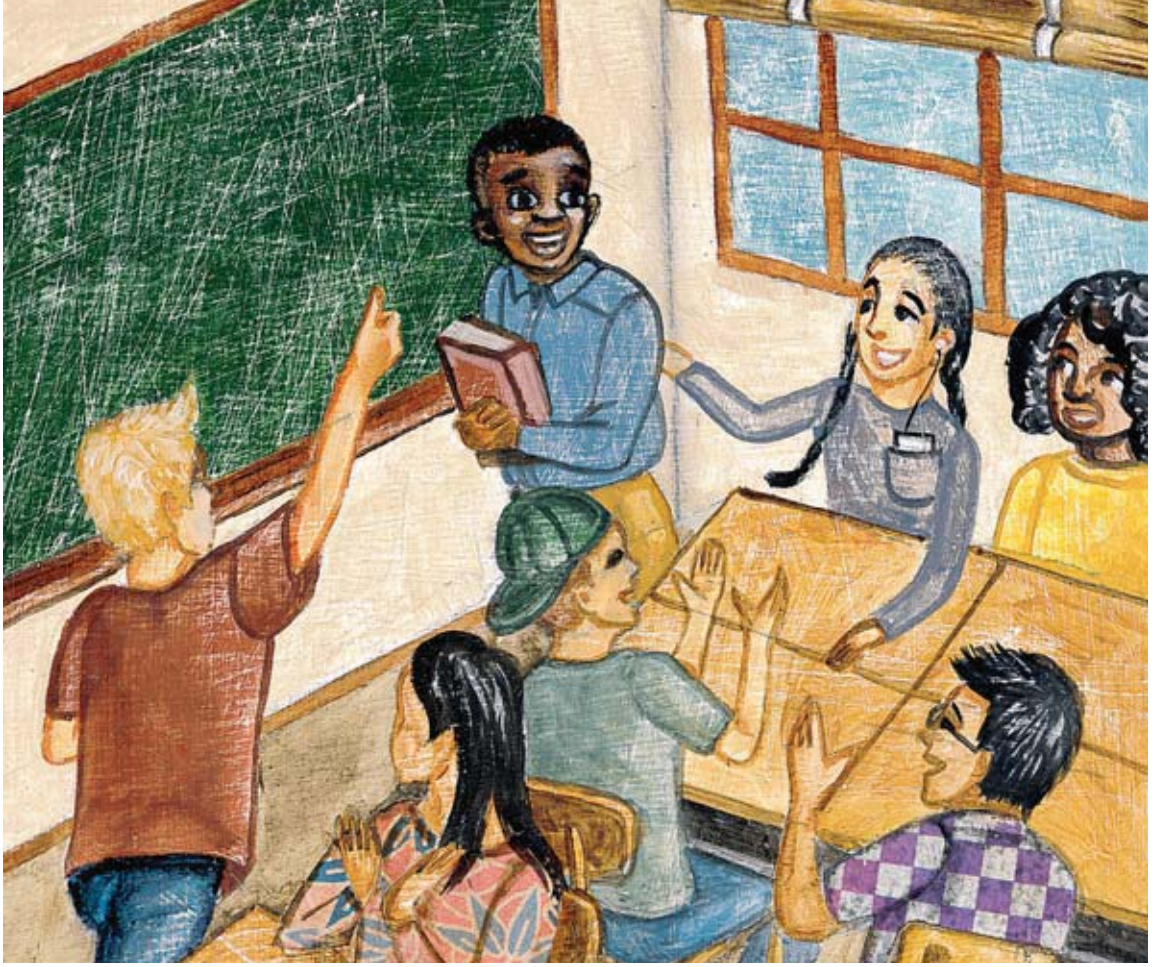
Dan's class can tell he is in the hall before they see him. He raps as he passes in the hall. Dan raps as he **slips** into class. And Dan raps as he sits at his desk.





Dan is in a rap contest at school. When Dan raps, his pals will clap. The kids think his rapping is grand. But can Dan win?





Dan did win! He got the top spot!

Back in class, Dan's pals give him a big hand.  
"Dan is a star in our class!" Mal says.

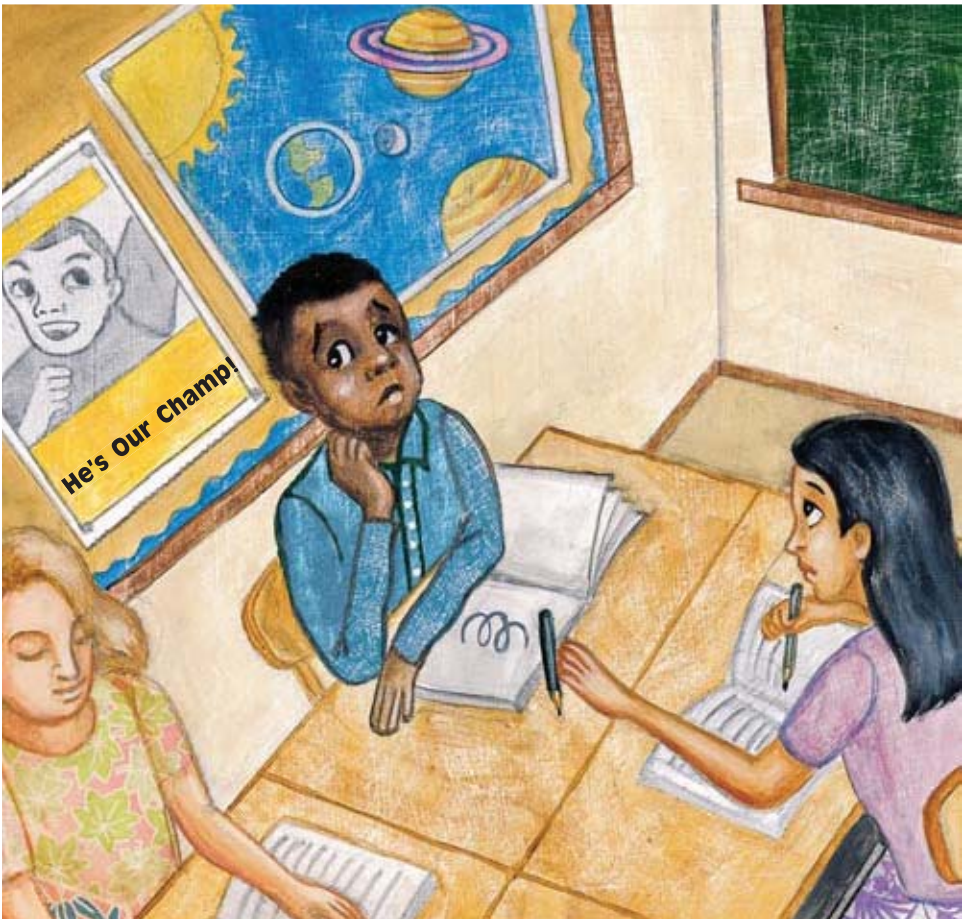
Ben stands up and slaps Dan's hand. "That was grand, Dan. You are a champ!"

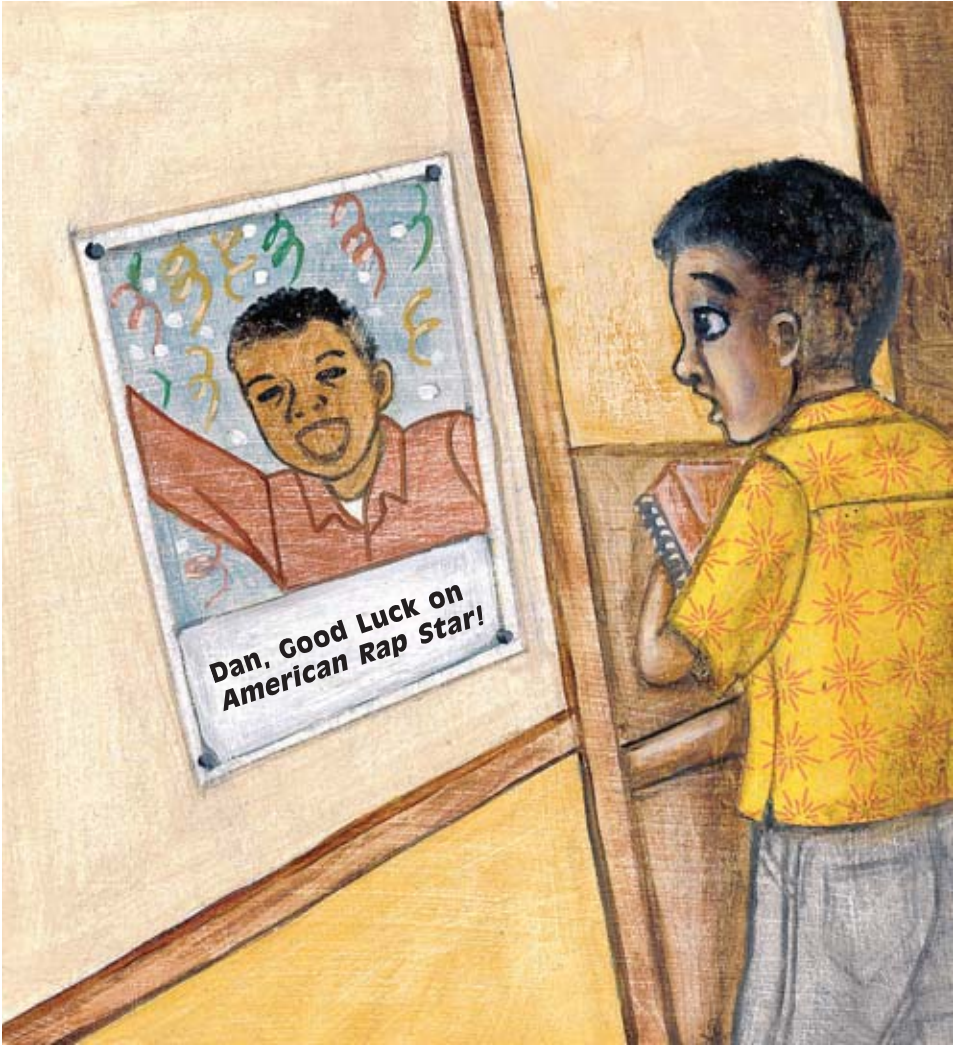
Miss Mills says, "Dan did win! His next step is to rap on *American Rap Star* on TV. We can all give Dan a big hand."

Miss Mills grins. The class claps and yells for Dan.

Miss Mills and his class are thrilled, but Dan sinks in his desk. Dan cannot rap on TV. Dan is afraid to rap in a big place.

In class, Dan cannot do his math. Dan cannot think. Dan is not a kid who gets nervous a lot, but he does not wish to sing on TV.





When Dan gets to class the next day, he sees a sign on a wall. It says, "Dan, Good Luck on *American Rap Star!*" Dan thinks he will quit. Then he will not have to rap on TV.

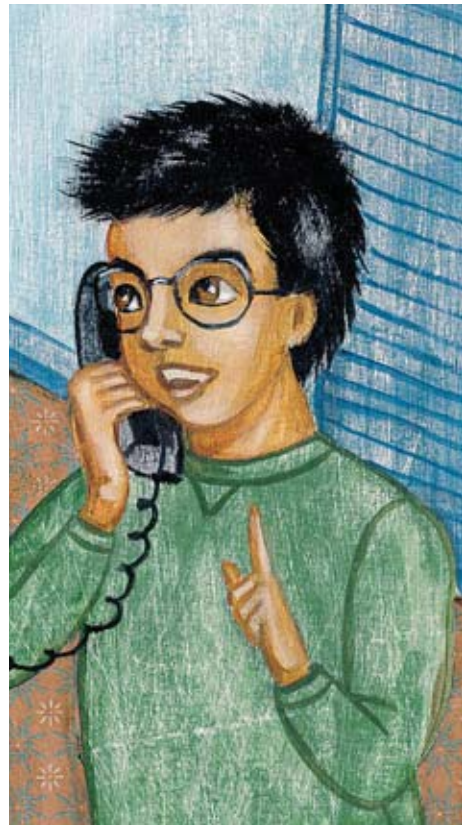
## Dan's Pals Have a Plan

Dan's pals can tell he is **on edge**.

At the end of the day, Mal calls up Nick.  
Mal says, "I think Dan will quit the rap contest."

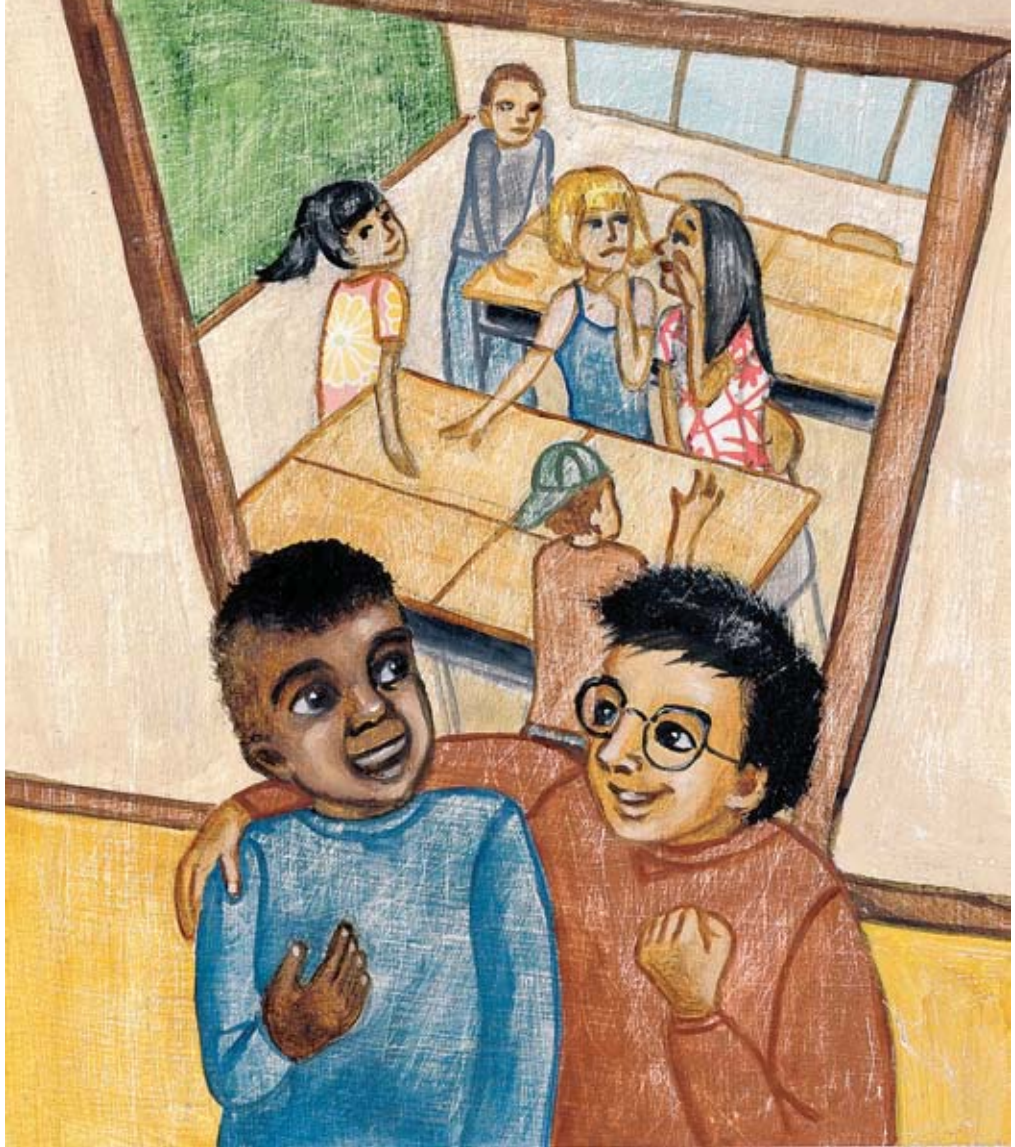
Nick thinks Mal is right. Nick and Mal will make  
a plan to help Dan.

Nick says, "In class, we will ask the rest of Dan's  
pals to help us, too."



Dan's pals plan to give him a tip. The kids will give Dan a picture of his class. They will tell him to set it on a stand. When Dan raps on TV he can look at the picture. Then he can think that he is just rapping for them.

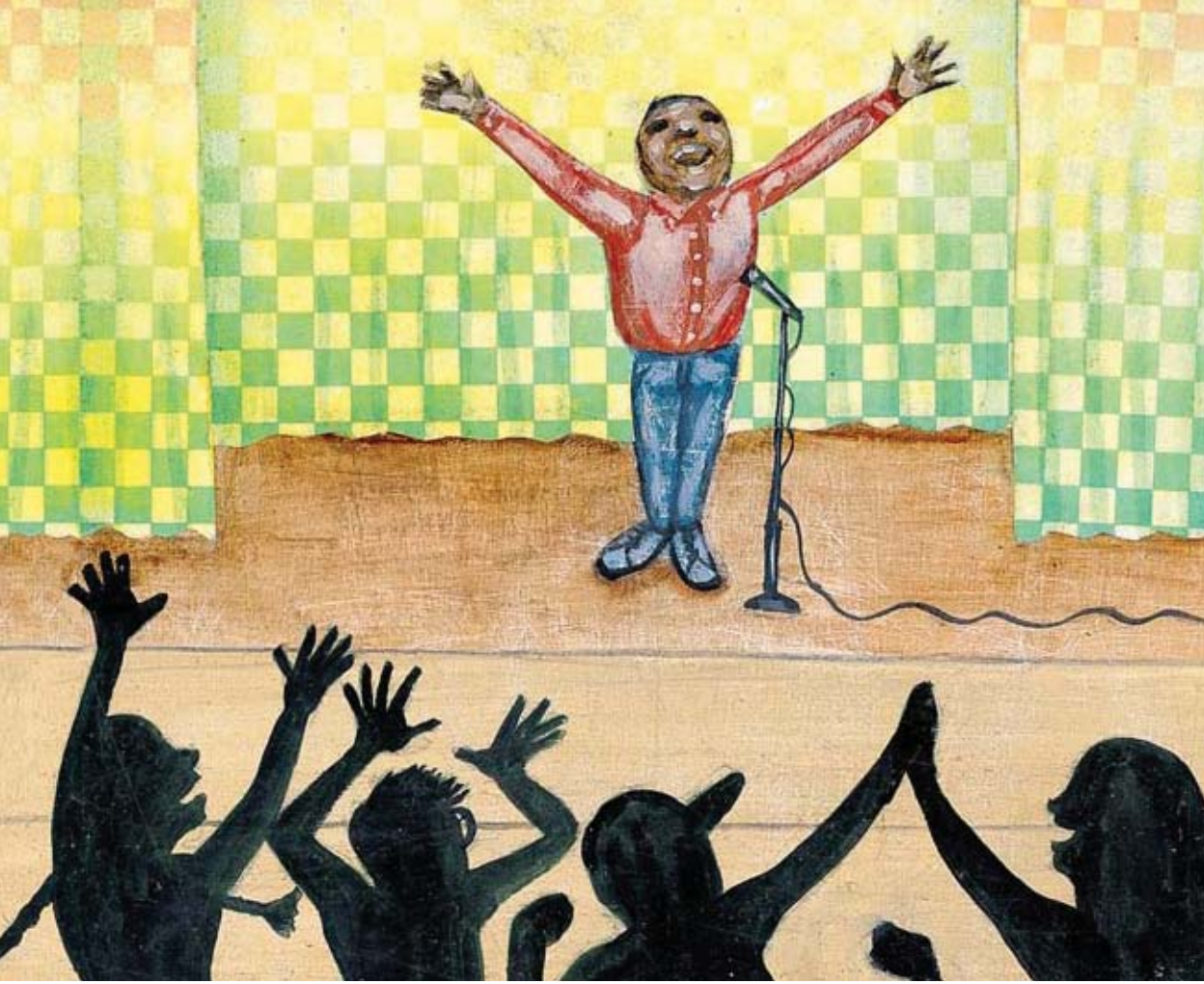




The contest is the next day. Dan is set to go. Dan is not **worried** any more. Nick grabs him in the hall to wish him good luck. Nick says, “I wish I could rap like you, Dan! You are the best rapper! Can you help me rap some day?”

“That’s a grand plan!” **gasps** Dan.





At the contest, the man calls Dan's name, and Dan runs on stage. The crowd is big! Dan gets nervous. He thinks he cannot rap in front of such a big crowd.

Then Dan thinks of his class. He will think of singing just for them. Dan sets the picture on the stand.

The picture does the trick! Dan sings his rap. Dan sings well. The crowd claps and yells. Dan did it!

# Comprehension Check

## Summarize

Read “Dan Can Rap!” again. Look at the Character and Setting Chart, and then summarize the story.

Character	Setting

## Think About It

1. What is the setting at the beginning of the story?
2. What is Dan nervous about?
3. What plan do Dan’s friends Nick and Mal have for Dan?
4. How does the plan turn out?



## Write About It

What makes people want to quit? What are some reasons that people do not quit even when they want to? Explain a time when you wanted to quit.



# Skills and Strategies

## Decoding

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

sled      bone      tale      mile  
smoke      pink      save      pride  
name      stuck      plant      sunset

## Vocabulary

awoke      create      logging  
enormous      smokestack      cabin

## Comprehension

### MAKE INFERENCES

To make an inference, take clues from the story and combine them with information

you already know. Making inferences helps readers fill in missing information.

To help you make inferences, use an Inferences Chart.

Text Clues	What You Know	Inferences

## Read

Make inferences about how real the story could be.

# A Home for Nat

Sleeping in the woods far from his home, Nat got cold. He **awoke** and rubbed his hands together. "I will **create** a log **cabin** home here so I will not be cold," said Nat.

Nat's pal, Tim, planned to help with the **logging**. So Nat and Tim made Nat an **enormous** home. Tim cut up trees, and Nat stuck logs together. It only took one day!


"I want a **smokestack** on my home," said Nat. So Nat and Tim made a smokestack. They went into the home. It was just how Nat liked it, hot. Nat was happy with his home in the woods.



Make an **Inferences Chart** for "A Home for Nat."  
Decide if the story could really happen.

# Jane Wins a Job

by Jennifer Notarangelo  
illustrated by  
Dana Trattner



**P**aul Bunyan is the king of lumberjacks. His job is to cut tall trees. It is the best job for him because he is a mile long! Paul can **create** a log **cabin** in a snap.

But did you know that Paul is a dad? He has a kid named Jane. She is big, just like her dad.





## Jane Spots a Problem

**A**t the end of a long day of cutting and logging, Paul and his men got tired. The sun was setting and his men had to rest. But there was no log cabin that could fit so many of them.

Jane had a plan to help. “Dad, you are a lumberjack. You can cut trees to make a log cabin for your men. The log cabin must be big. It has to fit all of the men.”

“That is a grand plan!” Paul said.

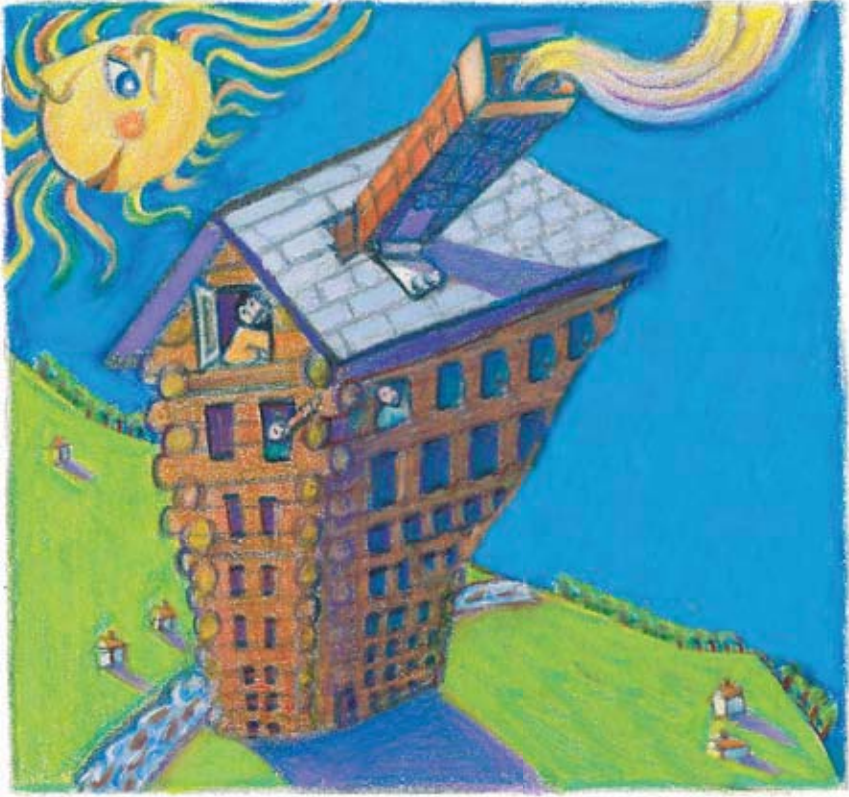




Paul and his men cut trees for the enormous log cabin. It was made by sunset. The men were glad to get in bed. They fell fast asleep in the bunk beds.

The next day, the men awoke and got nervous. The sun did not look right. Was it stuck?





## Jane Lends a Hand

**M**ost of the men went to work cutting and planting. Some men stayed home to check on the sun.

There was a problem. The sun was stuck! It could not pass over the big log cabin. The men got more and more nervous.

“Let’s talk to Jane. She had a plan last time. I bet she can fix the stuck sun.”

The other men thought so, too. They stopped work and went to ask Jane.

“Can you help us, Jane? The sun is stuck. It is in front of the **smokestack** on top of our log cabin. Can you fix the problem?”

Jane did a lot of thinking. She came up with a plan. If she held the smokestack down, the sun could pass over it. Then the log cabin would be safe.





Jane put her hair up and got to work. She tugged at the smokestack and made it bend down. It bent over and rested on top of the roof.



The sun rose over the log cabin and went across the sky. Jane's big plan had worked. The men gasped. They were glad the log cabin was safe. Jane had saved the day.

It made Paul smile. He had a lot of pride in Jane. He made Jane his top helper.

# Comprehension Check

## Summarize

Read “Jane Wins a Job” again. Look at the Inferences Chart, and then summarize the story.

Text Clues	What You Know	Inferences

## Think About It

1. What is Paul Bunyan’s job?
2. When she was a tot, how was Jane different?
3. After the cabin is built, what is the problem?
4. How can you tell this story is fiction?



## Write About It

Think about a problem that was solved in school. How was it solved? What happened as a result?



# Skills and Strategies

## Decoding

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

phone      fish      shade      think  
while      phase      whale      whisker  
path      crush      graph      whimper

## Vocabulary

reptile      stun      victim  
venom

## Comprehension

### MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic. The rest of the details help to explain or support the main idea.

Detail
Detail
Detail
Main Idea

Use a Main Idea and Details Chart to help you find the main idea of the selection.

## Read

Think about the details to figure out the main idea of the passage.



## Reptiles!

Alligators and snakes are **reptiles**. Reptiles are cold-blooded. They have special ways to help them survive.

Reptiles hunt for food in different ways. Snakes may kill or **stun** an animal with **venom**, or poison, by biting. An alligator uses its teeth to eat a **victim**!

Hiding is something reptiles do well. Resting in the water, an alligator seems to be a log. A snake's skin has colors like the land where it lives. In this way, reptiles hide from animals that can kill them.

Make a **Main Idea and Details Chart** for "Reptiles!" Use it to record the important details and figure out the main idea.



# Do They Make You Shudder and Shake?

by Kate Lindsey



## Scales and Fangs

It can slide on flat land, slip in grass, and swim in a lake. It makes a home in hot spots and slithers away if you get too close. What is it? It is a snake. But do not shudder! Do not shake! Get more facts on this **reptile**.



This may look like a worm, but it's really a tiny snake.

A snake is long and thin and has no legs. Snakes can be enormous. They can grow more than thirty feet long. That is longer than a big bus! Snakes can also be small and fit in a kid's hand.

**Big snakes can weigh as much as a small horse!**



A snake is a reptile, and reptiles are cold-blooded. A snake is as cold or hot as the air around it. Cold days make snakes move slowly. Snakes warm up by resting in sunshine.

Snakes stay warm by taking rests on rocks in the sun.





**This snake is hiding. If it blends in well, both enemies and victims will not know it's there.**

Snakes do not have flesh like us. Snake skin shines and seems wet, but it is made up of dry scales. Snake scales can be different colors.

A lot of snakes are the same colors as the land around them. They are camouflaged. This helps snakes hide from things that can eat them. Snakes with poison have blazing colors. This is a danger signal. It tells animals to get away or risk a bite.

A snake is always growing, but its skin is not. One phase of growth is when the snake creates a new skin and sheds its old skin. It can shed up to 18 times in a year! To shed its old skin a snake rubs on a rough rock or a twig. Then it slides out, and the skin it sheds is left inside out.

This snake is shedding its skin. It rubs itself on rocks and sticks to make its skin slip off.



A snake finds food by flicking its tongue to taste dust in the air.



## Snake Bite!

Snakes cannot hear or see well. A snake sticks out its tongue so it can taste and smell the dust in the air. Dust tells a snake if it is close to its prey.

Snakes can strike in a flash and eat their prey whole. They like to eat small animals, like rats. A snake can wait for a rat to pass it. A snake can also slink up behind its **victim** and bite it!

Look! A snake just ate an egg.

Inside the snake, the egg will get pressed until it cracks. The snake will eat the inside of the egg. Then the snake will crush the egg shell. It will spit up the shell. The shell will be flat and thin when the snake spits it up.

If a snake is very big, it can eat a whole deer in one sitting.





A snake's fangs are tucked up inside its mouth. When it prepares to strike, it bares its fangs.

A snake has teeth and will bite if it is scared. A snake opens its mouth to bite and **stun** its enemy.

Snakes with poison have fangs. Fangs will prick the skin like needles. Then the fangs pass **venom** into the snake's prey. Venom is like poison and can make the prey ill or kill it.





Sea snakes have a flat tail that helps them swim fast. They can hold their breath for a long time while swimming under water.

Many people do not like snakes. They think that all snakes will hurt them. But snakes are scared of people. If you get close, snakes will usually slip quickly to a safe spot.

Snakes have a special place in nature. They help keep animal pests, like rats, away. So we do not have to shudder and shake every time we see a snake!

# Comprehension Check

## Summarize

Read “Do They Make You Shudder and Shake?” again. Look at the Main Idea and Details Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

## Think About It

1. How big can snakes grow?
2. What kind of animal is a snake?
3. How does a snake get food?
4. Why should people not be afraid of snakes?



## Write About It

Write to explain why people should learn more about nature.



# Skills and Strategies

## Decoding

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

seek	feet	peak	thank
gleam	whine	neat	seem
shade	below	beneath	easy

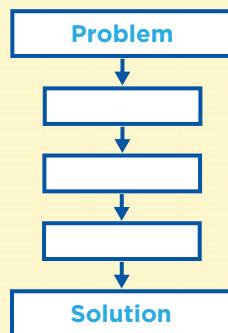
## Vocabulary

orbits	planets	volcano
object		

## Comprehension

### PROBLEM AND SOLUTION

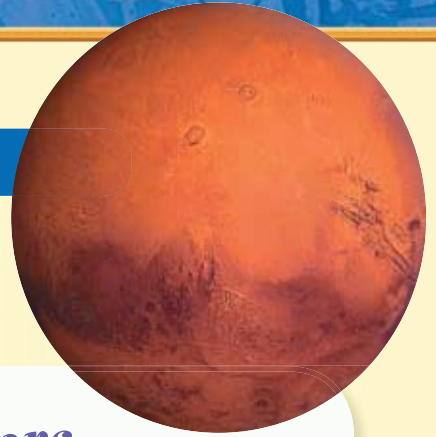
Authors may present a problem in a selection and show the attempts people make to solve it. The way the problem is solved is called the solution.



A Problem and Solution Map helps you figure out problems and solutions in the selection.

## Read

Find the problems and solution in the passage.



### Living on Mars

Living on Mars would not be easy. Mars **orbits** the same sun that Earth orbits. But Mars takes longer to spin on its axis than Earth. That means days are longer on Mars.

Making a home on Mars seems tricky. Mars has less gravity so a light **object** might float away! We might feel very cold if we lived there. And a big **volcano** can explode at any time!

Living on the **planet** Mars is not yet safe. One day, science may find a way to make homes on Mars.

Make a **Problem and Solution Map** for “Living on Mars.” Fill in the problems with living on Mars and look for a solution.

# Seeing Mars

by Amy Sweeten

What is in that wide space in the sky? At night, you can see stars shine. With luck, you can see **planets**.

A planet that can be seen with the naked eye is Mars. Mars **orbits** the sun in a path near Earth. We can take a peek at Mars to try to unlock its secrets!

Mars is half as big as Earth and very far away, but it can be seen on a clear night.

# A Peek at Mars...

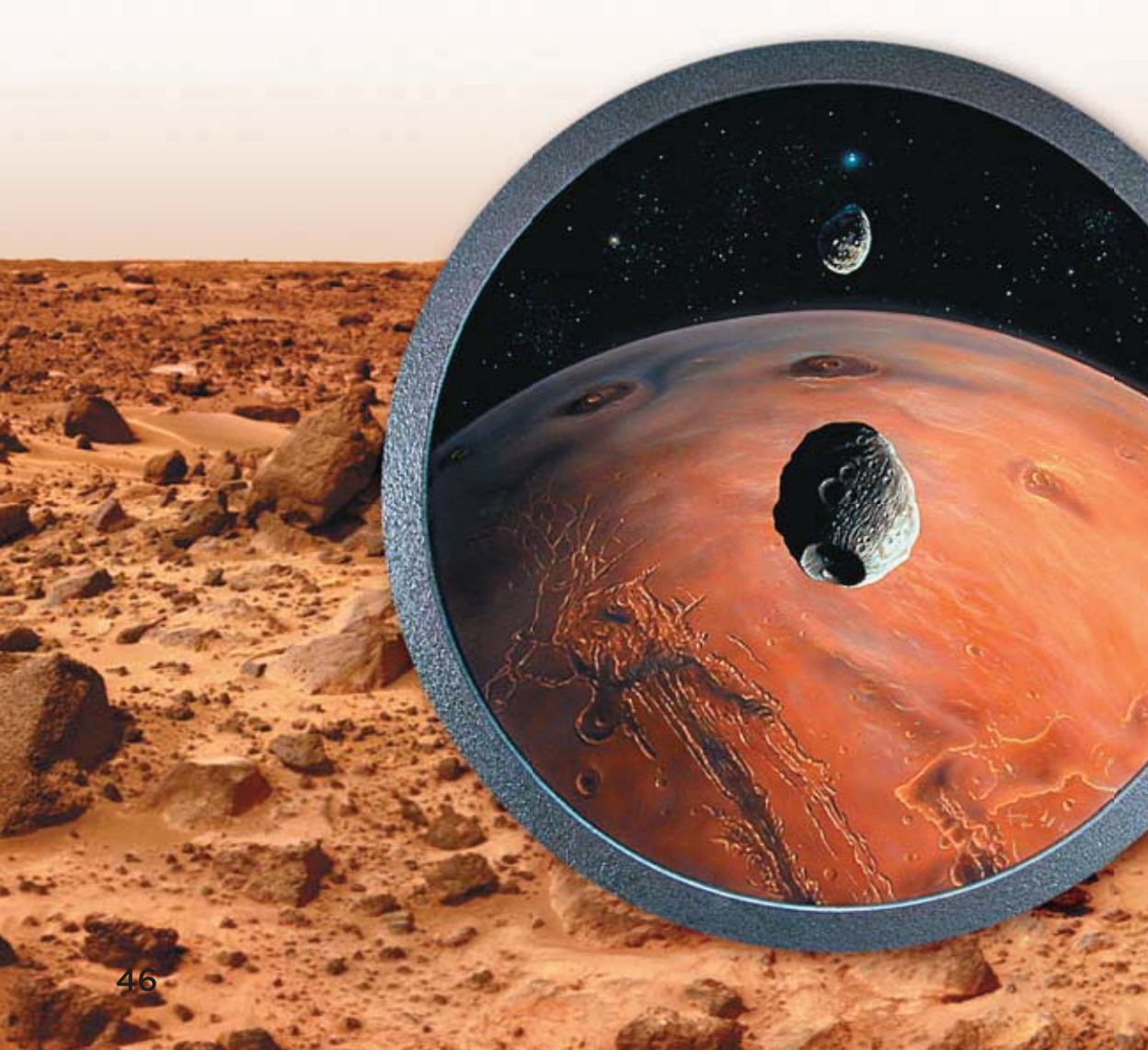
There are eight planets. Earth is the third planet from the sun. It is 93 million miles away. Mars is the fourth planet from the sun and 142 million miles away.

A day on Mars seems the same as on Earth. Mars takes just 37 minutes longer to spin on its axis than Earth does. But it takes Mars twice as long to orbit the sun as it takes Earth. That's why a year on Mars is about twice as long as a year on Earth.



# Moons with Greek Names

Mars has two moons, Phobos (FO•bos) and Deimos (DEE•mos). The Greek names mean “fear” and “panic.” Each moon is small in size and has an odd shape.



# The Red Planet

Mars is half the size of Earth. To us, it seems like a red dot in the sky. Mars gets called the Red Planet.

Is it in flames? Is it a red hot place? No, Mars appears red because it is covered in iron oxide dust. During a dust storm, “rust dust” is whipped up and Mars seems to gleam red.

**The land on Mars seems red and hot. Mars is not hot at all!**

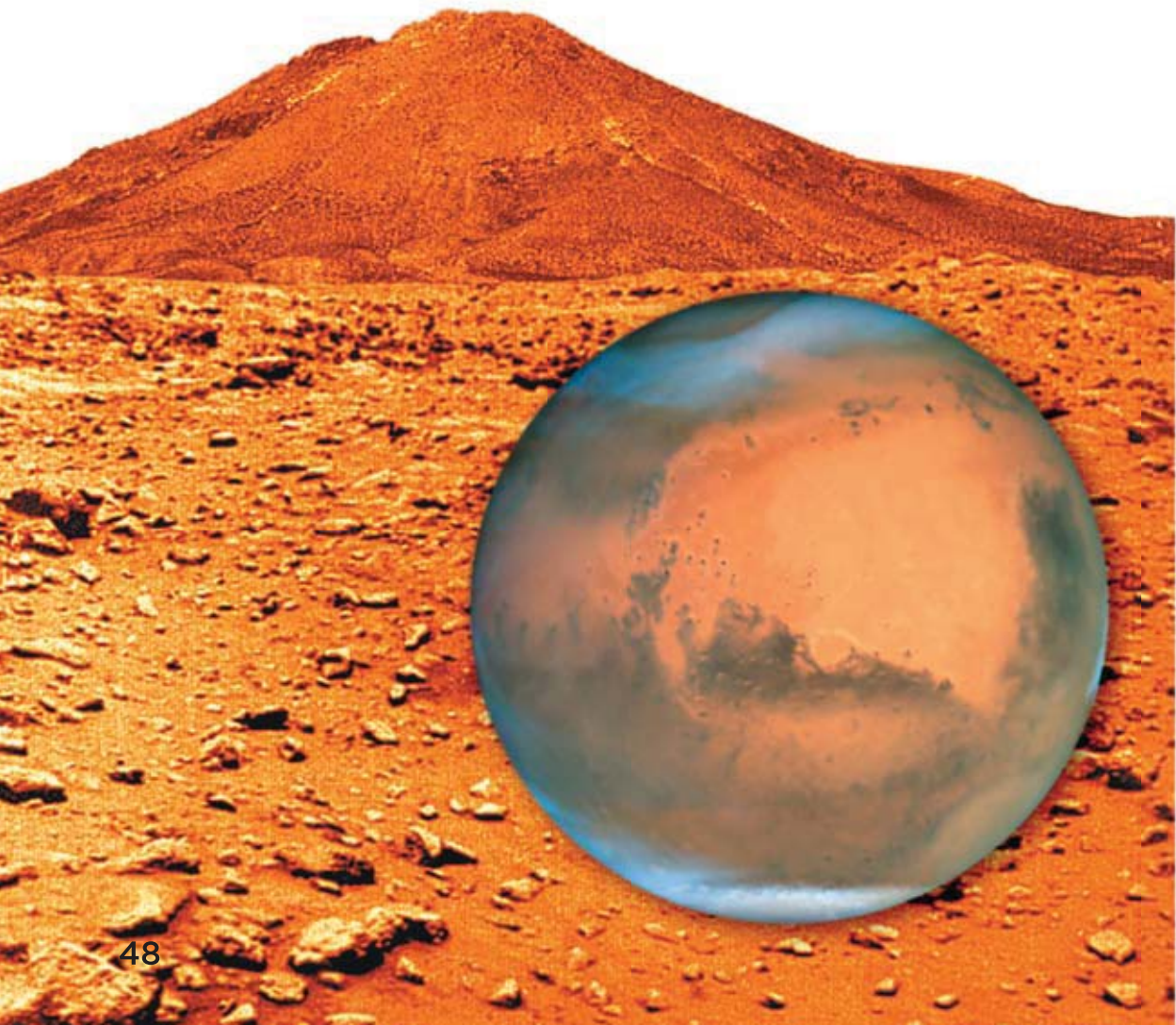


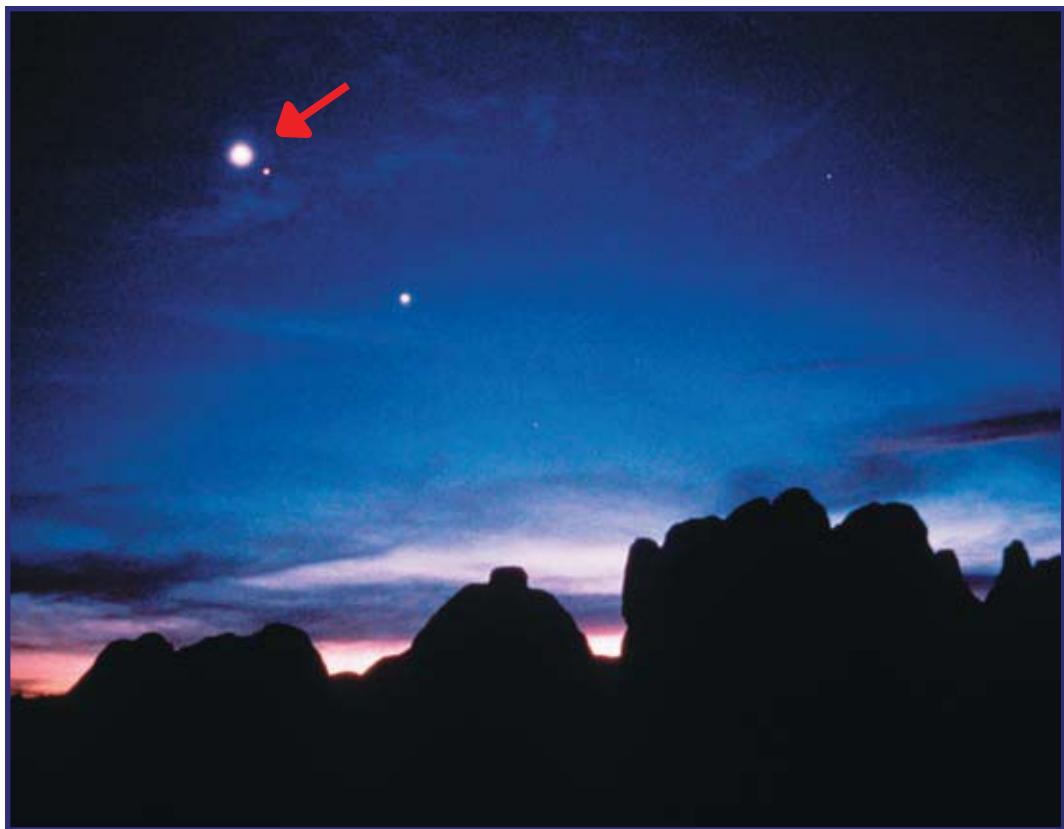


It is not a hot blaze that makes Mars seem red. In fact, it can be quite cold. In some places it can be less than  $-200^{\circ}\text{F}$ . Mars has frozen ice caps at the north and south poles, just like Earth does.

Mars has an enormous **volcano**, just like those on Earth. Its peak is a stunning 13.6 miles high. The tallest volcano peak on Earth is 2.6 miles!

**The volcano, Olympus Mons, is three times as big as the biggest mountain on Earth.**





This is not a gleaming star. It is Mars!

## Can We Breathe on Mars?

Could we spend a lot of time on Mars? Mars is full of red rocks and dust. It has ice caps and tall peaks. Earth has them, too. But Mars is quite unlike Earth.

There is no water on Mars that can be seen. It has no filled lakes, streams, or seas. The air on Mars is too thin to breathe.

