

**SPECTRUM**<sup>®</sup>

# Reading

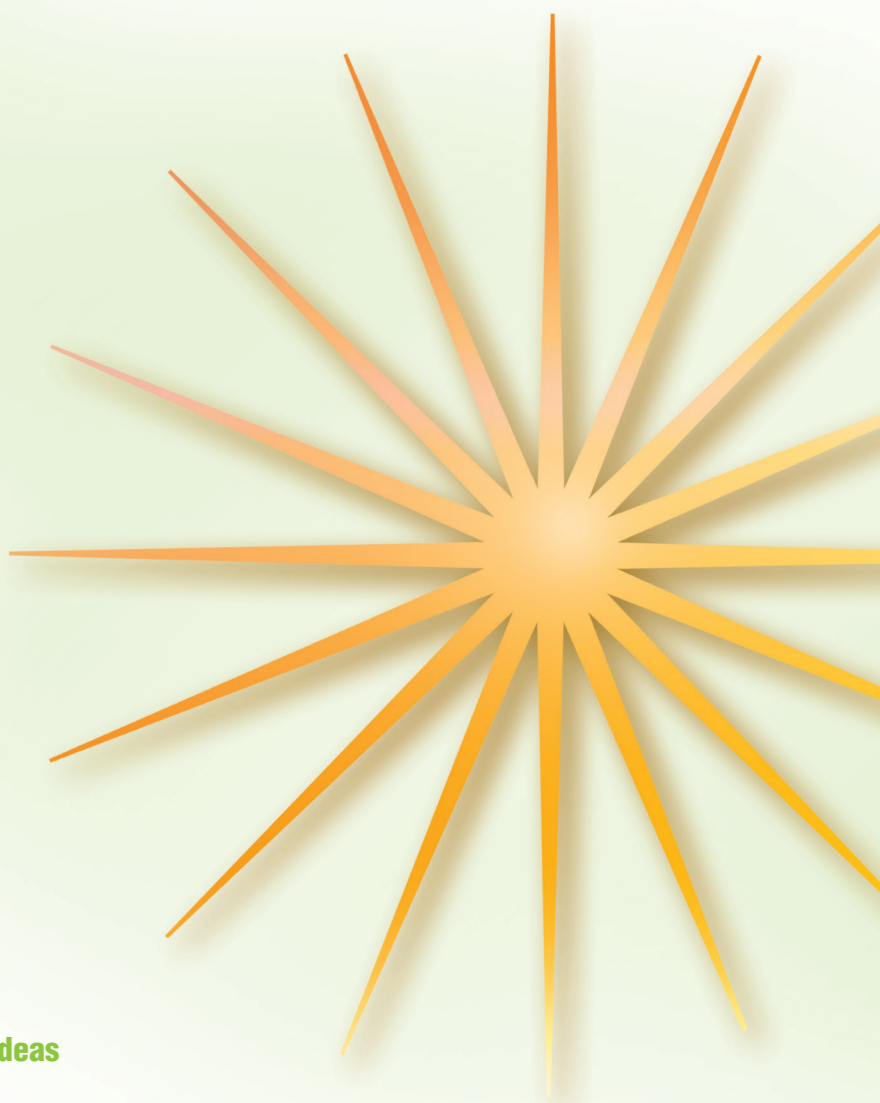
GRADE

**3**








## Focused Practice for Reading Comprehension

- Fiction and non-fiction passages
- Main idea and story structure
- Integration of knowledge and ideas
- Key ideas and details
- Answer key

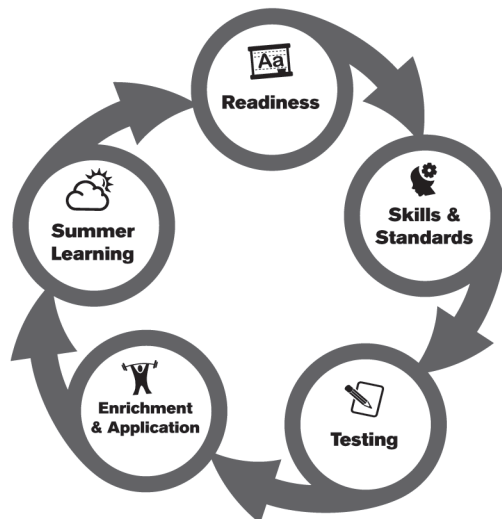


# Support your child's educational journey throughout the year!

For over 40 years, Carson Dellosa has provided quality educational products that help children excel at school and home.