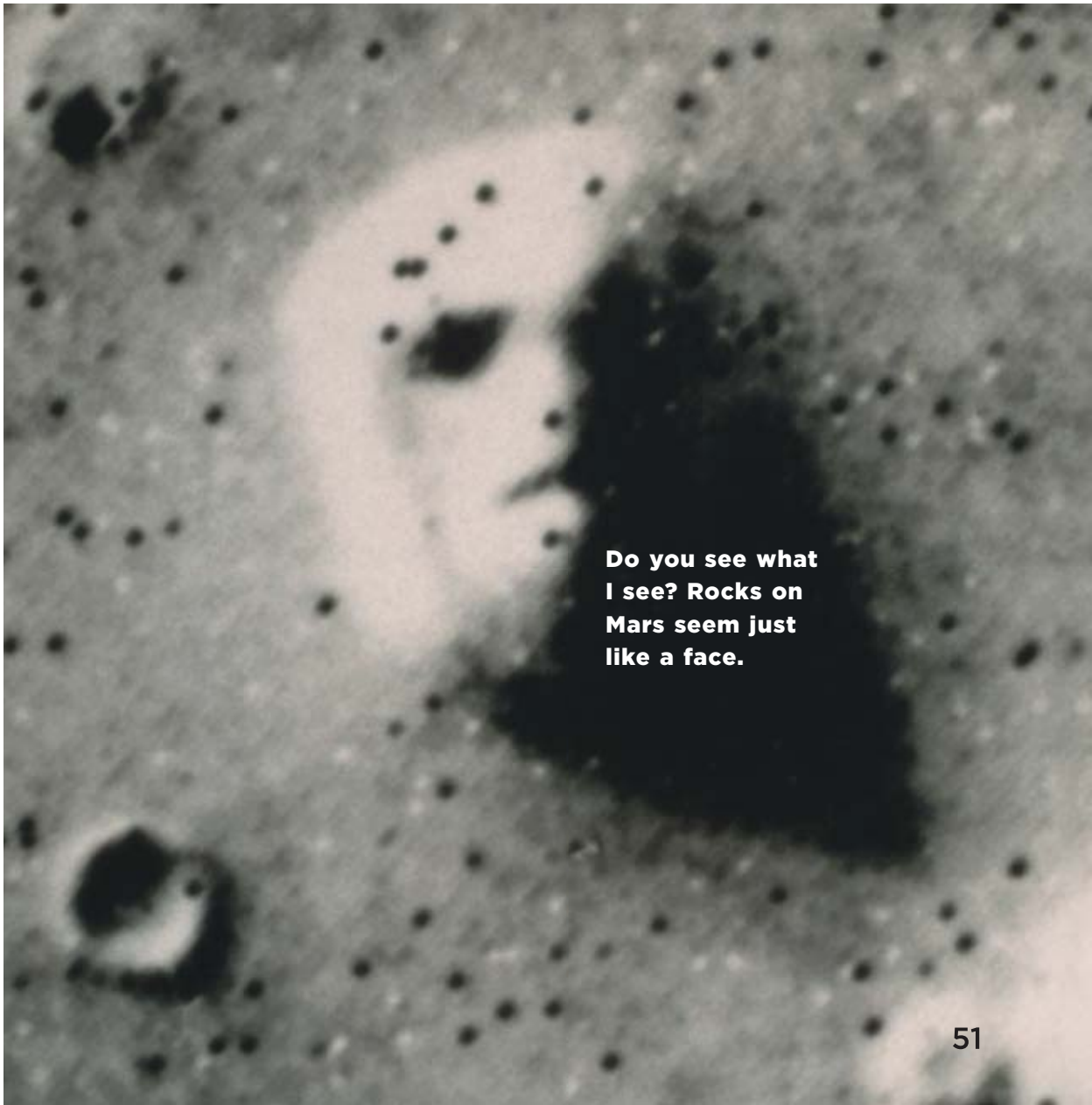


Mars has less gravity than Earth does. The men in this spaceship have no gravity to hold them down.

Another problem with life on Mars is gravity. That is what keeps an **object** on land. Mars does not have much of it. While on Mars, you would weigh less than half of what you weigh on Earth. A lack of gravity will make you sick.

# Fleets of Spaceships and Robots

Mars may not seem to invite us. One way to learn more about Mars is to send robots there first. We can also send spaceships.



**Do you see what I see? Rocks on Mars seem just like a face.**

Maybe at a future date, it will be safe for us to go there. Until then, spaceships and robots will be created and sent to Mars. They can report back with data and pictures. They can help reveal the secrets of Mars! And we will keep reading to learn more.

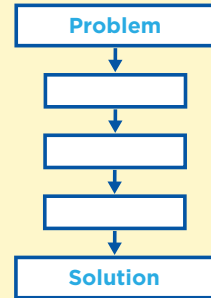


Only half of the empty spaceships and robots sent to Mars have landed safely. One day, if it is safe, we may send people as well.

# Comprehension Check

## Summarize

Read "Seeing Mars" again. Look at the Problem and Solution Map, and then summarize the selection.



## Think About It

1. How far is Mars from the sun?
2. Why is Mars called the Red Planet?
3. What are two problems humans would have living on Mars?
4. Why are robots being sent to Mars?



## Write About It

Think about what it would be like to travel to Mars. Write a short story about being the first person to visit Mars. Include details from the selection about the planet.



# Skills and Strategies

## Decoding

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

pain            gray            feet            fail  
stay            claim            trail            day  
teeth            tray            chain            year

## Vocabulary

supplies            beamed            recover  
plea            cure            dismay

## Comprehension

### DRAW CONCLUSIONS

To draw a conclusion, readers think about what they read and what they already know to arrive at a new understanding of the information.

Text Clues	Conclusion

A Conclusions Chart can help you organize important information the author gives you to help you draw conclusions.

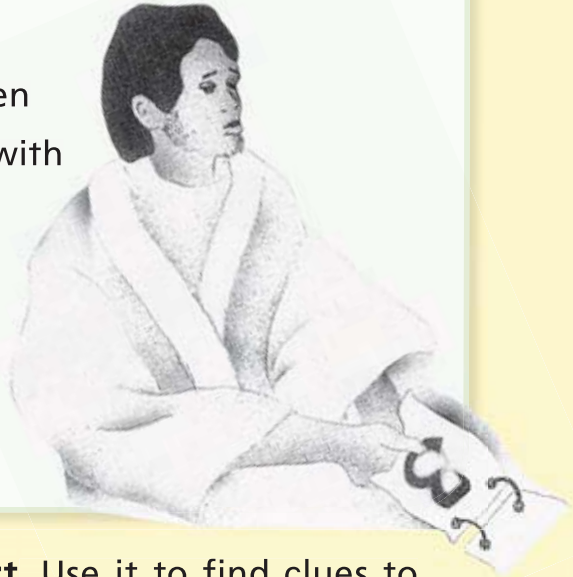
## Read

Draw a conclusion about the best way to help Lain's pain.

### Lain in Pain

One day, Lain was on his way to get **supplies** from a shop. Lain's face **beamed** as he rode down a big hill. But then he fell off his bike. He sprained his foot and hurt his leg. His dad took him home to **recover**.

Lain's leg hurt a lot. He made a **plea** to get the pain to stop. His dad went to a store to find a **cure** for the pain. The store did not have it. Then Lain's mom came home with the cure she got at the hospital. It helped, but to Lain's **dismay**, he still had to stay in bed for a week!



Make a **Conclusions Chart**. Use it to find clues to draw a conclusion about the story.



# Ray and Blaine Save the Day

by Julia McDonald  
illustrated by Maureen Zimdars

## A Plea for Help

Dean and Heath awoke when Dr. Aiken poked his head in. He made a funny joke as he checked in on the kids, but it did not cheer them up at all.

“Each bone in my body is in pain,” whined Heath. Dean nodded. He felt the same way.





Dr. Aiken rushed to the phone and called the drug store. The man at the drug store was unable to help.

“If I had the pills, I would help,” he said. “There was a mistake. **Supplies** failed to come this week. And with a big storm on the way, I do not think any more will be in soon.”

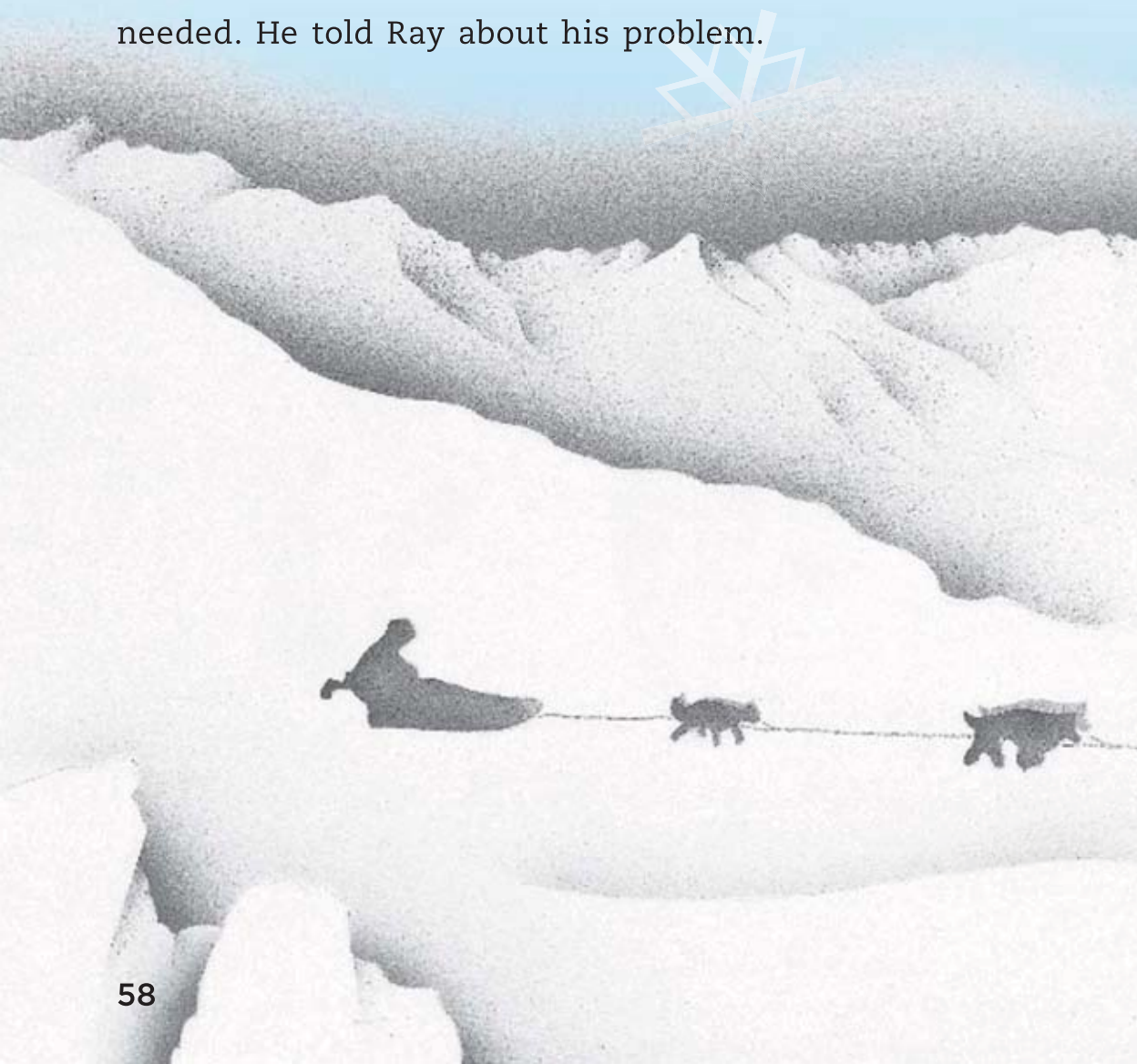
Dr. Aiken hung up in **dismay**. He needed a new plan.




Dr. Aiken picked up the phone again. He waited as it rang. He **beamed** when he heard Ray pick up on the other end.

“Hi, Ray. This is Dr. Aiken. I am calling with a **plea** for help.”

Ray made his home in a big city, miles away. That city had a big hospital. Dr. Aiken knew the hospital would have the pills Dean and Heath needed. He told Ray about his problem.





“We can help! A few flakes cannot stop my dogs,” Ray stated with pride. “We will bring what you need.”

Ray raced sled dogs. Ray and his dogs had been on trails in a lot of bad storms. Ray rode while the dogs dragged the sled.





Ray planned for the trip. He went to the hospital and got the medicine. The storm was big, but Ray was not worried. He knew his dogs could make it.



## Blaine Leads the Way

The sky was still gray and dim the next day as Ray and his dogs got set to go. Ray slipped the **cure** into his sack.

Three feet of new white snow lay on the land. Spots of ice made the trip slippery, and it was very cold. But the dogs' thick fur kept them warm.



With Blaine leading the way, the dog team was fast. They kept the same pace and ran together. They had a quick rest late in the day and then kept running. They aimed to get the cure into Dr. Aiken's hands that same day.



Dr. Aiken went inside just as Dad was making a snack for the kids.

“Are the kids feeling better?” asked Dr. Aiken.

Dad did not have time to say anything. Dad and Dr. Aiken could hear dogs yapping outside. It was a hint that Ray had made it. Dr. Aiken ran to meet him.







Ray gave the pills to Dr. Aiken. Dr. Aiken ran inside and gave them to the kids.

“The kids will **recover** fast,” Dr. Aiken told Mom and Dad. “But they need to stay in bed for at least a week. Then they will be fine.”

“We must thank Ray and his dogs. They saved Dean and Heath!” said Dad.



# Comprehension Check

## Summarize

Read “Ray and Blaine Save the Day” again. Look at the Conclusions Chart. Then summarize the story.

Text Clues	Conclusion

## Think About It

1. Why are there no pills to give the sick children?
2. What does Dr. Aiken tell Ray?
3. How does Ray help Dr. Aiken?
4. Did Ray make the whole trip in time to save the kids? Explain your conclusion.



## Write About It

Imagine that you are a sled dog racer, just like Ray. What would you have done in a similar situation? Explain your decision.



# Skills and Strategies

## Decoding

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

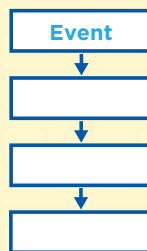
rain	high	wait	sly
sight	type	night	mind
might	shy	nearby	delight

## Vocabulary

perch	fright	fierce
escapes	trembling	

## Comprehension

**SEQUENCE** The sequence of events is the order in which things happen in a story. Signal words such as *first*, *next*, *then*, and *finally* show sequence. Knowing the sequence can help you remember key events.



As you read, take note of the order of events in the text. Use a Sequence Chart to help you understand the sequence of events.

## Read

Find the sequence of events in “High on a Perch.”

### High on a Perch

Everyone knows that birds and cats like to go up in trees. Pi the bird made a nest high in a pine tree. Pi liked to sing on a perch and take care of her eggs. One day, Pi saw the old cat, Kyle. First, Pi sang out to give Kyle a fright!

Then Kyle saw Pi and started up the tree! Next, Pi set off to fly. Kyle seemed fierce and sly. But when a bird escapes to the air, a cat cannot follow. Finally, a dog barked. The cat sat trembling and then ran inside!



Make a **Sequence Chart** for “High on a Perch.”

Use it to help you remember key events in order.



# The Problem With Sy



by Marge Hoff

illustrated by Shelly Shinjo

## Way Up High

Twyla slid the glass door open and peeked up at the gray sky. She sighed. It looked like it might rain.

As Twyla came back inside, a tan cat leaped up on a seat.

“Hi, Sy!” Twyla called. She picked up the cat and set him back on the floor. Twyla smiled as her pet jumped and ran behind a plant. When Twyla sat down to eat, she did not see Sy run for the sliding door.





Just as Twyla finished her meal, she heard a **fierce** barking and then a shrill hiss. Twyla jumped up and saw that she had not closed the door.

A shocking sight greeted Twyla. A big dog with big teeth stood on its back legs. Twyla's mind raced as she saw her cat dash to safety high in a treetop.

"Sy!" Twyla cried and ran with **fright**.

"I am sorry my dog gave your cat a fright!" a man yelled. He tugged on the dog's leash and dragged him back.

First, Twyla spoke to the shaking cat, hoping to get him to jump back down. It did not work. Sy would not leave the branch he was sitting on. Then Twyla ran to get a ladder. Twyla's mom came to help. They lifted the ladder up and leaned it on the tree.

Mrs. Bind stepped up the ladder. Then she held out her hands to the **trembling** cat.

"Come here, Sy!" she pleaded. Sy stayed on his **perch**.

Twyla's face fell in dismay. Mrs. Bind climbed back down and hugged Twyla. "Sy will come down when he is hungry. We will just have to wait."







Twyla spent the morning watching her cat. Then, she called her pal Brian on the phone. “Sy is up in a tree, and he will not get down. I don’t know what to do,” she said.

“When my cat **escapes**, I set a treat on the back steps,” said Brian. “I will come over and help.”

# A Plea for Help

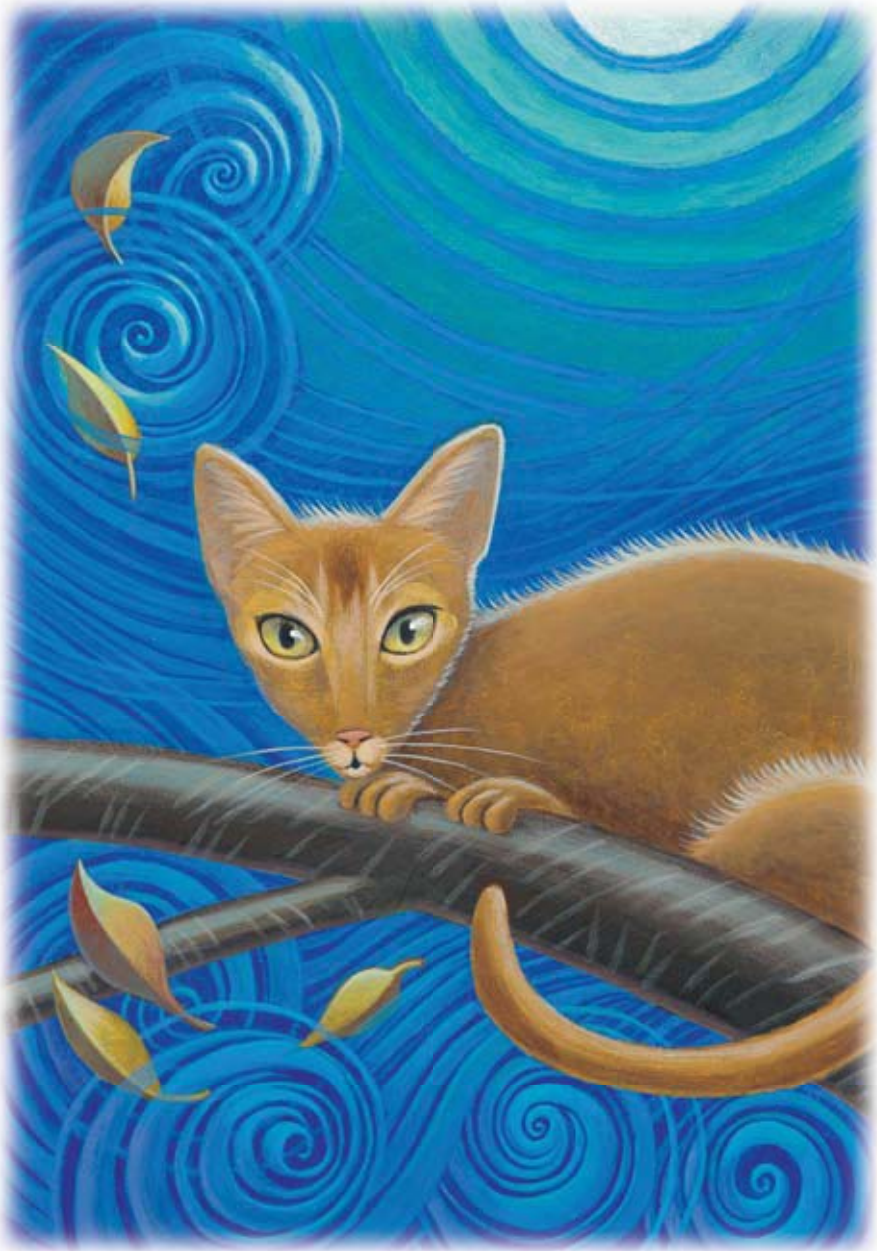
Twyla and Brian put out fish and waited. But Sy stayed up in the tree. Not even the hawk right by the tree could make Sy move.

The day dragged by. But as long as there was daylight, Twyla felt some hope.

As night got closer, Twyla had to go home. She was full of fright for Sy. He must be cold. Also, he had not had a bite to eat that whole day.

“Sy will be fine,” Mrs. Bind said. “He has thick fur to keep him warm at night.”





When Twyla climbed into bed, she knew it would be difficult to sleep. She liked Sy sleeping at the end of her bed each night.

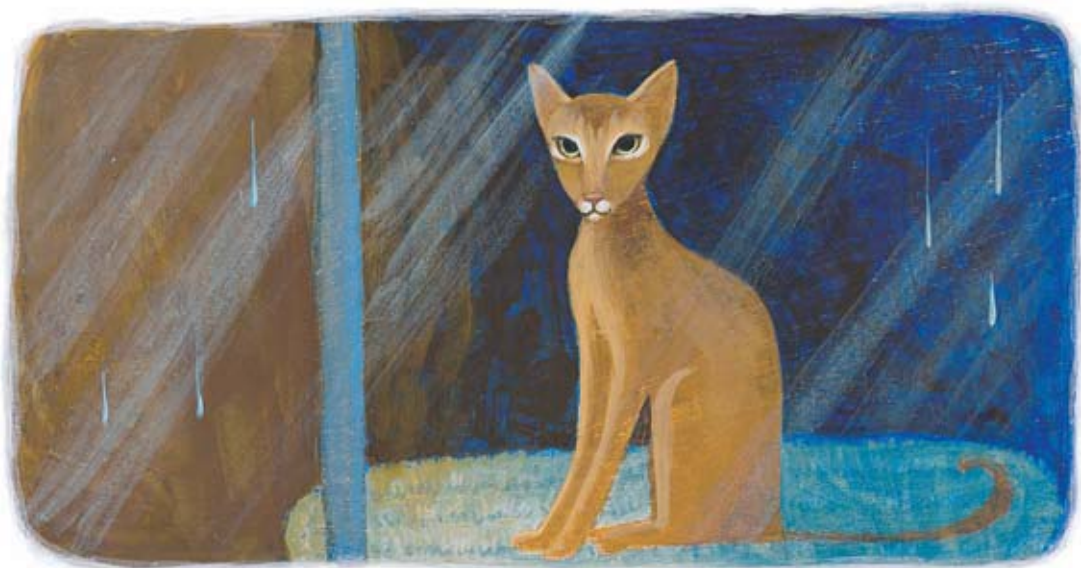
The next day, Sy was still in the tree. Twyla heard his cries. She saw the gray sky. It would rain soon.



Twyla saw a man get out of a big truck and begin to fix a phone line. He got into a tub that lifted him up high.

Twyla made a plan. She raced outside and waved to the man in the tub. Twyla told him about Sy. The man gave her a bright smile. He lifted the tub to the cat. Sy leaped into his arms!





Finally, the man came down and handed the cat to Twyla.

“Sy, you are safe!” Twyla yelled.

Twyla beamed at the man. “Thank you, sir, for saving my cat!” she said.

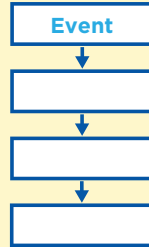
“You’re welcome. I am glad he is unharmed!” said the man. He waved and went back to work.

Twyla ran into the house just as it began to rain. She smiled, happy to have Sy home at last.

# Comprehension Check

## Summarize

Read "The Problem with Sy" again. Look at the Sequence Chart. Then summarize the story.



## Think About It

1. What does Twyla first try to get her cat out of the tree?
2. What do Twyla and Brian do for Sy to get him down?
3. Why is Twyla worried to leave Sy out all night?
4. How does Twyla finally get Sy back?



## Write About It

What are some ways to keep a pet safe?

Why is this important?



# Skills and Strategies

## Decoding

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

place	page	mile	cage
wild	large	cent	germ
space	tight	face	huge

## Vocabulary

concerned	disputes	protect
gems	ripen	

## Comprehension

### MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic. The details help to explain and support the main idea.

Detail
Detail
Detail
Main Idea

A Main Idea Chart can help you list the important details and find the main idea.

## Read

Find the most important details in the passage. Use them to figure out the main idea.

### Saving Trees

Long ago, loggers wanted to cut down huge numbers of trees. Since trees kept getting cut, people became **concerned**. That led to big **disputes** and less peace.

"We must **protect** the trees!" yelled some people. "They are like **gems**."

"We need trees to make things like pencils!" others yelled back. "Fruit must **ripen** on trees, and trees give us shade."

Today we have rules to protect some trees. Trees need to be cut, but not so many of them. This way we will have trees ages from now.

Make a **Main Idea Chart** for "Saving Trees." Then use it to write down the most important details and figure out the main idea.



# Large Trees With Large Jobs

by Jennifer Notarangelo

We value trees like **gems** because they help us in many ways. Trees help people, plants, and animals stay alive. We need trees for things like homes, note pads, and even paint and pancake mix. Trees and plants also make air fresh and clean so we can breathe it. Trees may grow in huge forests. We must take care of the forests and keep them clean and safe.



A lot of foods grow in rain forests, including: bananas, coffee beans, coconuts, and even the main part of bubble gum!

Rain forests exist in hot places. We might need to take a long trip to visit a rain forest. But things that take place in a rain forest affect each of us. Right now, more species, or kinds, of plants grow in rain forests than in any other place on the planet. Many medicines are made by using plants that only ripen in rain forests.

## Bringing Down Trees

Not all people understand that rain forests help each of us. They want to cut the trees down. Others say we must **protect** the forests. This leads to big **disputes**.

Loggers cut trees and sell them. As the trees vanish, the land grows bare. Animals must find new homes and food. We need to cut down some trees for people to use, but we must limit the sum we take.

**Some say that if we keep on cutting trees, rain forests will vanish within the next 100 years.**








This land used to be covered by rain forest.

Farmers take away tree stumps and plants and use the land to raise crops. In just a short time, the land is used up, and crops cannot grow there. The farmers move on to new land. It takes close to fifty years for the trees and plants to grow back.

## Who and What Calls the Rain Forests Home?

### Facts about the Rain Forests

<b>Plants</b> 	More than 2/3 of the world's plant species are found in the rain forests
<b>Animals</b> 	More than 1/2 of the world's animals make their home in the rain forests
<b>People</b> 	There are 50 million people who live in the rain forests



Trucks are needed to take away the biggest trees. Birds and animals that lived in these trees must find new homes.

Trees make shade to protect small plants from the sun. Without the trees, the hot sun dries out the land. In time, plants and animals die if there is not enough water.

People are **concerned** and uneasy that rain forests keep getting cut down. Governments make rules to save them. Students make clubs. Kids plan to raise money to save land. Then the trees cannot be removed in that space.

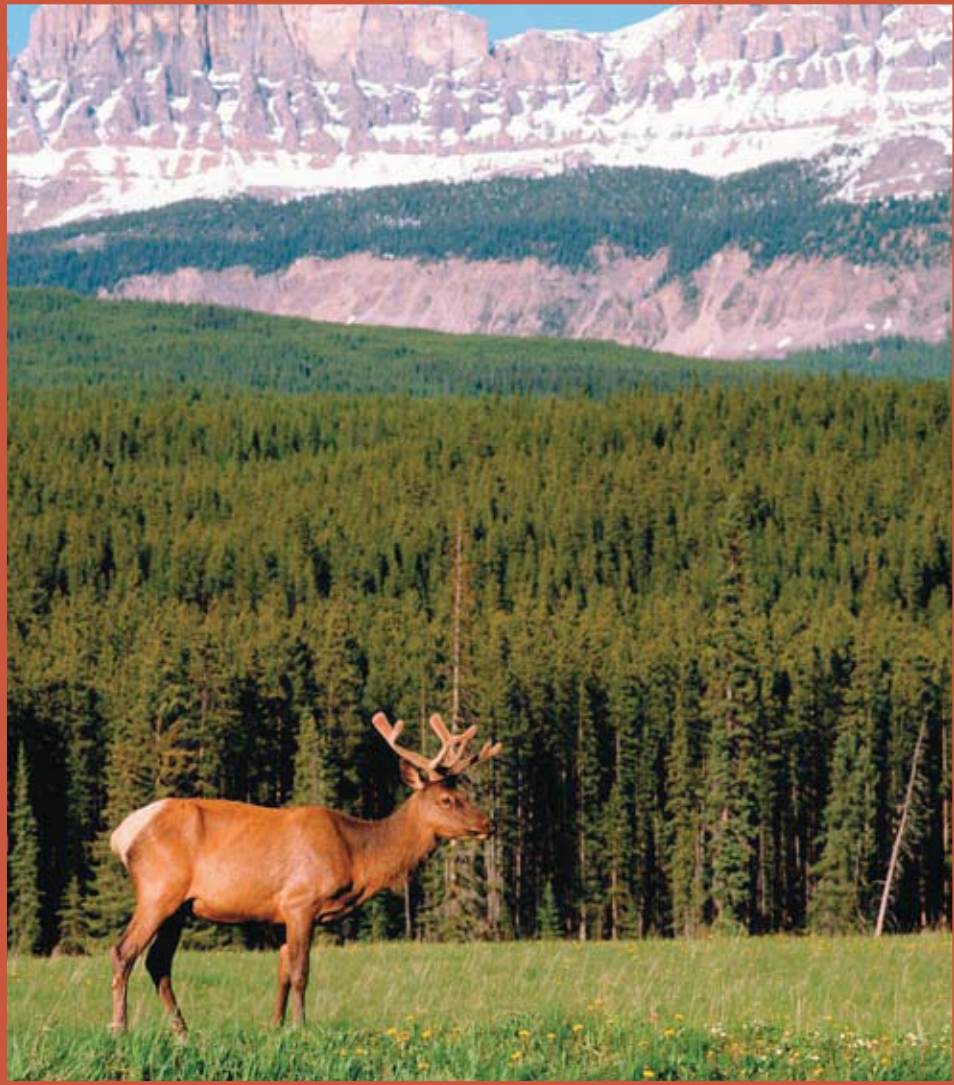
A close-up photograph of several green pine needles. The needles are sharp and pointed, with several clear, spherical water droplets clinging to their surfaces. The background is a soft, out-of-focus green, suggesting a forest setting. The lighting is bright, highlighting the texture of the needles and the clarity of the water droplets.

## Protect the Forests

Pine trees grow in colder places on the planet. It does not rain as much in these places, and trees must keep each drop of water they get. The trees have a way to do just that.

A leaf on a pine tree is shaped like a small needle. Each leaf has a waxy coating that helps it trap water inside. In this way, when there is no rain for a long time, the trees have rain stored up.

Pine trees are the earliest seed plants that still exist today.



Elk began to disappear as the forest homes vanished. But now laws protect the elks' homes.

The weather is different in a pine forest, just like the animals. We might catch sight of skunks, deer, mice, and elk. In the rain forest we might find lizards, apes, and parrots.

Many medicines are made from plants and animals. Scientists try to find more of them, but plants and animals keep dying. This happens when their homes are cut down. If this keeps happening, we might not get a chance to find the new cures.

Leaves may be able to help heal sickness. Scientists rush to find the cures before the rain forests vanish.







Fires can make the forests healthy, but the flames can also be dangerous. When forest workers make flames like these, they must be careful to keep them under control.

Plants and animals are at risk when trees get cut down, but pine forests have an added problem. Pine forests can get too thick in places. Then new trees cannot grow in such tight places. Small fires are started to burn away the fallen needles and sticks. These fires also cut back the number of big trees so new life can begin.

Trees are gems that help all things. We must work to try to keep them safe.

# Comprehension Check

## Summarize

Read “Large Trees with Large Jobs” again. Look at the Main Idea Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

## Think About It

1. Where do most kinds of plants grow?
2. How long does it take for trees and plants to grow back when cut down?
3. How are pine forests different from rain forests?
4. Why do some people want to protect the forest?



## Write About It

What might happen if all of the forests are cut down? How might this change our planet? Explain your answer.



# Skills and Strategies

## Decoding

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

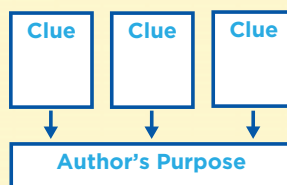
each	mice	space	pitch
page	notch	such	cheer
fetch	chance	match	chest

## Vocabulary

relief	dedicated	citizens
advised	succeeded	

## Comprehension

**AUTHOR'S PURPOSE** Authors may have several reasons for writing. An author might write to give information, to try to convince you of something, or to tell a story.



An Author's Purpose Chart helps you identify clues to the author's purpose for writing the selection.

## Read

Find the author's purpose in the passage. Decide if it is to tell a story, to give information, or to convince you of something.

### Fighting for Kids

Long ago, kids did not have many rights. Some kids had to work long hours each day. Workplaces might be filled with smoke and bad smells. Pay was low. Most kids did not go to school. **Dedicated** people hatched a plan to change the laws. Kids needed **relief**.

"Kids are **citizens**. Kids need rights," they declared.

They **advised** parents to send kids to school instead of work. Their plans **succeeded**. Today, kids cannot work long hours. Kids have the right to education!



Make an **Author's Purpose Chart**. Write details to help you decide why the author wrote the passage.

# WHICH WAY TO FREEDOM?

BY LEWIS GARDNER ILLUSTRATED BY JAMES E. SEWARD



## CHOOSING TO BE FREE

Being free is a key part of life in the United States. But long ago, life was not free for enslaved people in this country. Enslaved Africans did not have rights as **citizens**.



A slave family in a cotton field near Savannah, Georgia

Many men in the South had big homes and a lot of land. Enslaved people helped with hundreds of jobs that needed to be done. Men might use 10 to 100 slaves to plant seeds and gather crops. Slaves also patched fences, dug ditches, and hitched mules to wagons. They stitched clothes, cleaned homes, and baked in kitchens.

Enslaved people helped make slaveholders' lives easy and helped make slaveholders rich. But slaves did not get paid. And they were not free to leave.



Posters offered rewards for returned slaves.

Enslaved men, women, and children tried running away. Some **succeeded** in reaching freedom. To stay free they had to reach a state in the North that did not let people be enslaved. Often escaping blacks had to leave behind people they loved.

The trip was long and trying. Most people who were escaping slavery made the trip at night. They hiked in thick woods so they would not be seen. They did not make camps or pass by homes. They tried not to leave traces behind. All of these steps helped to protect them.

Enslaved people had another reason to make the trip at night. Most did not know the path to free states. They used the North Star to lead them the right way.

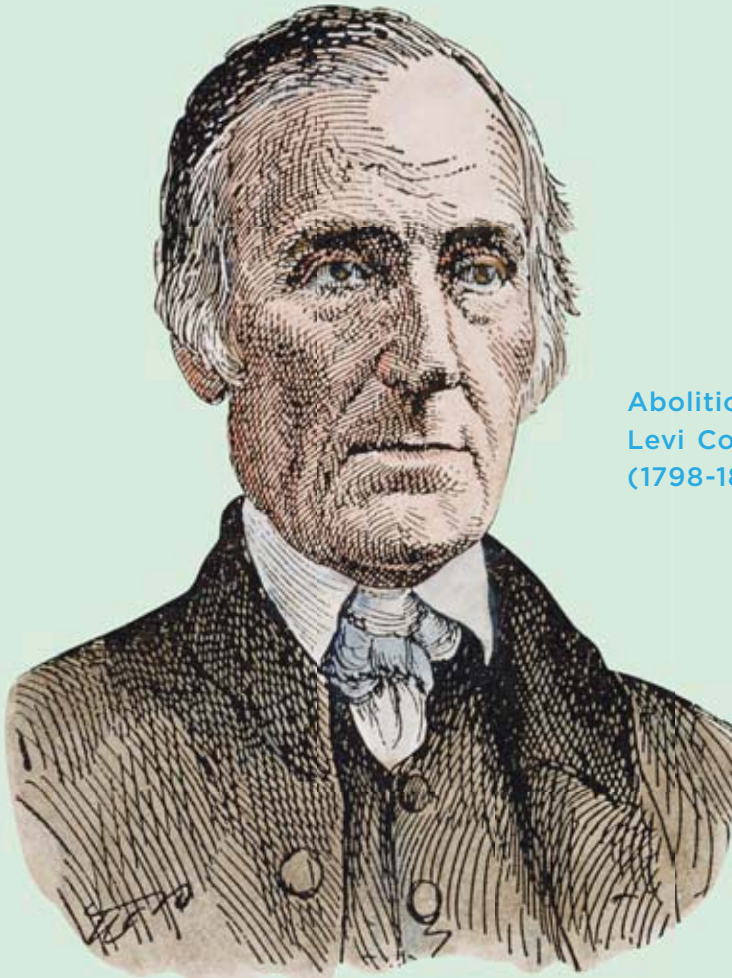




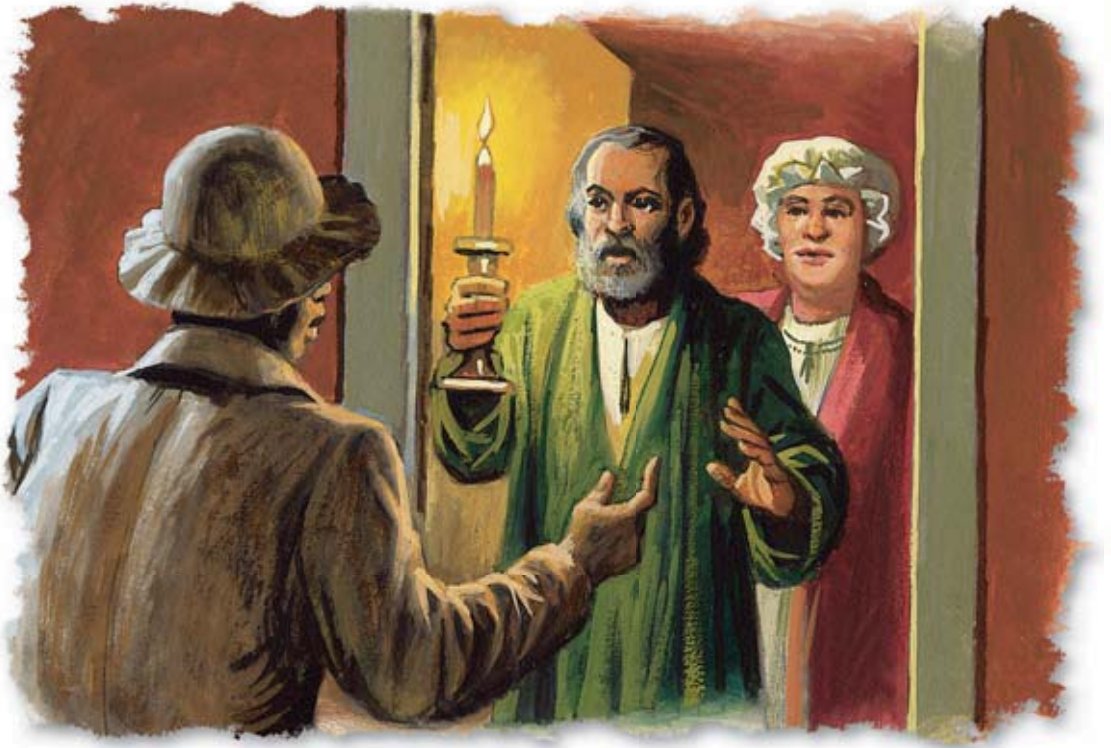
## CHASING A DREAM

The Underground Railroad helped escaped slaves reach the North. It was not a train to ride. It was a band of concerned men and women **dedicated** to helping people escape from slavery.

Both blacks and whites helped on the Underground Railroad. They felt that it was unfair to enslave people. One man, Levi Coffin, helped at least 3,000 enslaved people escape.



Abolitionist  
Levi Coffin  
(1798-1877)



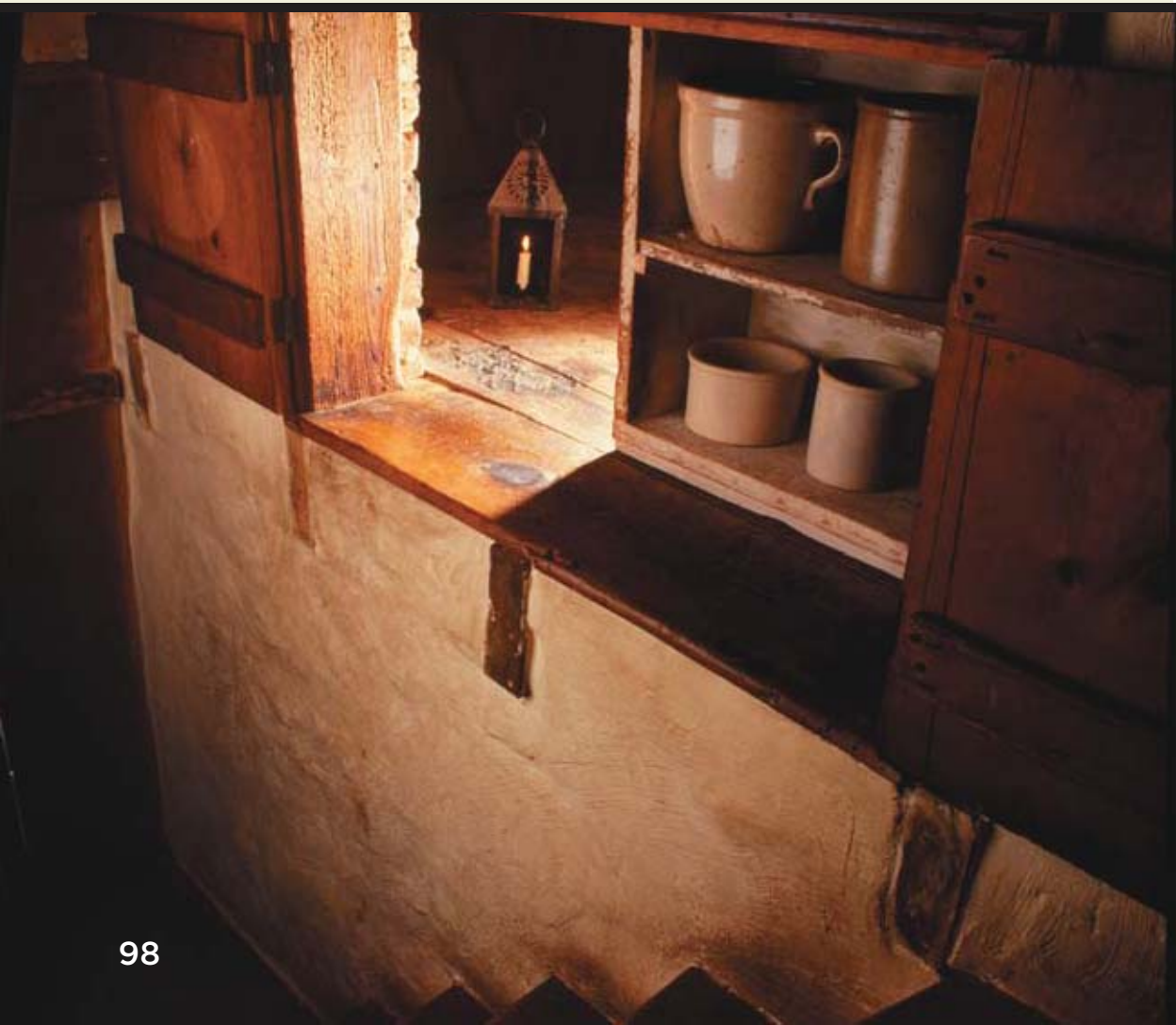
The Underground Railroad used codes to discuss plans. The people escaping slavery were called *passengers*. *Conductors* sneaked them to safe places at night. In daytime, passengers hid in *stations*. A station might be a safe place like a home, a shop, or a church.

Lamps signaled if a site was safe or not. If one lamp was lit, it was safe to stop. Two lit lamps **advised** a conductor to keep going. They let the conductor see that it was not safe to stop.

Each station had a hiding place. It might be a secret space inside a wall. It might be a hole below the floor. A bed or sofa sometimes hid these secret spots.

Helpers on the Underground Railroad accepted risks that came with the job. They knew they might be sent to jail or even killed. But they were willing to take the risk to help free enslaved blacks.

**Hiding places were often hidden in clever spots.**



Escaping slaves reached freedom in northern states and Canada by using many different paths.



As passengers got closer to free states, they sensed that freedom was within reach. Many could step right into a free state. But others had to cross a big river. Some people swam across, and others waited for a boat to help them finish their journey.

In the North, free blacks felt a mix of fear and relief. The fear was that they might be caught and sent back. But at least they were free to make new lives. Some bought land, and others had shops to sell things. Being free made them feel happy despite their fears.

Some newly freed enslaved people got jobs in cities to make money.

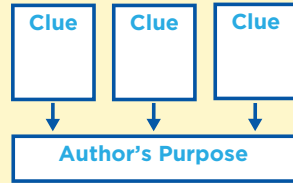


Some of those who escaped slavery wrote tales about their lives. In the tales, they described life in slavery. They wrote about the escape and the trip North. Reading those tales tells us the high price that some enslaved people paid to be free.

# Comprehension Check

## Summarize

Reread “Which Way to Freedom?” Look at the Author’s Purpose Chart. Then use it to summarize the selection.



## Think About It

1. Why was life not free for enslaved people?
2. What was the Underground Railroad?
3. Who were the passengers and who were the conductors?
4. What is the author’s main purpose for writing this article?



## Write About It

In some countries, people are forced to work as punishment for crimes. Do you think this is fair? Explain your answer.



# Skills and Strategies

## Decoding

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

roll                      goal                      catch                      old  
change                      only                      moan                      reach  
banjo                      road                      throat                      omit

## Vocabulary

patriots                      country                      sign  
idea                      boast                      troops

## Comprehension

**FACT AND OPINION** A fact is a statement that you can prove is true. An opinion is the way someone thinks or feels, so it cannot be proven.

Fact	Opinion

Use the Fact and Opinion Chart to help you find facts and opinions in the selection.

## Read

Identify facts and opinions in the passage.



### Patriot of the Sea

John Paul Jones was a great patriot. He sailed a ship and used it to fight the country of England.

Off the seacoast, he began fighting for the patriots. A British ship tried to shoot the flag on Jones's ship. It was a sign they wanted a fight!

Jones's men became afraid of the British troops.

Jones had an idea. "I have not yet begun to fight!" was his boast.

The plan was to reach the British and attack. They drove the British back, and Jones became a hero.

Make a **Fact and Opinion Chart** to help you identify facts and opinions in "Patriot of the Sea."



# A Ride in the Moonlight

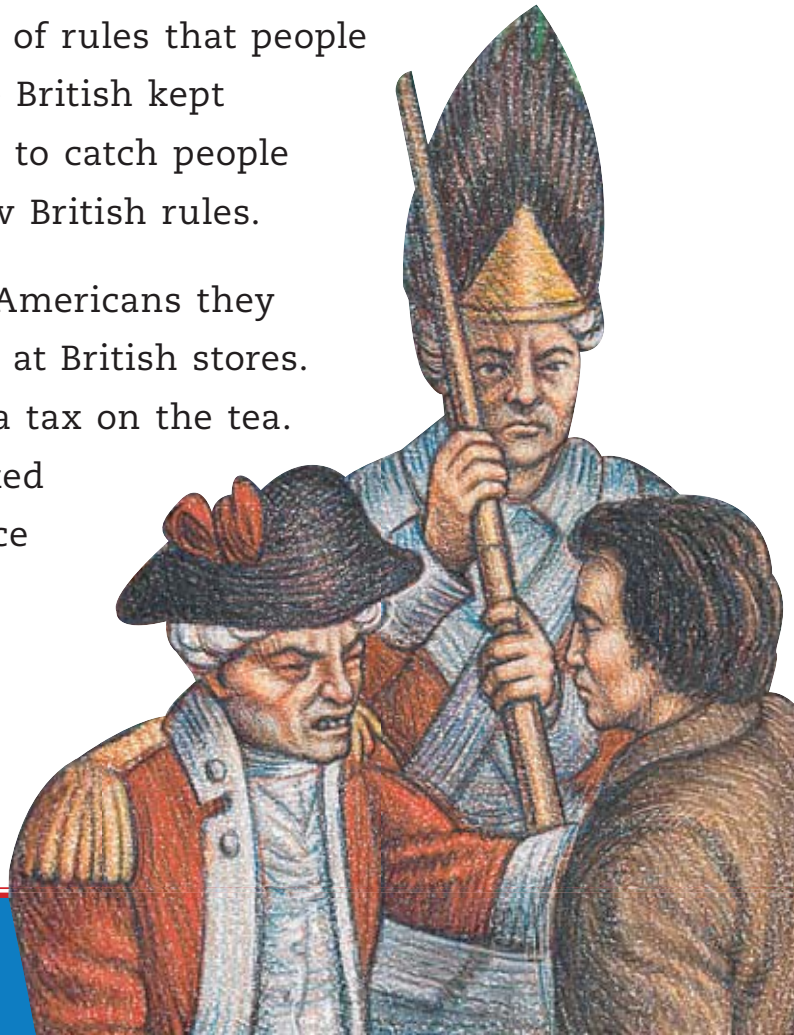
by Luke Jordan

illustrated by Rick Powell

## Tricking the British

Before the United States was its own country, it was led by the British. The British made a lot of rules that people had to follow. The British kept troops in America to catch people who did not follow British rules.

One rule told Americans they could only get tea at British stores. They also placed a tax on the tea. Tea was a well-liked drink, but the price was high.





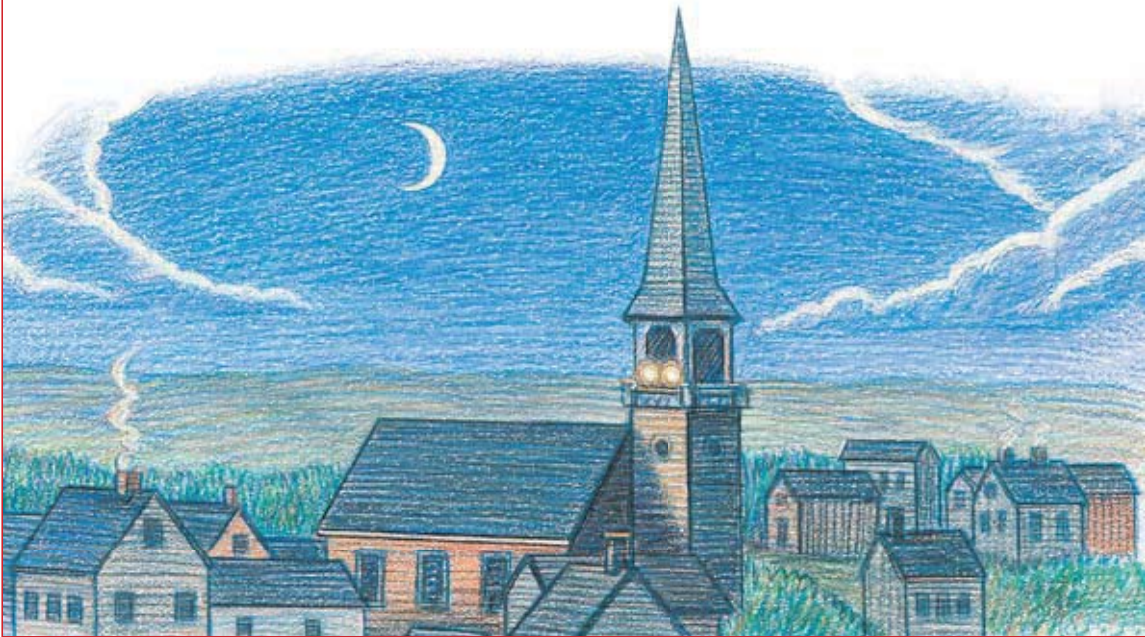
Americans felt that the British did not treat them in a fair way. Late one night, a bunch of men dressed up as Native Americans to trick the British. The men sneaked on to a ship that had tea on it. They stole the tea and pitched whole chests of it in Boston Harbor. They hoped to show the British that they did not like the taxes.

A lot of men had a goal to be free of these British rules. These men were called **patriots**. The British did not like the patriots.

Paul Revere was a patriot. Following the “Tea Party,” he learned of a British plan. Troops were coming to Lexington and Concord, two places outside Boston. Many patriots had homes in each place. Paul needed to tell them that the British were on the way.

Paul didn’t know if the British planned to come by land or by sea. Then he had an **idea**. He asked a patriot to be a lookout for British troops. He would send Paul a hint from Old North Church.

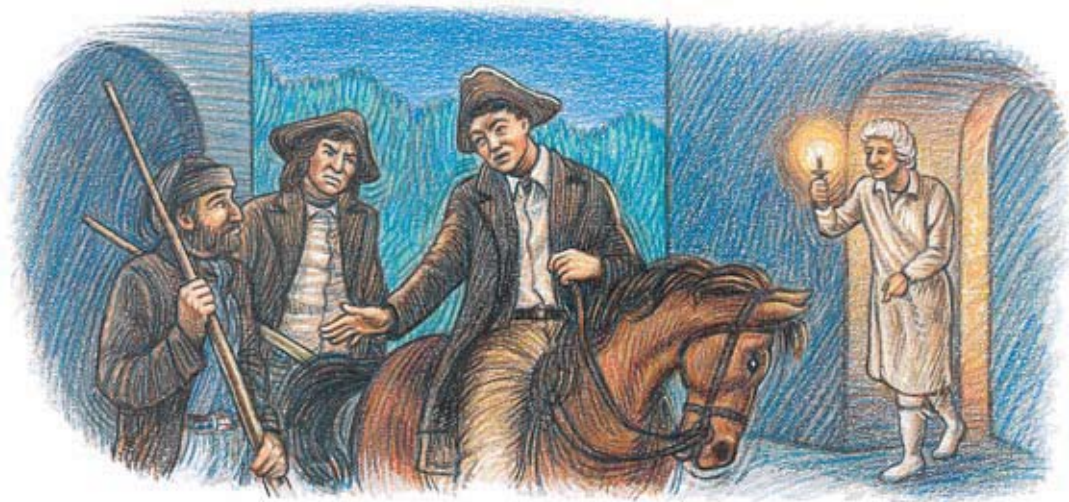
“Light one lamp if British troops go by land,” he spoke. “Light two lamps if troops go by sea. I’ll watch the church tower for a **sign**.”





Paul told his patriot friend Will about the British plan. Will was dedicated to reaching the patriots, so they hatched a plan. The men would wait to see the lights in the lamps. Then each man would ride on a different path toward Lexington. If one man got trapped, the other would still get to the patriots.

They waited. Then each man saw two lamps in the tower. The British had decided to go by sea! Paul and Will both rode swiftly down the road toward Lexington.

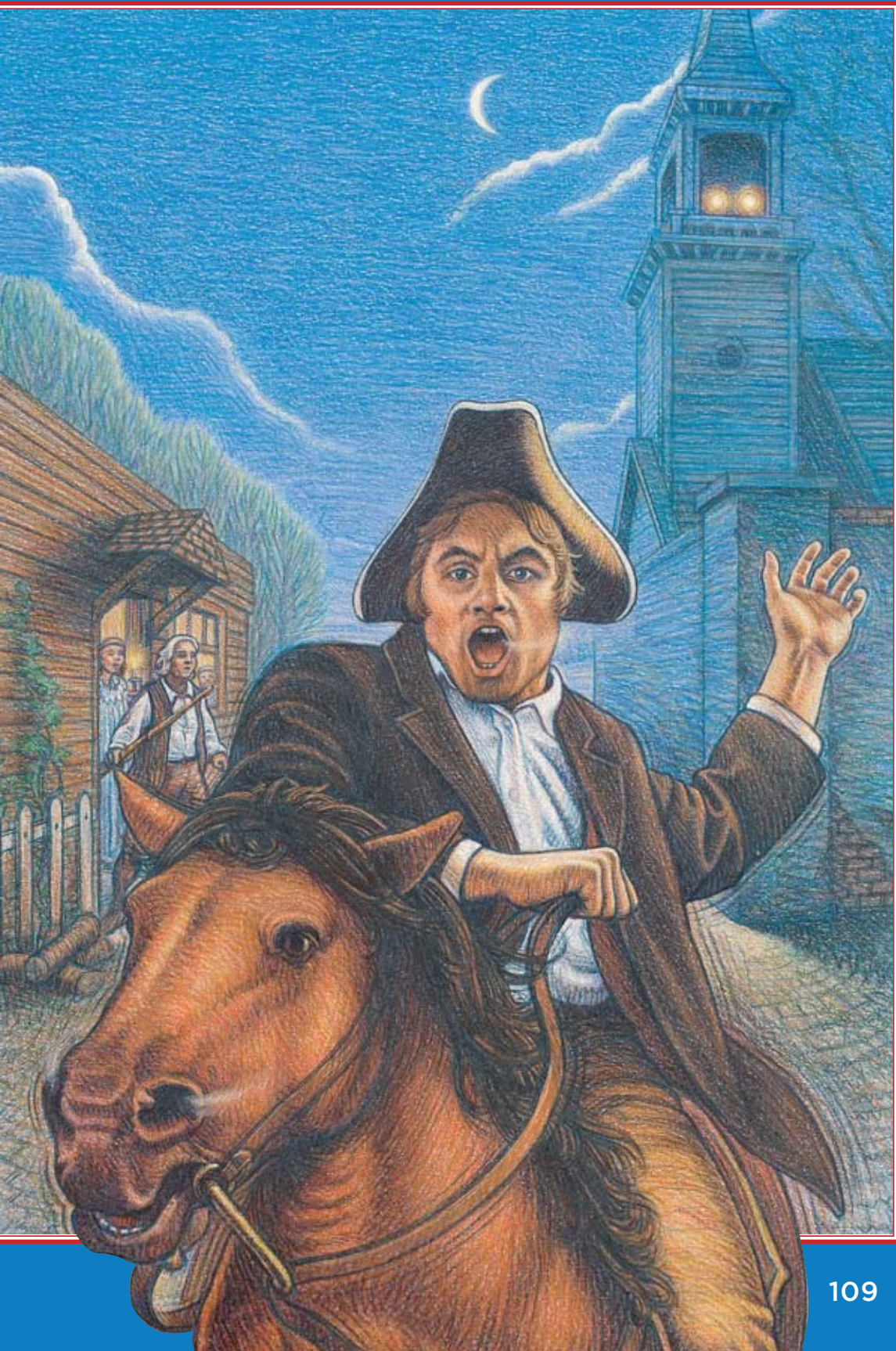


## British Troops on the Way

Paul reached Lexington before Will. He yelled to wake up the town. Then he rapped on Sam Adams's door. Sam was a patriot, too.

“Wake up! The British are coming. They’re hunting for patriots!” Paul yelled. “Get set to fight!”

Will got there soon after Paul. The men went on to Concord to tell the other patriots.

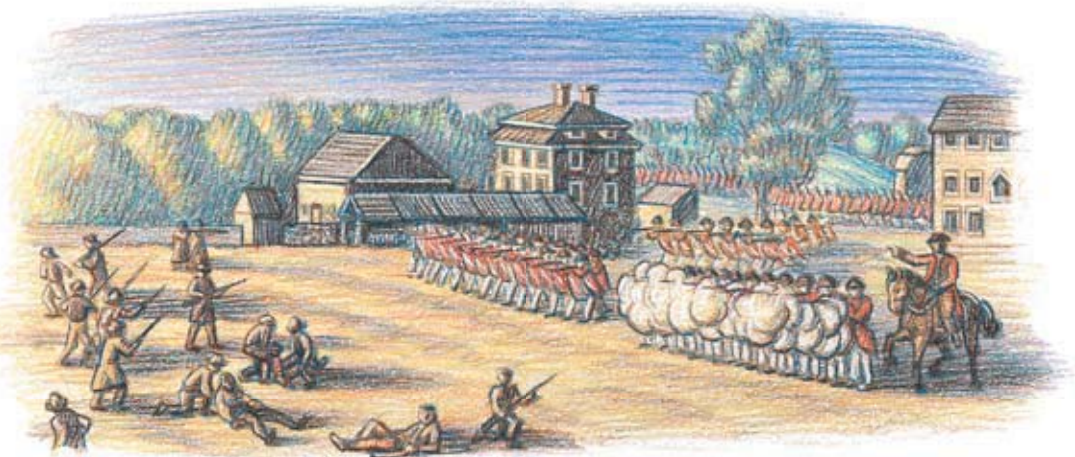


The British saw Paul on the path to Concord. The troops chased Paul and grabbed his horse.

Will did not ride close by, so the troops didn't catch him. He rode on a different path to reach Concord.

"You're Paul Revere!" cried a soldier. "We were hunting for you. We will take you back to Lexington with us. Then we will chase down the other patriots."





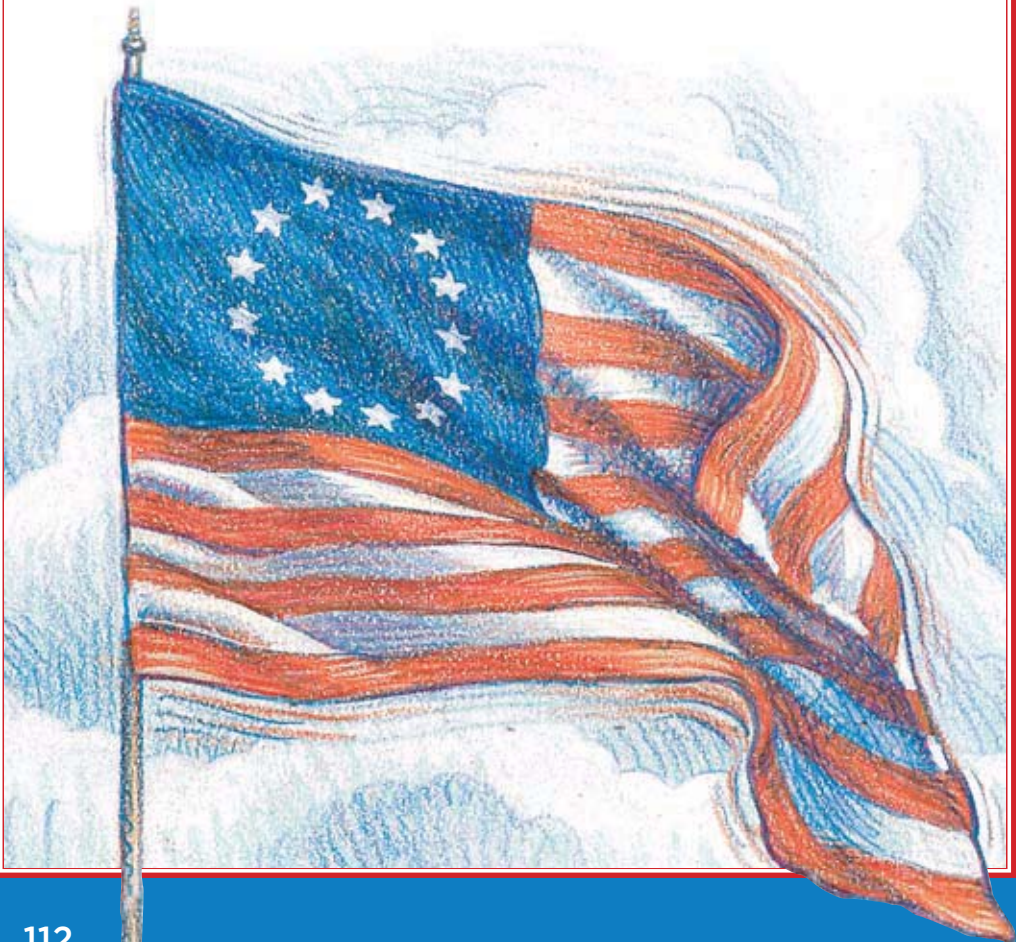
In a daring move Paul told them, “We don’t like British rules. We wish to have our own country. Soon we will fight to win our freedom.” The British had a hunch that this was no **boast**. They had to tell the other troops to get set for a big fight.

In Lexington, the patriots waited for the British troops. When they came, the first fight began. After that fight, the patriots united to fight the British.



The fight to be free was long and hard, but the patriots reached their goal. They made a new country, the United States of America.

Since Paul Revere's ride, a lot of patriotic people have helped keep the United States safe. They defend the right to be free in many places in the world. Maybe some day, people everywhere will have a right to be free.



# Comprehension Check

## Summarize

Read “A Ride in the Moonlight” again. Look at the Fact and Opinion Chart. Then summarize the selection.

Fact	Opinion

## Think About It

1. What was one rule about tea that upset the American colonists?
2. Who is the main patriot in this selection?
3. What two towns did Paul and Will wake up?
4. What happened as a result of Paul’s actions?



## Write About It

Paul and the other patriots risked their lives to gain freedom. What kinds of freedom do people in the United States have today?



# Skills and Strategies

## Decoding

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

sound      count      roam      town  
sold      plow      loud      coast  
outline      crowd      cowboy      ground

## Vocabulary

prowling      daring      well-rounded  
swiftly      roaming

## Comprehension

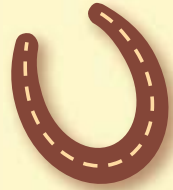
**DESCRIPTION** When authors use description, they define or explain information by describing its qualities. Signal words such as *for example*, *then*, or *such as* tell readers that a description will follow.

Signal Words	Descriptive Facts

Use a Description Chart to help you find facts and information.

## Read

Find information described in the passage.



### Doc Holliday

Doc Holliday was a proud cowboy with a quick temper. He **prowled** from town to town, fighting when he got upset.

Doc had not always been like that. A **well-rounded** man, Doc had been a dentist before he became a cowhand. Then a doctor told Doc that he was sick and did not have long to live. Doc became **daring**. **Roaming** around the West, he pretended he was mean. A man named Wyatt **swiftly** became his pal.

Doc lived for fifteen years after he found out he was sick. He died in peace in his sleep.

Make a **Description Chart** for "Doc Holliday." Use it to help you locate signal words and identify descriptive facts.





# A Cowboy's Life



by W. C. Winston



## Let's Scout Out the Cowhands

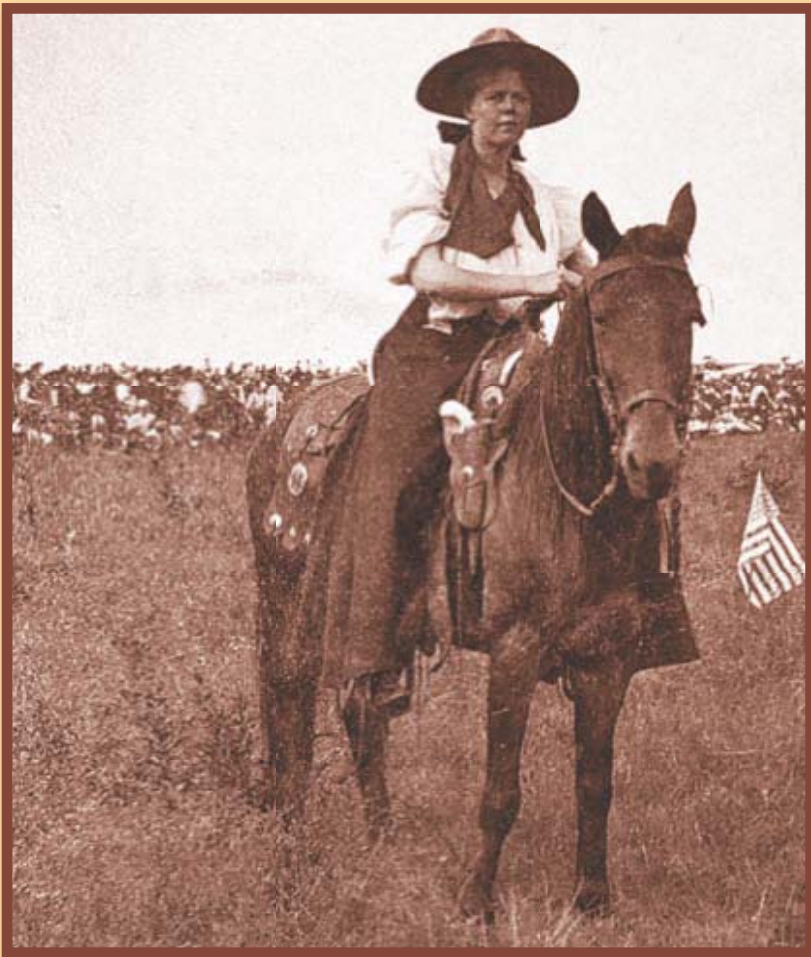
Most people think that the life of a cowboy or cowgirl was filled with excitement. But life was difficult for these dedicated men and women in the Old West.

There weren't fences on the plains. Cows roamed freely. Cowhands had to take care of a herd of cows. If a cowhand did a bad job, cows might get lost. Lost cows could be attacked by wolves prowling the plains.



Most cowhands only made one trip. After that, they would go home and find a different job.

Countless tales boast of brave cowhands like Oliver Loving. He was one of the first men to drive cattle from Texas to the northern United States. It was a **daring** plan. He went slowly across four states. Loving's trip was a great success. He sold the cows for a huge amount of gold.



One example of a famed cowgirl was Lucille Mulhall. She had been raised on a ranch. A well-rounded lady, she trained horses. She proudly roped cows faster than most other cowhands could.

She began roping in shows around the states in the West. Crowds liked to watch Mulhall and her trick pony. Her trick pony could take off a man's coat and then put it back on him!



Another well-known cowhand was Nat Love. He led cattle drives for more than 20 years. He roped cows **swiftly** and rode a horse well. Nat liked a cowhand's life. He liked **roaming** from place to place. He didn't like staying in crowded towns.





Nat grew up during the Civil War. When he and his family were set free, he left home to become a cowhand.

## **Nat Love, a Cowhand**

Nat was born into slavery. As a kid, Nat spent hours working on the slaveholder's land. He helped raise crops and care for the horses and cows. The skills he learned helped him later in life.

When slavery ended, Nat found a job out West. Nat knew how to ride horses and round up cows, so he became a cowhand.



Nat got a prize for his roping skills. He roped cows very fast!

Nat watched other cowhands to see how to rope. They swung a rope up high. Then they had to toss it over a cow's head.

Nat trained and trained to get skilled at roping. Then he found a job as a trail driver. He got paid thirty dollars each month. That isn't a lot now, but it was then!



When cowhands stopped to rest, the cook prepared big meals for them. The cowhands knew that the cook deserved respect.

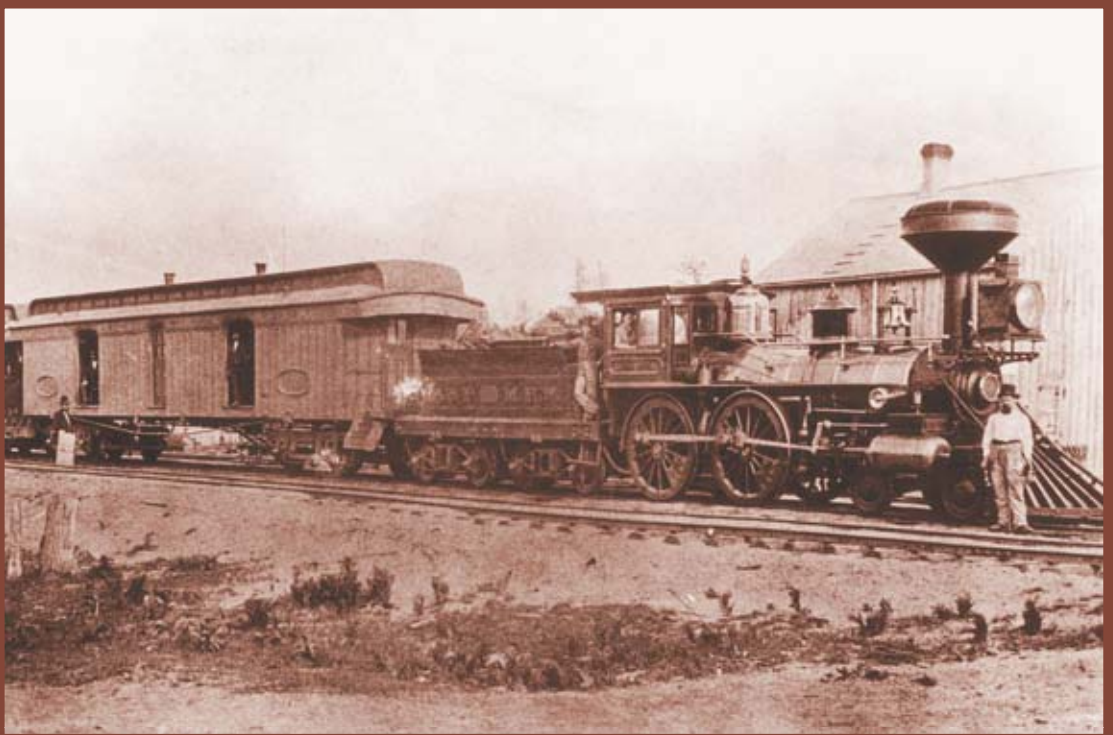
Driving cattle was a difficult job, but Nat liked it. He drove 2,000 cows at a time across the plains. Some trips could take three months.

During a three-month trip, cowhands like Nat rode in all kinds of weather. They might have spent more than half a day sitting on a horse. And cowhands slept outside on the ground in a blanket.



If cowhands felt that lightning was approaching, they would sing songs. The singing seemed to relax the cows and stop them from beginning a stampede.

Cows got scared if there was a loud sound or a flash of light in the clouds. It could cause the cows to stampede. Cowhands had to jump on their horses and round up the cows. Love helped get the cows quiet and get them back in place.



Later, trains transported cows from one place to another.

As more and more railroads were made, cowhands were needed less and less. Cows got loaded on trains and shipped north. Nat needed to find a new job. He didn't want to stand behind a plow. He liked to roam the land, so he got a job on a train. A train job allowed Nat to keep traveling.

Today when we think of cowboys and cowgirls, we think of a fun and exciting life. But those men and women worked hard. They became legends of the Old West.



# Comprehension Check

## Summarize

Read "A Cowboy's Life" again. Look at the Description Chart. Then summarize the selection.

Signal Words	Descriptive Facts

## Think About It

1. What did cowhands have to do?
2. What could cowgirl Lucille Mulhall's trick pony do?
3. What did Nat Love do when slavery ended?
4. What made the cowhands legends of the Old West?



## Write About It

If you wanted to work with animals, what kinds of jobs could you get? Would you like any of those jobs? Explain your answer.



# Skills and Strategies

## Decoding

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

moon	fool	noon	food
scout	roof	scoop	goose
crown	troop	cool	cloud

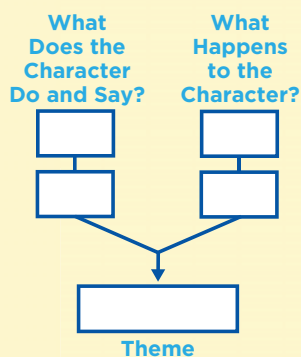
## Vocabulary

swooped	excitement	refused
costumes	shrieked	fabric

## Comprehension

**THEME** The theme is the overall idea, or message about life, that the author wants readers of a story to understand.

As you read, look for what characters say and do, and what happens to the characters. Use a Theme Chart to help you find the story's theme.



## Read

Read the story and identify the theme.

### **Finding Tootie's Nose**

"Where did my nose go?" groaned Tootie the clown. He could not act without his cool clown nose. "I'll look foolish!"

Tootie could hear kids lining up for the noon show, chatting with excitement. But how could he be in a good mood, too?

"Why don't you act without your nose?" asked Lola, a dancer. At first, Tootie refused. But the show must go on! Tootie swooped over to get his costume from his trunk.

"Oh!" Tootie shrieked. Hiding in the fabric of his costume was his bright red nose! "That's what I get for not snooping around!"

Make a **Theme Chart** to help you identify clues to the theme of "Finding Tootie's Nose."





# Joan's First Parade

by Paige Leigh

illustrated by Tyrone Geter

## *Dancing Down the Roads*

Standing in the bright sunlight, Joan swayed from left to right with excitement. The meeting site was filled with people dressed in bright costumes. The band began a fast tune. First Joan heard the quick beat of drums. Then banjos mixed in. Next, dancers strolled toward the band, and singers added a tune.



The parade was set to begin in a little while. Joan had dreamed about this for a long time. The parade went on only once each year in Trinidad. Until this year, Joan's dad had **refused** to let her take part. But this year she was ready.

"I can't wait!" Joan cried. "I am nine years old. I can jump up and kick my legs at the same time," she noted.

"Being the right age isn't all it takes to be in the parade. Let me share a secret," Mr. Loman advised in a soft and concerned tone. "A parade dancer has a difficult job. It doesn't matter if you are hot, tired, or thirsty. You must keep dancing!"

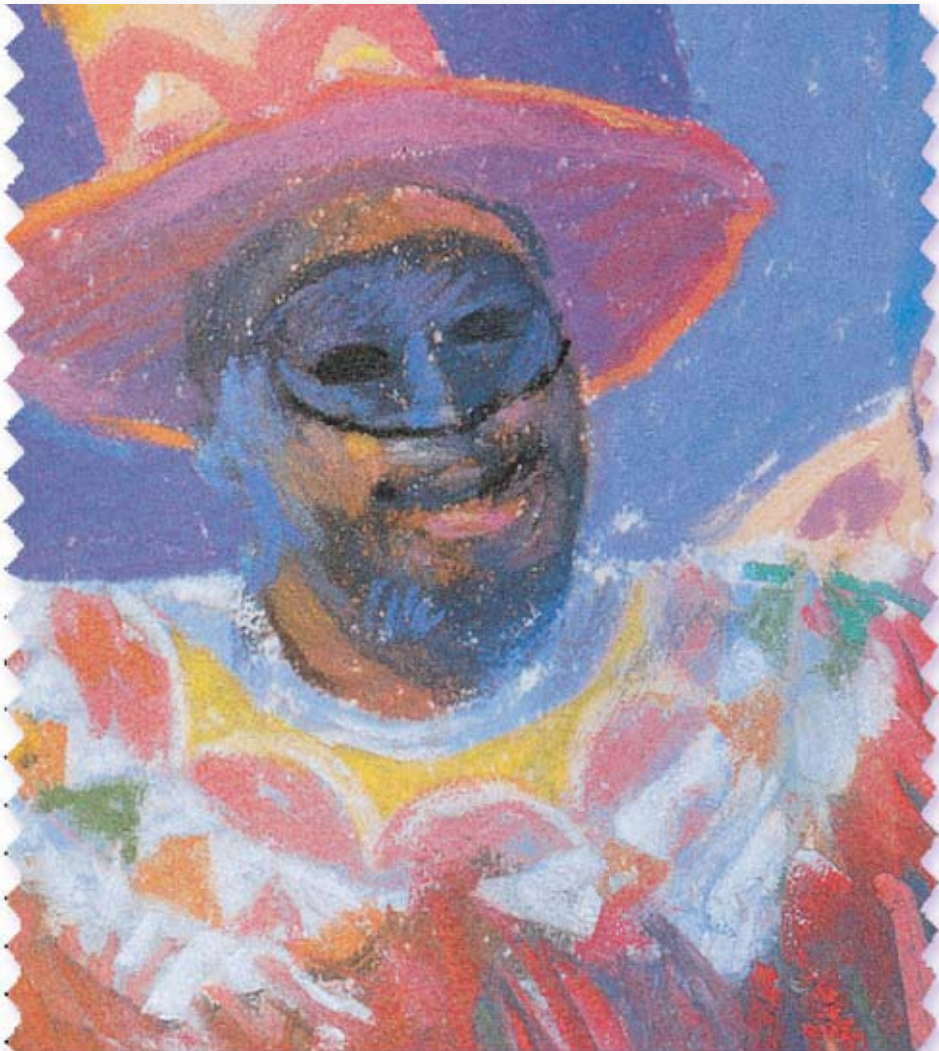


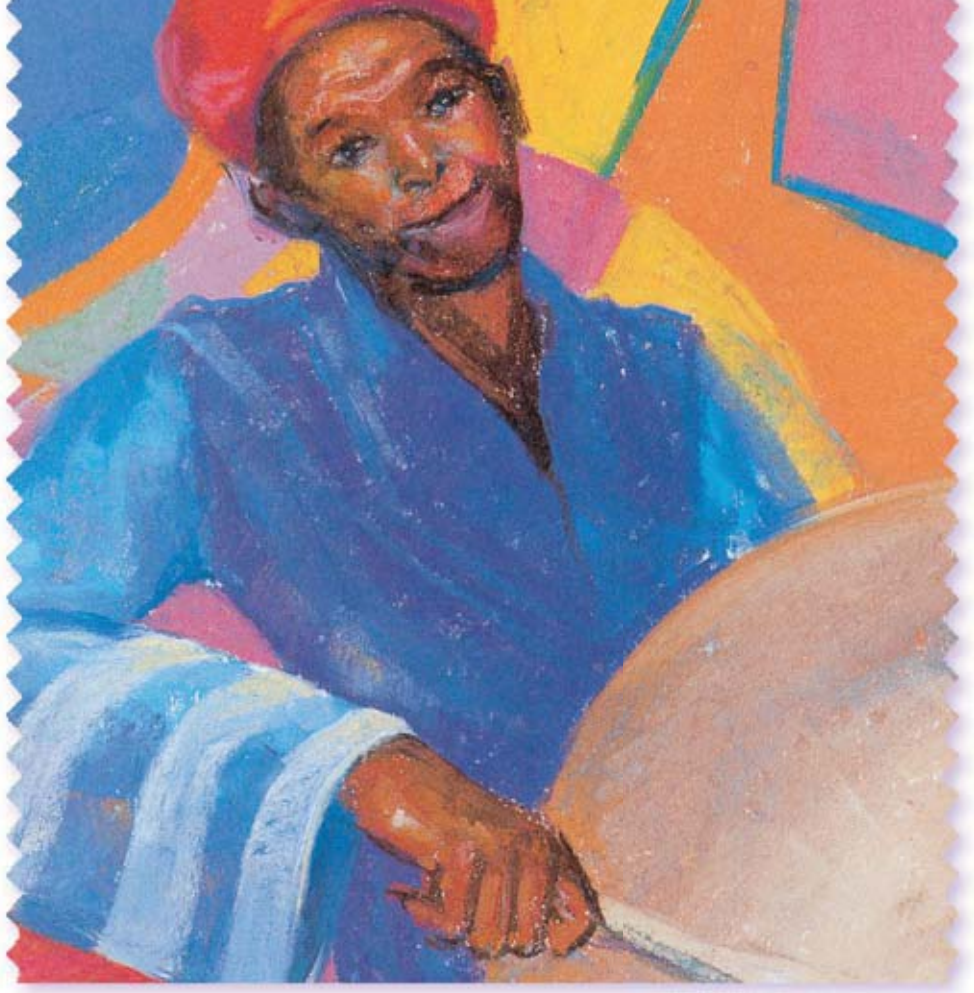
Joan was excited, but she was also frightened. Her throat felt like it was in a tight knot. Could she dance the whole time? Would her feet keep the beat when her body got tired? The parade would go past each street in town. The golden sun would be high in the sky before the dancers stopped.

Joan watched the actors and dancers who were the life of the parade. They were so dedicated and full of pride. Joan noticed some drum players that had been in the last parade that Joan had seen. Then there was the man who wore a white mask with horns on each side. People clapped for his wild and smooth dancing.



Joan spotted her dad in the packed group. Mr. Loman was the Rag Man. He was a favorite each year. The Rag Man dressed in a costume made with bright strips of fabric. Along the way, the Rag Man made silly faces. He danced in a funny way that made each of us whoop and cheer.





## **Joan Tries to Meet Her Goal**

“It’s time! It’s time!” a man yelled, running to the front of the line. He held hoops and wore a crown.

It was what Joan and the others had been waiting to hear. The actors in costumes got in line. Next came the band. Last, the dancers stepped into their spots in line. Joan got in place with them. As the drum began to boom, she took a deep breath. The parade swooped by the bright cones lining the road.



The tunes got louder as the parade neared the core of the city. People came out of their homes and lined the streets to see. Some sat on stoops or on rooftops. Joan stepped to the beat and smiled. She did her best to jump the highest and spin the fastest of all the dancers. She made mistakes, and she got tired, but she didn't stop.

The parade stopped a lot on the way. Each time the actors did a lot of funny things. A girl in a blue hat moved in loops and pretended to bump into a dancer. Another girl made funny faces at a tiny child. The child shrieked and then giggled.

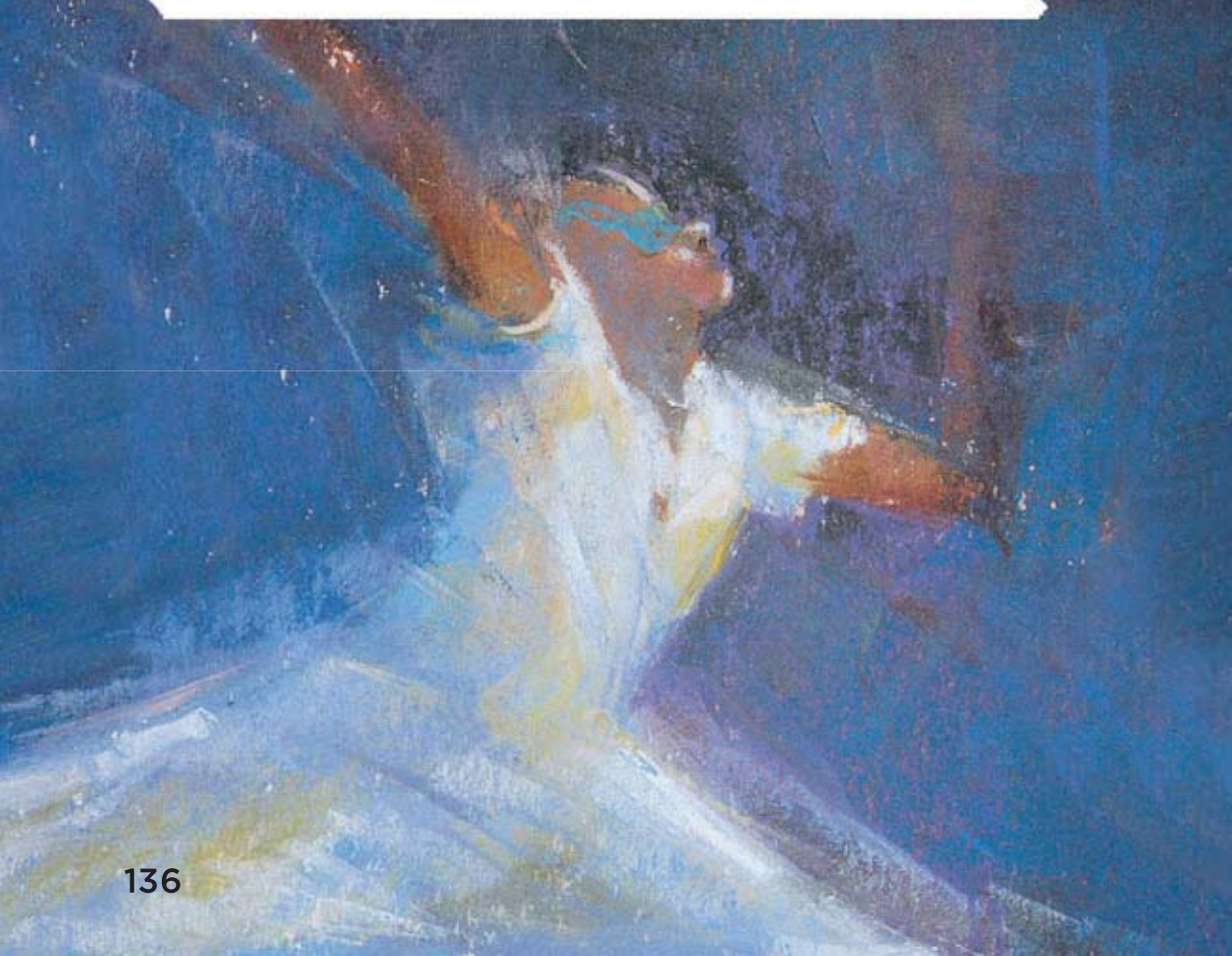




The tunes faded. The parade ended. The tired actors, singers, and dancers sat and rested. Joan felt tired, but she was glad she had succeeded in her goal. She could still hear the music in her mind. Joan tapped her feet and swayed.

“Joan, aren’t you tired?” Mr. Loman asked.

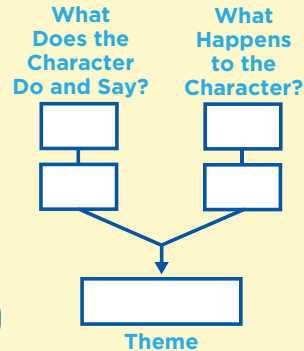
With a grin, Joan leaped high up in the air. “Let me share a secret, Dad,” she boasted. “I’m a parade dancer. Whether I’m hot, tired, or thirsty, I keep dancing!”



# Comprehension Check

## Summarize

Read “Joan’s First Parade” again. Look at the Theme Chart. Then summarize the story.



## Think About It

1. What is about to happen as the story begins?
2. What is Mr. Loman’s secret about being a parade dancer?
3. What does Mr. Loman do in the parade?
4. Did Joan reach her goal? How can you tell?



## Write About It

Why it is important for people to celebrate their traditions and customs? Explain your answer.



# Skills and Strategies

## Decoding

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

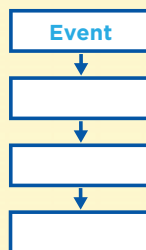
part	hard	card	noon
sharp	army	mood	arch
march	bamboo	artist	large

## Vocabulary

regarding	movement	grant
delay	committee	basis

## Comprehension

**SEQUENCE** Sometimes authors present information in time order. Look for time phrases, dates, and signal words such as *first*, *next*, and *finally*.



As you read, look for the order in which events take place. Use a Sequence Chart to help you remember important information.

## Read

Identify the order of events in the passage.

### Standing Up for Their Rights

Before 1920 in the United States, men and women were treated differently regarding voting rights. Only men could vote. In time, women wished to take part in voting.

“Grant us rights,” they said. “We want to vote just as men do.”

Without delay, they looked for ways to fix the problem. First they wrote letters. Next they started committees. Then women marched to get voting rights. The marches became the basis for an important movement. Finally in 1920, women won the right to vote.

WOMEN'S  
SUFFRAGE  
OUR SONS  
CAN VOTE  
BUT WE  
CAN'T



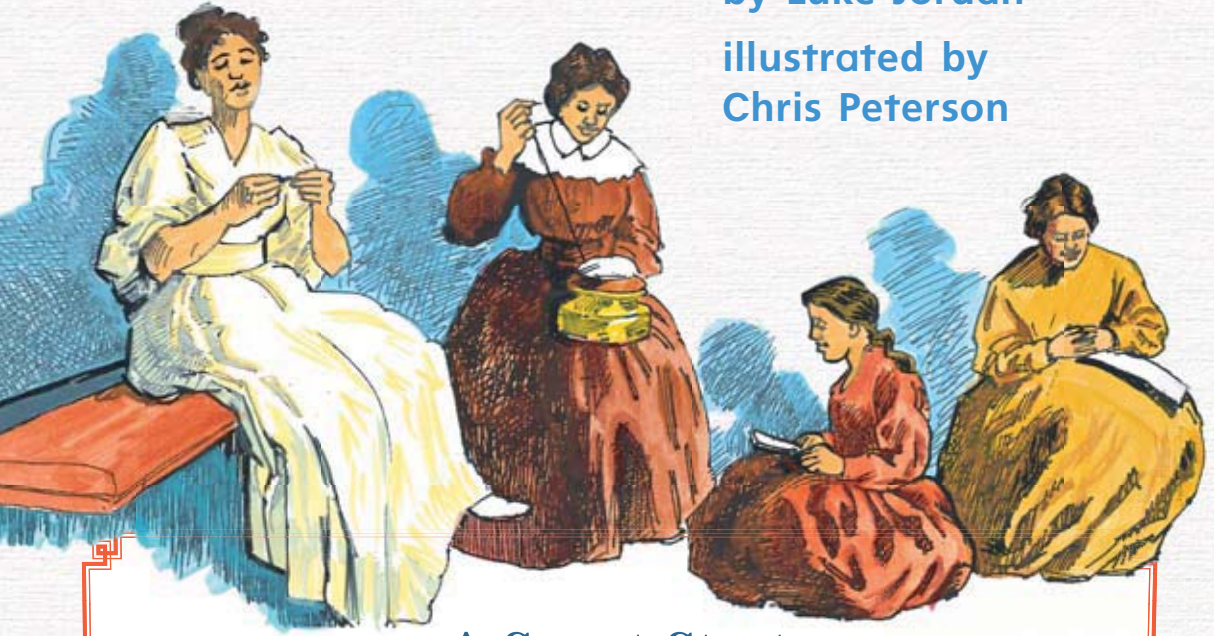
Make a **Sequence Chart** for “Standing Up for Their Rights” to help you place events in order.