				
<b>Readiness</b>	<b>Skills &amp; Standards</b>	<b>Testing</b>	<b>Enrichment &amp; Application</b>	<b>Summer Learning</b>
Preparing your child for the upcoming school year	Supporting your child with subject- and skill-based practice	Providing your child with the essential skills and strategies for test-day success	Extending your child's learning with real-world applications	Keeping your child's skills sharp all summer long

**Carson Dellosa—your partner in education from PreK through 8<sup>th</sup> grade**





**SPECTRUM<sup>®</sup>**

Reading

Grade 3

Published by Spectrum<sup>®</sup>  
an imprint of Carson Dellosa Education  
Greensboro, NC

Spectrum®  
An imprint of Carson Dellosa Education  
P.O. Box 35665  
Greensboro, NC 27425 USA

© 2015 Carson Dellosa Education. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced, stored, or distributed in any form or by any means (mechanically, electronically, recording, etc.) without the prior written consent of Carson Dellosa Education. Spectrum® is an imprint of Carson Dellosa Education.

ISBN 978-1-4838-1410-0

# Table of Contents

Two Boys, Big Plans . . . . .	2	Houdini . . . . .	82
One Tent, Lots of Stuff . . . . .	4	David Copperfield . . . . .	84
How to Pitch a Tent . . . . .	6	Wiggles Reappears . . . . .	86
One Tent...What Next? . . . . .	8	Field Trip . . . . .	88
Night Lights . . . . .	10	Riddles Along the Way . . . . .	90
Thunder and Lightning . . . . .	12	One Great Wall . . . . .	92
Smokey the Bear . . . . .	14	A Wall of Names . . . . .	94
Planting Dreams . . . . .	16	A Farm from Long Ago . . . . .	96
Dreaming of the Harvest . . . . .	18	In the Barn . . . . .	98
Peppers . . . . .	20	In the Kitchen . . . . .	100
The Pie Man . . . . .	22	Baking Bread . . . . .	102
Once a Pie Man, Always a Pie Man	24	All About the Farm . . . . .	104
New York City's Gem . . . . .	26	Caught in Traffic . . . . .	106
Soccer Blues . . . . .	28	How Many Are There? . . . . .	108
Mom to the Rescue . . . . .	30	Sidewalk Art . . . . .	110
Power Snack . . . . .	32	Wishes on the Sidewalk . . . . .	112
And It's Out of the Park! . . . . .	34	Drawings on the Wall . . . . .	114
History of Soccer . . . . .	36	Roman Wall Art . . . . .	116
Why Soccer? . . . . .	38	From Lucy . . . . .	118
A Teacher's Journal . . . . .	40	At the Shore . . . . .	120
A Student's Journal . . . . .	42	From Isabel . . . . .	122
The Great Volcano Debate . . . . .	44	The Dominican Republic . . . . .	124
The End of a Volcano Tale . . . . .	46	Lucy and Isabel: Pen Pals . . . . .	126
Volcanoes . . . . .	48	Phone Troubles . . . . .	128
And the Next Unit Is... . . . .	50	Phone Manners . . . . .	130
So Many Ideas . . . . .	52	Hold the Phone! . . . . .	132
Too Many Ideas! . . . . .	54	Telephones: How Do They Work?	134
Forest Mammals . . . . .	56	Honey to the Rescue . . . . .	136
Snakes: Love Them or Leave Them?	58	Honey . . . . .	138
Redwood Giants . . . . .	60	A Sad Song . . . . .	140
Problem Solved . . . . .	62	What Is Folk Music? . . . . .	142
The Hamster from Room 144 . . . . .	64	Peanut Butter Plus . . . . .	144
Caring for a Pet Hamster . . . . .	66	Working for Peanuts . . . . .	146
Skyway Sweeper . . . . .	68	All Wrapped Up . . . . .	148
Rooftop Keeper . . . . .	70	Making Prints . . . . .	150
The Dirt on Soil . . . . .	72	Answer Key . . . . .	152
Frederick's Secret . . . . .	74		
Buildings: From Tall to Taller . . . . .	76		
Magic with Flowers . . . . .	78		
Magic with Wiggles . . . . .	80		

# Two Boys, Big Plans

*Read to see what Sam and Kent are planning.*

<sup>1</sup> “Okay, I’m going to ask my parents right now. Are you?” Sam waited for Kent’s reply over the phone.