# Susan B. Anthony

## Making Her Mark on the Women's Rights Movement

by Luke Jordan

illustrated by  
Chris Peterson



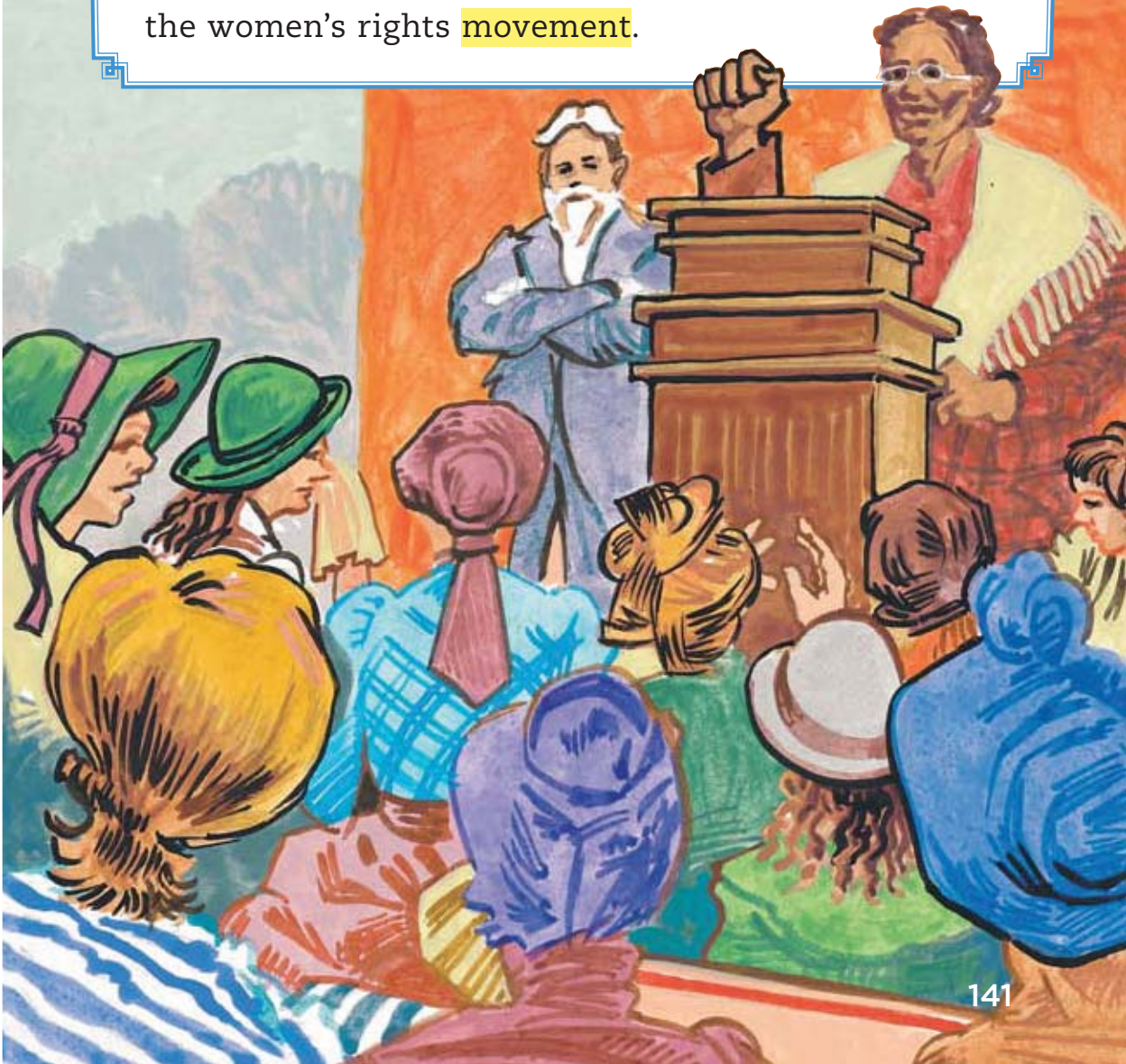
### A Smart Start

A hundred years ago, women in the United States did not have many rights. Women could not own land. If a lady wished to work, there were not a lot of jobs she could get. Even the pay she got did not belong to her, as it would today.

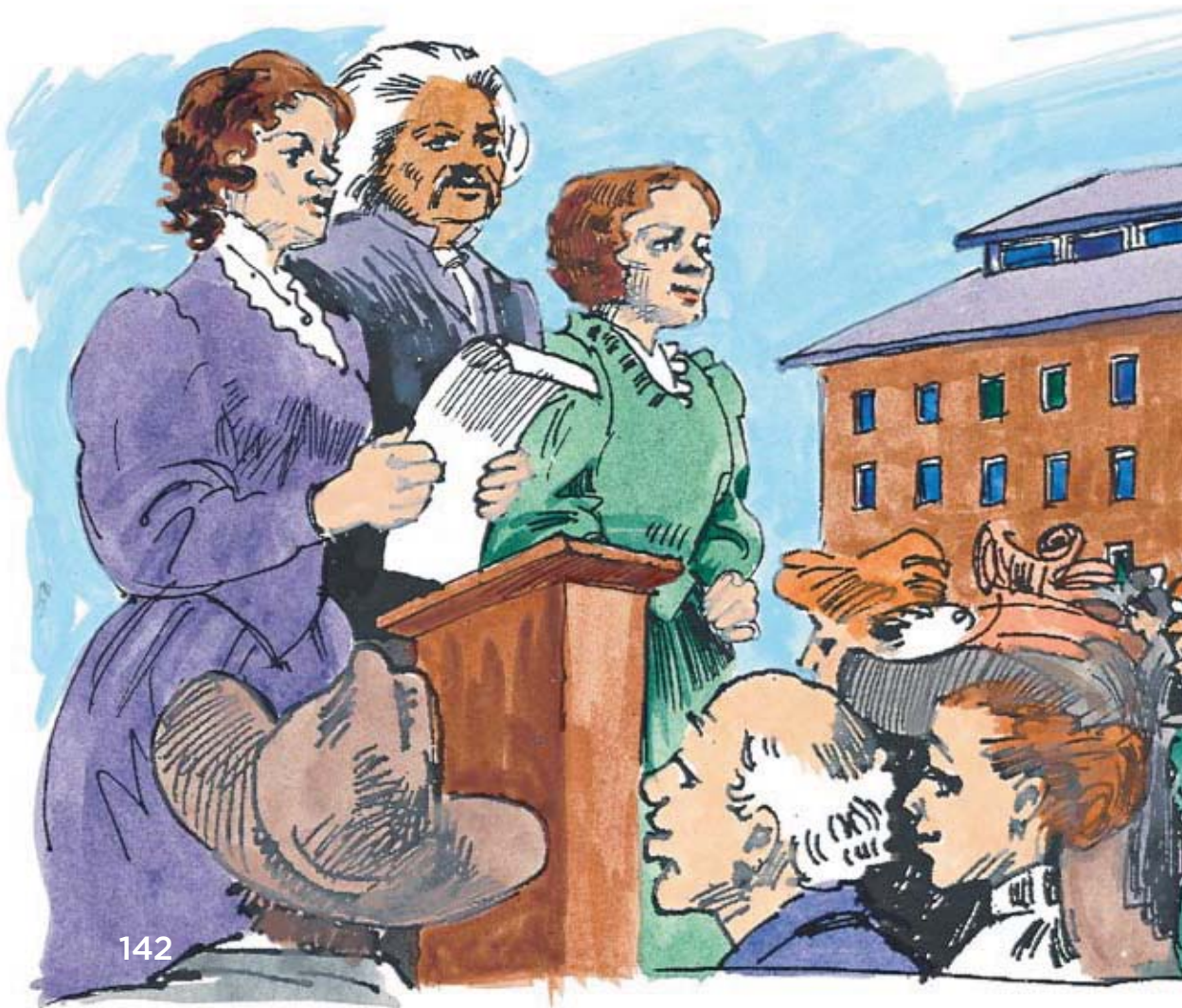
In a country that took pride in freedom, women had limited rights. One important right that women did not have was the right to vote.

Many women felt that the laws were not fair. They thought that women should have the same rights as men. These women wished to get these rights without **delay**. They decided that they needed to speak out about why the laws were not fair.

They also wanted to explain why women must be considered equal to men. This became the **basis** for the women's rights **movement**.

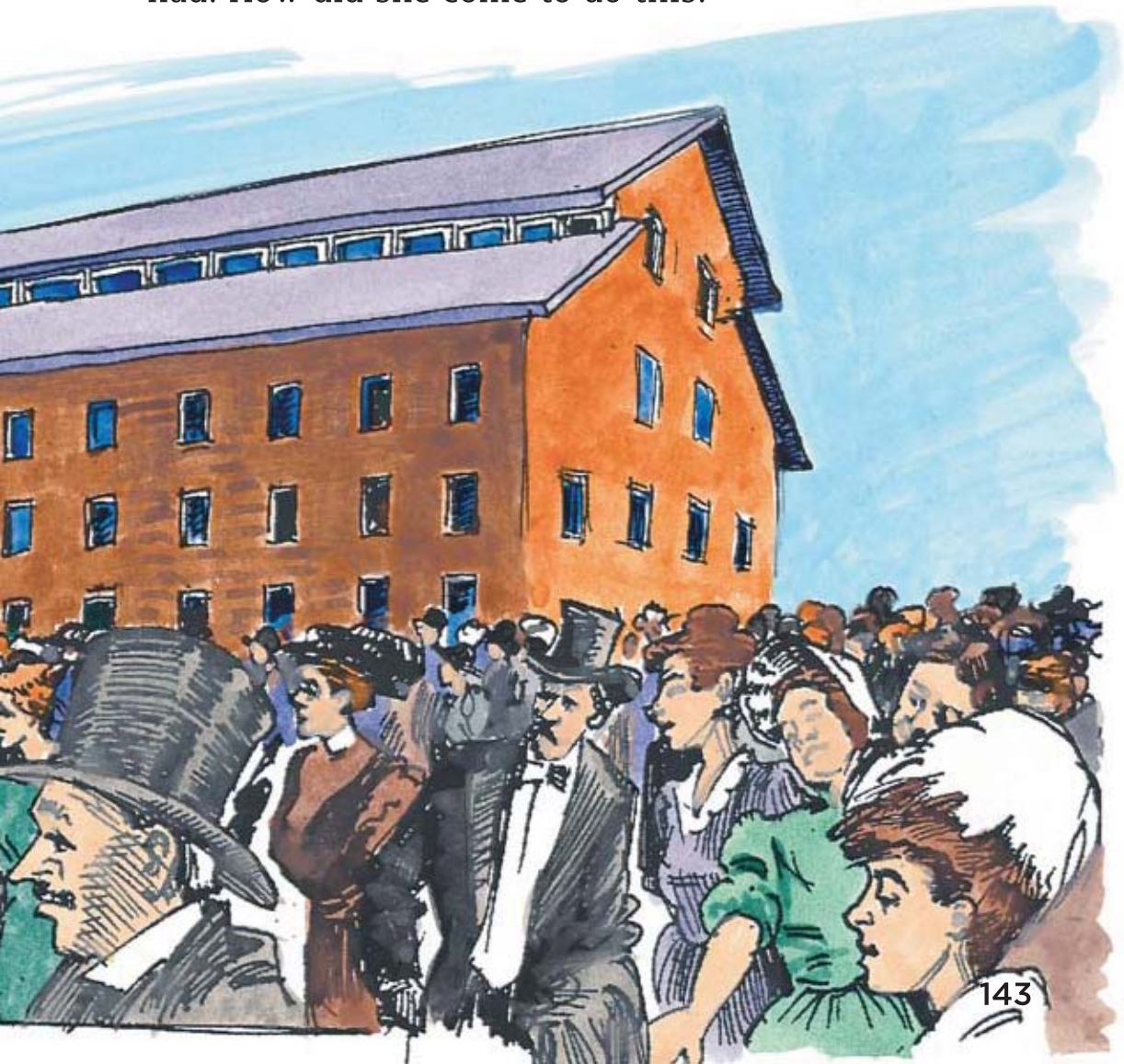


First the ladies held meetings to share ideas. Then some ladies made speeches and asked others to help them change the laws. Next people who liked their plan wished to be on a **committee** to help. Other people spoke against what these ladies wanted. With that, the struggle for women's rights had started.



One woman became well known for her part in the women's rights movement. Her name was Susan B. Anthony. Born in 1820, she spent more than sixty years trying to change the laws.

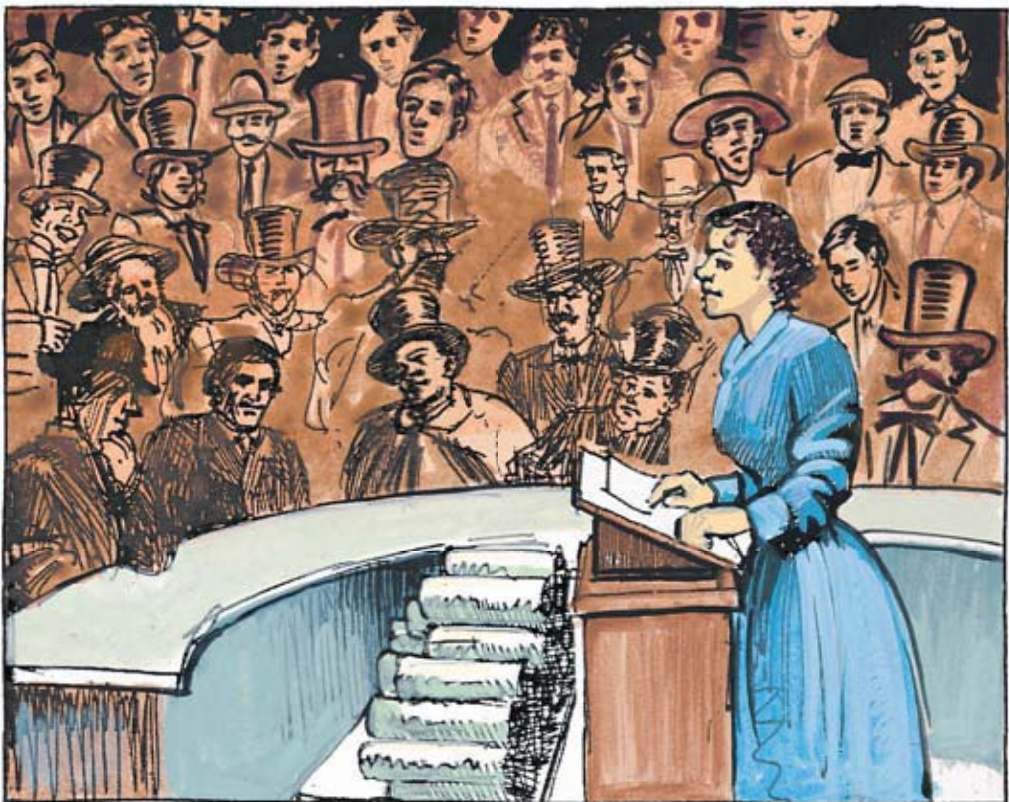
Susan did a great deal of work. She gave speeches in front of large crowds. She marched in parades in states all over the country. She hoped that the United States would **grant** women the same rights that men had. How did she come to do this?

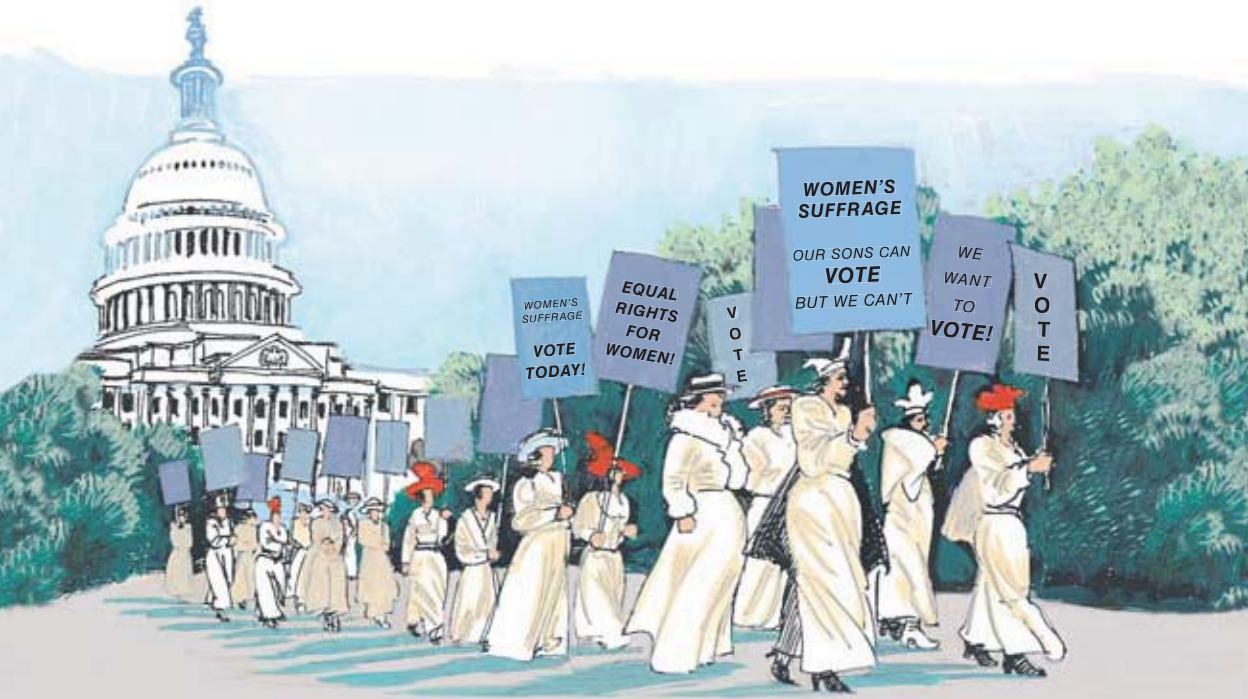




Susan came from a family that felt that each person must have the same rights. Her family believed that girls should go to school. So Susan learned to read, write, and do math. She worked in her family's shop, too. She saw how her dad treated each worker fairly.

In 1846 Susan became a teacher. She found out that male teachers got paid much more than female teachers—five times more! Susan was alarmed. She felt it was unfair since both did the same work each day. This is when she began to speak out regarding the lack of equal treatment for females.





## An Argument for Equality

By 1856 Susan felt that enslaved people deserved rights, too. She met many people who agreed. They got together to fight for added rights for both enslaved people and ladies.

For many years, Susan visited places all over the United States, marching and giving speeches. The public had to buy a ticket to hear her speak. She also helped print a newspaper that she sold. She used the cash she made to help the movement.



Finally, ideas about women's rights reached across the whole country. Men and women began to take action. A man who helped the movement was William Bright.

Bright saw that a lot of women in the West worked as hard as men. He felt that women must get the same rights as men. Bright spoke with those who made the laws out West. In 1869 he asked them to give women the right to vote, too. A lot of men felt that plan made sense. So out West, women were granted the right to vote.

In 1870, the United States gave black men the right to vote. Another law said that all *citizens* could vote. In a daring test in 1872, Susan tried to vote for a president.

The next week, Susan got arrested and went to court. The judge said that she had broken the law and had to pay a fine. Susan explained that she was a citizen *and* a woman. She said she had not broken the law. In the end, Susan did not go to jail or pay a fine. But women still did not have the right to vote!





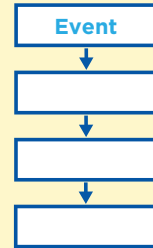
Susan B. Anthony died in 1906. She did not live to see women vote. It took fourteen more years, until 1920, for women to be granted the right to vote.

Today Susan is remembered for her work in the women's rights movement. February 15 is Susan B. Anthony Day!

# Comprehension Check

## Summarize

Reread "Susan B. Anthony: Making Her Mark on the Women's Rights Movement." Look at the chart. Then summarize the selection.



## Think About It

1. What is one important right women did not have a hundred years ago?
2. What woman became well known for her part in the women's rights movement?
3. What two groups of people did Susan fight for?
4. The right to vote did not happen in Susan's lifetime. How do we know she was important to the cause?



## Write About It

Why is it important that all people vote during elections? Explain your answer.



# Skills and Strategies

## Decoding

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

yard	start	more	form
force	forest	north	party
store	wore	sort	horn

## Vocabulary

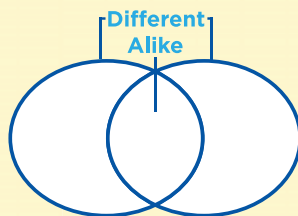
declared	lantern	fortunately
fragile	exposed	

## Comprehension

### COMPARE AND CONTRAST

When you tell how things are alike, you compare.

When you tell how they are different, you contrast. Words such as *like*, *both*, and *also* show comparisons, and words such as *however* and *but* show contrasts.



As you read, use a Venn diagram to compare and contrast.

## Read

Identify comparisons and contrasts in the passage.

### Camping at Yellowstone

Yellowstone National Park is the best park. It has trees and hot springs. It was the first forest to be **declared** a national park. For a visit during the day, take sturdy shoes and a sun hat.


However, if you plan to visit Yellowstone at night, do not forget a tent and a **lantern**. Without a tent, you might **expose** yourself to wind and rain. A lantern might be **fragile**, but it will light up dark places in the forest. Take water for both day and night.

A long time ago, people tried to cut down forests. **Fortunately**, laws were passed to force loggers to stop cutting trees. Now, we can enjoy parks more than ever before!



Make a **Venn diagram** for "Camping at Yellowstone." Use it to help you compare and contrast visits during the day and night.





# A Place for Us to Breathe

by John Turner

illustrated by David Rankin

## Trees for You and Me

Pack up your tent and sleeping bag. Don't forget the camp stove and lantern. It's time to go camping in a forest!

Forests are popular places for campers to visit. At night, campers can pitch tents and sleep beneath tall trees. During the day, they can hike on forest paths. Hikers can see wild animals such as deer, foxes, or black bears.





There was a time when people were not careful about protecting forests. Forest fires burned down many trees. Logging companies also cut down numbers of trees. They used the wood for building things like houses and ships. They also cut trees down to make space for farms and towns. Most logging companies did not plant trees in place of the old ones. So trees in forests began to get used up.





Both today and in the past, trees have affected all living things. They make air that we can breathe. They make safe homes for animals. Tree branches and leaves provide shade, and tree roots keep soil from washing away. Even trees that die decompose and become food for insects! If we cut down too many trees, animals will lose their homes. The land will be left **exposed**.

We use trees each day. The paper inside this book was made from a tree. Your desk may be made of wood, too. It's okay if we use some trees to make things that we need. It's also important that we plant new trees to replace the ones that were cut down.



In the past, people were not pleased that loggers cut so many trees. These people wanted loggers to stop cutting down so many trees. They also demanded that loggers replant trees for those that were cut down.

These people decided to share their views with the world. Some wrote to newspapers. Others gave speeches explaining why logging is bad for the land. The force of these people got some loggers to stop cutting down so many trees.





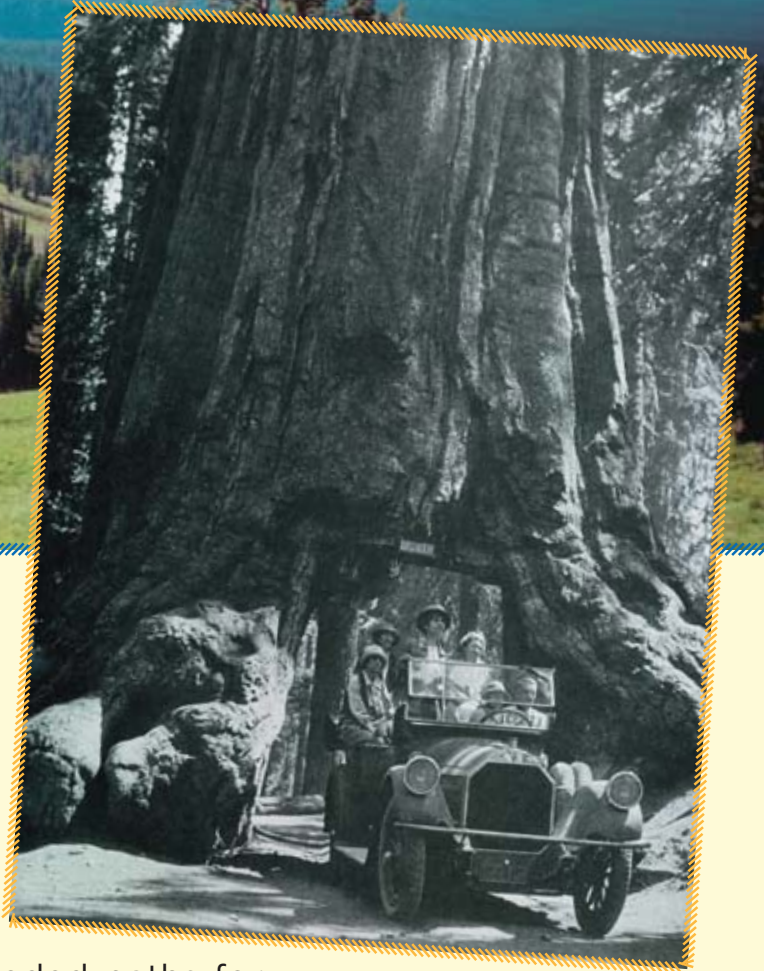
National parks like Yellowstone help us to keep the air clean and the land beautiful.

## Who Will Save the Forests?

Others have shown love for the trees, as well. More than two hundred years ago, an artist visited a special site. He made sketches of it. The sketch had trees, big hills, and streams. President Grant thought it looked so nice that he **declared** it the first national park. President Grant made it against the law to decrease the number of trees in that area. With this law, Grant made sure they would be protected. The park was called Yellowstone National Park. Later presidents followed Grant's example and made more places in this country into national parks.



Many “tunnel trees” were cut more than 150 years ago.



Each park needed paths for visitors to walk and drive on. But park workers did not want to cut down trees to make the paths. Some park workers had an idea. They cut a wide hole through the biggest trees. Then cars could drive right through them! Park workers thought that cutting the trees would not hurt them. However, they later found out that was not true. Cutting holes through trees was unhealthy for them. Now paths only go around trees.





Lightning can blast a tree apart. The tree may die even if it has been left standing, because it will not be able to protect itself.

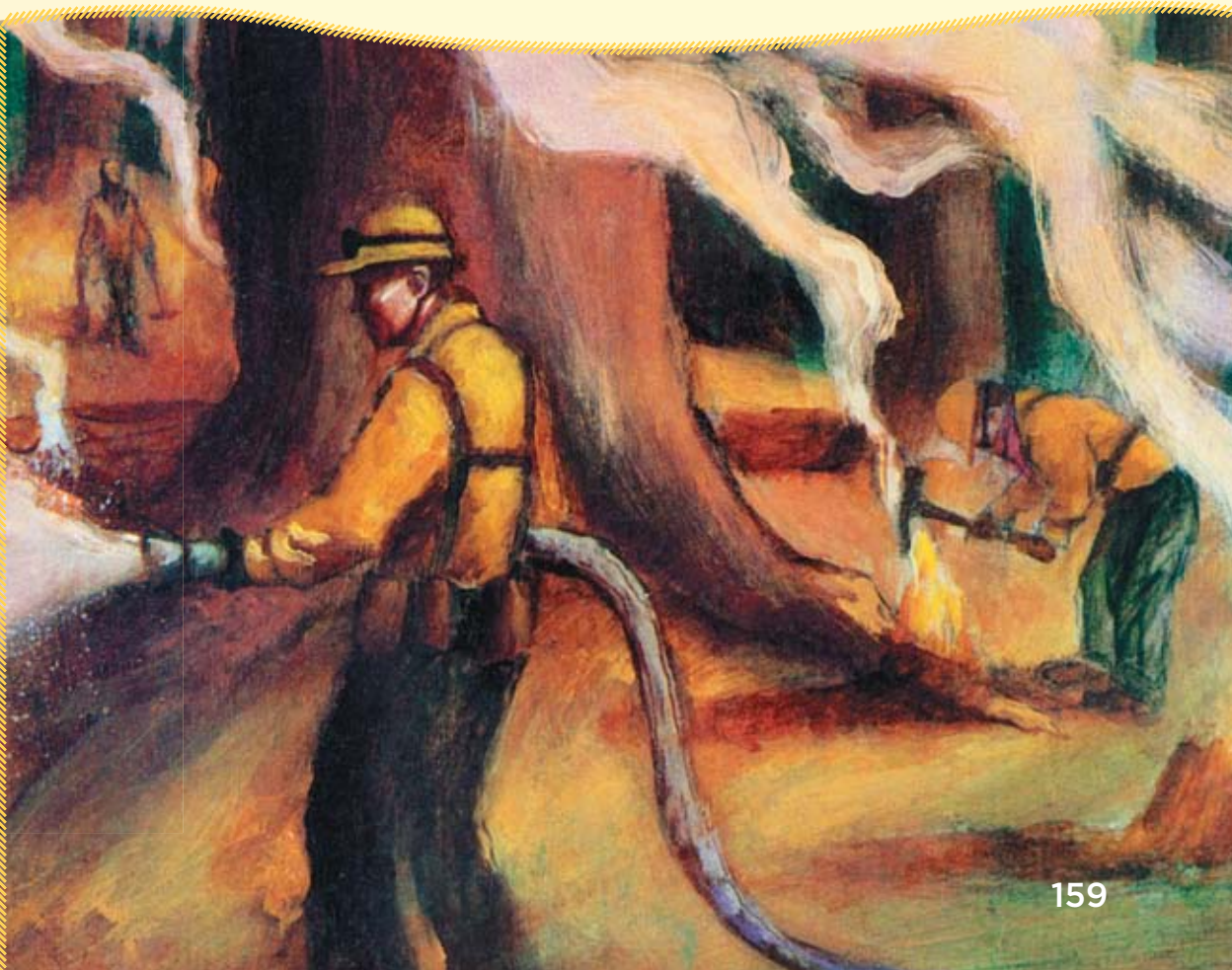


Park laws keep the forests safe from logging. But they can't keep forests safe from forest fires. Lightning can start fires, and flames can race swiftly through the forest. Most trees have thick bark that keeps them safe. But fires can burn right through some trees. Then only the strongest trees stay alive.

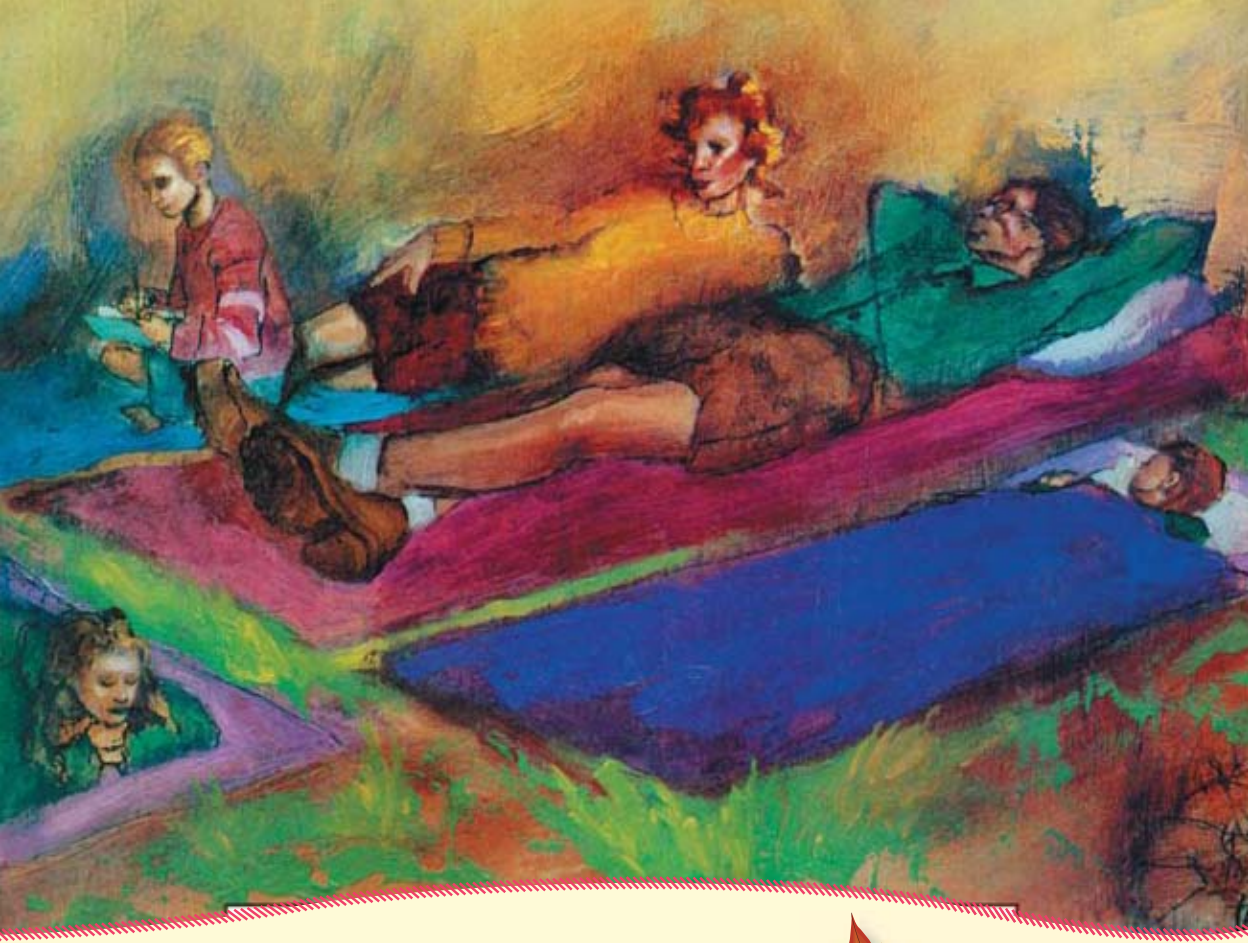




For years, park workers thought that all fires hurt forests. But today we know that some fires can be good. Fires clear out weak trees and leave room for bigger trees to grow. Park workers try to do the same thing. They set small fires, but they are careful to control where fires burn. These fires help the forest just like fires started by lightning do. They clear out **fragile** trees and leave space for strong trees to grow.







**Fortunately**, people worked very hard to save trees. They knew that keeping our forests safe was important. Land was turned into national parks. These parks are protected for all people, both now and in the future.

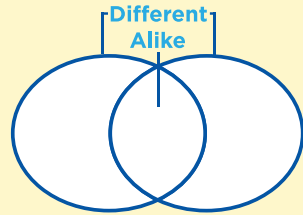
On your next camping trip, take a look around and enjoy the pretty sights. Then give thanks to all those ordinary people who worked hard to make national parks possible.



# Comprehension Check

## Summarize

Reread "A Place for Us to Breathe." Look at the Venn diagram. Then summarize the selection.



## Think About It

1. Why is it important to protect trees?
2. Besides for enjoyment, how else do people use trees?
3. Why was land turned into national parks?
4. How do park laws keep, and not keep, forests safe?



## Write About It

What did we learn about how people struggled to save forests? How can we continue to keep our environment safe?



# Skills and Strategies

## Decoding

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

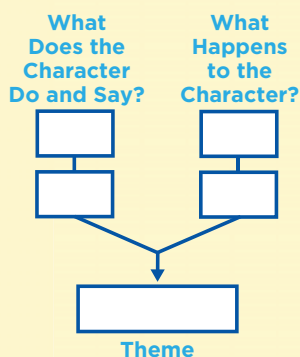
stir	enter	bird	shirt
nurse	corner	desert	burn
order	orbit	urge	perk

## Vocabulary

images	remarkable	echoes
fret	unique	

## Comprehension

**THEME** The theme is the overall idea, or message about life, that the author wants readers of a story to understand. To find the theme, think about what characters do and say and what happens to characters.



As you read, use a Theme Chart to help you find the story's theme.

## Read

Read to find out the theme of the story.

### WHAT WILL TURN UP?

"Sift the dirt like this," Miss Fern said, pushing the soil by her hands. "Old things lay hidden beneath this dirt."

Images passed through Ernie's mind. He saw himself holding a remarkable find. He saw Miss Fern praising him, calling him clever and smart. He heard the echo of her voice in his mind.

After his daydream ended, he fretted. Would he find something neat? Minutes later, he tugged out a small, pointed rock. He turned to show Steve.

"We both found unique arrowheads!" yelled Steve.



Make a **Theme Chart** for "What Will Turn Up?" Use clues about what characters do and say to figure out the theme.

# A DESERT VACATION

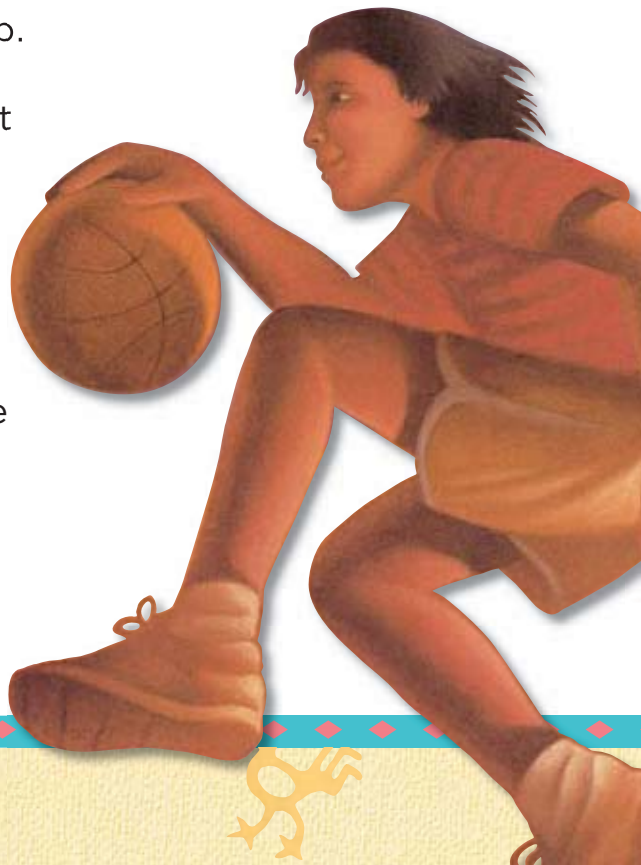
by Mary Ramirez  
illustrated by Shelly Hehenberger

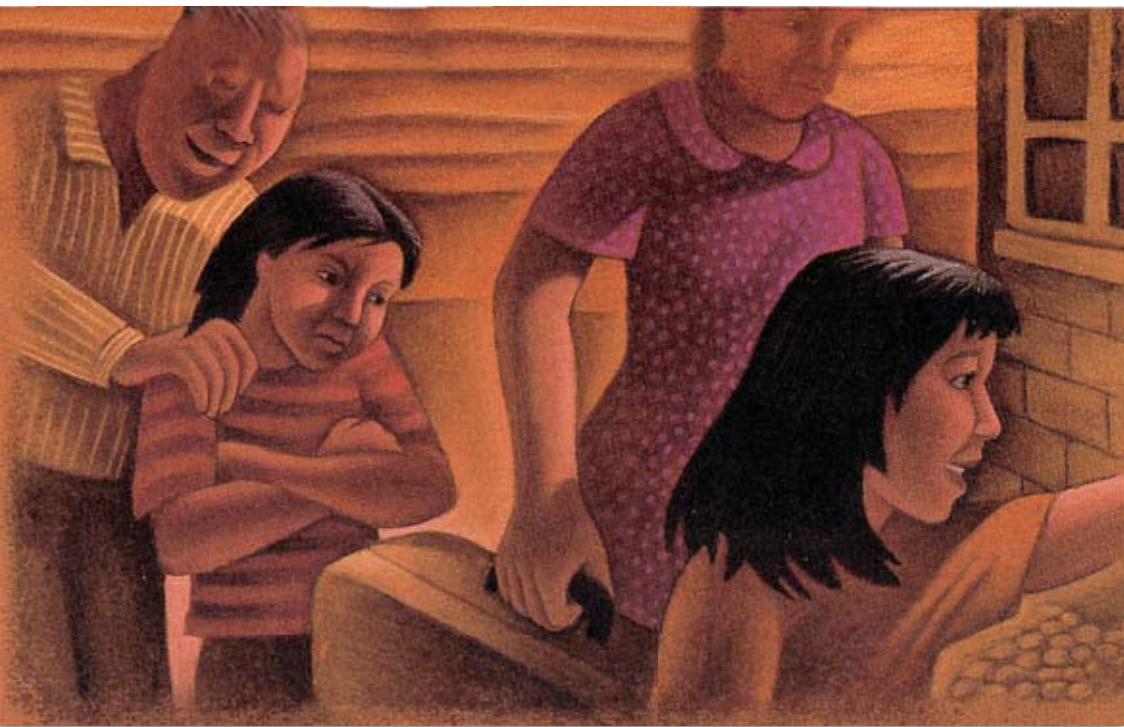
## A BURNING HOT TRIP

Kurt dribbled under the hoop. “Star hoops player, Kurt ‘Slam Dunk’ Birch runs fast,” Kurt cheered. “It’s an impossible shot! Birch jumps! He shoots! He scores! Amazing!”

“Come on in, Kurt!” Kurt’s mom called from the back porch. Kurt did not want to go inside. He knew that his mom was going to make him pack for his trip.

Kurt was going to visit his pal, Asher. Asher’s family had moved from Southern California to the desert last year. Kurt missed Asher, but he knew he would not like a desert as hot as the sun.





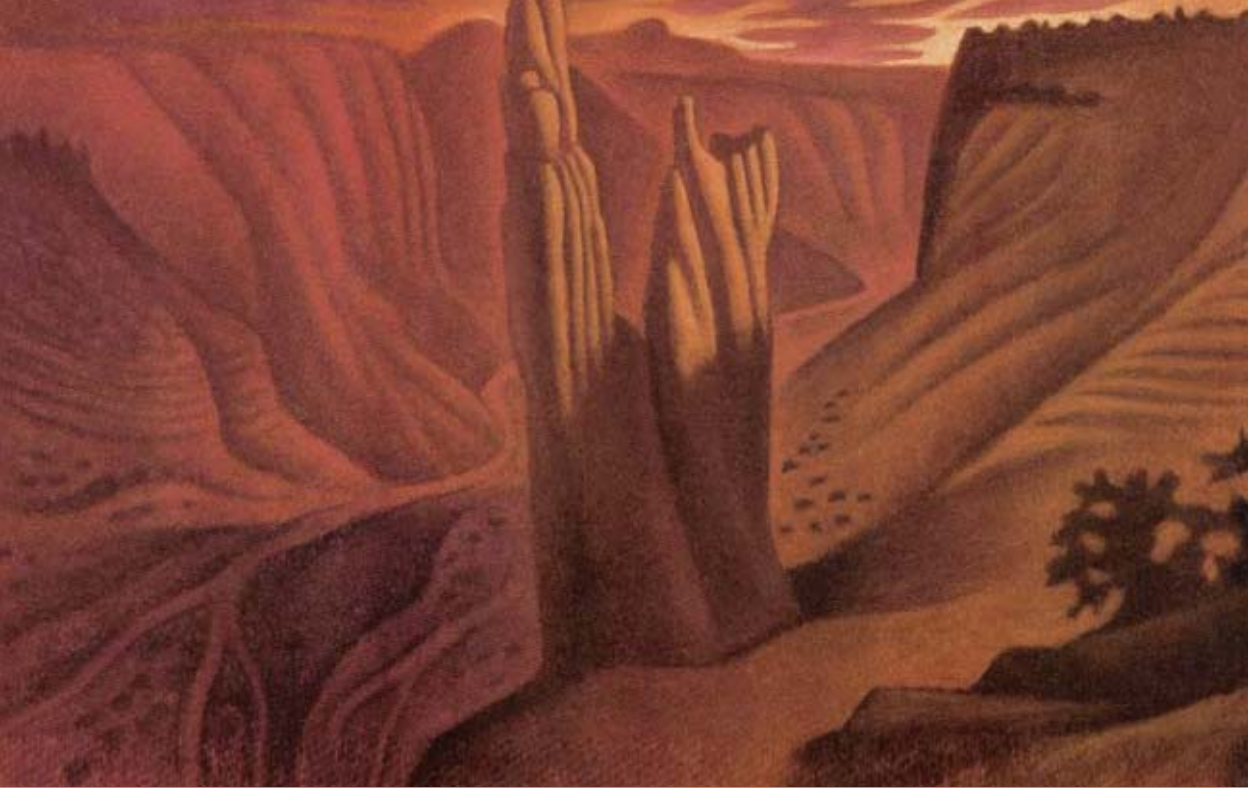
Kurt wanted to have fun. But he knew there would be no beach for swimming and no hills for hiking. It would also be too hot to play ball.

Kurt heard his name as soon as he stepped off the plane.

“Hi, Kurt!” yelled Asher.

“Hi, Asher. I hope I don’t burn up from being exposed to the hot sun out here!”

“Don’t fret,” said Asher’s dad as they left the airport. “You can swim at the local pool.”



“I hope I don’t pass out from heatstroke,” Kurt wrote to his mom on a postcard. Then he looked out the window. The sun was setting behind a huge cliff.

Kurt saw many remarkable rocks in the distant cliffs. The sun lit up the rocks, and Kurt could see a hundred shades of red. Black shadows seemed to split the rocks in places.

“Rain, wind, and time made those shapes,” declared Asher. “It took many years and plenty of rain.”



Asher's sister, Fern, came over to the truck as they pulled in the driveway. "You guys took the detour. It's better than TV, isn't it?" she asked, smiling.

Kurt kept looking at the cliffs in the sunset. He smiled. "The rocks look like dancing flames. I've never seen anything that color."

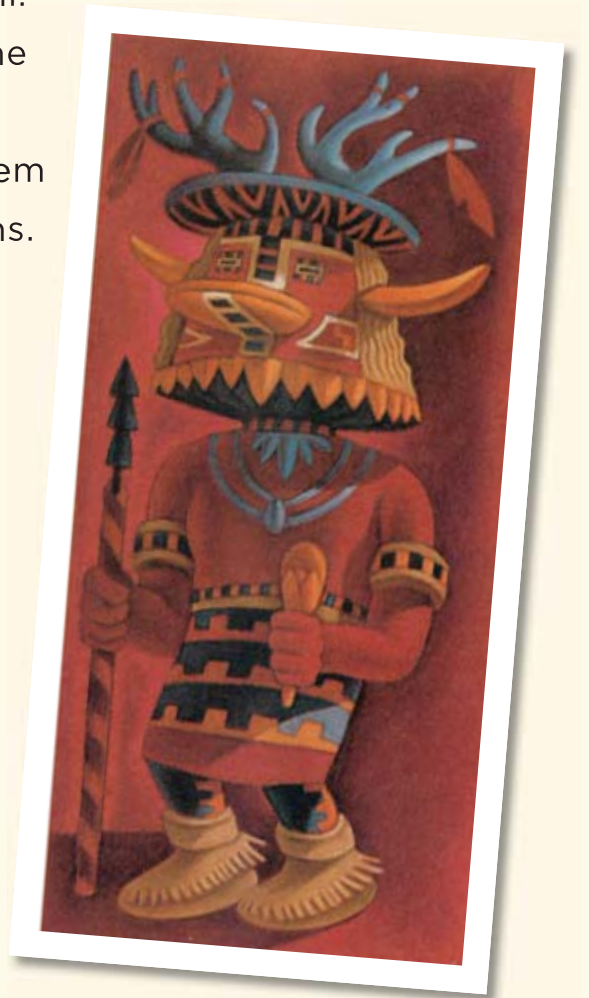
"The rocks look red in the sunset," said Fern. "But in the day they are all shades of tan, brown, gray, and pink."

"The rocks make **echoes**, too," added Asher. "If you yell, you can hear the rocks yell back."



That night, Fern gave Kurt a pile of postcards. On the back of each card there were notes about the photo. Kurt and Asher looked at the postcards. Kurt liked a postcard of a glowing white flower. This flower was **unique** because it could grow in the desert.

Kurt stared at a card of a Native American spirit doll. It had horns and a beak. The card said some dolls were made for kids to remind them to be upright in their actions.





## **A POWERFUL SITE**

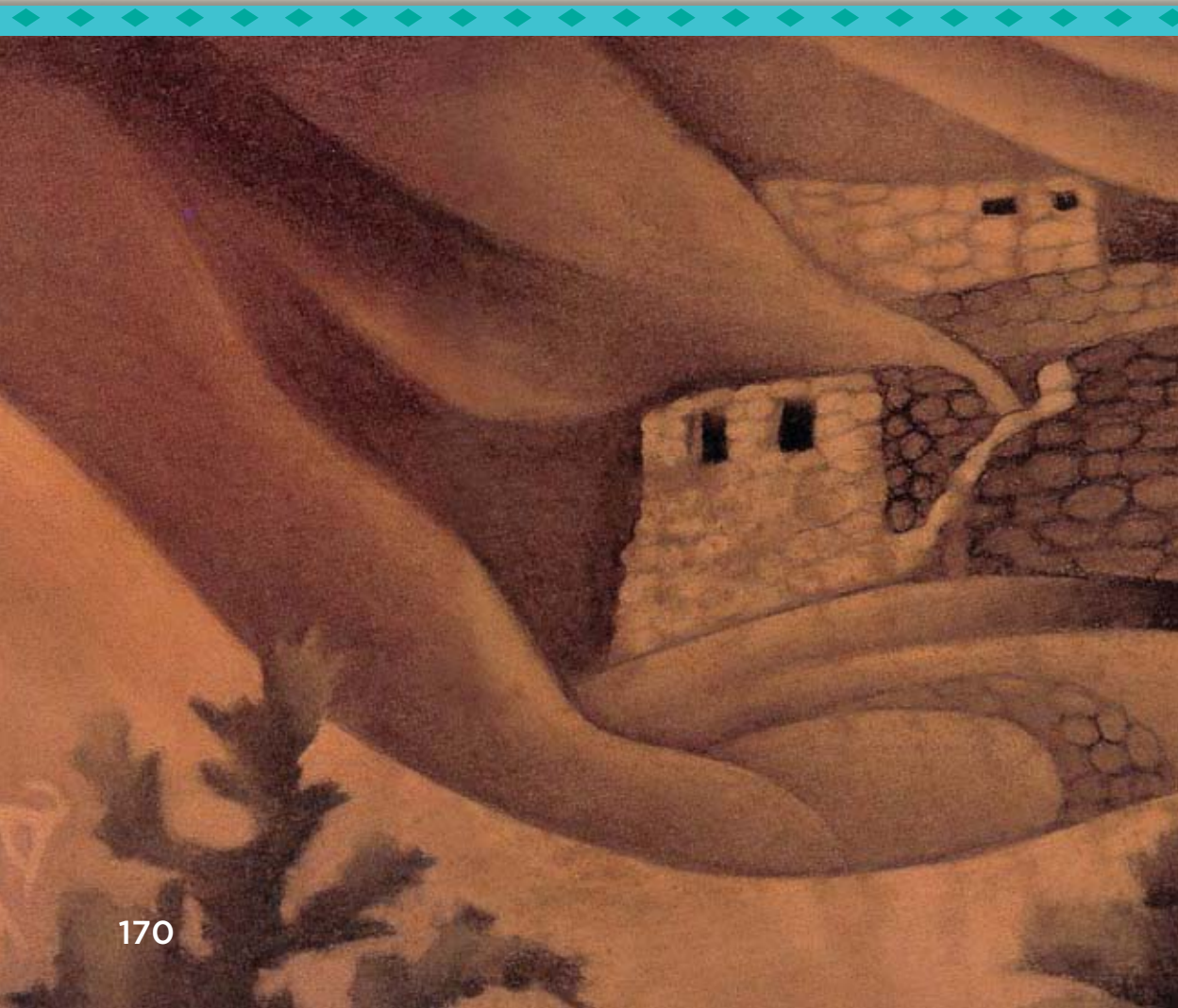
Kurt and Asher looked at heaps of postcards with Native American **images** on them. Soon they came to a postcard with baskets on it. Native Americans had woven the baskets out of grasses. They had used them to carry food and water.

Then Asher said, “Tomorrow we’re going to go see the real stone buildings that the Hisatsinom (ee•SAH•tse•nom) built. Maybe we will also see the baskets or the dolls on our trip.”

Kurt smiled. “That would be great!” Maybe the desert wasn’t such a bad place after all.

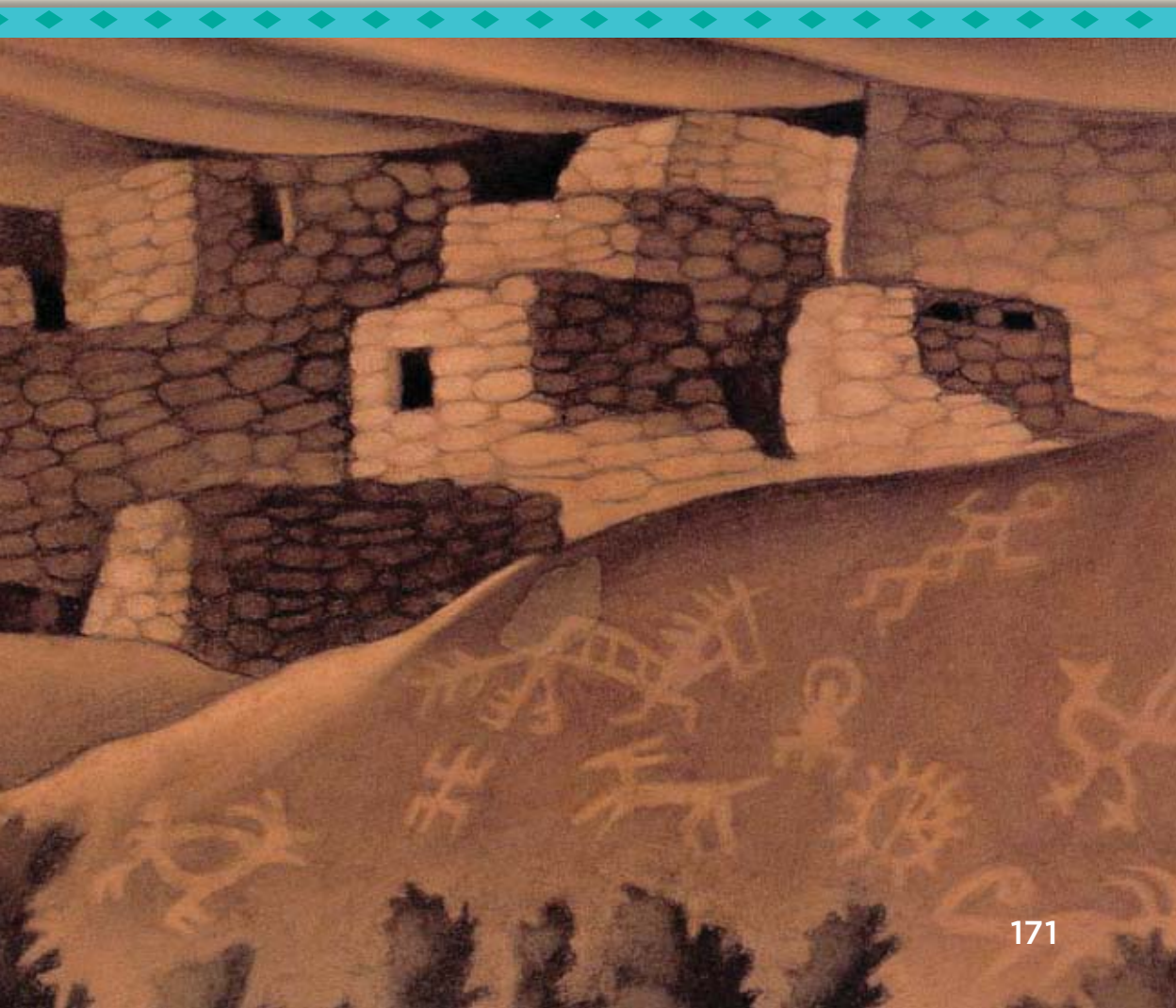
In the morning, Kurt and Asher were excited to get going. The whole family got in the truck, and Asher's dad pointed to a cliff far away. "That's where we're going today," he grinned.

A guide met them at the top of the cliff. He told them about the people who made homes in the cliffs many years back. They used the land for farming. They got water for the crops from digging under the land. The people were very capable.



The guide told how the people made clay pots and grass baskets. Then he spoke about spirit dolls. Kurt had not forgotten the notes on the postcards. “Men dressed as spirits and danced in the town,” explained the guide. “Then men gave dolls to the kids to remind them to listen.”

“My mom would love a doll like that!” said Kurt. Asher smiled.





As they got back in the truck, Kurt saw a doll in a store window.

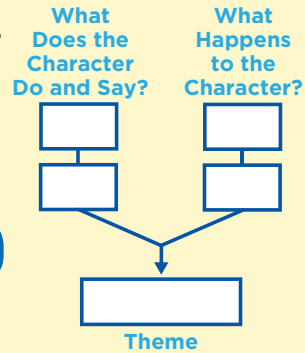
“Wait!” Kurt said. He ran into the store and paid for the doll.

Kurt smiled and went outside. “Mom will like it,” he said. “I am glad she told me to visit Asher in the desert. It was fun!” he smiled. “And maybe the doll will help me remember how much I liked the desert!”

# Comprehension Check

## Summarize

Read "A Desert Vacation" again. Look at the Theme Chart. Then summarize the story.



## Think About It

1. Where is Kurt going at the beginning of the story?
2. What does Fern give Kurt to look at?
3. What does the guide tell Kurt and Asher about the stone buildings?
4. Why does Kurt pick out a doll for his mother?



## Write About It

Kurt didn't want to go to the desert because he thought he wouldn't like it. After he went, Kurt realized he did like the desert. What can you learn from Kurt's experience? Explain.



# Skills and Strategies

## Decoding

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

wrung	knob	wrong	climb
knelt	plumber	lamb	knock
knit	thumb	wrist	wrap

## Vocabulary

knoll	wreck	grave
variety	combing	seized

## Comprehension

### AUTHOR'S PERSPECTIVE

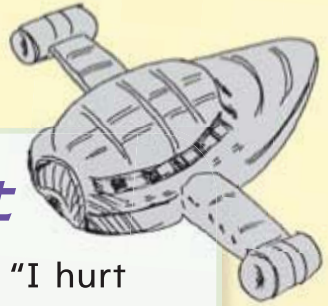
Authors have an opinion or point of view toward the subject of a selection.

An Author's Perspective Chart can help you find clues as to what the author thinks about the subject.

Clues	Author's Perspective
	→

## Read

How does the author feel about Tony?



### *Tony the Pilot*

"Tony," called the spaceship pilot. "I hurt my wrist last night, and I need to take some medicine. Will you take over for a bit?"

Tony was the newest man on the spaceship. He knew how to take off, how to fly to a planet, and how to land. Once, he had even landed on a high **knoll**. But he had never flown a spaceship by himself. He didn't want to cause a **wreck**.

"Okay," said Tony, feeling **grave**. He stared at the **variety** of buttons, **combing** his pockets for his key. Then he **seized** the steering wheel. No one was sitting beside him. After a few minutes Tony felt fine!

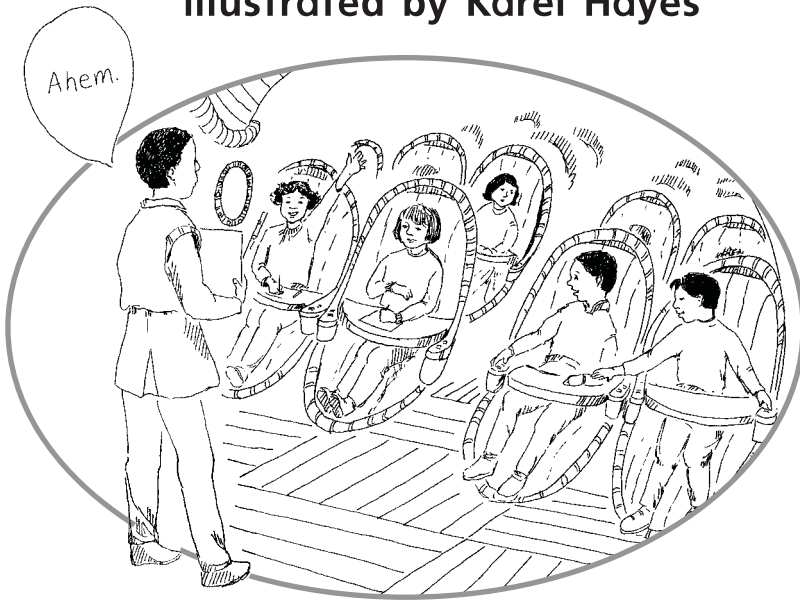
Make an **Author's Perspective Chart**. Use the clues in the story to figure out the author's opinion or perspective.



# Hope's Trip to Planet Wren

by Mark Allen

illustrated by Karel Hayes



## Combing for Rocks

The students sat and whispered as Mr. Knorr spoke. They were excited for the trip to finally happen. The lift-off had been smooth, and Earth now looked like a tiny dot below. The class would spend the night on the spaceship. They would land early the next morning on Planet Wren.

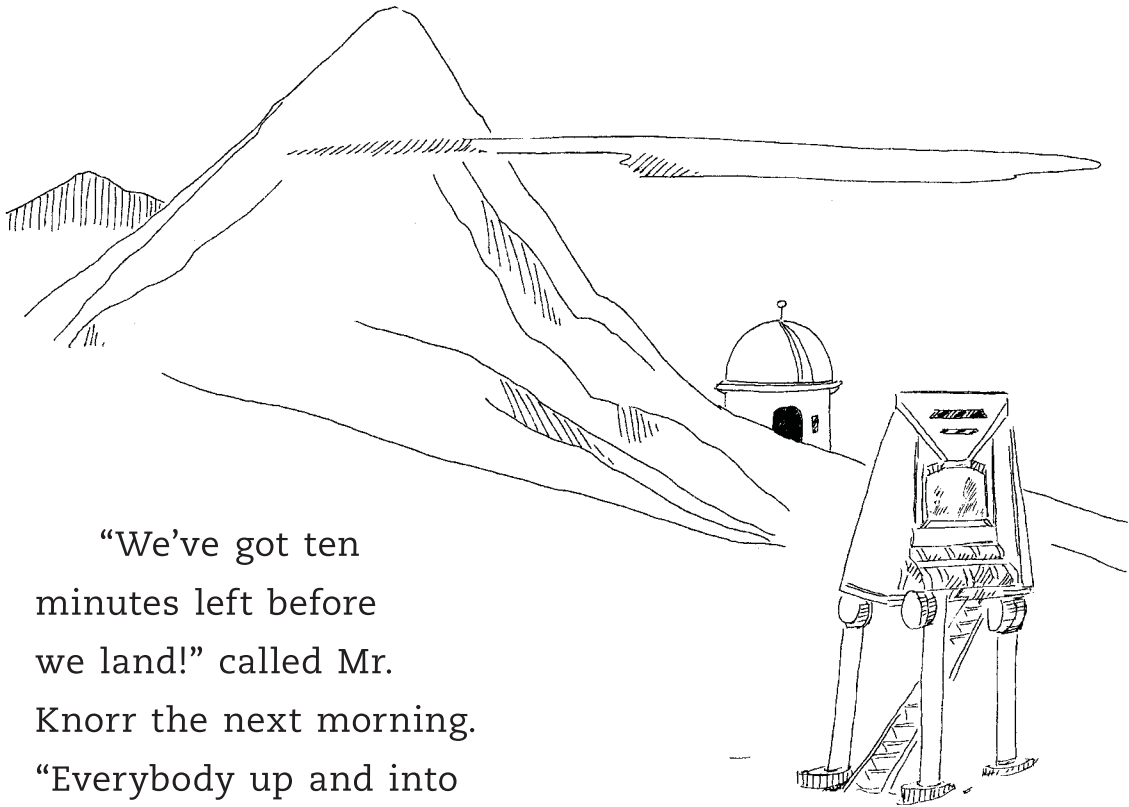
“Tomorrow morning we will be exploring Crumb Hill,” explained Mr. Knorr. “It’s a big **knoll** on Planet Wren that has a **variety** of unique rocks.”



“A scientist named Dr. Wright asked that we take pictures of the rocks and measure them,” said Mr. Knorr. “Dr. Wright also asked that each student bring back a rock for her to look at. Now get some rest. We will land on Planet Wren early tomorrow morning!”

Hope knew that bringing back a rock was very important. Dr. Wright studied rocks. Hope wanted hers to be the most desirable one.

Hope had a hard time sleeping that night. She tried writing in her journal until at last she fell asleep.



“We’ve got ten minutes left before we land!” called Mr. Knorr the next morning. “Everybody up and into your spacesuits!”

The kids put on silver spacesuits and waited. After the spaceship docked, the kids climbed out and ran down the ramp to the space station.

“Don’t forget to look around and find a special rock for Dr. Wright!” Mr. Knorr shouted after them.



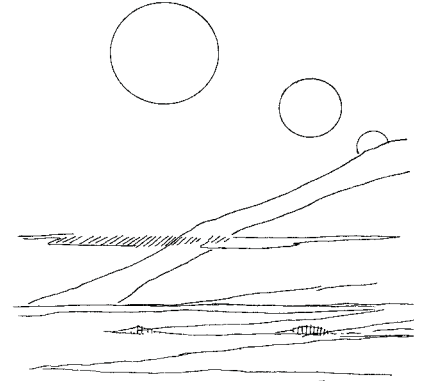


Hope worked with her pal, Ralph, on Crumb Hill. Hope was responsible for taking pictures of the rocks. Ralph knelt down and measured the rocks.

The kids worked hard. Hope was getting tired by the time Mr. Knorr gathered them together to board the spaceship.

“Here’s the rock that I am taking back!” Ralph yelled. He held up a bright green rock between his index finger and his thumb. It lit up when he squeezed it. “Isn’t it remarkable?”

“Oh no! I’ve forgotten to pick a rock!” Hope thought. She looked around and **seized** a rock sitting near her ankle. It was ugly, brown, and coated in dirt. Hope frowned and stuck it in her pocket.



The spaceship left Planet Wren. Each kid held up his or her rock to show Mr. Knorr. The phone in the cabin rang, and Mr. Knorr picked it up. He listened and wrinkled his forehead. When he hung up, he had a serious look on his face.

“That was our pilot, Kelly,” Mr. Knorr announced. “She says there’s a small problem with our spaceship, and she’s stopping to fix it. But don’t fret, class. We will be out of here in no time.”

Hope gazed out of the window. She hoped Mr. Knorr was right.





### ***What a Wreck!***

“I once read a story about a spaceship that got stuck,” Ralph whispered. “It was left sitting in space for a long time before someone came to help.”

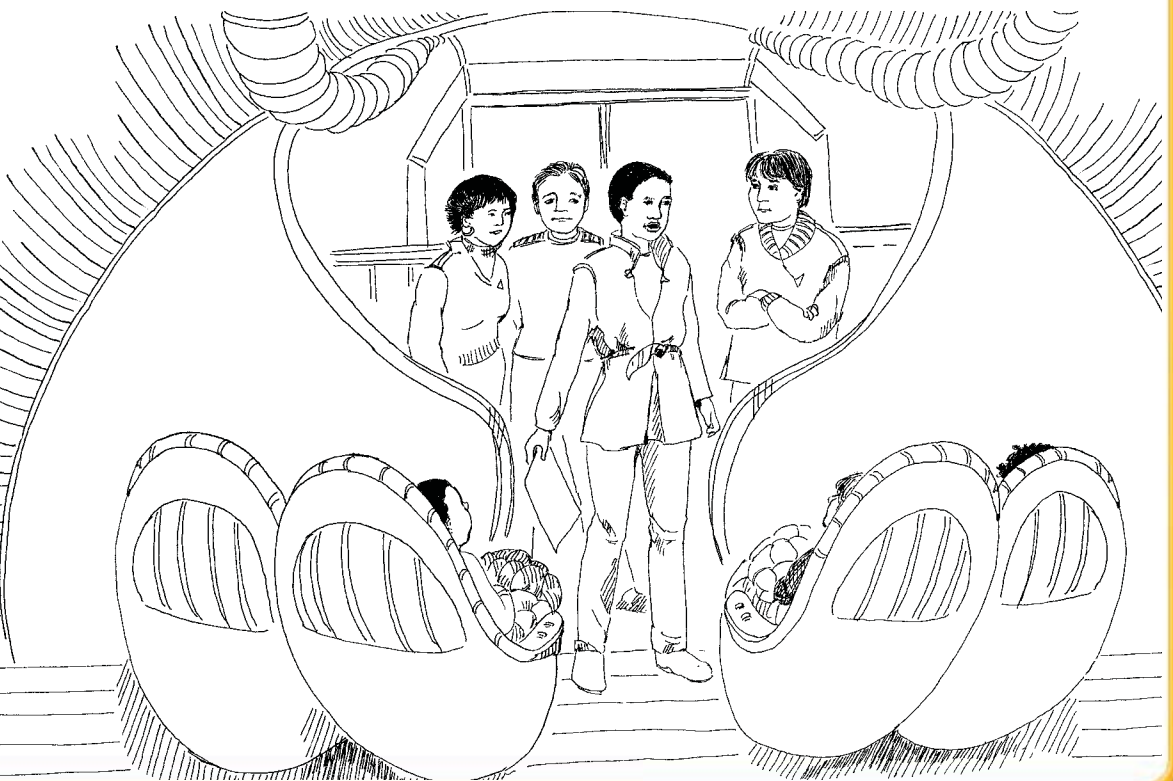
Hope wrung her hands. She felt numb and had a knot in her belly. She didn’t want to stay in space for that long. She wanted to go home.

Mr. Knorr saw her. “Don’t worry, Hope,” he said. “I’m sure Kelly will fix it soon. Then we’ll be on our way back to Earth.”

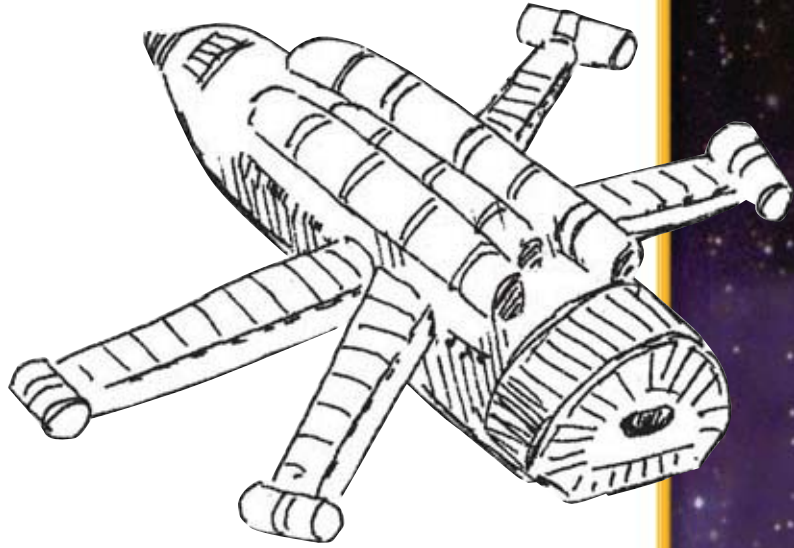
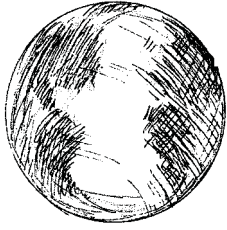
Just then, they heard a knock at the door. Kelly and her team stepped into the cabin. The kids knew something was wrong. “The problem is a bit bigger than we thought,” she admitted. “Our battery is dead, so our spaceship can’t move. We will have to wait until help arrives.”

Suddenly, Kelly pointed at Hope’s hand.

“Is that yours?” she asked. She was pointing at the dull brown rock Hope held. “That’s an electric rock! We can use it to recharge the battery!” She took the rock and ran out of the cabin.







A few minutes later, the phone rang again. Mr. Knorr picked it up, and his **grave** look turned into a smile.

“It worked!” he declared. “We’re going home.”

Hope heard the spaceship rumble as it started up again. She felt happy that the spaceship was fixed, but she felt sad, too. “I can’t take my rock back to Dr. Wright anymore,” she told Mr. Knorr.

“That’s okay,” Mr. Knorr said. “You have a neat story to tell her about the electric rock. And who knows? Maybe scientists will even be able to discover a new use for the rock. Good work, Hope!”

# Comprehension Check

## Summarize

Reread "Hope's Trip to Planet Wren." Look at the chart. Then summarize the story.

Clues	Author's Perspective

## Think About It

1. Where are the students in the story going?
2. What does Hope almost forget to bring back with her?
3. What is special about the rock Hope finds?
4. What kind of story is this? How can you tell?



## Write About It

If humans built a city on a different planet, how would life be different?



# Skills and Strategies

## Decoding

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

kneel	enjoy	wrote	toy
voice	comb	soy	coin
point	noise	choice	disappoint

## Vocabulary

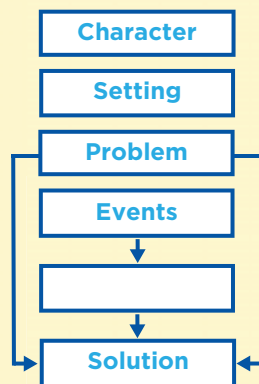
confidence	offices	accept
assured	confused	

## Comprehension

### PROBLEM AND SOLUTION

Characters in a story often have a problem that needs to be solved. The way the problem is solved is called the solution.

A Story Map can help you identify the problem and learn how the characters solve it.



## Read

Think about the problem and the solution in the story.

# My Brave Uncle

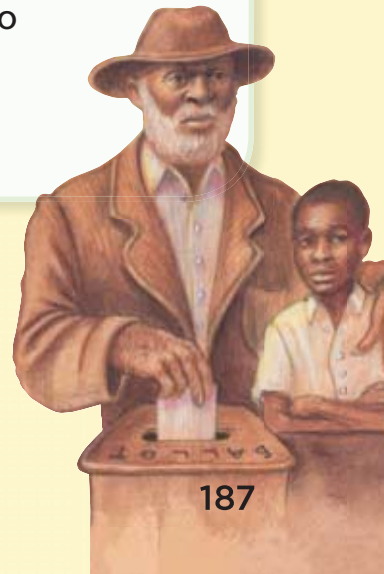
I pointed at the newspaper. "Are you going to vote?" I asked. "It's late." My uncle sat down at the kitchen table and folded his arms. For most of his life he couldn't vote. I had been **confused** by this and found it hard to **accept**.

He **assured** me he would vote. "Because the law changed, I now enjoy the right to vote. I know who is running for the **offices**, and I will make my choices."

"Can I join you?" I asked. I hoped he'd say yes. I looked at him with **confidence**.

"Come with me. It's important to have a voice," he said. "I know you, too, will take joy in voting one day."

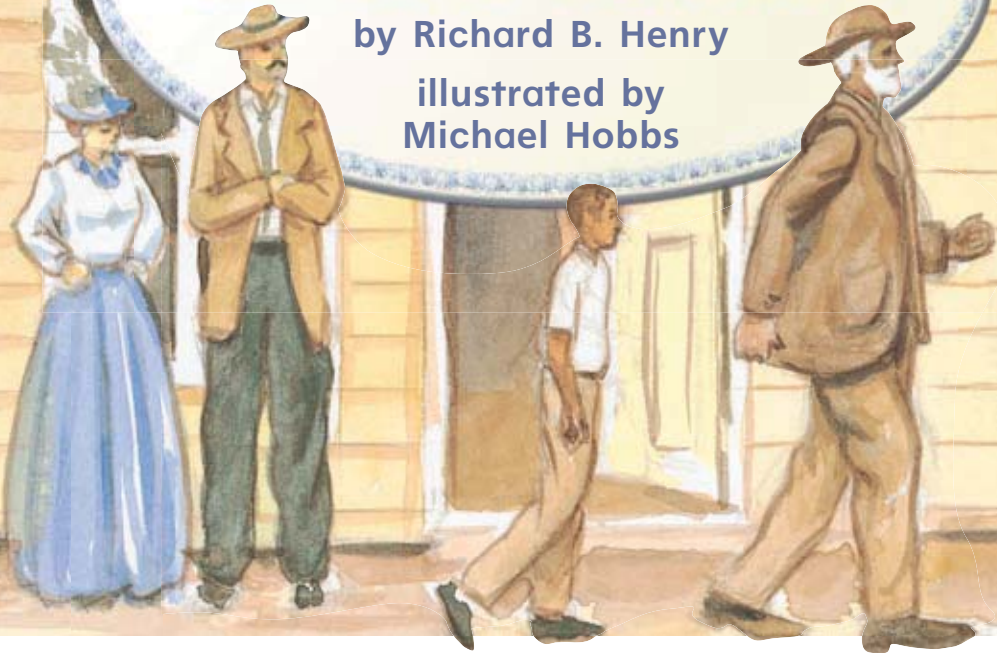
Make a **Story Map** for "My Brave Uncle." Use it to identify the problem and the solution.



# Grandpop's Brave Choice

by Richard B. Henry

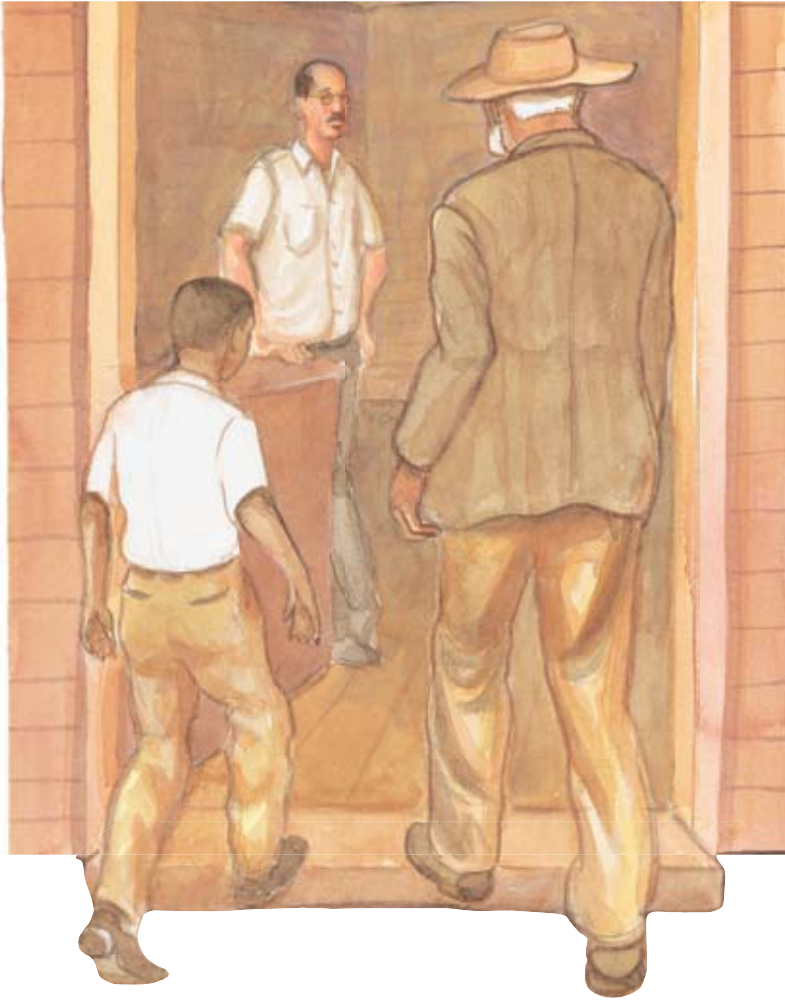
illustrated by  
Michael Hobbs



## Grandpop Lets His Voice Be Heard

Grandpop marched proudly through town. He had a spring in his step as he walked along the street with **confidence**. He nodded to the men and raised his hat to the women as he passed. I followed behind him, trying to keep up. Grandpop had waited for me to finish my chores so that I could go with him. Now he was in a hurry. He couldn't be late.

"Today is a special day!" Grandpop kept telling me, with a look of joy on his face. "Today I get to vote!"



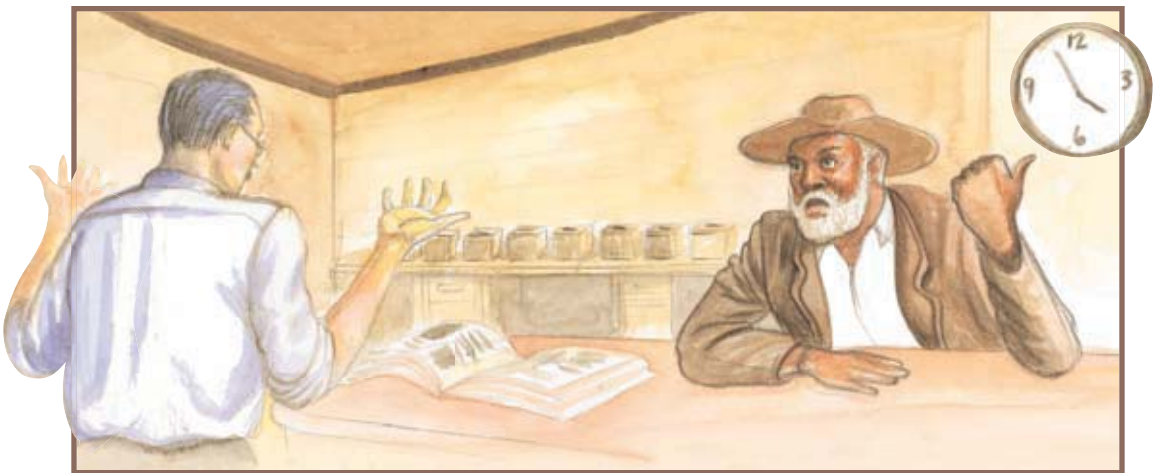
Finally, Grandpop stopped outside a big store. A sign hung in the window. It had big red letters on it that spelled out, “Vote Here!” Grandpop’s face broke into a smile. He opened the door and walked in.

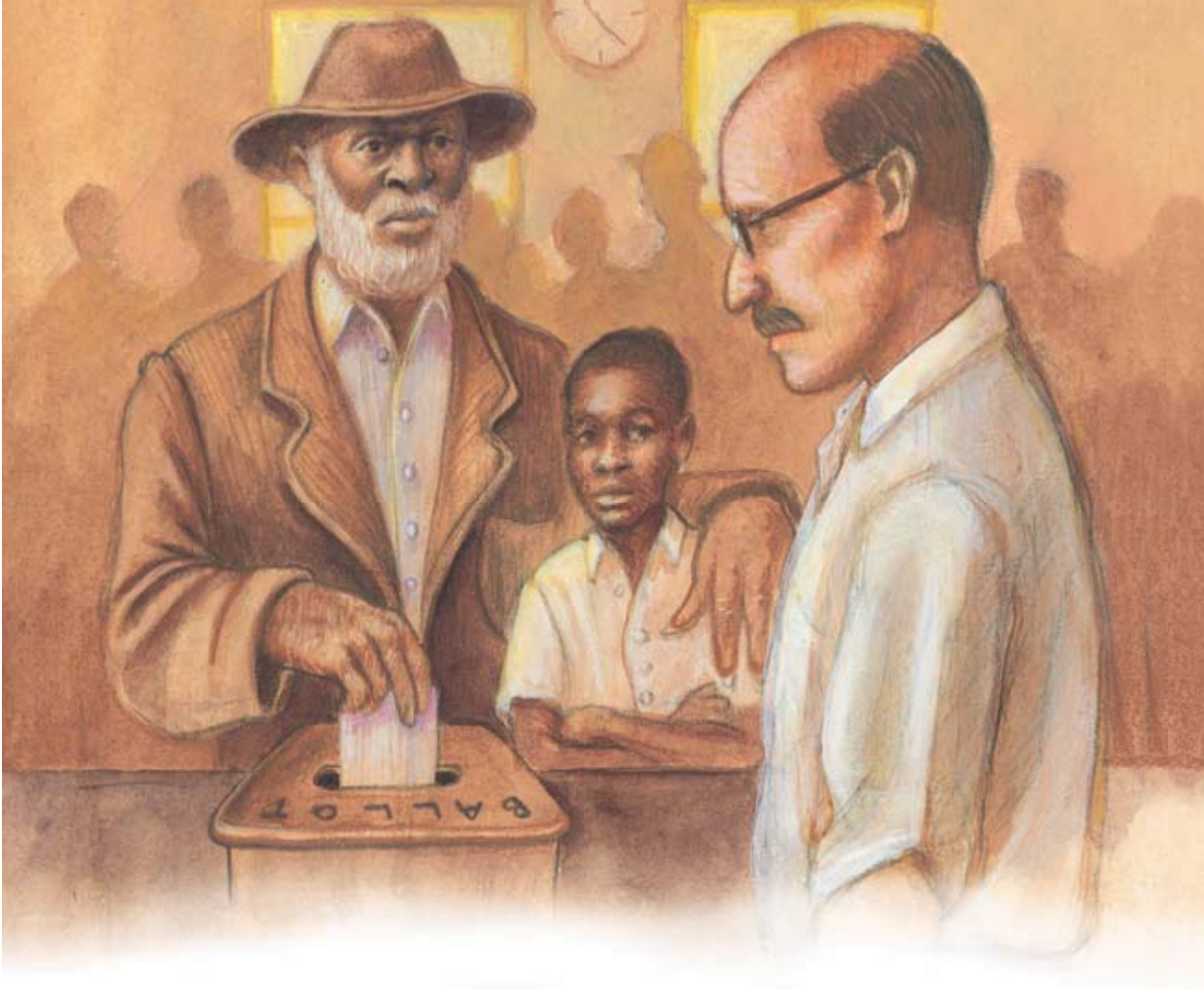
A man was reading a newspaper behind a desk. He looked up when we entered and walked around his desk toward us. “Hello, Mr. Knox,” the man said. “What brings you in today?”

“I came to vote, Mr. Boyd!” Grandpop said in a serious voice. “I know my rights. The government says that I have the right to vote. Today I’m going to do just that!”

Mr. Boyd looked past Grandpop at a large wall clock. “You only have five minutes left before the store closes. You’ll have to hurry,” he advised.

Grandpop pointed back at the clock with his thumb. “Five minutes is plenty of time,” he assured Mr. Boyd.

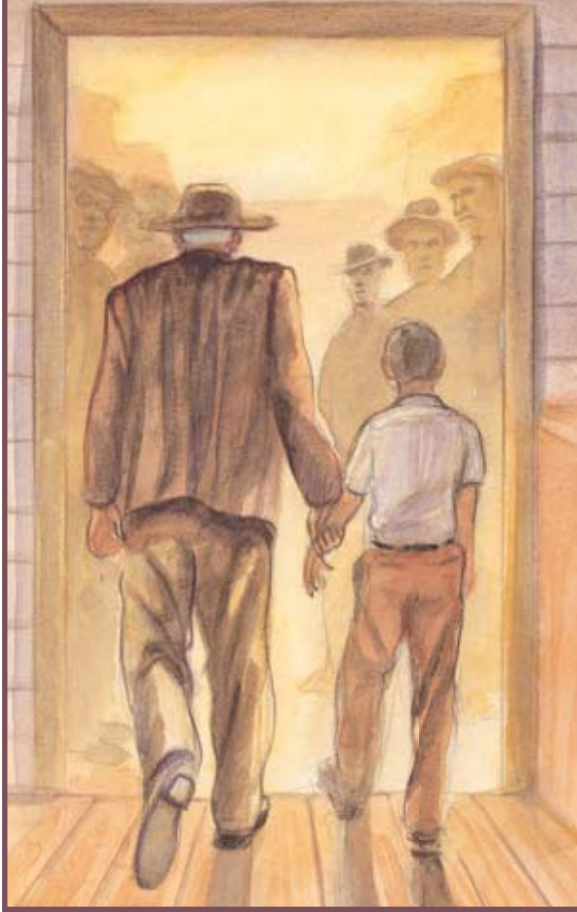




Mr. Boyd nodded and handed Grandpop a paper with rows of names on it. “This is a ballot,” he explained. “There are a variety of **offices** to vote for. Mark your choice in each row. Then drop your paper into this box.”

Grandpop took a pencil out of his coat pocket. He read the names written on the ballot. Then, he carefully made a mark in each row. When he completed it, he smiled and dropped the ballot into the box.





## **A Big Disappointment**

“I’ve finished voting,” Grandpop said proudly. “We can go home now.”

As we turned to leave, I saw that a noisy crowd had gathered outside the store. Some people had angry looks on their faces as we passed. I felt scared, but Grandpop seized my hand. He stood straight and tall as we walked outside and through the town.

“I don’t understand,” I said. “Why were those men looking at us with such mean faces?”



“Some people just can’t **accept** that people are people, no matter what color their skin is,” Grandpop said. We walked back home along the dirt road. “When I was a kid, black people didn’t have any rights. Many of us were enslaved. I never got to go to school to learn how to read and write like you. Someone had to secretly teach me the alphabet.”

“But then there was a big war, right Grandpop?” I asked. I knew about the war from stories that Grandpop had told me.

“That’s right,” answered Grandpop. “Enslaving others is wrong, so some people went to war to stop it. After the war we were all freed. Now black men enjoy the right to vote.”

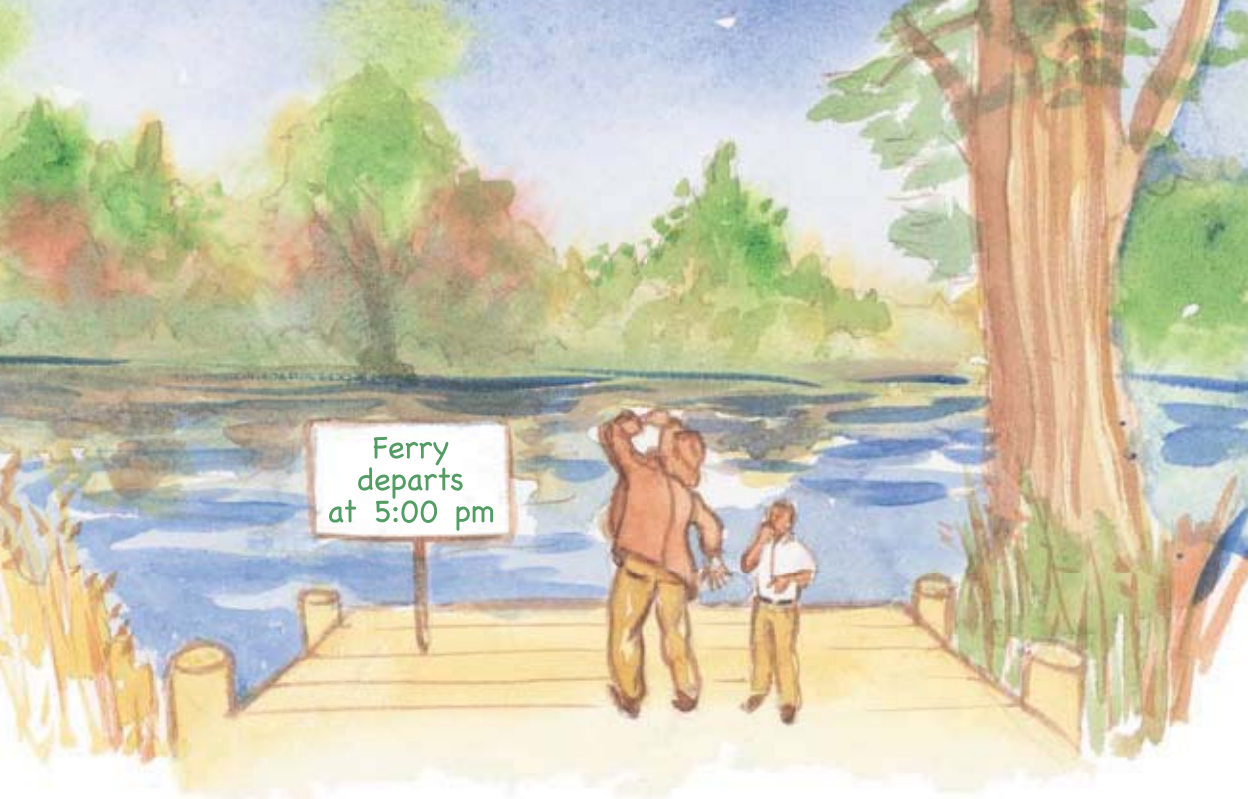
We stopped to rest in the shade. Suddenly, something Grandpop had said seemed odd. “Only men are allowed to vote?” I asked, **confused**.

“Yes, only men,” answered Grandpop.

“That doesn’t seem fair, Grandpop,” I said. “Shouldn’t everybody be allowed to vote?”

“You’re right, my boy,” said Grandpop as he took off his hat. “It’s not right to keep anyone from voting.”





We stood up and began to walk again. On the river, a white ferryboat floated slowly towards us. The people joked and chatted loudly, making a lot of noise.

“Boy, I’d sure like to ride in a fancy boat like that,” I said.

“It does look like fun,” Grandpop agreed. Then he looked disappointed. “That’s another way that things aren’t fair,” he continued. “To ride that boat, I’d have to pay the same fare as a white person. I’d have to sit in a different room, though.”

Grandpop sighed. “We’d better hurry so we won’t be late for dinner,” he said.