<sup>2</sup> “I think so,” said Kent after a moment. “My dad just got home a little while ago. Are you bringing crackers?”

<sup>3</sup> Sam laughed. Kent was always hungry. “Yes, I’ll bring the crackers,” he said. “And be sure to tell them that we’ll turn the lights out by 9:30. Okay?”

<sup>4</sup> “Nine-thirty. Right,” Kent agreed. “Okay, I’m going to go ask. I’ll talk to you in a little bit.”

<sup>5</sup> “Okay,” answered Sam, and he hung up. *Now, if only we can talk our parents into letting us do this,* he thought to himself. He put on a big smile and entered the family room.

<sup>6</sup> “Dad?” said Sam quietly so he wouldn’t make his father jump. “I cleaned up those grass clippings for you.”

<sup>7</sup> “Oh, good,” nodded Mr. Hume. “Thanks, Sam.”

<sup>8</sup> “Mom? Dad?” started Sam again. Both his parents looked over their newspapers. The words rushed out of Sam. “Kent and I were wondering if we could sleep out in the tent tonight. We’d be warm enough in our sleeping bags, and we won’t eat too much, and it’ll be lights out at 9:30, we promise.”

<sup>9</sup> Mr. and Mrs. Hume blinked, then looked at each other. *How do they talk to each other without saying anything?* wondered Sam.

<sup>10</sup> “Did Kent’s parents say it was okay?” asked Mrs. Hume.

<sup>11</sup> “He’s asking right now.” Sam shifted from one foot to the other. Another look passed between his parents.

<sup>12</sup> Mr. Hume nodded. “If Kent’s parents say it’s okay, it’s okay with us.”

<sup>13</sup> “Thanks, Dad! Thanks, Mom!” called Sam as he dashed for the phone. He dialed and held his breath. Then, he heard Kent’s voice.

<sup>14</sup> “Okay?” asked Sam.

<sup>15</sup> “Okay!” said Kent.



1. This story is mostly about  
\_\_\_\_\_ a sleepover.  
\_\_\_\_\_ Sam's parents.  
\_\_\_\_\_ two boys' plans.
2. At the beginning, when Sam and Kent are talking on the phone, what did you think they might be talking about?  
\_\_\_\_\_  
\_\_\_\_\_
3. In the story, when did you find out what the boys are planning?  
\_\_\_\_\_
4. Why do you think Sam told his dad about the grass clippings?  
\_\_\_\_\_  
\_\_\_\_\_
5. Why does Sam mention being warm enough and when the lights will be turned out?  
\_\_\_\_\_  
\_\_\_\_\_
6. Now that the boys have permission, what do you think they will do next?  
\_\_\_\_\_  
\_\_\_\_\_
7. In paragraph 5, why are the words *Now, if we can only talk our parents into letting us do this* in italics?  
\_\_\_\_\_
8. What is the author's purpose in writing this selection?  
\_\_\_\_\_
9. Have you ever been worried about asking your parents to do something? What was it, and how did you ask them?  
\_\_\_\_\_  
\_\_\_\_\_



# One Tent, Lots of Stuff

What do the boys need for their night in the tent?

- 1 "Lantern?"
- 2 "Got it."
- 3 "Sleeping bags?"
- 4 "Got it—both of them."
- 5 "Pillows?"
- 6 "Two fat ones."
- 7 "Crackers?"
- 8 "Three kinds."
- 9 "Three kinds? Great!"

<sup>10</sup> Sam and Kent had made a list of all the things they needed for sleeping out in the tent. Now, they were sitting cross-legged in the tent, checking things off the list.

<sup>11</sup> "Are you going to bring a bathrobe and slippers?" Kent asked Sam.

<sup>12</sup> "Oh, no! We're camping. Those are just for in the house," answered Sam, looking as if he knew all about camping.



Spectrum Reading [Grade 3](#)

<sup>13</sup> "Oh, right," said Kent, who had never been camping before. He didn't think Sam had been camping before either. Still, it was Sam's dad's tent, so he must know.