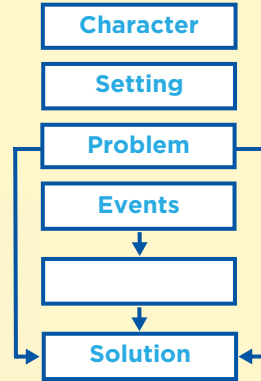
When we got home, Grandpop joined my mom and dad in the house. He told them about his interesting day. I sat outside and thought about all that I had heard and seen.

It didn't seem fair that all people didn't have the same rights. A whole war had to be fought for blacks to get some rights. It was wrong that some people couldn't vote because of how they looked. I hoped that one day soon women would have voting rights. Sometimes, when people were granted more rights, other people still didn't like it. Grandpop didn't care what anyone else said, though. He had shown a lot of courage by voting. I sure was proud of him!

# Comprehension Check

## Summarize

Read "Grandpop's Brave Choice" again. Look at the Story Map. Then summarize the story.



## Think About It

1. What is Grandpop going to do today?
2. How did Grandpop cast his vote?
3. What is the problem in the story?
4. Does Grandpop have all his rights? Explain.



## Write About It

What are peaceful things we can do today to make sure that people have the rights they deserve? Explain your answer.



# Skills and Strategies

## Decoding

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

soy      battle      gobble      label  
cattle      angel      voyage      tunnel  
avoid      rattle      able      soil

## Vocabulary

injure      odor      attempts  
ordinarily      survive

## Comprehension

### MAIN IDEA AND DETAILS

The main idea is the most important point an author makes about a topic. The rest of the details help to explain or support the main idea.

Detail
Detail
Detail
Main Idea

Use a Main Idea and Details Chart to help you find the main idea of the selection.

## Read

Think about the details to figure out the main idea of the passage.

### Watch Out for Little Animals

Little animals always have to be ready for battle. If they aren't, they might be **injured** or gobbled up! When in danger, animals can either run or hide. Some little animals also have other ways to defend themselves.

Some animals have a shell or quills to protect them. Other animals give off a bad **odor**. Still other animals taste very bad. If an enemy takes a nibble, it won't **attempt** to again!

**Ordinarily**, animals do not try to hurt people or other animals. They need these defenses to level their chances of **surviving**.

Make a **Main Idea and Details Chart** for "Watch Out for Little Animals." Use it to record the important details and figure out the main idea.





# BIG IDEAS FOR LITTLE ANIMALS

by Doris Kerr



## Quills, Rattles, and Claws

Some little animals can easily be eaten by bigger animals. If they don't watch out, a bigger animal may seize them and gobble them up!

These weaker animals have different ways to **survive**. Some have claws, teeth, or other body parts that help them fight back. Some can run quickly so that others cannot catch them. There are even animals that can hide by changing colors. This way they blend in with the things around them.

Some animals have unique tools to keep themselves out of harm's way. A porcupine has a coat of very sharp quills on its back. When it thinks it will be attacked, a porcupine makes clicking noises as a warning. If it still feels scared, it rolls itself into a ball and sticks out its quills.

Even hungry animals will stay away from a quarrel with a ball of pointy quills. Quills are as sharp as needles and can come off the porcupine and stick into its attacker like thorns. That hurts! Then the animal knows not to nibble on any more porcupines.



If this lion gets any closer, those sharp quills may stick in his skin. He had better watch out!



A snake does not use its tongue to defend itself. Its tongue helps it to smell and feel things around it.

A rattlesnake has fangs and a rattle that keep it safe. If it feels like it is in danger, a rattlesnake can shake its tail. This creates a rattling sound. This rattle acts as a warning to other animals.

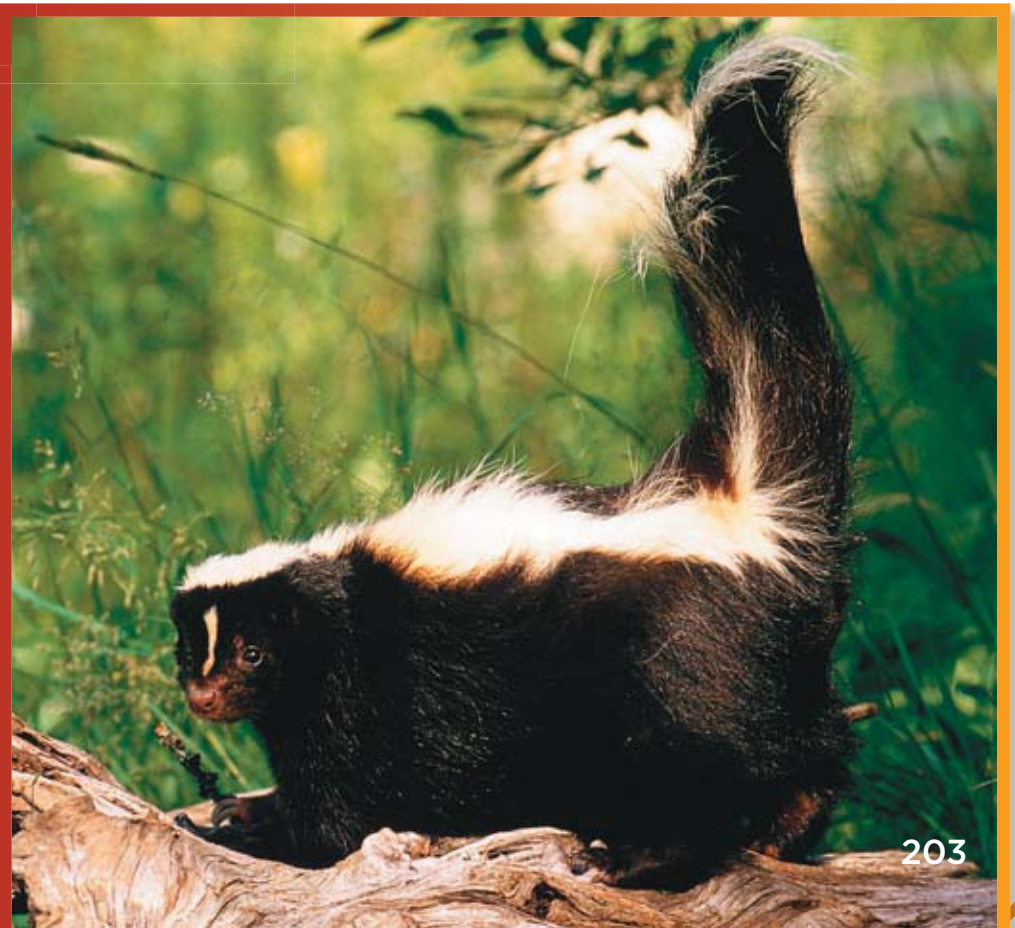
If an animal still **attempts** to **injure** the snake, the snake can use its fangs to bite. Then it squirts venom through its fangs. This venom can make the other animal stop moving or even kill it.



A skunk will not bite animals that attack it. It has a different way to keep itself safe. When it is afraid, a skunk stamps its feet as a warning. Ordinarily, the skunk does not cause harm. But if it is still scared, it sprays a light yellow liquid that has a very strong odor.

Most animals run from the skunk's spray. Besides the bad smell, the spray can hurt eyes and noses.

**A skunk's markings make it easy to spot.  
A sprayed animal will remember those markings  
and will never attack another skunk.**



## Running from Battle

Some animals do not use sharp teeth or claws as a way to stay safe. Instead they try to stay away from anything that might eat them.

Rabbits have long, strong hind legs. These legs help them run fast and assure their safety. They can often escape from danger because of their speed. They may quickly crawl down an underground tunnel, too.

A rabbit also has long ears and big eyes. Its ears help it hear sounds that are far away. Its eyes help it see little movements. A rabbit uses its big eyes and ears to catch any sign of danger.

**Rabbits can move one ear while keeping the other one still. This helps them find the source of noises.**





Monkeys can hold on to branches with their hands, feet, or tail. That helps them climb trees very quickly.

Like rabbits, monkeys run when they're scared. Instead of running on land, a monkey climbs up high into a tree. It has long arms that help it swing from branch to branch with confidence. It climbs until it is safely out of reach. Most other animals cannot climb as well, so the monkey stays safe. Some monkeys can stay in trees for a whole lifetime!

When monkeys get scared, they may use their voices to make a loud, high-pitched screech. This warning tells other monkeys to climb higher. This way they will all stay away from the danger.



This seahorse looks just like coral, so other animals won't be able to find it.

## Simple Ways to Hide

A seahorse also hides when it gets scared. It can't swim very fast, so it can't get away. It can swim into a bundle of seaweed and wrap its tail around one piece. This way, the seahorse will not float away. It can hide in other places, too.

Seahorses can change the shade of their skin to blend in with the seaweed. That makes it much harder for animals to find them. Other animals think that the seahorses are part of the seaweed.



A walking stick is an insect that is hard for other animals to see. It does not change colors like a seahorse. Instead it stays brown, just like the bark of a tree.

A walking stick is long and skinny, so it looks like a twig or a little branch not a tasty morsel. Flying high, a bird can't tell that the walking stick is really an insect. The bird thinks it's just a bit of wood, so it doesn't eat the walking stick. Since a walking stick is hard for animals to see, it is hard for them to eat, too!

**If you were a hungry animal, would you eat this walking stick as a snack? Would you be able to find it at all?**







Animals live on land, in the sky, and even underwater. Wherever you go, there will always be interesting animals around you.

Each animal in our world is important. No matter how little each one is, it still has a special role to fill.

If one kind of animal disappears, then animals that eat that kind will begin to disappear, too. The tools that weak animals use to stay safe make it easier for them to stay alive. While some of these animals may still get eaten, others will survive. Our world will then stay full of life for all to enjoy.

# Comprehension Check

## Summarize

Read “Big Ideas for Little Animals” again. Look at the Main Idea and Details Chart. Then summarize the selection.

Detail
Detail
Detail
Main Idea

## Think About It

1. How does the porcupine defend itself?
2. What do rabbits and monkeys do when they are scared?
3. What do seahorses and walking sticks have in common?
4. Think about the details. What is the main idea of this selection?



## Write About It

Why is it important for animals to be able to protect themselves? Explain your answer.



# Skills and Strategies

## Decoding

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

camel      stall      settle      law  
crawl      needle      alarm      taught  
cause      mall      jaw      hawk

## Vocabulary

structure      absolute      foolishly  
authored      developed

## Comprehension

**FACT AND OPINION** A fact is a statement that we can prove is true. An opinion is the way someone thinks or feels, so it cannot be proven.

Fact	Opinion

As you read, think about which statements can be proven (facts) and which are somebody's feelings or beliefs (opinions). Use the Fact and Opinion Chart to help you find facts and opinions in the selection.

## Read

Identify facts and opinions about democracy.



### What Is Democracy?

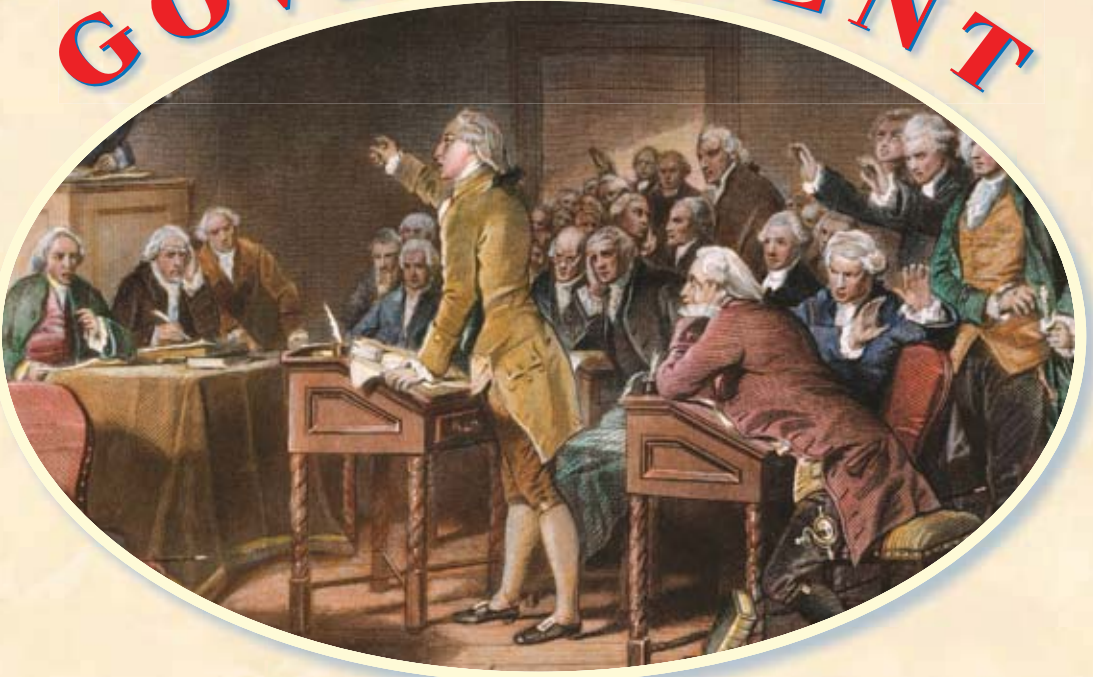
The **structure** of a democracy is very different from a monarchy. A democracy is designed so that each person has part of the power.

In a monarchy, one leader has **absolute** power. This can be awful if the leader behaves **foolishly**. The country has to listen anyway.

America was not always a democracy. The British monarchy ruled over the people who lived here. Patriotic men here **authored** a letter to the king, declaring freedom. This country has **developed** into a democracy because of those men. It's a better place!

Make a **Fact and Opinion Chart**. Use it to help you identify facts and opinions in "What Is Democracy?"

# ★ A NEW ★ GOVERNMENT



by Irene Springman

## **A NEW FORM OF GOVERNMENT**

The United States has been a country for just over two hundred years. Before that, the states were all royal British colonies. They were called American colonies because they were in North America.

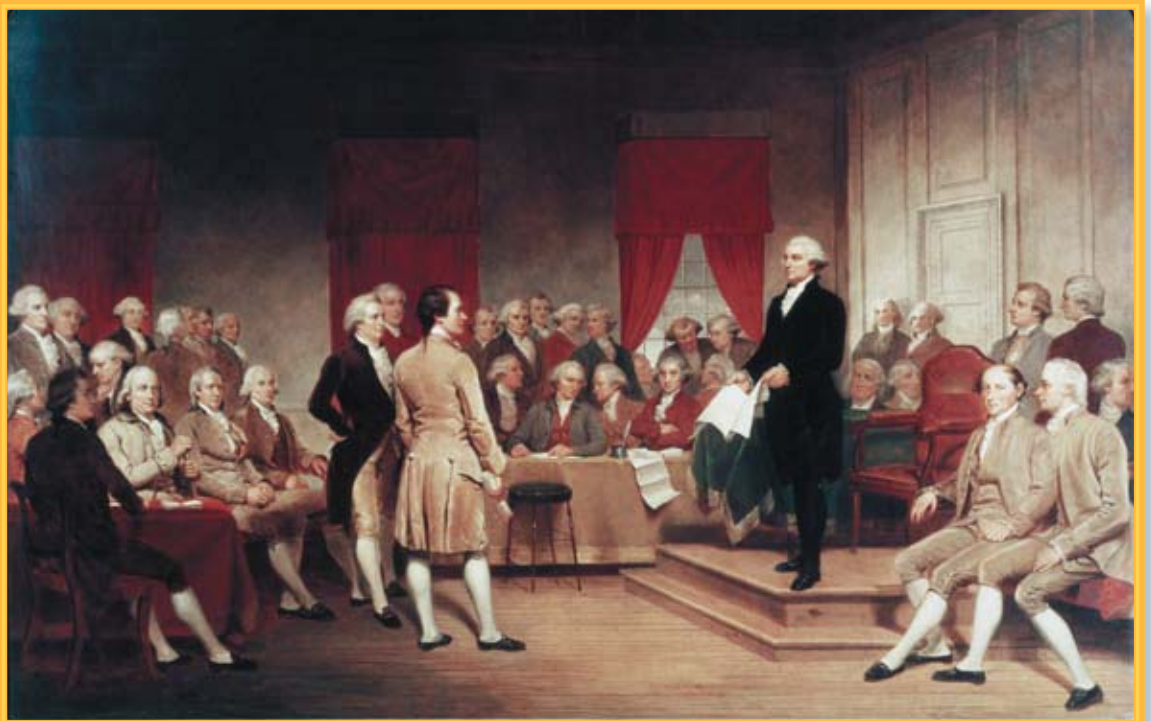
The British made laws that the colonists had to follow. They also charged high taxes. The Americans did not like the laws and felt this treatment was unfair. They wished to make choices for themselves.

People in America began to chat. They wished for a choice and a voice in the government. They wanted to make their own rules.

Lawyers, silversmiths, farmers, and patriots met and **developed** a model for a new kind of government. They had great ideas. The men made a list of the rights for all citizens.

The men signed the paper on July 4, 1776, and sent it to the British monarchy. The paper declared American freedom from the British. The Americans would no longer be ruled by British laws. The paper became the basis for our government today.

People, such as George Washington, spoke out about how they thought the government would work best.





Washington bravely leads his army across the Delaware River to attack British troops.

The British did not like what they saw. They felt that the Americans were acting foolishly. They sent an army to assure that the Americans followed the British laws. But this attempt was more difficult than the British thought it would be. The Americans were ready to fight battles for a cause: freedom.

The fighting lasted for eight awful years. Nonetheless, the Americans' ideas of freedom survived. The United States was born!



Now the Americans had to build the new government. It would be a democracy, a government of the people. The men worked from the outline they had written before. The government plan called for three parts, or branches. No one branch would get **absolute** power. The three branches would share the power and check each other. This is still the plan today!

Each branch has a separate job. One branch is run by the President. Another branch is made up of the lawmakers. Judges make up the third and final branch. The citizens have a say in the government, too. We vote for people who we believe can protect us from injustice and injury.

Colonists explained why they wanted to be free from British King George III in the Declaration of Independence.







The Oval Office is where the U.S. President conducts daily business.

## IMPORTANT JOBS

The President has a lot of power. The President leads a few different parts of the government. The President suggests laws that help citizens. The President decides if a law, **authored** by the lawmakers, is passed. The President signs a law if he or she agrees it is right for the citizens. The President can choose not to sign a law, too.

The President is also in charge of the armed forces that defend our land. The President meets with leaders in other nations to share ideas and solve problems.



The lawmakers make up another branch of government. The lawmakers speak for the citizens. They draw up new laws to help the citizens of our country.

First, lawmakers take note of what the citizens say is important. Then they discuss these ideas. The lawmakers need to make sure the new laws will be helpful. Finally, the whole group votes on a bill, or plan, for a law. If most of the group is in agreement, the bill becomes a law. Then the President can sign it.

**The President talks with lawmakers. They work together with citizens to make laws that will help the country.**





The Supreme Court is made up of nine judges. That way there can never be a tie when they vote.

The third branch is the Supreme Court. The Court is made up of nine judges. The judges' job is to help people understand the laws. They also make sure the laws are fair. They hear cases when people disagree with a law or a decision. Some cases are very hard to understand.

The judges hear the facts from both sides. One side explains how the law is faulty. The other side will try to prove the law is fair. Next the judges explore the law and the arguments and make a decision. They explain the decision so citizens will understand the laws.

Sometimes judges will change a decision that was made in the past. They see that the world is different now than it was before. There may be new facts that may show the old law is unfair. So the judges hear another case and may change the law.

At one time a court decided to separate people because of skin color. Over fifty years later the court heard another case about this law. A family wanted all children to be taught the same way. This time the judges made a different choice. They decided people could not be separated based on their skin color.

**In 1954 the Supreme Court decided it was unfair to send children to different schools based on the color of their skin.**





When we vote, we choose leaders that we think will make the world a better place.

Government **structure** allows each of the three branches to do its job. But the citizens have an important job, too.

Citizens must follow the laws and voice how they feel about them. Citizens do this by voting.

People get to make a choice for President. They can vote for the lawmakers, too. They even vote for some judges. It can be hard to make a choice. But thanks to our forefathers, we get to make choices!

# Comprehension Check

## Summarize

Reread "A New Government."  
Look at the Fact and Opinion  
Chart. Then summarize the  
selection.

Fact	Opinion

## Think About It

1. On what date did the Americans declare freedom from the British?
2. How long did the fighting last? What opinion word does the author use?
3. What people make up the three branches of government?
4. What is the role of citizens in a democracy?



## Write About It

Is it a good idea to revisit old laws? Why?



# Skills and Strategies

## Decoding

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

blow	lawn	load	foam
cause	bold	most	snow
coach	follow	thaw	hotel

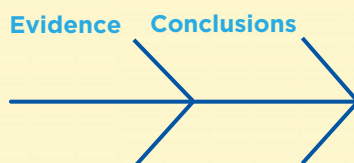
## Vocabulary

dense	destroyed	treacherous
quarrel	shelter	

## Comprehension

### DRAW CONCLUSIONS

To draw a conclusion, readers think about what they read and what they already know to arrive at a new understanding of the information.



A Conclusions Diagram can help you organize important information the author gives you to help you draw conclusions.

## Read

Draw a conclusion about the effects of snow.

### Stuck in the Snow

When the wind blows and rain begins to fall, a big storm can follow. Very cold air can cause the rain to turn into **dense** snow. Power lines can be **destroyed** from the weight of the snow! During a snowstorm, roads can become **treacherous**.

Bright white snow hits the ground. Quiet streets become loud with the howling wind. Some even say that storms can sound like the sky is having a **quarrel** with itself. In a bad storm, people race to **shelters** to keep safe.

Make a **Conclusions Diagram** for “Stuck in the Snow.” Use it to find clues to draw a conclusion about what snow can do.





# Follow the Weather

by Claire Jackson

## Why Does the Wind Blow?

The day begins with a big blue sky. A few fluffy clouds float by us as the sun glows brightly. There is a gentle breeze. It is the perfect day for a picnic.

Later, the wind begins to blow a little harder. Thick clouds approach us, and the sky gets dark. Before long—*boom, crackle, crash!* Thunder rumbles and lightning streaks across the sky. It's a thunderstorm! Rain pours down. People run for **shelter**. The picnic is over!

Weather can develop very quickly. It can be warm and sunny one minute. Then it can be cool and rainy the next minute. What causes the weather to change?

There are layers of gas that cover the whole Earth. These gases make up the atmosphere. The layer that is closest to Earth is made up of air. This air is always moving. Because water and land heat differently, the air above these spots does, too. Air moving over water will get warmer and wetter. Air moving over land will get cooler and drier.

**A view of Earth shows how the weather can be different all over the world.**





**Clouds can be in the sky even on sunny days. It's hard to guess when the weather might change.**

Cool air is more **dense** than warm air. What does this mean? The tiny elements in cold air are closer together than in warm air. Think of cold air as being heavier. Cold air sinks and moves below warm air. In the same way, warm air rises over cool air. The repeated rising and sinking of air makes wind.

Sometimes large masses of air move. The air can be cool or warm. If cool air meets warm air, some big changes can happen. At first, a person might notice a few more clouds in the sky. The air might feel cooler or warmer.



Storm clouds can make the sky so dark that day seems like night.

Sometimes changes can happen quickly. The sky will suddenly fill with dark clouds. Thunder will sound, and lightning will flash in the sky. Most of the time, rain will fall. But sometimes there are other changes.

Strong swirling winds can roll in, and the land can flood. Trees can be ripped from the land, and homes can be wrecked. It is as if the sky is having a **quarrel** with itself. These arguments can become dangerous storms, and people can get hurt.

## Weather Can Cause Harm

Thunderstorms are created when cool and warm air meet. Warm, wet air flows upward, cooling and forming into tall, dark clouds. The dark clouds are filled with water that falls as rain. Then lightning can spark and heat the air around it. The hot air meets the cool air and makes thunder.

Thunderstorms can be very dangerous. Lightning can strike Earth and cause a fire. It can flow through wires and harm computers and phones. Strong winds can snap tree branches. Finally, heavy rain can cause flooding. But thunderstorms usually last only a short time.

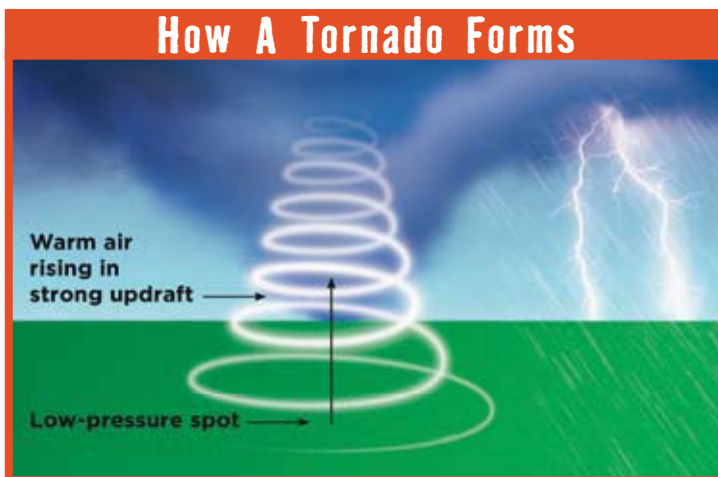
**If you see lightning, go inside. Standing in water, in open fields, or by tall objects is dangerous!**





Sometimes the air in a tall, dark cloud rises very quickly. It pulls warm, wet air up at a very fast speed. The moving air begins to spin. This wind can spin up to three hundred miles per hour. The wind forms a cone shape and dips to the ground. It’s a tornado!

No one can predict the movements a tornado will make. A tornado can rip up trees. It can even pick up cars and houses and move them. Most tornadoes last for only a few minutes. But many things in their paths can be **destroyed**.



Another kind of **treacherous** storm happens over warm ocean water. It begins with dark clouds growing in the sky. Then wind moves quickly across the water, spinning over a large space. The whirling wind can cause big waves. Soon heavy rain develops. It's a hurricane!

A hurricane can move onto the land, putting people who live on the coast in danger. It can last for many days. Hurricanes can cause harmful flooding. Usually, many things have been destroyed by the time a hurricane leaves.

**Hurricane winds can blow faster than 156 miles per hour!**





**Cars can get stuck in a snowstorm, and driving can be dangerous.**

One terrible type of storm happens in the winter. It has strong winds, too. But instead of rain, the water drops freeze as they leave the clouds. They fall as snow and ice. It's a snowstorm!

A snowstorm can last for many days. If the weather is cold enough, the ice and snow stay on the ground. Even after the storm is over, they will stay until the ground thaws.





**In a big storm, families may spend a night in a school, library, or other emergency shelter.**

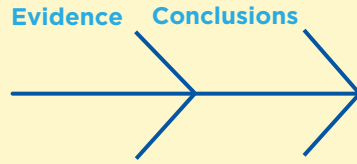
Many things are destroyed in dangerous storms. Of course, people can be injured, too. If a storm is coming, it is important for people to be prepared. It is foolish to stay in a storm's path.

Listening to information on a TV or radio is a good idea. People need to gather food, water, and other supplies to last several days. Then everybody should move quickly to a safe place. There is no telling how fast a storm will move. It's also hard to know how long it will last. Weather can have a mind of its own!

# Comprehension Check

## Summarize

Read “Follow the Weather” again. Look at the Conclusions Diagram. Then summarize the selection.



## Think About It

1. When are thunderstorms created?
2. How does a tornado form?
3. What do hurricanes and snowstorms have in common?
4. What can you conclude about weather?



## Write About It

What can people not affected by a storm do to help storm shelters meet the needs of storm victims? Do you think the type of storm would change the needs of the victims? Why?



# Skills and Strategies

## Decoding

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

crook      took      owner      shook  
goodbye      road      wool      coldest  
stood      cookie      football      soot

## Vocabulary

introduction      revolves      filthy  
product      common

## Comprehension

### CHARACTER AND

**SETTING** A character is a person or animal in a story. The setting is where and when a story takes place.

Character	Setting

Use the Character and Setting Chart to help you figure out how the characters and setting help shape what happens in a story.

## Read

Identify the characters and setting in the passage.

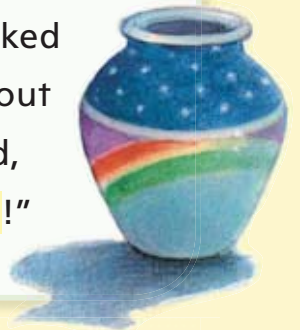
### I'm the Best

"Today in art class we will have an introduction to pottery," said Mrs. Tarbrook. "We will use clay and a wheel that revolves to make vases."


"I'm the best at using the wheel," Tommy called out. "I'm neat and never get filthy."

Mrs. Tarbrook shook her head. "Your classmates might be good at it, too," she replied. "Please begin. I can't wait to look at each finished product."

Tommy went first, and his bowl looked crooked. Matt made a bowl that came out perfectly and then slumped. Tommy said, "I guess we have something in common!"



Make a **Character and Setting Chart** for "I'm the Best." Use it to help you summarize the story.



# Brook's Vase of Good Thoughts

by Armand Reeves

illustrated by Catherine Huerta

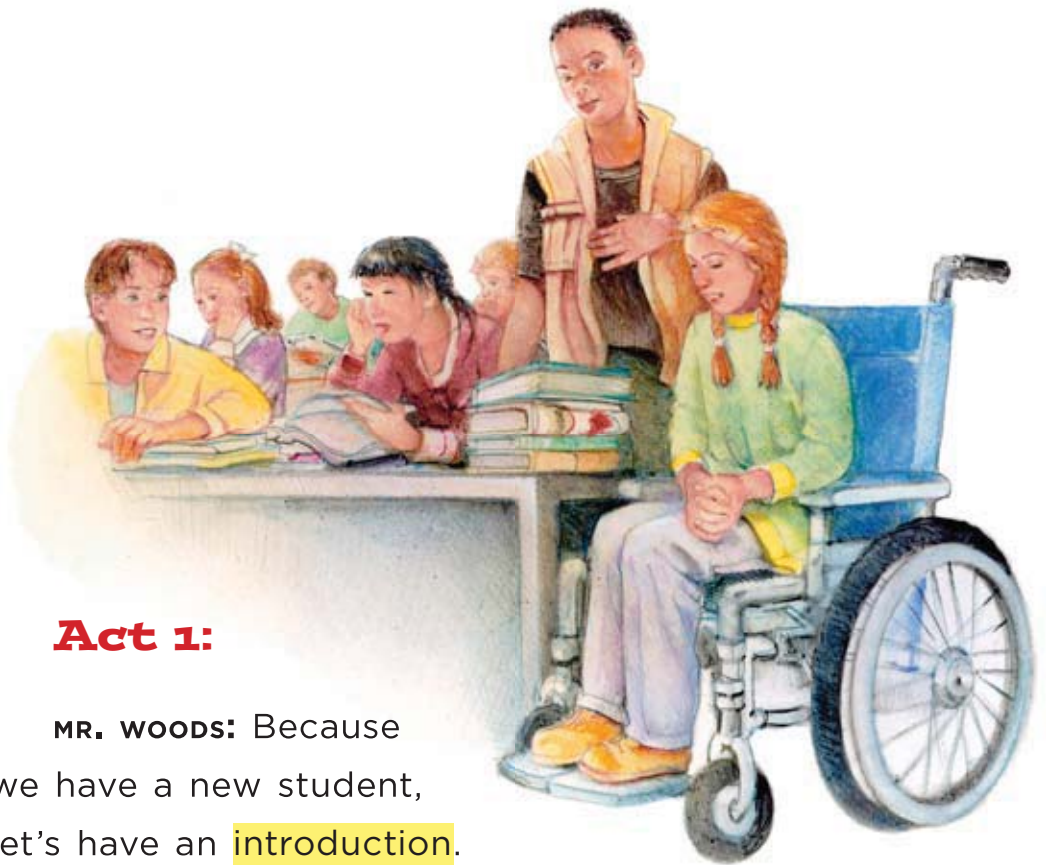


## Cast

- |         |             |
|---------|-------------|
| ★ Brook | ★ Joan      |
| ★ Jimmy | ★ Mr. Woods |

## Setting

The Greenwood School



### **Act 1:**

**MR. WOODS:** Because we have a new student, let's have an **introduction**.

Jimmy, please tell us some things about yourself.

**JIMMY:** Hi. I'm Jimmy. I like football and basketball—lots of action. I don't exactly like art.

**BROOK:** *(to herself)* Oh, boy.

**MR. WOODS:** Well, it's nice to meet you, Jimmy. I hope with time you begin to like our class. You may take a seat beside Brook.

**JIMMY:** Thanks. *(He sits.)*

**BROOK:** Hi, Jimmy.

*(Jimmy does not respond.)*



**MR. WOODS:** Class, today we will use dense clay to make vases. We will use a potter's wheel. When the base of the wheel **revolves**, the vase stays even on top.

**JIMMY:** Excuse me, Mr. Woods. I don't want to get my wool pants all **filthy**.

*(Other kids laugh.)*

**JOAN:** *(under her breath)* Oh, please.

**MR. WOODS:** We have smocks. It's best not to wear fancy clothes to art class. You will get them covered in filth! Brook, please help Jimmy pick out a smock.

*(Brook and Jimmy go to the cabinet.)*

**BROOK:** Here's a yellow smock.

**MR. WOODS:** Okay. Let me show you. You have to spin the wheel and keep your fingers wet.

**JOAN:** Wow. Look at it go!

**JIMMY:** It still looks messy.

**MR. WOODS:** Let me tell you a secret. My grandmother told me that I had to think good thoughts. If I didn't, my pottery would not come out right. She explained that clay knew if I didn't care how it turned out.

**BROOK:** How could clay know?

**MR. WOODS:** I am not sure. I always try to think about good things while I do this. My pots usually come out fine. *(He shows off a vase.)*







## **Act 2:**

**BROOK:** What happened to your vase?

**JIMMY:** I don't know. I still have clay under my fingernails. I worked really hard, and it just fell apart. Maybe my wheel shook too much.

**BROOK:** Did you think about what Mr. Woods said? He might be right. Maybe the clay knows you don't like it.

**JIMMY:** Clay is just mud and dirt. It can't feel anything.

*(Brook sighs.)*

**BROOK:** Well, I am going to try it anyway.

**BROOK:** First I'll think of my mother. She is a big help to me. I can talk to her about anything. I am picturing us at the meadow near the woods by my house. It feels good to put my feet in the creek there.

**JIMMY:** I think it's helping! Your vase looks nice.

**BROOK:** Good! Next I'll think about my friend Jane. She moved away.

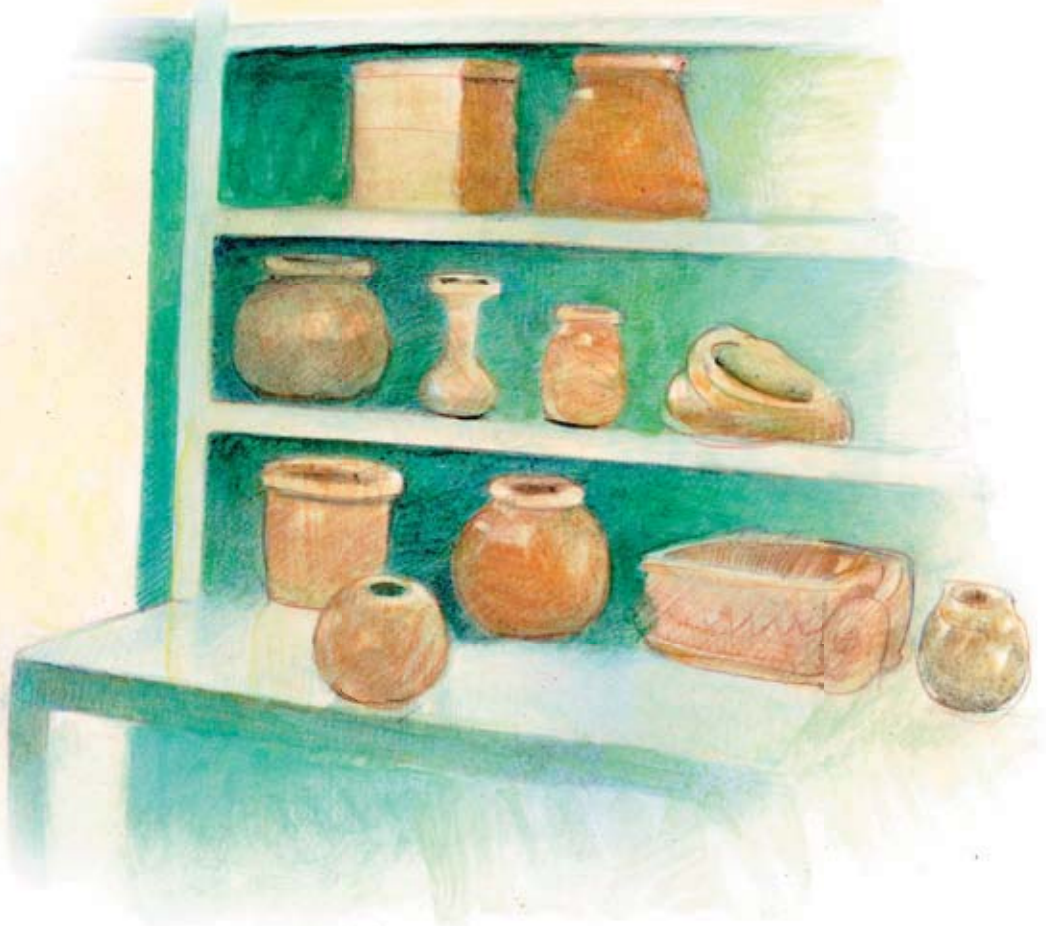
**JIMMY:** Do you still write to her?

**BROOK:** Yes! She will be here for my birthday next week.

**JIMMY:** My birthday is on Monday.

**BROOK:** So is mine! We have something in **common**.





**BROOK:** Now it's finished. I'll put it on the shelf to dry. Then Mr. Woods will bake the vases. That's how they harden. And then we'll paint them.

**JIMMY:** How does he cook them?

**BROOK:** I said he has to *bake* them. He uses a kiln. It is a huge oven for pottery.

**JIMMY:** Look! Another vase fell over! It's destroyed. I guess that kid didn't think good thoughts, either.

*(They both laugh.)*

## Act 3:

**BROOK:** Jimmy, the vase is ready. Would you like to help paint it?

**JIMMY:** Well, I do like to paint. And I won't get paint under my fingernails if I can help it!

**BROOK:** (*laughing*) I like getting dirty. I help my mother in the garden sometimes. Your hands get really dirty if you plant flowers.

**MR. WOODS:** I see that you two are working together. I can't wait to see your final **product!**

**JIMMY AND BROOK:** We can't wait, either!

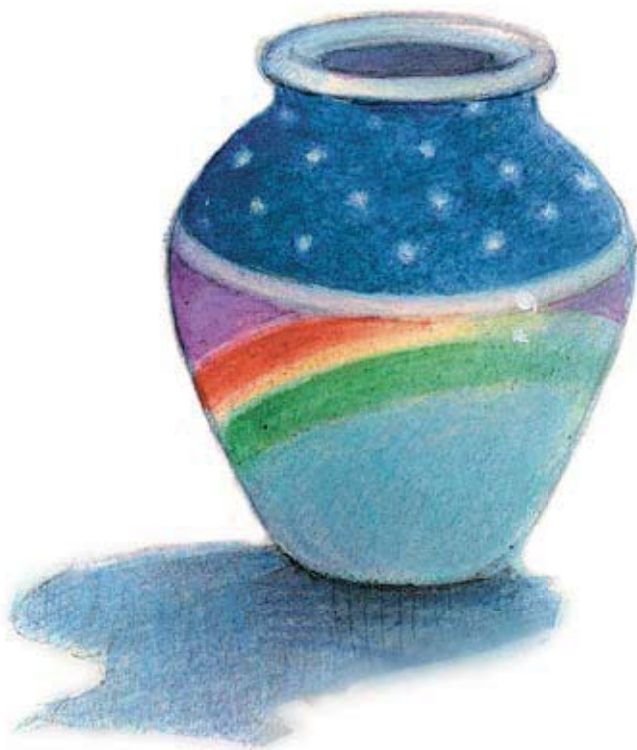


**JIMMY:** Do you like this rainbow?

**BROOK:** Yes! That's absolutely perfect! You're a very good painter.

**JIMMY:** Do you really believe in all that happiness stuff?

**BROOK:** I don't know, but we sure made a beautiful vase!



# Comprehension Check

## Summarize

Read “Brook’s Vase of Good Thoughts” again. Look at the Character and Setting Chart. Then summarize the play.

Character	Setting

## Think About It

1. Who is Jimmy?
2. What is Mr. Woods teaching his class?
3. What do Brook and Jimmy have in common?
4. By creating a vase together, what do Jimmy and Brook learn?



## Write About It

Why is it important to become friends with people who have different interests than you? Explain.



# Skills and Strategies

## Decoding

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

rain            land            bank            plane  
wood           whale           hook            grass  
angry          playful        chatter        flame

## Vocabulary

harsh            extreme        inhabited  
frequently      contacting    enable

## Comprehension

**CAUSE AND EFFECT** A cause is what makes something happen. The 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

Identify the causes and effects.

### *A Rescue in Antarctica*

Years ago, Ernest Shackleton set out to explore a **harsh** place, the coldest on Earth. He gathered a team and sailed toward Antarctica. The cold there is **extreme**, and it's not **inhabited** by humans.

It was a dangerous trip. The ship **frequently** had to zigzag past huge sheets of ice. One day, the ship got stuck. It wouldn't budge. Ernest saw that he and his crew had to leave the ship.

Ernest spent over a year searching for help. The men had no way of **contacting** anyone. Finally, Ernest returned with help. They were saved! Ernest's leadership **enabled** them all to survive.

Make a **Cause and Effect Chart**. Use it to help you identify causes and effects in "A Rescue in Antarctica."



# The Loneliest Place on Earth

by Louise E. Andrews



## A Land of Ice and Snow

The coldest places on Earth are at the **extreme** ends of the planet. The place at the top of Earth is called the North Pole. It is made up of ice floating on very cold water. The South Pole is at the bottom of the Earth. It is also covered in ice, but under the ice is land. That land is called Antarctica.

If you stand at the South Pole, you can see for miles. But there isn't much to see besides ice and snow. Antarctica has been called the loneliest place on Earth.



**Ships can get stuck in ice floes.**

Years ago, explorers tried to see if land existed so far south. A trip to the South Pole might sound like fun. Traveling that far south took a long time and was difficult. Rough waves and wind kept the wooden boats from reaching safety. Water froze into chunks of ice, trapping and crushing ships.

Despite the hardships, explorers kept trying to reach the South Pole. No one knows who saw Antarctica first. Almost two hundred years ago, British, Russian, and American sailors all explored close by. Then in 1911, a Norwegian explorer became the first person to reach the South Pole.

Today well-built cruise ships make trips to Antarctica. It can still be a long trip, but it's not as long as it once was. Trips run only during certain months when the weather and conditions are safest.



Glaciers cover most of Antarctica.

You might be surprised to learn that Antarctica is a desert. Antarctica is a desert covered with ice and snow, not sand. However, it gets less precipitation than any place else on Earth. Only a few inches of precipitation fall each year.

Antarctica is more than just an unchanging flat field of snow. It has steep ice cliffs. Huge pieces of ice frequently break off, crashing into the sea. Loose sheets of ice move slowly toward the ocean.

In addition, Antarctica has rocky shores, mountain ranges, and even a volcano!

Antarctica's weather is **harsh**. It's common for temperatures to dip to seventy degrees below zero. Wind can blow at two hundred miles an hour. That's faster than many of the strongest hurricane winds!

Seasons there are unlike most other places. For a few months, the sun shines day and night. At other times during the year, the sun never shines at all.

A snowstorm in Antarctica is very strong. Howling winds pick up loose snow. Clouds of ice crystals form near the ground. Recognizing shapes becomes almost impossible, and paths fade away. It is very easy to get lost in an Antarctic snowstorm.

A blizzard covers an expedition camp in 1911.



Can animals and people live in Antarctica? Birds, seals, and whales have a shield against cold air and water. Birds have feathers that trap warm air near their bodies for warmth. Seals have fur and a layer of fat that hold in warmth.

Early explorers had a hard time with the harsh setting. Lives were lost from lack of food and from being exposed to cold weather. Today people know how to prepare to live there. Warmer materials have been made for clothing and shelter. But humans still have a difficult time.

### Did you know?...

<i>Interesting facts about how animals survive in Antarctica</i>	
<b>Animal</b>	<b>Feature</b>
<i>Penguins</i>	have a thick layer of packed waterproof feathers to keep them warm.
<i>Insects</i>	have natural antifreeze in their blood to keep them from freezing.
<i>Seals</i>	are born with white fur to help them blend into the ice and snow.
<i>Polar Bears</i>	have thick claws to help them dig into the ice so they don't slip.

Penguins are well adapted to the cold in Antarctica.





Visitors can raft in the ice floes at Prospect Point, Antarctica.

## Footprints in the Antarctic Snow

Antarctica wasn't **inhabited** by people for many years. Now a few people stay there for part of the year. At last human footprints lie in the Antarctic snow!

Those who live in Antarctica are scientists. They dress in waterproof coats, snug wool clothes, and boots. They must take what they need with them from home. Supplies can be dropped by planes, but planes may not come very often.

Life in Antarctica can be lonely. The researchers use radios and computers for **contacting** friends and family.

Why would scientists wish to live near the South Pole? They want to learn more about the coldest place on Earth. Researchers at the South Pole take samples of ice and rocks. They do research that helps them learn about our planet's past. They study animals, birds, and fish that don't exist in any other place on Earth.

Air in Antarctica is thin and clear. The thin air and powerful telescopes **enable** people to see far into space. Scientists can learn what happens high in the sky.

Scientists also write books and reports describing life near the South Pole. They try to explain why the land must be saved from harm.

[Scientists record data to learn about Earth.](#)





Icebergs float in the sea, but most of the mass is hidden under water.

Many people think that no one should own Antarctica. The land has been saved for the whole world to enjoy.

World leaders have promised to watch over Antarctica. They said they will keep it free from litter and waste. Guests can take photos, but they must leave the land as they found it. People wish to keep Antarctica as it was when explorers first saw it.





### Antarctica at sunset.

Antarctica is like no other place in the world. It is a land alive with beauty. It provides a home for interesting animals. It also helps us answer key questions about our planet.

It can be very hard to live in Antarctica. Early explorers felt that all the hardships were worth it. Today's researchers think so, too.

Will you ever visit Antarctica? Who knows? You might even live there one day!

# Comprehension Check

## Summarize

Reread "The Loneliest Place on Earth." Look at the Cause and Effect Chart. Then summarize the selection.

Cause → Effect
→
→
→
→

## Think About It

1. What happened to wooden ships as water froze in the South Pole?
2. How is Antarctica a desert?
3. What are the weather and seasons like in Antarctica?
4. Why do scientists study Antarctica?



## Write About It

Why do you think it is important that no country owns Antarctica by itself? Explain.



# Skills and Strategies

## Decoding

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

sick	miss	size	ice
insect	tiger	invent	drive
inch	silent	dinner	inside

## Vocabulary

miserable	compressed	grumbled
suggested	eager	

## Comprehension

### MAKE INFERENCES

To make an inference, take clues from the story and combine them with information you already know. Making inferences helps readers fill in missing information.

To help you make inferences, use an Inferences Chart.

Text Clues	What You Know	Inferences

## Read

Make inferences about why Mike feels happier.

### Miserable Mike



Mike was **miserable**. He'd carefully **compressed** his baseball cards into a box, and his sister had spilled them. On top of that, his mom kept asking him to do chores!

"Why don't you go next door and see if Mrs. Bicker needs anything?" **suggested** Mike's mom.

"Fine, whatever," Mike **grumbled** as he stomped next door. Mrs. Bicker invited him inside. He spent the next hour helping her sort old photographs. Then he realized he was **eager** to see more.

"You've made me so happy," she said. Mike smiled. Somehow, he felt happier, too.

Make an **Inferences Chart** for "Miserable Mike."

Use it to make an inference about why Mike feels better.

# The Perfect Ingredient

by Margaret Mertz

illustrated by  
Christy Hale



## Less of This and Less of That

“Kim! Nila! It’s dinnertime!” Mom called. “You know what to do!”

It was Dad’s turn to cook. It was always our turn to set the table.

I put out salad. My little sister Nila rolled her eyes. “Salad *again*,” she complained.

Spring rain tapped at the windows. I shrugged. There would be salad every night this week. We might have a little meat, sauce, or some noodles. But there was no butter, cheese, or ice cream like we used to have so frequently.

“I don’t like being hungry,” Nila whined.

“We’re not really hungry,” I said. “There’s plenty of food.”

But I knew what she meant. Dad had been sick. The doctor said he had to cut out salt and fat. Then Mom said that it would be good for all of us. “You don’t want to get sick too, Kim,” she said.

I did want to be healthy. Plus, it would make Dad **miserable** if we ate sweets and he couldn’t. I’m sure Dad missed the snacks he had eaten before.





Dinner tasted okay. But I still missed mashed potatoes and gravy. I didn't want to make things harder for Dad. But I sure wanted something sweet.

Then I had an idea. I could make a treat that would be good for us. Something like oatmeal cookies with chewy sweet raisins would be good. I could almost taste them now.

I was **eager** to get started on my tasty dessert. I told Mom about my plan.

"Try the back cabinet. That's where I keep the spices. Let me know if you need help," she winked.

Right away the plan went wrong. We were low on oatmeal. And I had forgotten about that little pest, Nila. She saw me looking at a cookbook.

“Cookies? Pie? I want some too!” she said. “Give me some, or I’ll tell.”

I sensed a scream coming. “I am going to try to make some cookies,” I said.

“Can I help?” asked Nila.

She would plead until she got her way. “Okay,” I grumbled. “You can be my helper.”

“No! I want to be your baking *partner*.”

What could I do? I needed her cooperation.





Nila and I brainstormed. We talked about the things we loved to eat.

“Brownies!” exclaimed Nila. “Let’s try peppermint ice cream. Can we make that?”

“Those have too much sugar and fat. So does everything in this book. We have to invent a new food. We could try something with fruit. We all like fruit.” I looked for aprons, pans, and other equipment.

“What are we going to make?” Nila asked.

“I don’t know yet,” I said. “It will be a mystery treat.”





## A Strange Recipe

In the back of the spice cabinet I found a dusty old jar. The label read *The Perfect Ingredient*. Inside were sparkly crystals, like salt.

I dipped a spoon inside and put some in my mouth. “Mmmm! Oatmeal raisin cookies! Nila, have some!”

Nila dipped a spoon into the jar. When she put it in her mouth, her eyes opened wide. “Peppermint ice cream!” she said. To us, the crystals tasted exactly like the foods we were craving!

“This will be perfect!” I cried. “There’s a tube of rolls in the fridge, and milk and eggs. If we add this and bake it, then everyone will have the dessert they’ve been craving!”

“Okay, partner,” I said, “You sift some flour and sprinkle it on the baking pan. Let’s start cooking.”

I gave Nila flour and eggs. “Here,” I said. “Add two eggs. I’ll get the pan ready.”

Soon the kitchen was a mess. Flour and eggshells were everywhere. And the milk pitcher left a sticky ring in the white powder.

“How much should I make?” asked Nila.

“Just make sure it’s a lot so we all get some.”





I cut and **compressed** the rolls in the pan.

“Mix the flour with the egg and milk,” I said.  
“Don’t use too much liquid.” It looked runny.

I found low-fat cream cheese in the refrigerator.  
“Mix this with the crystals,” I said. “The cream  
cheese should make the product sweeter.”

“I can also add extra flour to make it thicker,”  
Nila **suggested**.

I spread the cream cheese mixture on each roll.  
“I know!” Nila said excitedly. “Now we roll them up  
and bake them!”

“And we watch so they don’t burn,” I added.

The roll-ups baked to a golden brown. I poured more crystals on top. “There!” I said. “Let’s show Mom and Dad.”

Mom and Dad were at the table, looking at the kitchen door. When I walked out, Mom asked, “How did it go?”

“Great! We made desserts for all of us,” I said. “Don’t worry. We made them with low-fat foods and no sugar. We can all eat them!”

“Extremely delicious! What are they called?” Dad asked.

I thought quickly. “Mystery Treats!”

“That is the *perfect* name,” said Mom. “But it’s no mystery what your secret is. It’s love.”



# Comprehension Check

## Summarize

Read “The Perfect Ingredient” again. Look at the Inferences Chart. Then summarize the story.

Text Clues	What You Know	Inferences

## Think About It

1. What is the family having for dinner?
2. What does Dad need to take out of his food?
3. What item is in the back of the spice cabinet?
4. Is there such a thing as “The Perfect Ingredient”? Explain.



## Write About It

What else can people do to keep healthy and fit besides eating healthful foods? Explain.



# Skills and Strategies

## Decoding

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

sweet      test      shred      bleed  
fever      desert      bench      treat  
sneak      after      scream      elbow

## Vocabulary

available      reduce      scents  
preparation      precise

## Comprehension

**CAUSE AND EFFECT** A cause is something that makes an action happen. An effect is the action that follows the cause.

Cause → Effect
→
→
→
→

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

## Read

Identify the causes and effects.



### Funny Ways to Feel Better

Long ago, people didn't have medicines like we have today. They used what was **available**, such as wild plants, to cure illnesses. Some things that they did might sound funny to us.

To **reduce** the pain of a sore throat, people tied eel skins around their necks. People who had trouble sleeping would burn candles to create calming **scents** by their beds.

Today the **preparation** of healing medicines is important business. Scientists use **precise** amounts of plants in some medicines. However, the silly cures are still amusing to hear about!

Make a **Cause and Effect Chart** for "Funny Ways to Feel Better." Use it to help you find the causes and effects in the passage.



# Plants

— THAT CAN —

# Heal

BY AMBER BERNSTEIN

## Where Do We Get Medicine?

Picture a garden filled with spring flowers. People enjoy the bright colors and sweet scents. Just looking at flowers can make people feel better.

That's not the only way flowers and other plants make people feel better. Throughout history, people have used plants to cure ailments. Long ago, many people believed that some plants had special powers. Modern scientists know that this is not just a guess. Some plants really do have the power to heal diseases. Medicines made from plants can help relieve pain and cure illness.

Scientists gather plants from nature and test them. They are eager to discover which parts can be used in medicines. Then those parts are studied in laboratories to make sure they're safe. The elements can then be made into medicine.

Measurements must be very **precise**. If the combination is too weak, it won't work. If it is too strong, it can make someone more sick than before. Careful **preparation** is important when making a new medicine.

**A scientist examines each plant carefully.**



## Incredible Plants

Plant medicines can cure diseases that have been around for a long time. For many years, people tried to find a cure for *swamp fever*. It struck people who inhabited or worked in the jungle. People thought that swamp fever was caused by dirty air. It was really caused by insect bites.

Those who were sick were miserable. They had fever, horrible chills, and muscle pains. Many of the sick were hospitalized, and a large number of them died. No one knew a cure for the sickness.



When an insect bites, it swallows some of the blood from its victim. If the blood has a disease in it, like swamp fever, the insect's next victim will get that disease.



Solving the problem wasn't easy. People tried to drain the swamps. Killing the insects didn't work because there were too many of them. A medicine that could prevent, treat, or cure swamp fever was needed.

This medicine was found in nature. For years people in South America used a white powder to lower fevers. The powder was made from the wood of a particular rain forest tree. Doctors found that the powder worked on swamp fever, too! It protected healthy people from getting sick. It also cured those who were already sick. With this discovery people could safely travel and work in the jungle.

**Rain forests like these are filled with rare and interesting plants. Some of them can be used to make medicines.**



Some plants are used to make medicines that people take every day. Aspirin is a common medicine that is used to **reduce** pain and fevers. It is made from the leaves of a willow tree. Before aspirin was **available**, tea from willow leaves was used to reduce pain. Now the leaves are made into little white pills in a laboratory.

Another common plant medicine is aloe. Aloe is used to soothe simple burns such as light sunburn. Many people keep an aloe plant at home just like any other plant. But if someone gets a sunburn, the aloe plant might help. Some people pop open the plant's smooth leaves and rub the gel on the sunburn.

**This is the leaf of an aloe plant that has been broken. The gel on the inside can help soothe light sunburns.**



## **When Things Are Not As They Seem**

Not all plants are good for you. Plants such as poison ivy can give people bad rashes.



**Watch out! This is a poison ivy plant. Many campers and hikers make sure to stay far away from this plant.**

For a long time, people thought that tomatoes were poisonous. The tomato is related to toxic plants, such as deadly nightshade. So people were fooled into thinking that tomatoes were dangerous, too.

Years ago, a man decided to prove that tomatoes are safe to eat. He stood in public and announced that he would eat a tomato. A crowd of people came to watch. They were shocked when he ate it and still lived!

Today, tomatoes are made into many foods that we eat everyday. These include spaghetti sauce and ketchup. Not only are tomatoes not poisonous, they're actually good for you!

**It's hard to believe that people once thought a simple food like this was poisonous.**





While we now know that smoking tobacco is bad for you, it may be possible to use tobacco in helpful ways.

Long ago people did not know that tobacco was bad for you. Tobacco plants were grown by Native Americans. Later, people around the world started smoking tobacco leaves. They thought that tobacco could fix everything from tooth pain to sicknesses.

We now know that smoking tobacco can cause illnesses. It can give people heart and brain problems, too. Just being in a room with tobacco smoke can be harmful.

Scientists are trying to find new ways to use tobacco safely. In the future, tobacco plants may be used in insect sprays.



Plants used in medicines can be found all over the world. Many come from rain forest plants, while others grow on farms. The plant shown here is used to help treat cancer in children. This plant once grew in the wild. Now whole crops of it are grown in large fields.



Would you ever guess that this bright flower holds a powerful medicine within it?

Every year we find more medicines hidden inside of plants. Scientists are looking from the ocean to the desert for new cures. Each time they find another cure, they're helping people live happier, healthier lives.

# Comprehension Check

## Summarize

Reread "Plants That Can Heal."  
Look at the Cause and Effect  
Chart. Then summarize the  
selection.

Cause → Effect
→
→
→
→

## Think About It

1. What caused swamp fever?
2. What is aspirin made from?
3. How is the aloe plant used by some people?
4. What is the effect of plant research in science?



## Write About It

In the United States, we can make medicines to cure diseases. Should we share these medicines with countries that do not have enough money to make them? Why?



# Skills and Strategies

## Decoding

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

lost                      groan                      pony                      clock  
towboat                bottle                      follow                      phone  
oak                        cost                        over                        drop

## Vocabulary

inappropriate            treasure                      impatiently  
situations                irregular

## Comprehension

### PLOT AND SETTING

The events that happen in a story make up the story's plot. The setting is when and where the story takes place.

Plot	Setting

A Plot and Setting Chart can help you understand how details about time and place affect the story's plot.

## Read

Identify the setting and explain the plot.



### Pirate Molly Does a Good Job

The prisoners began to struggle. This was **inappropriate**. They should have sat still and let the pirates take their **treasure** to avoid being hurt. Pirate Molly and her crew were growing more vocal. "Show us treasure!" Molly roared **impatiently**. The **situation** felt tense.

Finally, the prisoners showed the pirates where to dig. When Pirate Molly pulled out the chest, her crew hollered. The chest was filled with many gold coins with **irregular** patterns.

Pirate Molly finally got what she was owed. She'd been paid in gold for a job she had done well.

Make a **Plot and Setting Chart**. Use it to identify details of the setting and to figure out the story's plot.

# Joe and Nicole Crack the Code

by Betsy Donaldson

illustrated by  
Cathy Morrison



## Inside an Old Bottle

“Okay, class, listen up,” said Ms. Jones. “I have a project for you to work on over the weekend.”

“Homework?” asked Joe. “On the weekend?”

His twin sister, Nicole, watched him sadly. She wished he wouldn’t call out in class. It was **inappropriate**. The two of them were twins, but they were very different.

“I want you to find something from your family’s history,” said Ms. Jones. “It might be a clock your grandfather owned or an old letter. Then describe in writing what it means to you. This is due on Monday.”

That night, Joe and Nicole climbed up the **irregular** attic stairs. Boxes sat in messy piles all over. The twins looked at each other. Who knew what could be hidden in there?

“What a spooky room,” said Joe. “I bet an invisible monster lives here!”

“It’s just a gloomy old attic,” replied Nicole. “Bring that flashlight and help me over here.”



“Look!” said Joe. “Here are some old toys.”

“Wow!” exclaimed Nicole. “There’s our old train set.” As she reached for it, her foot pushed up a floorboard.

“What’s that?” asked Joe. The twins saw something dusty in the hole beneath the floor.

“It’s just an old bottle,” sighed Nicole. “Let’s keep looking for an object for our report.”

“This is incredible!” Joe exclaimed. “Maybe it’s filled with something exciting!”

“Maybe somebody just missed the trash can,” said Nicole. “It’s only a bottle.”





Joe still liked his idea better. “Look!” he said again. “There are papers inside it. Whoever left it here was sending a secret message. Maybe a cowboy wrote down the location of a lost mine. Maybe one of the papers is a map to a royal **treasure**.”

“Oh, Joe,” said Nicole. She sighed. “They’re probably just old letters or something. You always dream up these impossible **situations**. Open your notebook and let’s get busy.” She squinted at the bottle. “The glass looks cloudy. It must be old.”



The twins opened the bottle and tugged on the papers. The faded yellow papers crinkled in their hands. They had to be careful not to tear them.

“I don’t understand this!” Nicole whispered. “I know these words aren’t in the dictionary.”

“I told you it was a secret message!” shouted Joe. “It’s in code, and we have to crack it. Then you’ll see proof that I’m right. It’s going to be directions to hidden pirate gold!”

“If you say so,” replied Nicole. “Let’s go ask Mom and Dad if they recognize the handwriting.”





## Uncle Bobby's Treasure

The twins asked their mom if she knew who wrote the letters. She slowly unrolled each paper. They watched her **impatiently**.

“I do know who wrote these!” Mom said. “That’s Bobby’s handwriting.”

“When I was little, my brother Bobby and I loved writing codes. When my grandfather was in the army he sent coded messages. Once he sent a warning to prepare his unit for a surprise attack. He saved their lives. He showed Uncle Bobby and me how to make our own codes.”

“So what does this letter say?” asked Nicole eagerly.

“I have no idea,” said Mom. “Call Uncle Bobby. He might remember.”

Joe and Nicole ran to the phone.

“Sorry,” said Uncle Bobby. “I’m really busy right now with my new job. I wish I could help, but I don’t have time. Most codes I wrote as a kid were simple, though.”

“Try looking for patterns in the words,” suggested Uncle Bobby. “The letters E, T, and S are used the most in English. Replace the most common letters with those. You might be able to guess a few words. Then maybe you’ll be able to understand the whole thing.”

Joe and Nicole worked hard. At last, they cracked the code.





“Treasure!” the letter began. “Buried treasure on east side of old oak tree in Rockglen Park. See X on tree’s trunk.”

Joe gasped. “I know that tree! It’s by the field near the swings!”

Joe and Nicole raced to the park, kneeled by the tree, and began digging. Finally, they felt something hard. They had found a box!

Joe slowly lifted the lid. Inside was a thick book. “Army Codes” was written on its front. Nicole flipped through pages and pages of codes.

“Treasure?” said Joe. “It’s just an old book.”

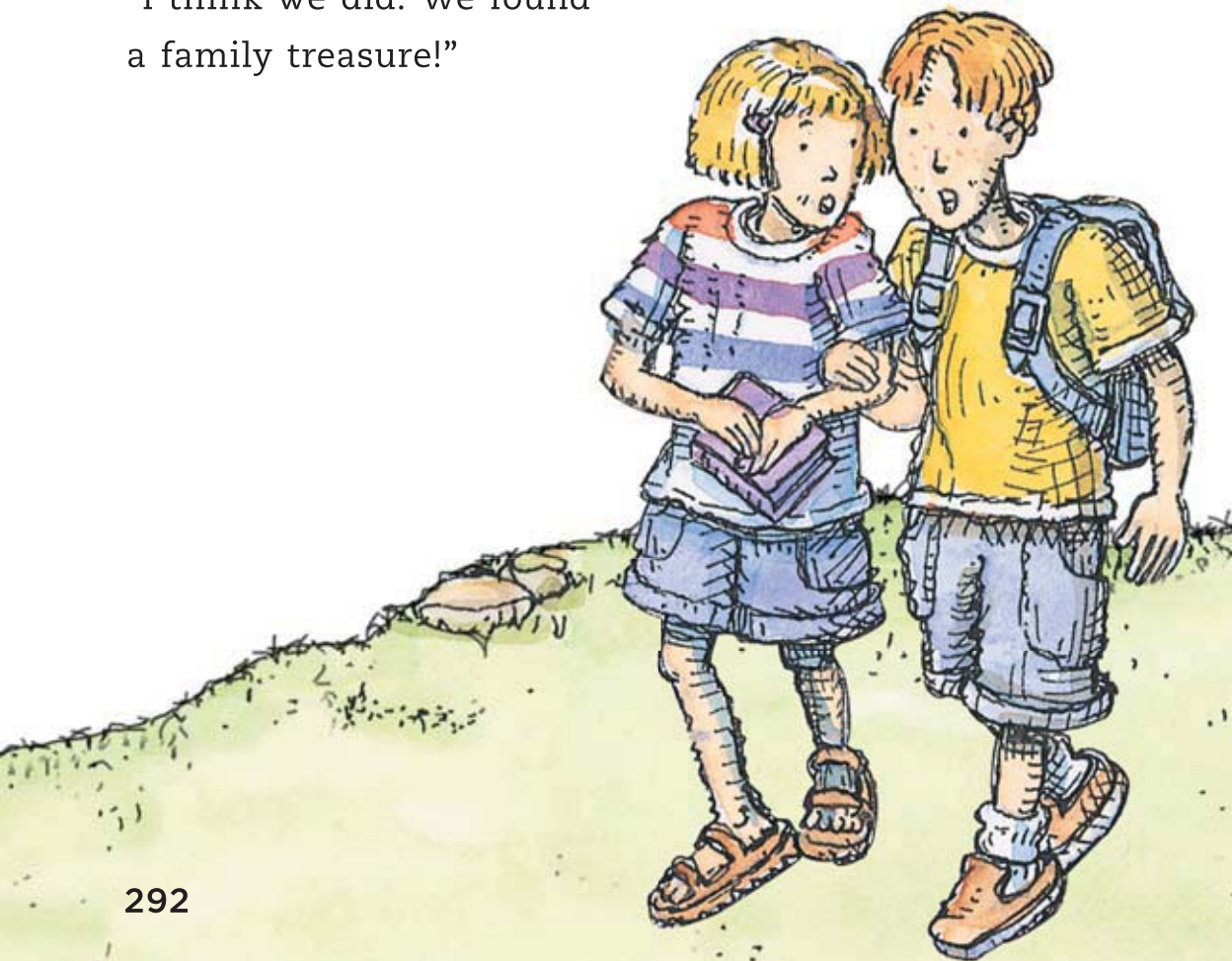
“Maybe Mom knows what it is,” said Nicole.

Mom smiled when she saw the box. “This thing brings back memories,” she said. “It belonged to my grandfather. He died when I was very little. He must have given it to Bobby.”

Mom got up and hugged each of them. Nicole saw that her eyes were wet with tears.

“Well,” sighed Joe. “At least we have something to write about for our homework. I still wish we’d found a treasure, though.”

“Do you know what?” asked Nicole, smiling. “I think we did. We found a family treasure!”



# Comprehension Check

## Summarize

Read “Joe and Nicole Crack the Code” again. Look at the Plot and Setting Chart. Then summarize the story.

Plot	Setting

## Think About It

1. What is the homework assignment the twins must do?
2. Who wrote the letters in the bottle?
3. What object do the twins find to write about?
4. How does the setting connect to the plot events?



## Write About It

Why might people want to write in code?

Explain a situation where writing in code could be useful.



# Skills and Strategies

## Decoding

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

wood            loose            cook            proof  
shampoo        goodnight      notebook      boost  
dogwood        soon            stood            lookout

## Vocabulary

solo                    launch            visible  
expedition            tended            permission

## Comprehension

**FACT AND OPINION** A fact is a statement that you can prove is true. An opinion is the way someone thinks or feels, so it cannot be proven.

Fact	Opinion

Use the Fact and Opinion Chart to help you find facts and opinions in the selection.

## Read

Identify facts and opinions about flying a hot-air balloon.



### Fly Far, Fly Safely

There is no feeling as good as flying **solo** in a hot-air balloon. From the moment that the balloon is **launched**, you feel like you're on top of the world. Huge hills and streams are **visible** far below. It's incredible to look down!

A hot-air **expedition** is exciting, but you must still be careful. Balloon pilots need to **tend** to their equipment. A small rip in their balloon can be dangerous. If the wind changes direction, it can blow a balloon anywhere. There are certain places where balloons are not allowed to fly without **permission**. When you fly a balloon, be careful and have fun!

Make a **Fact and Opinion Chart** for "Fly Far, Fly Safely." Use it to find facts and opinions in the passage.



# *Up, Up, and Away!!!*

**by Rachel Sutton**



## **A Single Clue to Flight**

Have you ever watched wood in a campfire burn? Did you see tiny ashes swirl up with the smoke? Years ago, two French brothers stood and watched ashes and smoke rise in their fireplace. The sight of ashes flying up baffled them.

Flight had always interested the men, so they ran a test. First they made little bags using paper. Then the men held the bags upside-down over a fire. Smoke filled the bags and lifted them into the air.

They had to be cautious. If the bags got too close to the fire they burned. The curious brothers tried using larger bags. Smoke lifted the larger bags too!

That summer the brothers made a huge bag, or balloon. They used paper and silk. Their model was forty feet tall. It was as tall as a four-story building!

The men found a place to **launch** the bag. Then they carefully built a fire under the opening of the bag. Smoke filled the bag up and it rose thousands of feet. The bag cooled quickly. Then an anxious crowd watched it hurtle to the ground.

There was still smoke in the balloon, but it was too cool. To keep the balloon in the air, the smoke had to be hot. The key to balloon flight was heat.

Townpeople were shocked and excited to see the balloon fly into the sky.





## First in Flight

How long have people been interested in air travel? Look at the year each method of air travel was invented.

hot-air balloon	1783
plane in flight	1903
gasoline powered model plane	1931
jet plane	1939
solar-powered plane in flight	2001
flying car	2002
What's next?	?

This balloon brought the dream of flying to life.

The King gave his **permission** to try sending people up with the balloon. The brothers made a beautiful blue balloon with a stiff ring around the base. Men would be able to stand in the ring as the balloon rose.



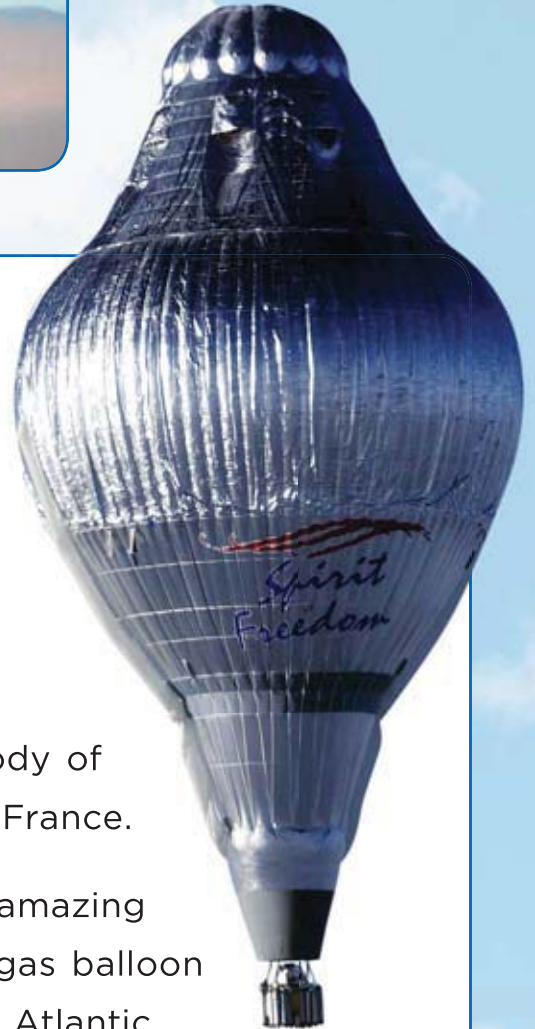
The brothers built a fire low in the neck of the balloon. Smoke filled the balloon. Then two pilots stepped into the balloon's ring. Soon it rose and sailed for miles. The pilots **tended** the fire. The fabric of the balloon caught on fire, but the men still landed safely.



This balloon was called  
“Spirit of Freedom.”  
Its pilot tried to fly it  
around the world!

Balloon pilots have set records since the first balloon journey. The first woman went up in a balloon over two hundred years ago. Soon after, two pilots flew a balloon across the English Channel. That is the large body of water between England and France.

Recently, pilots have set amazing records. A few years ago, a gas balloon with three pilots crossed the Atlantic Ocean. Then a balloon with four pilots crossed the Pacific Ocean. In 2002 a pilot finally flew **solo** around the world in a hot air balloon.





Hot-air balloon races take place every year.

## Handling a Hot-Air Balloon

Hot-air balloon pilots and passengers often join balloon clubs. A balloon can travel beyond where roads can take us. Passengers enjoy looking at new sights. They might see land or animals that are not **visible** from the road. It's a really fun way to travel!

Safety is important. The pilot tells passengers how to handle the balloon. They learn about the parts. Passengers also learn that power lines and trees are unsafe.

The hot-air balloon is not a complex machine. Each hot-air balloon has an envelope, a propane burner system, and a basket.



The envelope is the cloth balloon. The envelope is often round on top and has an opening at the bottom. It holds in the hot air. The pilot pulls on a cable to open a flap at the top. Then air escapes and the balloon can go down.

The burners sit on a frame below the envelope. Tanks of propane are kept in the basket. The pilot turns on the propane burners to heat air in the balloon.

Passengers ride in the basket. It hangs on the bottom of the frame.



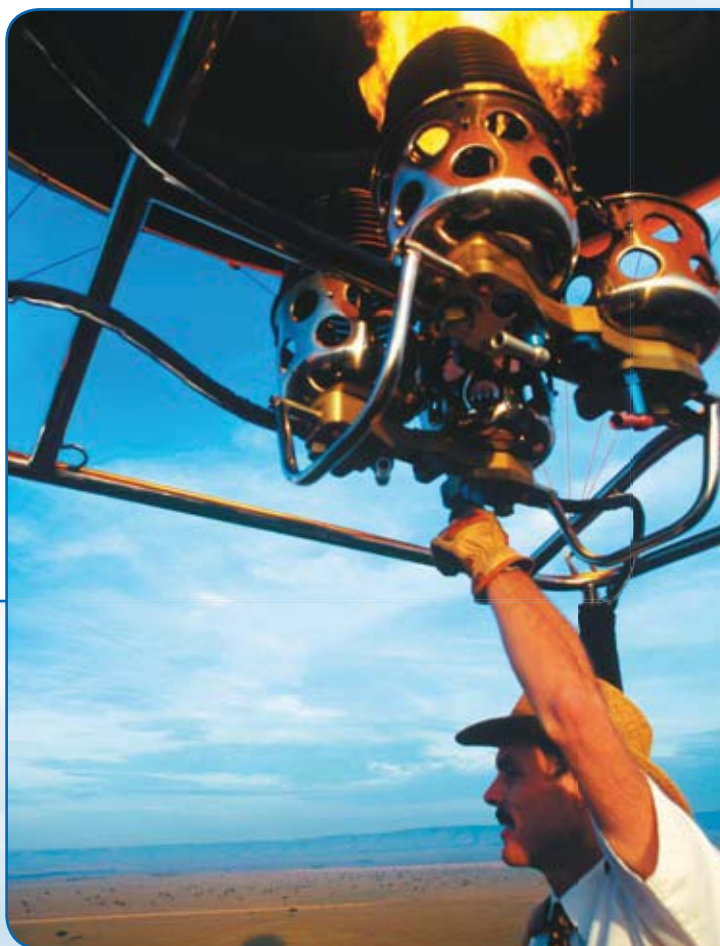
Hot-air balloons can go as fast as the wind around them.

Air temperature, wind, and the pilot control the balloon. Warm air always rises above cold air. Warm air in a balloon lifts the balloon above the cooler air outside. When the air in a balloon cools, the balloon sinks.

Wind carries a balloon in flight. A gentle breeze can change a balloon's direction.

A pilot can change a balloon's direction, too. Winds at different levels travel in different directions. To go up a level, the pilot turns the gas on. It only takes a few seconds to heat the air. To drop to a lower level, the pilot lets the air in the balloon cool.

This pilot carefully changes the amount of hot air that is entering the balloon.







Can you find the basket on *this* hot-air balloon?

Passengers watch other balloons float by in the sky. The designs are different, but most balloons are round.

The pilot looks for a safe, flat place to land. The balloon seems to dangle before the basket touches the ground. As the basket touches down, the pilot opens the flap to let the hot air out.

Passengers watch the balloon's envelope settle to the ground. The pilot and passengers separate the parts of the balloon. Then they bundle up everything.

The exciting adventure ends until more beautiful balloons take to the skies.

# Comprehension Check

## Summarize

Reread “Up, Up, and Away!!!” Look at the Fact and Opinion Chart. Then summarize the selection.

Fact	Opinion

## Think About It

1. What sight started two French brothers to experiment with balloons?
2. According to the chart, how many years were there between the invention of the hot-air balloon and a plane in flight?
3. What is a hot-air balloon made of? Where do passengers ride?
4. Does the article end with a fact or an opinion? How can you tell?



## Write About It

People have traveled across land, sea, and air to explore Earth. What good things have come from that curiosity? What bad things?



# Skills and Strategies

## Decoding

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

mayor      table      motor      dresser  
blister      garden      possible      sadden  
doctor      slogan      travel      hesitant

## Vocabulary

peculiar      communicate      innocent  
bustling      deserve

## Comprehension

### CHARACTER AND PLOT

A character is a person or animal in a story. The plot is the events that happen in a story.

Character	Plot

Use a Character and Plot Chart to figure out how the characters affect the events of the plot.

## Read

Identify the characters and events of the plot.

### Caught in the Act

Jim was walking through a bustling farmers' market, shopping for the week. Near a pumpkin stand, he saw a peculiar sight. Two birds looked like they were trying to communicate. He came closer.

Jim couldn't believe what he heard. "We deserve some fun," one bird said.

"You fly around in front and look innocent. I'll grab a lady's purse," said the other.

"No you won't!" yelled Jim. Both birds squawked and flew away!



Make a **Character and Plot Chart** for "Caught in the Act." Then use it to help you summarize the plot.



# The Girl Who Talked to Animals

by Julia Garcia

illustrated by John Hovell



## Arden's Rare Talent

**A**rden had a very rare talent. She could talk to animals, and she could hear them, too.

All over town, Arden saw animals doing peculiar things that confused most people. When sheep got thirsty they would hop on their hind legs. The farmers didn't know what was wrong with them. Insects were eating all of the food in the fields. Then the people had nothing left to eat. Friendly dogs would bark until people ran away.

One day Arden took a long trip to see the king and queen. She wanted to tell them how her talent could help the town.

THIS WAY  
TO THE  
ROYAL PALACE



Arden got to the palace that afternoon. The king and queen wore fancy clothes and gold crowns. Arden explained her plan to them. She was confident that they would like it.

“I can speak with the animals and tell them to behave,” said Arden. “I can keep them from tearing up gardens and farms. I can tell unpleasant animals to stay far from people. I can even explain why the animals are acting this way.”

“She’s lying!” said the king. “No one can speak with a wild beast.”

“That’s impossible!” agreed the queen impatiently. “Send this foolish girl away.”



Arden left the palace. She walked down the busy city streets **bustling** with birds and animals. Arden stopped to hear what they were saying.

A horse stopped and tugged at its reins.

“Ouch!” Arden heard it say. “I have a pebble stuck in my shoe.”

The soldier riding the horse did not know why he had stopped. He tapped the horse with his foot, but it stood still. “Why are you just standing here?” asked the soldier, tapping it again.



Then a bird flew from the top of a window and cawed loudly. Arden understood that it said, “Stay away from my nest!” The sound scared a baby, making it cry. The bird flew towards the baby’s grandfather and tried grabbing his beard. “What is wrong with this bird?” he shouted.

“I can help,” Arden told the crowd hesitantly. “The horse needs a doctor for its hoof. The bird is making a home near those windows. It just doesn’t want people near its nest.”

The soldier frowned. “There’s a law against telling lies, little girl,” he said. “You had better keep quiet.”



The soldier dragged Arden to a dark and cold jail cell. Arden sat down and sobbed.

“I just wanted to help,” she cried. “Why doesn’t anyone trust me?”

A soldier pushed two black dogs into Arden’s jail cell. “Here, tell your troubles to these dogs. Maybe they’ll believe you, since no one else will,” he said.

“That’s right,” chuckled the jailer, who had just arrived. “See if they understand you, and then maybe they’ll set you free.”

Arden cried all night until the sun rose. Then she dried her eyes. She had an idea.





## Arden Becomes a Legend

There was a garden in the kingdom, filled with flowers and birds. The birds had fruit to eat and branches to rest on. The birds also had plenty of room to fly. A gardener took care of the bird garden. She made sure that the birds were safe and happy.

That night, the birds woke up to the sound of howling. The black dogs were explaining how Arden ended up in jail. The birds felt badly when they heard what had happened to Arden.

“She just wanted to help the animals,” they squawked. “Now it’s our turn to help her.” The birds rose up to the sky and flew off.



The next day, the gardener asked to see the king and queen. She was upset. “The little girl told the truth,” she said. “She really can **communicate** with animals. I’m sorry to tell you this, but the birds rose up to the sky and vanished this morning. They found the jailer’s keys and took them to free the girl.”

“So she told the truth?” asked the king.

“I think she did, your majesty,” replied the gardener. “If not, how would my birds have known to set her free?”

“If she was truthful, then she didn’t break the law,” said the king. “That means that she doesn’t **deserve** to be in jail at all.”

When the birds freed her, Arden considered leaving the kingdom. But, to her surprise, the king and queen declared that she was **innocent**.

“We now know that you really can speak with animals,” they said. “We would love it if you’d help us understand our animals. We’re sorry we didn’t depend on you or trust you. Please, let us give you a reward. Ask for any treasure, and it will be yours.”

At first, Arden didn’t want to ask for anything. Then she asked, “Can I keep the two dogs that saved me?”

“Of course,” they replied.





Arden went to work for the king and queen. She helped people and animals understand each other. Soon the kingdom became a nicer place to live.

“We’re glad there’s someone who can speak with the animals,” the people said. “It’s so important. Now we can all lead peaceful lives together.” The king and queen were happy, too.

The little girl who talked to animals became a legend. Most *people* who hear this story think that it’s made up. It’s only the *animals* that might know the truth!



# Comprehension Check

## Summarize

Reread “The Girl Who Talked to Animals.” Look at the Character and Plot Chart. Then summarize the story.

Character	Plot

## Think About It

1. What is Arden’s talent?
2. What happens to Arden when the soldier does not believe her?
3. How is Arden set free?
4. What is the resolution of the story? Explain.



## Write About It

Do you think it’s good to stand up for what’s right, like the gardener did in the story, even if it might not be popular? Explain your answer.



# Skills and Strategies

## Decoding

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

growl	owl	ground	loud
proud	outdoor	ounce	powder
bound	shower	towel	downhill

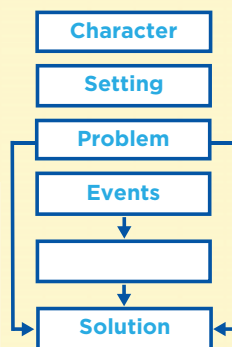
## Vocabulary

eerie	surrounded	scuttle
secure	concluded	

## Comprehension

### PROBLEM AND SOLUTION

The main character of a story usually has a problem that needs to be solved. The solution is how the character solves the problem.



A Story Map helps you figure out a story's problem and how the character solves it.

## Read

What is Todd's problem? How does he solve it?

### A Lot to Learn

"It's **eerie** in here, so be careful," said Todd. He was in a cave with some pals. Long, thin stones **surrounded** them. They seemed to drip from the roof of the cave to the ground.

"Oh, you're scared?" teased Amber. "Why? It's so interesting!" Suddenly, a little animal **scuttled** over the cave floor. Amber jumped and grabbed for the rope that Todd held **secure**.

"Wow, are you okay?" asked Todd.

"No broken bones," Amber **concluded**, smiling as she blushed. She thought, "I guess I shouldn't be so quick to joke about others!"

Create a **Story Map** for "A Lot to Learn." Use it to identify the problem and tell how it is solved.



# An Outdoor Adventure

by Max Foster

illustrated by Nancy J. Starosky

## Nothing to Be Proud Of

“This will be the best trip ever!” Becky said as she sat down.

Her older brother, Lance, and her Uncle Logan were at the table. They had to agree. Lance didn’t even mind that his kid sister would be with them. The three of them would be camping alone in a national park. Becky and Lance’s parents would be nearby at a meeting.

“Now, don’t worry,” Mom said. “We’ll be staying at the hotel down the road if you need us.”

“It’ll be nice for you to spend time together,” added Dad. “Camping can teach you about looking out for each other.”



After breakfast, they all drove to Big Bend. They found the perfect spot to pitch their tent. It was in a clearing **surrounded** by tall trees.

“Can you give me a hand over here?” asked Mom. Becky helped her unroll the huge tent. Uncle Logan held the tent pins **secure** while Dad hammered them. Soon the tent was fastened to the ground.

“Fantastic job!” said Dad, smiling. “Well, I guess it’s time for us to go to the hotel. We must make it back in time for the meeting.”

Becky smiled, but she wished they could stay.



“Let’s roast marshmallows,” suggested Lance after their parents had left.

“We’ll need to find some sticks,” said Uncle Logan. He picked up a few and split them in half. “Of course, marshmallows may attract bears.”



Becky gasped. “But Mom said there aren’t any scary animals here,” she said.

“There may be a skunk!” Lance said. “Remember when Walter’s dog ran into one?”

“He got sprayed badly,” Uncle Logan said.

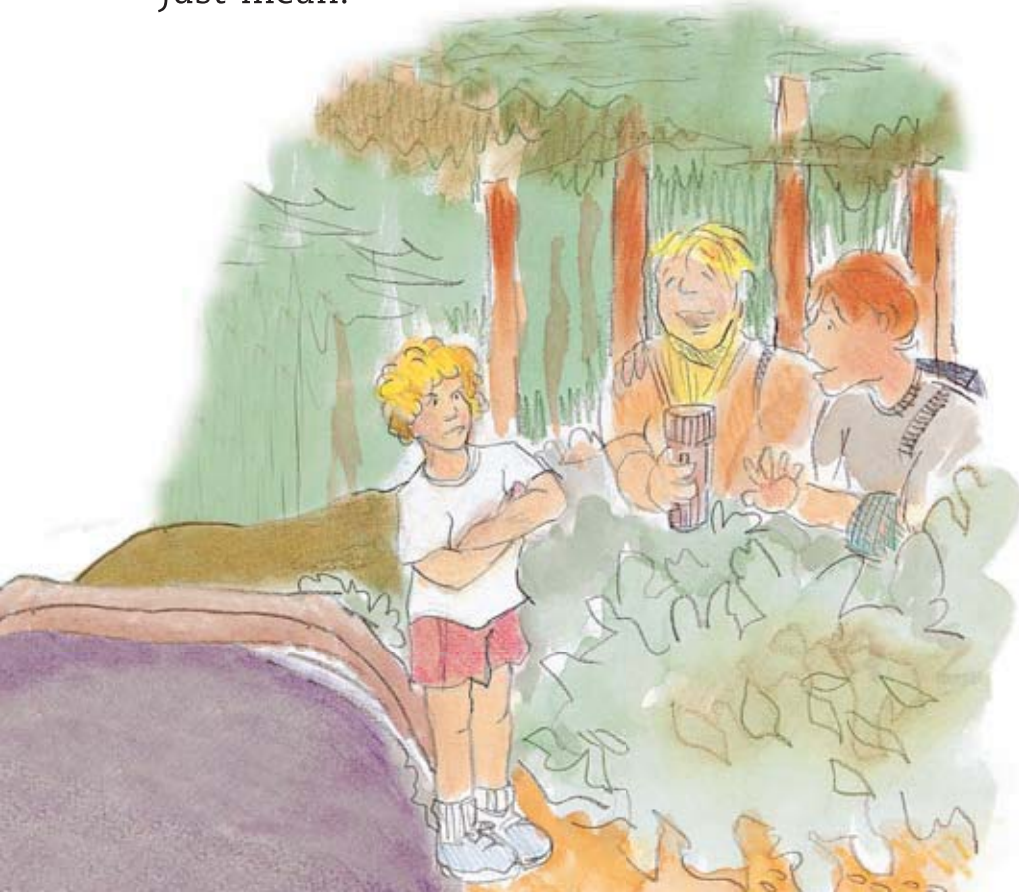
“You should’ve seen him scuttle back to camp!” laughed Lance. “Really, you didn’t need to see him. You could smell him!” Lance laughed loudly.

“Lots of funny things can happen on camping trips,” said Uncle Logan. “Remember when we told your friend Josh that the campsite was haunted?”

“Yeah,” Lance added. “We told him a scary story about animals that lived in the trees.” Lance held his flashlight under his chin so his face looked **eerie**.

“He jumped every time he heard an owl,” Uncle Logan said with childlike delight. “He almost didn’t sleep at all because we kept scaring him!”

“That’s nothing to be proud of,” said Becky, folding her arms. “You guys aren’t funny. You’re just mean.”



Becky grabbed a raincoat from her bag and stomped off. "I want to be alone," she said.

"It's only innocent fun," protested Uncle Logan. Becky kept walking. Uncle Logan shrugged. "Don't go far," he said.

Becky vanished and didn't answer him. Soon a gentle rain tapped on the leaves. The trail was soft from the rain that had fallen that summer.

The raindrops became louder as they fell harder to the ground. Becky grew distracted and left the muddy trail.

Suddenly the ground gave way beneath Becky. A rush of water swept her downhill. "I'm going to drown!" she yelled.



## Lance and Uncle Logan to the Rescue

Lance and Uncle Logan heard something over the sound of the rain. “Was that Becky?” Lance asked.

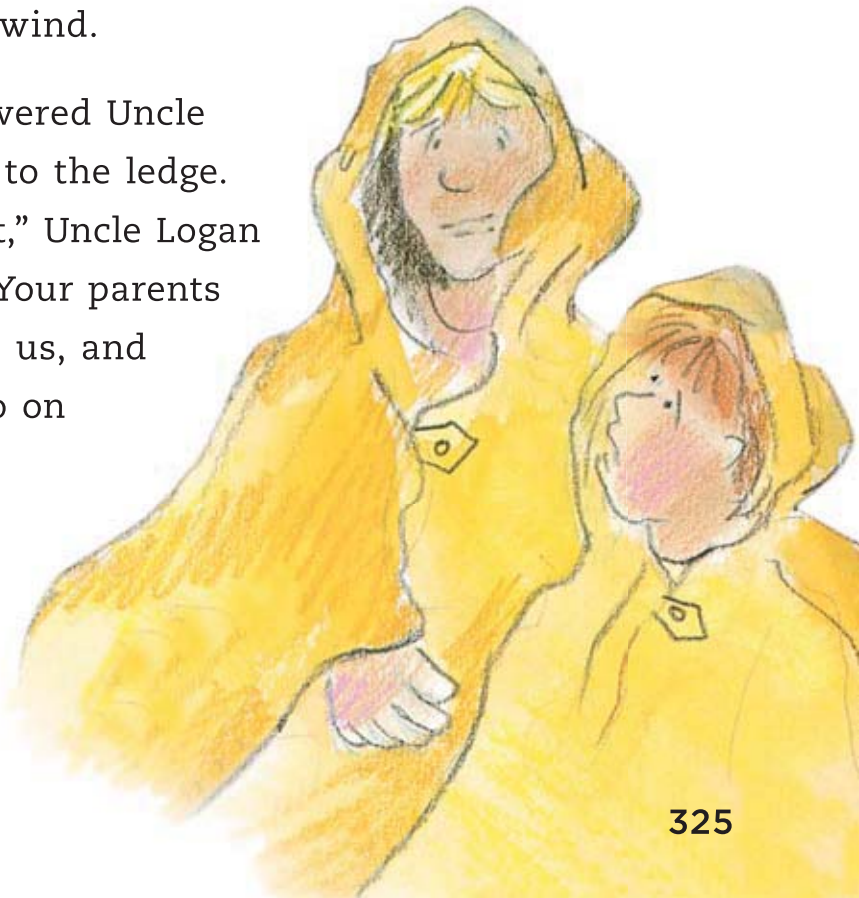
Uncle Logan’s face was white, and his eyes were wide.