<sup>14</sup> "Oh, I almost forgot. Can you bring your baseball glove?" Sam looked very serious.

<sup>15</sup> Kent couldn't figure this one out. "My baseball glove? What do we need that for?"

<sup>16</sup> "Well, we just might. You never know," said Sam with mystery and authority.

<sup>17</sup> "Okay," shrugged Kent, "I'll bring it when I come after supper. What time do you think you'll be able to come out?"

<sup>18</sup> Sam thought for a moment. "We usually eat at 5:45. Then, I have to clear the table. I should be done by 6:30. What about you?"

<sup>19</sup> "My dad doesn't get home until six o'clock," said Kent, regretfully. "Maybe if I offer to help Mom with supper, things will go quickly."

<sup>20</sup> Sam shrugged. "It's worth a try. Come out as soon as you can." Sam looked around the tent. "Okay, I think everything's ready. I'll see you later."

<sup>21</sup> "See you later," said Kent, and the boys both ran home.

1. One of the boys usually has the ideas. The other one seems to go along with those ideas. Which boy is the “leader”?

---

2. What details from the story helped you answer question 1?

---

---

3. Kent says he might help his mom with supper. What does that tell you about Kent?

---

4. Based on what you know about camping, how do you feel about all the stuff the boys have in their tent? List what you think they need and what they don't need.

**What They Need**

---

**What They Don't Need**

---

5. In some stories, the author tells you what is happening. In this story, the author uses mostly dialogue, what the characters say, to let you know what is going on. Choose one line of dialogue and write what it helps you know about the character.

Dialogue: \_\_\_\_\_

---

---

6. Why does Kent think that Sam knows more about camping?

---

---

7. How do you think the boys feel about camping out together? Explain your answer.

---

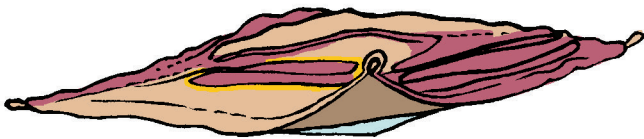
---

# How to Pitch a Tent

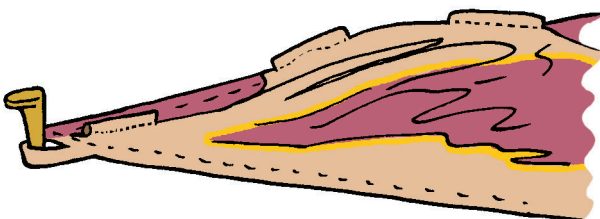
Follow these instructions to learn how to pitch a tent.

These general instructions should allow anyone to pitch any size or style of tent. Keep in mind that pitching a tent alone, even if you have experience, is difficult.

1. Choose a flat area on which to pitch your tent. Remove any stones or rocks that might poke through the tent's floor.
2. Take the tent and all equipment out of the storage bag. Lay everything on the ground neatly.
3. Spread a groundcloth over the chosen spot. Then, lay the tent floor over the groundcloth. Fold the edges of the groundcloth under, so they do not stick out from the edges of the tent.



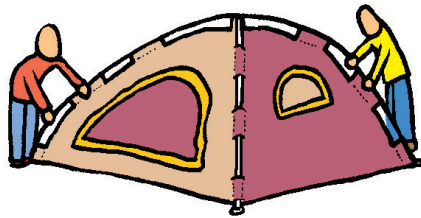
4. Make sure the tent door is zipped shut. Then, pound a stake through each loop, pulling snugly as you go so the floor gets stretched to its full size.



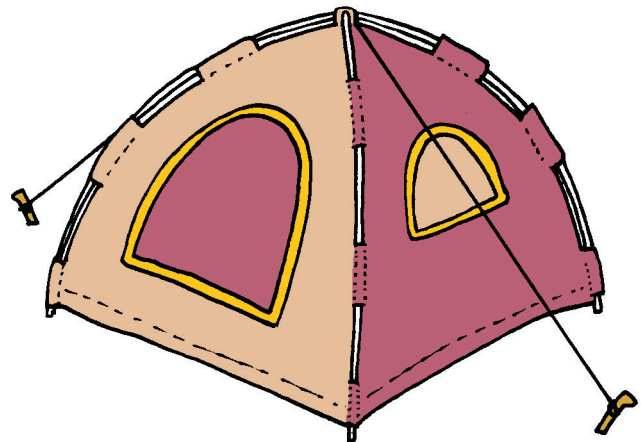
5. Put together the tent poles, if necessary. Thread each one through its loops or channels. Do not step or walk on the tent to do this. If necessary, crawl or lie down on your stomach to reach the center of the tent.



6. Raise the poles. If you have a partner, work on opposite sides of the tent.



7. Pull the guy lines straight out from the sides of the tent. Peg each one.



1. What do you know about pitching a tent? Do you have anything to add to these instructions?

---

---

2. Number the sentences to show the order of steps to pitch a tent.

- \_\_\_\_\_ Spread out groundcloth.  
\_\_\_\_\_ Tighten and peg guy lines.  
\_\_\_\_\_ Choose and clear an area.  
\_\_\_\_\_ Put together tent poles.  
\_\_\_\_\_ Lay out equipment.  
\_\_\_\_\_ Pound stakes through loops.  
\_\_\_\_\_ Raise the poles.

3. If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.

---

---

4. Choose one illustration. Explain what it shows.

---

---

---

5. In the first paragraph, the author says that pitching a tent alone is difficult. Why do you think this is?

---

---

6. What is the purpose of a groundcloth?

---

7. Which two steps explain what to do with the poles?

\_\_\_\_\_ and \_\_\_\_\_

8. After reading these instructions, do you think you could pitch a tent? Why or why not?

---

---

# One Tent...What Next?

---

What do the boys expect to happen?

<sup>1</sup> “Then, there was the time my brother and I nearly got blown away with the tent! Did I tell you about that one?” Sam shook his head and tried not to look impatient. His dad had been telling camping stories for almost an hour. *How can I get him to stop without saying anything?* thought Sam to himself. He really wanted to get out to the tent.

<sup>2</sup> Finally, his dad stopped for a bite of dessert, and Sam asked to be excused. When his mom nodded her head okay, it took only four trips to clear the table. Then, he was off and across the backyard.

<sup>3</sup> “Caught you!” yelled Sam as he flipped back the tent flap. Kent jumped and turned red. “Ha! I knew it! In the crackers already.” Then, he laughed. “Have you been waiting long?”

<sup>4</sup> Kent shook his head because his mouth was full. Finally, he said, “Not long. My dad got home late.”

<sup>5</sup> Sam shrugged. “Oh, well. We’re here now. Let’s get ready.”

<sup>6</sup> “Ready for what?” asked Kent.

<sup>7</sup> “For whatever’s going to happen,” answered Sam. *Well, he must know,* thought Kent. He helped Sam straighten the sleeping bags and stash stuff in the corners. They played catch across the tent for a little while. *Ah, the baseball glove,* thought Kent. They played badminton with crackers, but then Sam discovered crumbs in his sleeping bag, so they stopped.

<sup>8</sup> They turned on the lantern and read. After a while, Sam retold some of his dad’s camping stories. Then, Kent turned out the light, and they listened for noises in the dark. They didn’t hear any for a very long time.

<sup>9</sup> Finally, Kent heard something at the tent flap. He half crawled and half flew across the tent to warn Sam. Sam yelled when Kent landed on top of him.

<sup>10</sup> “Hey, are you guys all right?” It was Sam’s mom. “Breakfast is ready.”

<sup>11</sup> Sam and Kent looked at each other in disbelief. They had slept through the whole night, and nothing had happened.



1. Which sentence best describes this story?

\_\_\_\_\_ Nothing exciting happens to the boys in the tent.

\_\_\_\_\_ The boys have a crazy night in the tent.

\_\_\_\_\_ In the morning, Kent plays a trick on Sam and scares him.

2. Why did the boys stop playing badminton?

\_\_\_\_\_

\_\_\_\_\_

3. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.

\_\_\_\_\_ Kent eats too many crackers.

\_\_\_\_\_ Sam's dad had been telling camping stories for almost an hour.

\_\_\_\_\_ Breakfast is ready.

\_\_\_\_\_ Sam's dad tells the best camping stories.

4. What do you think the boys were hoping would happen?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. In paragraph 3, why does Kent turn red?