Lance and Uncle Logan raced down the trail. They came to the spot where the ground had washed away.

“Becky!” shouted Lance. No one answered.

“There she is! Down on that ledge!” yelled Uncle Logan. It was hard for them to communicate over the howling wind.

Lance lowered Uncle Logan down to the ledge. “It’s our fault,” Uncle Logan **concluded**. “Your parents depended on us, and we let her go on her own.”



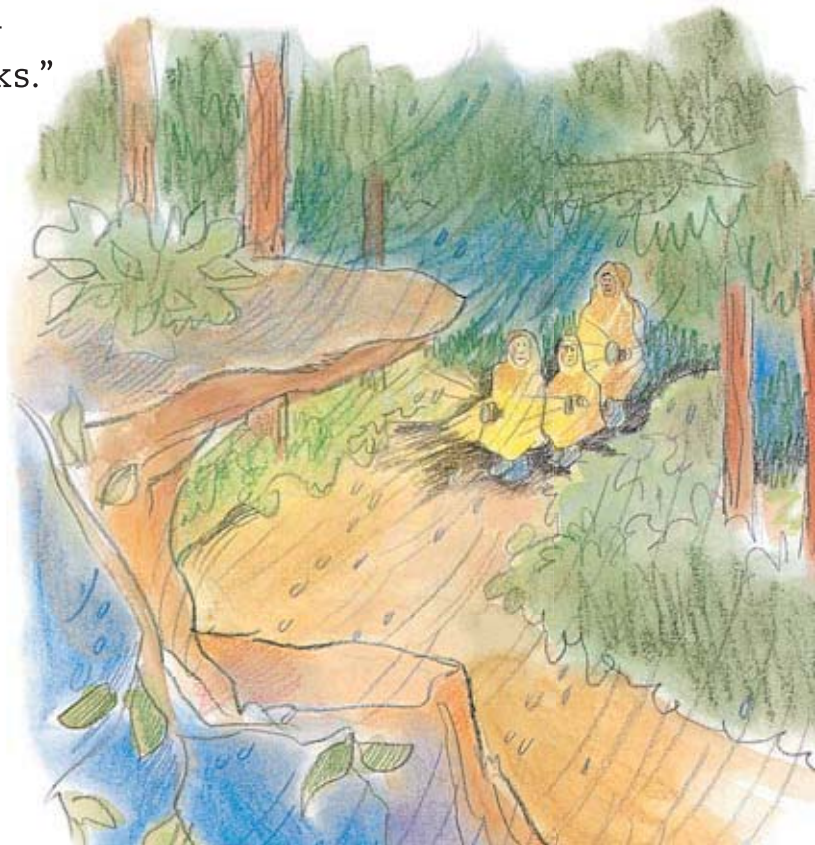
When Uncle Logan reached her, Becky started crying. “Stay calm,” he said confidently as he held Becky’s hand. “We’ll get you out of here somehow.”

“This slope is too slippery to climb,” Lance said. “We’ll have to walk farther downhill. Then tomorrow we can find our way back.”

“We’ll need to find a place to sleep tonight,” Uncle Logan said.

“Why don’t we look for a resting place before it gets too dark? Then we can dry off,” said Lance.

“You go first, Lance,” said Becky. “Make sure to check for wild beasts and skunks.”

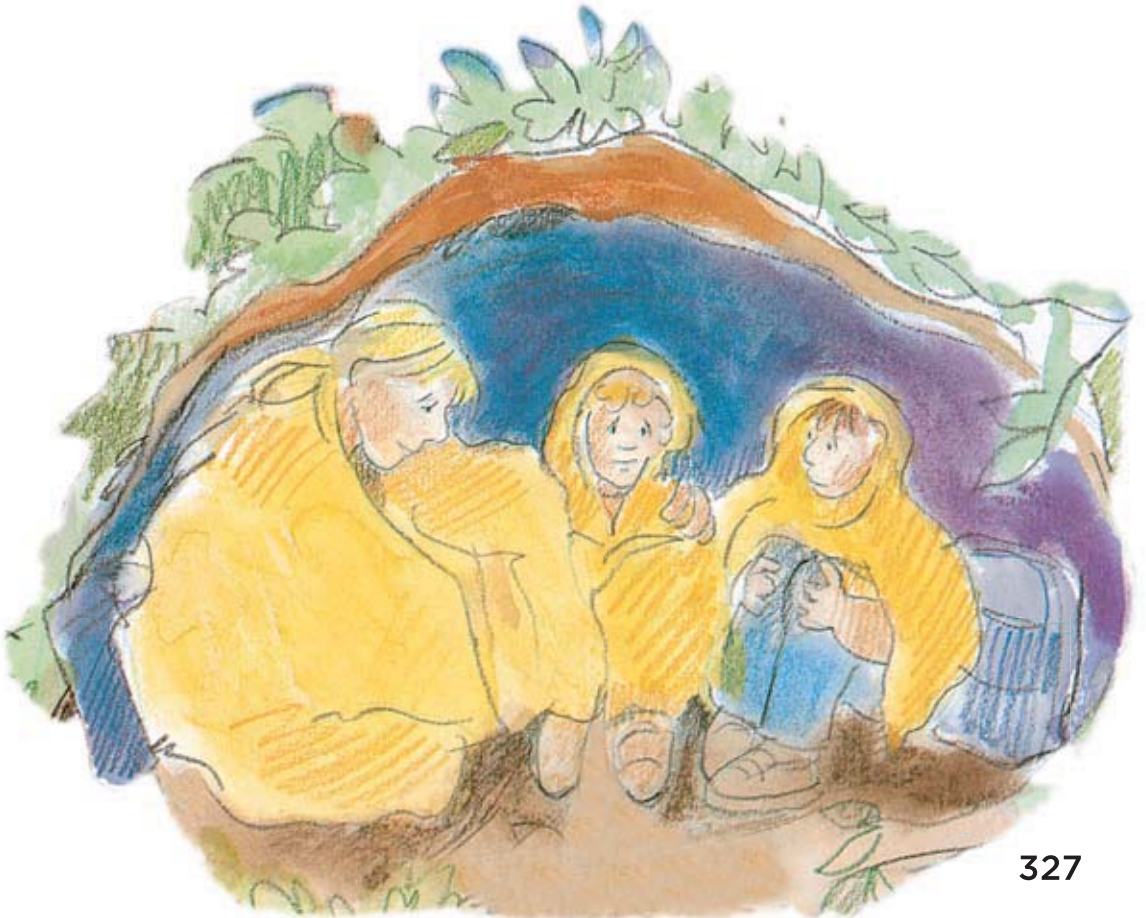


Lance spotted a flat rock covered with dead leaves and branches. It was just like a cave. "Let's crawl under here," he said. "At least we'll be dry."

When the rain stopped, the sound of tree frogs was the only noise outside.

"Try to get some sleep, Becky," said Uncle Logan. "Don't worry. We'll get back to our campsite tomorrow."

The kids woke up early the next day. The ground was still soft, but it had dried a bit. They climbed back up the slope and then toward their tent.







“We should hurry!” warned Uncle Logan. “We’ve got to make it back to camp before your parents do.”

Just as they found the tent, Becky heard her parents’ voices. She ran toward them and gave Mom a big hug.

“Mom! Dad!” she cried. “Guess what happened?”

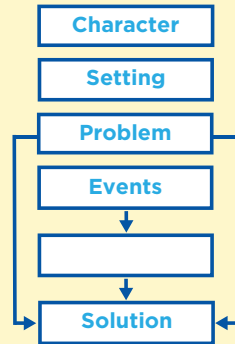
Lance and Uncle Logan looked at each other with fear in their eyes. Would she retell the story placing the blame on them? If so, Lance would say that they were innocent!

“I almost got lost,” said Becky. “Then Lance and Uncle Logan came and saved me. I am lucky that I have a brother and an uncle like them!”

# Comprehension Check

## Summarize

Read "An Outdoor Adventure" again. Look at the Story Map. Then summarize the story.



## Think About It

1. Where are Becky, Lance, and Uncle Logan going?
2. Why does Becky take her raincoat and leave the campsite?
3. What problem does the group have to solve?
4. How do they solve the problem?



## Write About It

Becky's father said camping can teach you to look out for each other. What do you think he meant? Explain.



# Skills and Strategies

## Decoding

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

photo      short      truth      bathtub  
thrill      whisper      whine      nephew  
whirl      punish      pamphlet      marshmallow

## Vocabulary

anxious      gestures      witness  
thrive      halt

## Comprehension

### PERSUASION

Persuasion is a way to convince others to act or think in a certain way.

Fact	Opinion

To help you determine whether an author is supporting opinions with facts, use a Fact and Opinion Chart.

## Read

Identify the facts and opinions the author uses to persuade. Does the author succeed?

### Stopping a Bully

Sometimes when people are **anxious** or upset, they can act in a mean way. People may make rude **gestures** toward somebody else. They might yell nasty names at their pals. Some people may even hit or punch other kids. According to experts, anyone who does these things is acting like a bully.

If you **witness** something like this, or if it happens to you, don't shout back. It might be better to walk away and tell an adult. Bullies **thrive** on attention. If you seek help from others, it may help to **halt** the bullying.

Make a **Fact and Opinion Chart** for "Stopping a Bully." Decide whether the author persuades by supporting opinions with facts.



# The Truth About Bullies

by Sue Reilly



## What Are the Facts?

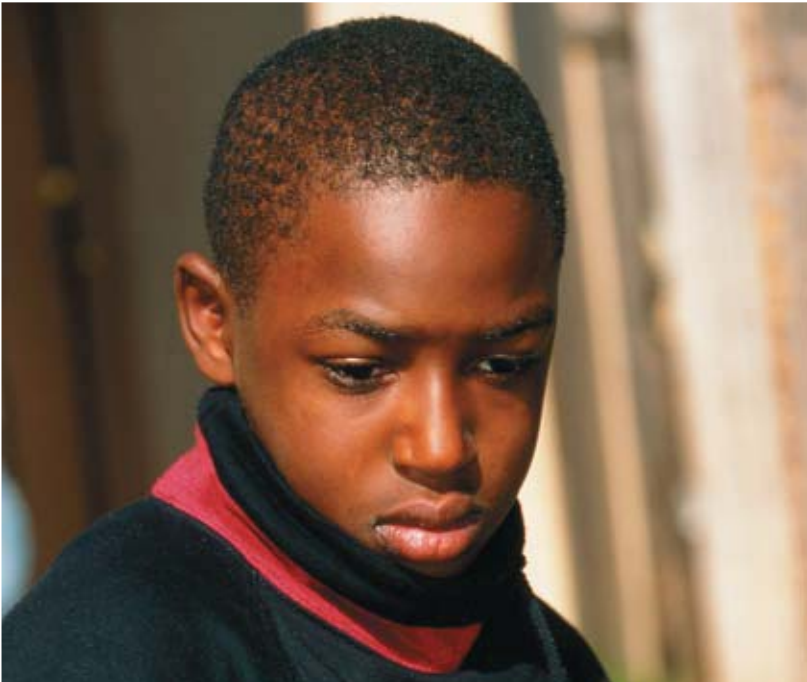
Everyone in school knows about bullies. A bully is someone who mistreats another person on purpose. In order to rid our schools of this problem, we need to understand the facts about bullies and bullying.

Bullying is a big deal. Thousands of kids in this country are bullied every day. Someone is bullied on a playground once every seven minutes. In classrooms, bullying happens about twice every hour. Bullying makes kids fearful, **anxious**, and even leads to absence from school. No one learns well in a school when surrounded by bullying.

You know that hitting someone does harm. So if you get mad, you know not to hit another person. A bully, though, may hit, push, or kick another person.

Words can also hurt. Bullies may say mean things or make teasing faces and **gestures**. Bullies may tease kids for being short, smart, or slow.

“Sticks and stones may break my bones, but names will never hurt me.” This is a common phrase that isn’t always true. Words do not cause physical injury, but they can be hurtful. Both ways of hurting are forms of bullying.



**Kids that are bullied may pretend to be sick to stay home from school. But that doesn't solve the problem.**

Bullying can happen anywhere—in the classroom, the hallways, or even the playground.



Some bullies do not believe that they are hurting others. They might say they were joking or that their teasing is funny. They might not see the damage they are doing. But it is never a joke to hurt someone else.

Some people say that if you ignore bullies, they will go away. This doesn't always work because bullies **thrive** on attention. If they don't get it, they are likely to keep bullying. Then the bullying might get more vicious.

Both boys and girls can be bullies. Girls may not hit, push, or threaten other kids as much as boys do. However, girls often bother others with mean words.

Bullies sometimes even attack with silence. They might ignore certain kids or not let them into games. Kids who are treated this way feel separate and alone.

Bullying does not just happen in school. It also happens on the way to and from school. Kids may be teased and bullied at parks and club meetings. Some bullies even use computers to attack by posting mean things.

**Talking with a group of friends is fun. But making another kid feel left out is mean.**



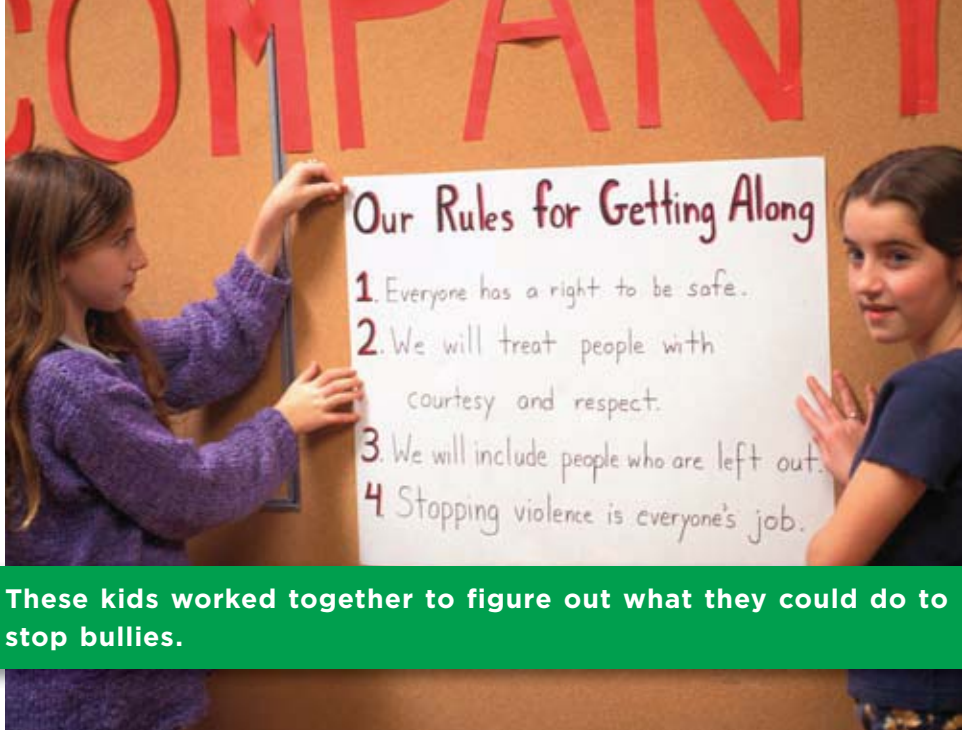


There are many reasons a kid might be a bully. Sometimes it is to seem tough. Sometimes it is to win friends. Sometimes it is because of jealousy of the kid being bullied. The bully might be a victim of bullying, as well.

Some believe that bullies use force to get what they want. But what bullies really want is for others to notice them. They get a thrill from attention and power. They want other kids to see that they are confident and in charge.



**Getting upset is okay, but taking out your anger on other people is not.**



These kids worked together to figure out what they could do to stop bullies.

## Change for the Better

Bullying is not a problem that kids can solve alone. Adults must also do something about the situation. Here are some suggestions for how to **halt** bullying.

First, people need information. Some schools give kids and parents pamphlets about the problem. They help parents recognize the signs of bullies and bullying. These schools know that all kids are not alike. They encourage kids to celebrate differences and help kids understand them.

Next, if schools or groups want to stop bullying, they must be relentless. To encourage peace and discourage bullying, adults have to be alert.



Sometimes a parent can help fix a bullying problem.

Scientists say adults only notice four of every one hundred bullying acts. Adults might not always be suspicious of bullies who isolate others. They might not suspect those who act as if they are innocent when caught. They might even punish both kids if they just **witness** a struggle.

Adults may not notice all acts of bullying. Nor will all plans to stop bullying work. Most teachers do stop one kid from hitting another during class. They also do not let kids tease or express unkind thoughts. But adults may not notice bullying in the halls or restrooms, for example.

People can get together to help stop bullying. Everyone in a school must learn about the problem and be watchful. That means bus drivers, coaches, and lunchroom workers need to be aware. There should be more adults guiding free time to discourage bullying.

Kids who notice bullying can also help to stop it. Most of the time other kids are around when bullying happens. Some kids do not like what they see or hear. Often the whole crowd feels unhappy and afraid. But no one kid wants to stand up to the bully. Kids must work together. Then they might have the courage to stop bullies.



**Friends are there for each other—even for the bad times.**



**Kids cannot learn well if they are being bullied. Stopping bullies can make your school into a better and happier place.**



Kids spend a lot of time in school. They are there to learn. Bullies do not belong in the classroom or on the playground.

Teachers, parents, and kids should strive to stop the problem of bullying. Kids need to know that they are safe and secure in school. Those who are bullied should know that it is not their fault. When everyone learns the truth about bullies, school will be a better place.

# Comprehension Check

## Summarize

Read “The Truth About Bullies” again. Look at the Fact and Opinion Chart. Then summarize the story.

Fact	Opinion

## Think About It

1. What is a bully?
2. How often is someone bullied on a playground?
3. What are some different ways people bully?
4. Of what is this author trying to persuade readers?



## Write About It

In many sports, a player who bullies another is taken out of the game. Is this a good way to handle bullying? Why?

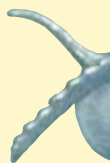


# Skills and Strategies

## Decoding

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

rope	hugely	untuck	stray
flight	shrink	scratch	flock
replay	smokestack	pressing	airplane

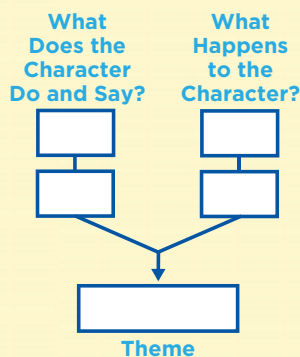


## Vocabulary

reflection	vanished	majesty
depend	delicious	

## Comprehension

**THEME** The theme is the overall idea, or message about life, that the author wants readers of a story to understand. To identify the theme, think about what the characters do and say and what happens to the characters.



As you read, use a Theme Chart to help you find the story's theme.

## Read

Read the passage to find the theme.



## The Lesson

Moona knelt down by the sea and looked into the cool water. Her reflection stared back. "I miss my big sister," she told her reflection. "I wish Pooja was here to cook delicious food for me." She threw a stone into the water. Her reflection vanished with the rippling water.

Just then she saw a pod of whales swim by. With grace and majesty, they jumped in the water. She heard tiny whistles as they talked.

Suddenly, she stood up. "I get the message! Those whales are reminding me that I can still depend on my family. I can speak to them in my thoughts even if they aren't all really here!" she said. "Seeing those whales helped me!"

Make a **Theme Chart**. Record details about what characters do and say to help you find the theme.



# Proof of Goodness

by Laurel Keats

illustrated by Dennis Albetski

## Soon You Will Understand

**T**here was a time when the northern lands were still clean. No cars made tracks through the snow. No airplanes left trails in the clear blue sky. Life was not easy, but the people had what they needed.

In that time, a family lived in a small wooden cabin on the bay. Rose lived with her grandchildren, Byron and Holly, whom she raised.





Rose taught Byron and Holly all they needed to know. She taught them to melt snow for cooking and laundry. She taught them to use waterproof skin from seals to make warm clothes. She helped them carve pointed spears so they could hunt for meat.

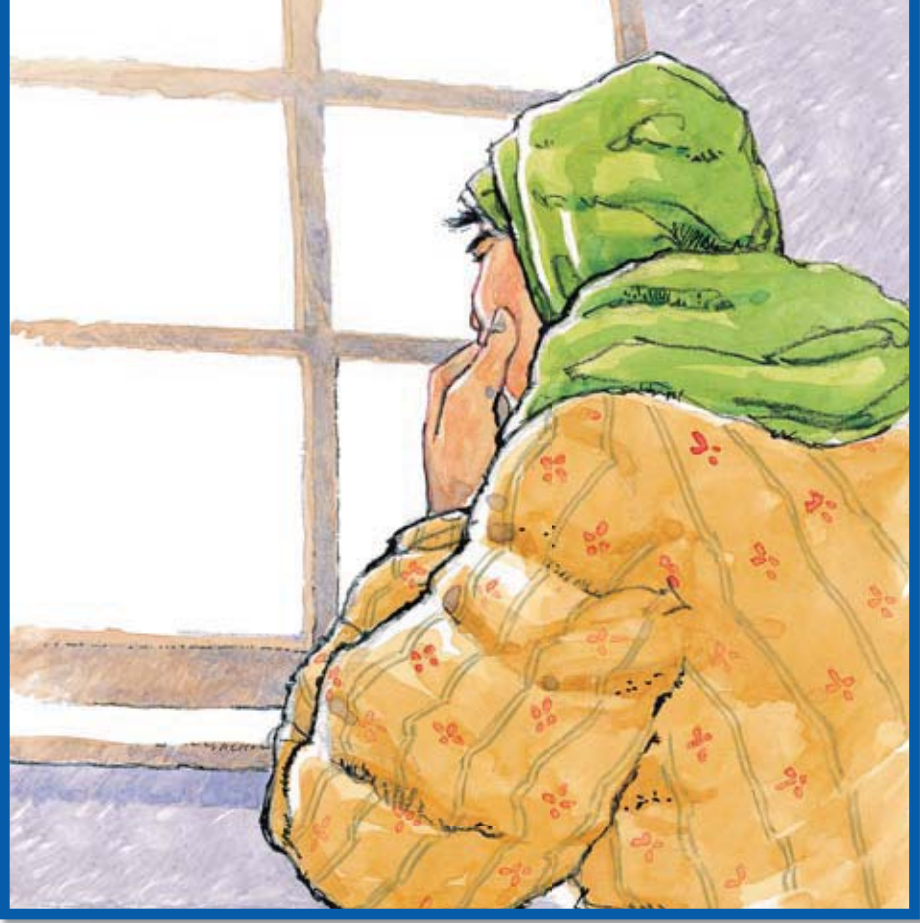
One day as the three of them worked together, Rose told Byron and Holly something important. It was about the whales that lived far out in the sea. “We **depend** on the whales,” she told them. “They are a treasure. They give us meat to eat all winter. They give us their bones so we can make tiny needles and big boats. They give us oil so that we will have light available all winter.”

All of the townspeople depended on the whales, too. When a hunting trip went well, they had a big feast. Each family brought food that they had traded for or caught. They boiled fish and prepared bear meat with **delicious** sauces.

Then the people sang, danced, and told stories. They talked about the whales and hunting. They clapped for the best songs and stories. Under the glowing moon, everyone put on parkas and shawls and joined the dancing around the campfire.

But that year Rose did not enjoy the feast. She sat by herself and looked like she was in a sad mood.





After the feast, Rose returned to the cabin with Byron and Holly. She paused and stood by the window. She looked out at the white snow and thought. She said, “I am very old. Soon I will go up to rest with my ancestors in the sky.”

“No,” Byron said impatiently. “You will live many more years.”

“That is incorrect,” the old woman said. “Before long I will die. That is how it must be. Do not worry, little one. I will never be apart from you.” She looked down at him. “Soon you will understand.”

## A Message of Love

Byron had a hard time falling asleep that night. In the darkness of his dreams, he walked down to the bay through the mist and fog. Byron thought he could see an irregular shape beneath the water. He felt a strange attraction to it. *I cannot go without confirming what the shape is*, he thought.

At first Byron thought he saw his grandmother swimming in the icy water. As he watched, her shape turned into that of a whale. It was a narwhal, a whale that has a long twisted tooth. Suddenly, the shape that was both his grandmother and the whale **vanished**.

When Byron woke up the next morning, Rose had died.





Byron and Holly were very sad. Another family took them in and was very kind to them. But it was not the same as when Grandmother Rose was alive. Byron fought his feelings of sadness as hard as he could.

One day Byron decided to go hunting along the bay. *I will look at the sea and think about her,* he thought. *Maybe then I will understand what she meant about always being with me.*

Byron walked toward the bay, squinting at the sun's reflection on the snow.



As Byron got near the bay, he gazed into the distance. Something was out there. The shape moved closer and closer. It grew bigger and bigger. Byron slowly approached the water's edge.

At last the creature broke the water's surface. Byron found himself looking at a giant narwhal. It was the biggest one he had ever seen!

With a splashing sound, a second narwhal joined the first. They swam alongside each other, gliding down the bay. They had the **majesty** of whales, but the grace of a flock of birds in flight.

Byron stared at the two narwhals. He knew that such large creatures could feed the townspeople for weeks. He should run back and get the hunters.

But he couldn't. Byron remembered his dream about Grandmother Rose and the narwhal. He watched them swim until they disappeared out to sea.





Byron rushed back to town and found his sister. “I know what Grandmother Rose was trying to tell us!” he shouted. “I see her swimming when I see the whales.”

“What do you mean?” asked Holly.

“She said that she will always be with us,” said Byron. “I didn’t understand it then. How could she be with us if she wasn’t alive? How foolish of me! Now I understand.”

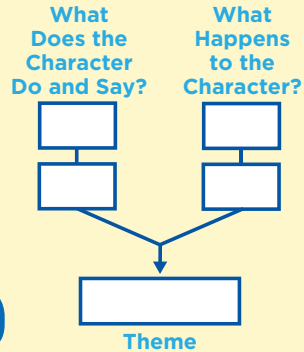
He went on, “She is with us in the spears that we carve. She is with us in the snow that gives us water. She is with us in the beauty of the narwhals. She put a bit of herself into all that she taught us. She will always be with us!”



# Comprehension Check

## Summarize

Read "Proof of Goodness" again. Look at the Theme Chart. Then summarize the story.



## Think About It

1. What is the first thing we learn that Rose taught Byron and Holly?
2. What animal do people depend on for food and supplies?
3. What does Byron think he sees swimming in the icy water? What happens after that?
4. What is the theme, or message of the story? Explain.



## Write About It

Think of people in history who "live on."

Explain how they were important and how their work or memory is still important to us today.



# Skills and Strategies

## Decoding

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

robot          peanut          study          mistake  
disgusting    reduce          elevator      photograph  
shipwreck    triangle        sunlight      passenger

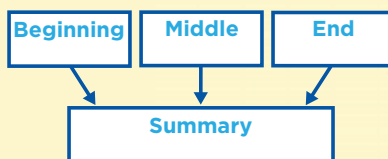
## Vocabulary

energy          damage          snatching  
chemicals      investigate      request

## Comprehension

### SUMMARIZE

To summarize a selection, you explain the most important details in your own words.



As you read, try to figure out the most important details. Use a Summary Chart to help you write a summary of the selection.

## Read

Determine the most important details to help you summarize.

### THE SINKING OF THE *TITANIC*

The *Titanic* was said to be a gigantic unsinkable ship. It had a pool, and it had elevators powered by electric energy. In 1912, the *Titanic* sailed on its first voyage.

Late one night, a block of ice did damage to the *Titanic*. Passengers raced to the lifeboats, snatching children in their arms. The ship sank, and over a thousand passengers drowned.

Today the ship is falling apart under the sea because of chemicals and sea animals that eat away at it. Undersea explorers continue to investigate it. They have made a request that nothing be taken from the wreck. Who knows what they will discover next?

Make a **Summary Chart**. Then use it to summarize "The Sinking of the *Titanic*."



# Alvin: Underwater Exploration

by Riley Miller

illustrated by Henry Hull

## Beneath the Sea

If you wished to explore a new place, where would you go? Astronauts may fly to the moon to **investigate** craters and mountains. Adventurers may roam through jungles to find rare plants and animals. Hikers may trek up mountains and explore hot springs or volcanoes.

All of these sights and more are visible on an underwater exploration. Craters and mountains make up the sea floor. Strange plants and interesting animals live there, too. Hot springs bubble from the sea floor. Volcanoes gush just like on land.

Alvin is an underwater ship that explores sea floors. Its outer shell looks like a boat. The crew sits in a round cabin in the shell. This cabin is only seven feet wide and completely hidden by the shell. In an emergency, it can separate from the ship. Then it can float like a bubble to the water's surface.

Alvin has two lights attached to it. They are very bright so that the crew can see in the water. Deep underwater, it is very dark because little sunlight reaches that far.

Alvin picks things up with its claws and puts them in baskets. Alvin brings things back to scientists to be studied.

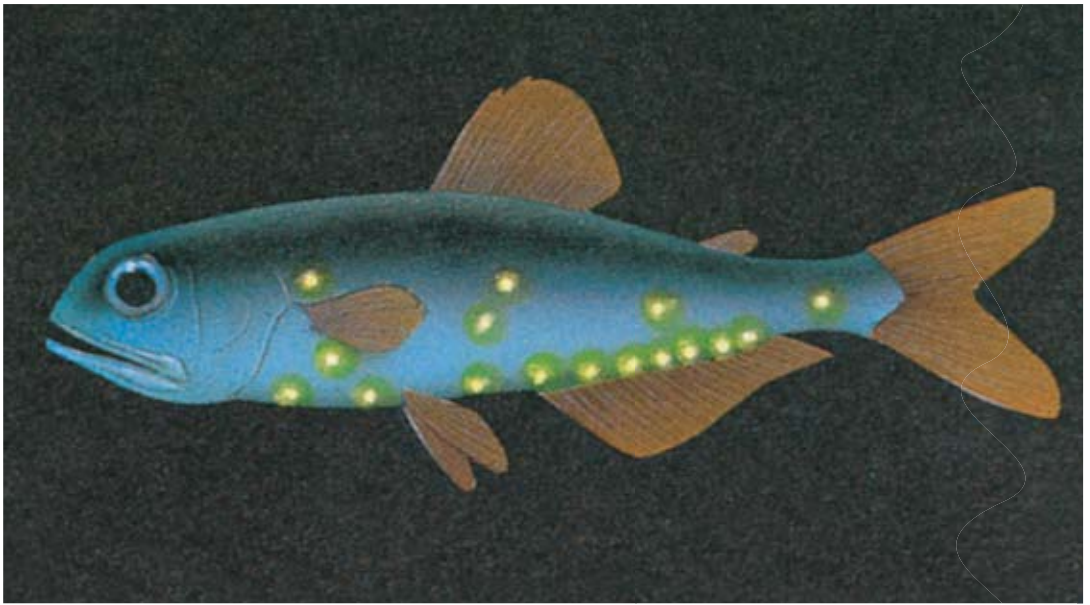


Alvin can only carry three passengers on each trip. There are three small windows in Alvin's walls so that each passenger can see outside. Most passengers are biologists. They study the plants and animals that live deep underwater.

Alvin is launched to sea on the back of a bigger ship. A crane on the ship lowers Alvin into the sea. Alvin falls slowly, like an elevator car. The ship will wait until Alvin is ready to return. Most trips last between six and ten hours.

On the way down, Alvin's passengers can see the water slowly change. It starts off light blue and then slowly dims. As Alvin goes deeper, the water gets darker and darker.

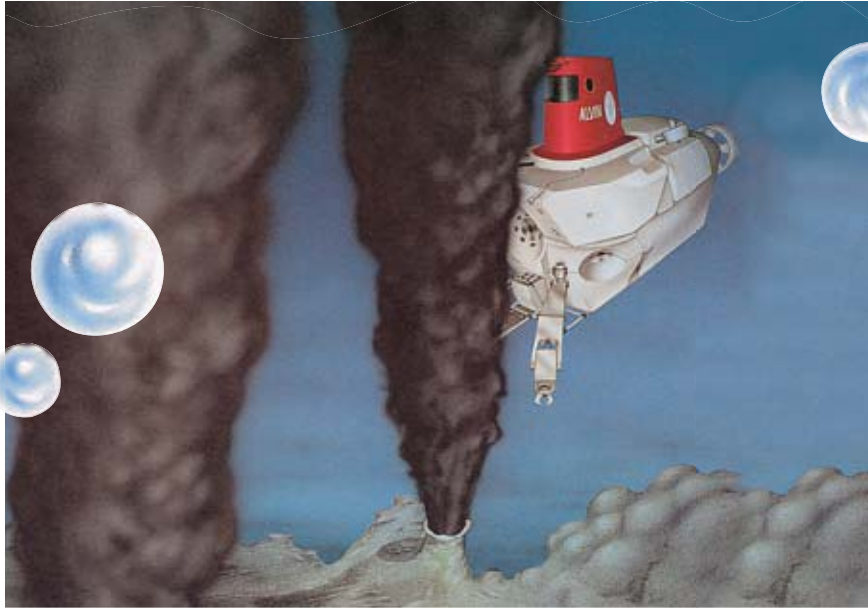




Many fish can't survive or thrive in such dark places. Some fish that live that deep underwater can make their own light. These glowing fish light up just like fireflies. To the passengers on Alvin, the fish look like a light show.

Glowing fish swim deep down, far below the surface. Alvin can go more than twice as deep as those fish. As Alvin gets deeper, the water turns black.





## Findings on the Sea Floor

When Alvin reaches the floor, it may find underwater volcanoes called black smokers. Black smokers are made of boiling hot liquid combined with **chemicals**. The chemical liquid rises from inside the earth. When it hits the icy seawater, it forms a cloud. The chemical in it smells just like rotten eggs. We might find it disgusting, but animals on the sea floor eat it.

These volcanoes look like black smoke coming up from a chimney. That's why scientists call the smoke holes chimneys. Chimneys can be as tall as six-story buildings!

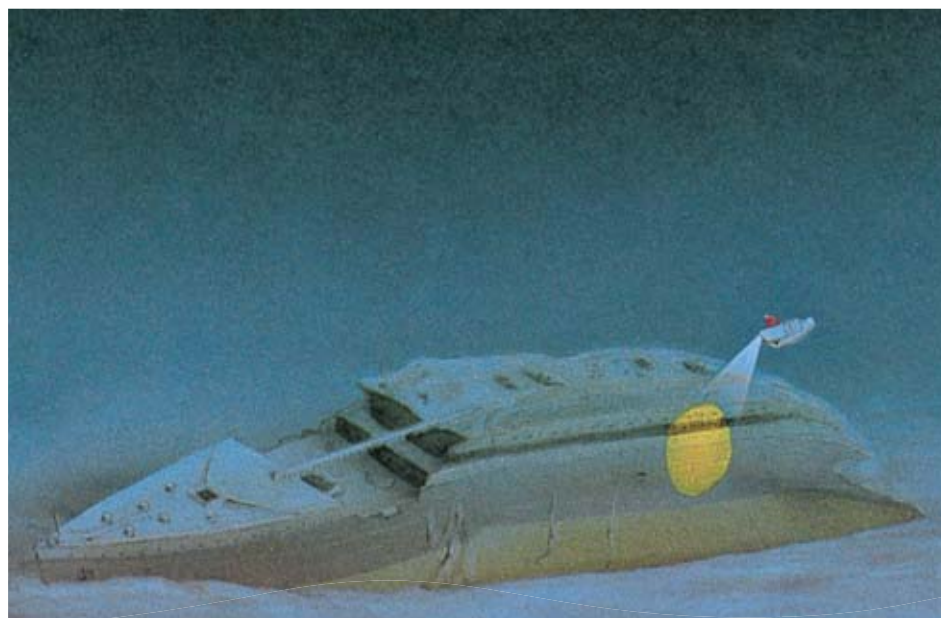
Many animals live near black smokers. They feed on the tiny creatures that eat the chemicals. Those tiny creatures give them **energy**.

Tube worms are one type of animal that eats these tiny creatures. When tube worms are small, they swallow the creatures. As tube worms grow older, their mouths disappear. The tiny creatures inside of them continue turning chemicals into energy. This makes it so the tube worm can live. Alvin has taken tube worms back to land by **snatching** them in its claws. Then scientists can study them.



Alvin can help us find more than just plants and animals. In 1912, a ship named *Titanic* sank in the sea. People said the ship was unsinkable. On its first trip, it hit a huge chunk of ice and sank. More than one thousand passengers died. Years later, Alvin was sent to find the wreck and photograph it.

The photographs showed the **damage** after years on the sea floor. The crew placed two metal signs on the wreck during the expedition. One was in memory of those who died. The other was a **request** that nothing be taken from the wreck.

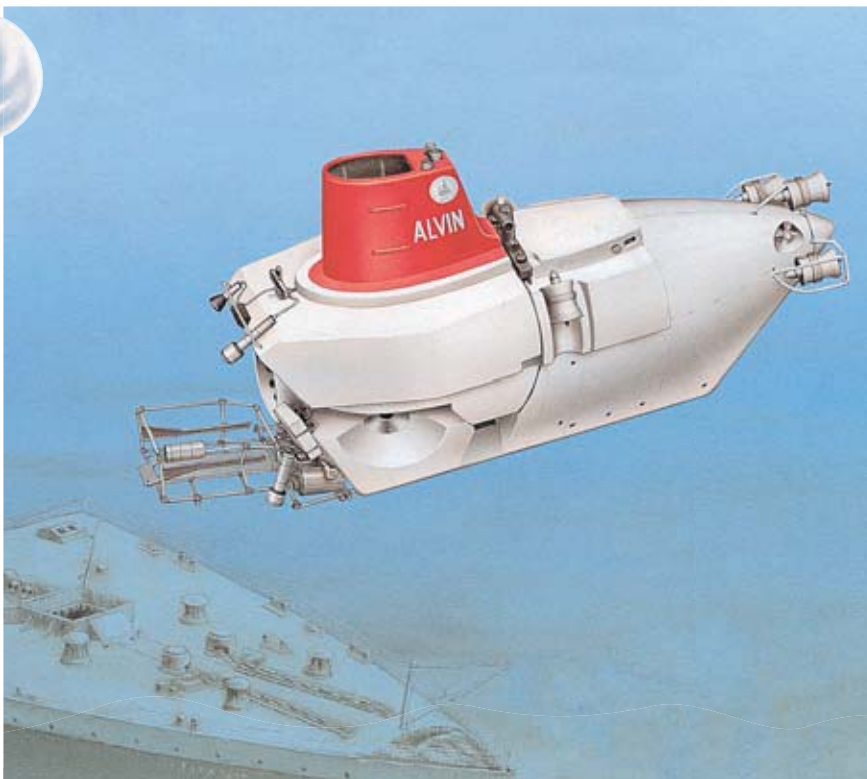




Alvin's trips don't always go as planned. Once Alvin slid into the sea by mistake. It stayed there for almost a year. The lunches left on board were still fresh! The cold sea acted like a fridge and kept the lunches fresh!

On one of Alvin's trips a swordfish attacked the ship! Alvin was on its way to the surface when the sharp nose of the fish got stuck in Alvin's side. The crew had no way to get rid of the fish. So when Alvin reached the surface, the fish joined them for dinner. It was delicious!

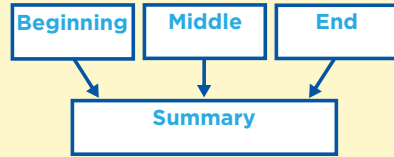
There is much to learn from life underwater. We can learn about the biology of new plants and animals. We can also find out historical information from old shipwrecks. Alvin and its crew can help teach us all these things and more!



# Comprehension Check

## Summarize

Reread “Alvin: Underwater Exploration.” Look at the Summary Chart. Then summarize the selection.



## Think About It

1. What is Alvin?
2. How long do most of Alvin’s trips last?
3. What did the photos taken by Alvin show?
4. How does Alvin help scientists? Explain.



## Write About It

Do you think the underwater explorations in Alvin are important? Why or why not?

# Skills and Strategies

TITLE	DECODING	VOCABULARY	COMPREHENSION
<b>Unit 1 pages 6-65</b>			
6 Dan Can Rap!	/a/a p <u>ack</u> , /e/e s <u>gt</u> , /i/i s <u>pill</u> , /o/o s <u>top</u> , /u/u m <u>ud</u>	hand, nervous, slips, worried, gasps, on edge	Analyze Story Structure: Character and Setting
18 Jane Wins a Job	/ā/a_e s <u>ame</u> , /ē/e_e the <u>se</u> , /ī/i_e li <u>ke</u> , /ō/o_e s <u>tove</u> , /ū/u_e t <u>une</u>	create, logging, awoke, enormous, smokestack, cabin	Analyze Story Structure: Make Inferences
30 Do They Make You Shudder and Shake?	/f/ph p <u>hone</u> ; /sh/sh br <u>ush</u> ; /th/th w <u>ith</u> ; /hw/wh w <u>hen</u>	stun, venom, reptile, victim	Summarize: Main Idea and Details
42 Seeing Mars	/ē/e she, ee s <u>ee</u> m, ea d <u>ream</u> , y happy	orbits, object, volcano, planets	Summarize: Problem and Solution
54 Ray and Blaine Save the Day	/ā/ay s <u>ay</u> , ai m <u>ain</u> , a b <u>aby</u>	plea, supplies, dismay, beamed, recover, cure	Summarize: Draw Conclusions
<b>Unit 2 pages 66-125</b>			
66 The Problem with Sy	/i/i qui <u>et</u> , y tr <u>y</u> , /igh s <u>ight</u>	fierce, fright, trembling, perch, escapes	Summarize: Sequence
78 Large Trees with Large Jobs	/s/c sp <u>ace</u> , /j/g p <u>age</u>	gems, ripen, protect, disputes, concerned	Summarize: Main Idea and Details
90 Which Way to Freedom?	/ch/ch wh <u>ich</u> , /tch p <u>atch</u>	citizens, succeeded, dedicated, relief, advised	Monitor Comprehension: Author's Purpose
102 A Ride in the Moonlight	/ō/o f <u>ocus</u> , oa b <u>oat</u>	country, sign, idea, boast, patriots, troops	Monitor Comprehension: Fact and Opinion
114 A Cowboy's Life	/ou/ow br <u>own</u> , ou r <u>ound</u>	prowling, daring, swiftly, roaming, well-rounded	Analyze Text Structure: Description
<b>Unit 3 pages 126-185</b>			
126 Joan's First Parade	/ū/oo b <u>oot</u>	excitement, costumes, refused, fabric, shrieked, swooped	Analyze Story Structure: Theme
138 Susan B. Anthony: Making Her Mark on the Women's Rights Movement	/ār/ar s <u>art</u>	delay, basis, committee, grant, movement, regarding	Summarize: Sequence
150 A Place for Us to Breathe	/ōr/or f <u>or</u> , ore s <u>ore</u>	lantern, fortunately, declared, exposed, fragile	Summarize: Compare and Contrast
162 A Desert Vacation	/ūr/er h <u>er</u> , ir f <u>irst</u> , or w <u>ord</u> , ur s <u>urf</u>	fret, remarkable, unique, images, echoes	Visualize: Theme
174 Hope's Trip to Planet Wren	/n/kn k <u>now</u> , /r/lr w <u>rite</u> , /m/mb l <u>amb</u>	wreck, combing, variety, knoll, seized, grave	Visualize: Author's Perspective

TITLE	DECODING	VOCABULARY	COMPREHENSION
<b>Unit 4 pages 186-245</b>			
186 Grandpop's Brave Choice	/oi/oi <u>s</u> ail, oy <u>b</u> oy	confidence, assured, offices, confused, accept	Generate Questions: Problem and Solution
198 Big Ideas for Little Animals	/əl/əl an <u>g</u> el, le <u>b</u> ubble	survive, injure, attempts, odor, ordinarily	Generate Questions: Main Idea and Details
210 A New Government	/ð/au <u>p</u> ause, aw <u>cl</u> ow, /ð/lal <u>s</u> alt	developed, structure, foolishly, authored, absolute	Monitor Comprehension: Fact and Opinion
222 Follow the Weather	/ð/o t <u>o</u> ld, ow <u>o</u> wn, oa <u>b</u> oat	shelter, destroyed, dense, quarrel, treacherous	Monitor Comprehension: Draw Conclusions
234 Brook's Vase of Good Thoughts	/ū/oo <u>b</u> ook	revolves, filthy, common, product, introduction	Monitor Comprehension: Character and Setting
<b>Unit 5 pages 246-305</b>			
246 The Loneliest Place on Earth	Review: /ā/ and /a/	extreme, frequently, harsh, inhabited, contacting, enable	Monitor Comprehension: Cause and Effect
258 The Perfect Ingredient	Review: /ī/ and /i/	miserable, eager, grumbled, suggested, compressed	Monitor Comprehension: Make Inferences
270 Plants That Can Heal	Review: /ē/ and /e/	preparation, reduce, available, scents, precise	Analyze Text Structure: Cause and Effect
282 Joe and Nicole Crack the Code	Review: /ō/ and /o/	inappropriate, treasure, situations, irregular, impatiently	Analyze Story Structure: Plot and Setting
294 Up, Up, and Away!!!	Review: /ū/ and /ü/	tended, launch, expedition, solo, permission, visible	Generate Questions: Fact and Opinion
<b>Unit 6 pages 306-365</b>			
306 The Girl Who Talked to Animals	/ər/er <u>e</u> ver, /əl/əl <u>t</u> unnel, /ən/en <u>w</u> ooden	peculiar, innocent, communicate, bustling, deserve	Generate Questions: Character and Plot
318 An Outdoor Adventure	Review: /ou/ou <u>s</u> ound, ow <u>c</u> rown	surrounded, secure, concluded, scuttle, eerie	Monitor Comprehension: Problem and Solution
330 The Truth About Bullies	Review: /th/th <u>w</u> ith, /sh/sh <u>s</u> hip, /hw/wh <u>w</u> hen, /f/ph <u>g</u> raph	anxious, gestures, thrive, halt, witness	Monitor Comprehension: Persuasion
342 Proof of Goodness	Review: long vowels and short vowels	vanished, reflection, majesty, depend, delicious	Generate Questions: Theme
354 Alvin: Underwater Exploration	Review: long vowels and short vowels	investigate, energy, chemicals, damage, snatching, request	Generate Questions: Summarize



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