\_\_\_\_\_

\_\_\_\_\_

6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ Kent landed on top of Sam.

\_\_\_\_\_ Sam's mom startled the boys.

7. This story has two settings. What are they?

\_\_\_\_\_ and \_\_\_\_\_

# Night Lights

*What is keeping Mikki awake?*

<sup>1</sup> There were lights flashing outside. No matter what I did, I could see those lights. I couldn't figure out what they were, so I started worrying.

<sup>2</sup> I turned away from the window and closed my eyes. But then I had to open them, just a crack, to see if the lights were still there. *Flash-flash, off, flash!*

<sup>3</sup> I rolled toward the window and watched. Maybe I could figure it out. I started listing things. Car lights? Not bright enough. Police car flashers? Not blue and red enough. Spaceships? Not likely. All right, this is really bugging me. I have to go ask Mom, I finally concluded.

<sup>4</sup> I padded downstairs where my mom was reading a magazine. She was a little surprised to see me.

<sup>5</sup> "The lights are flashing upstairs," I said.

<sup>6</sup> "They are?" She said it with that "this is a great excuse for being out of bed" look on her face.

<sup>7</sup> "I can't figure out what it is," I continued, hoping for some comfort. To my relief, she put down her magazine and steered me back upstairs.

<sup>8</sup> We laid across my bed on our stomachs and watched out the window. Mom knew right away.

<sup>9</sup> "Mikki, do you remember driving up to visit Uncle Walt last month?" she asked. I nodded. "Do you remember how long it took?" I nodded again. "Well, Uncle Walt is having a thunderstorm way up north where his house is. The lightning is sort of shining off the clouds, so we can see the flashing down here, even though the storm is far away from us."

<sup>10</sup> "Oh," I said. I thought to myself, *Well, that makes sense.* After all, what else causes lights to flash in the sky? Aliens? Not likely.



1. What is causing Mikki to worry?

\_\_\_\_\_

2. What does Mikki do to try to get to sleep?

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

\_\_\_\_\_

Then, she \_\_\_\_\_

\_\_\_\_\_

3. What is causing the flashing lights?

\_\_\_\_\_

\_\_\_\_\_

4. Have you ever been kept awake at night by something that bothered or puzzled you? Write about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. From whose point of view is this story told?

\_\_\_\_\_ Mom's    \_\_\_\_\_ Mikki's    \_\_\_\_\_ Uncle Walt's

6. Which word best describes Mom in the story?

\_\_\_\_\_ impatient    \_\_\_\_\_ confused    \_\_\_\_\_ kind

7. Is this story realistic? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

8. Name three things that Mikki thinks the lights could be.

\_\_\_\_\_

# Thunder and Lightning

*What causes thunder and lightning?*

<sup>1</sup> The story of thunder and lightning is a lesson on electricity. Lightning is really just a giant electrical spark. Thunder is a direct result of the activity of that spark.

## Lightning First

<sup>2</sup> Imagine a single water droplet high above Earth. It is in a cloud among millions of other water droplets. As this water droplet falls toward Earth, it gets bigger by collecting more moisture. When the droplet gets to just about the size of a pea, it splits. This splitting action causes an electrical charge to build up on the two new droplets.

<sup>3</sup> If the droplets fall straight to Earth, the electrical charge is very small and will have no effect. If the droplets get swept upward by air currents, however, the whole process begins again. The droplets fall, grow, split, and become more strongly charged with electricity each time.

<sup>4</sup> In time, the electrical charge in the droplets becomes so strong that it has to discharge itself. The result is a huge spark. It may leap from a cloud to the ground in less than one-tenth of a second. We know it as lightning.

## Thunder Second

<sup>5</sup> When lightning flashes, the air is suddenly heated, and then it quickly cools. These rapid changes in the air cause the cracking sound of thunder. During a storm, we see lightning first, and then wait to hear the thunder. That's because light travels faster than sound. We see the lightning as it happens, but the sound of the thunder may take any number of seconds to reach us, depending on how far away the lightning was. The rumbling sound of thunder is actually an echo from the sound waves bouncing off Earth or off the clouds.



1. The author wrote this article to

\_\_\_\_\_ entertain.

\_\_\_\_\_ give information.

\_\_\_\_\_ persuade.

2. Which comes first, thunder or lightning?

\_\_\_\_\_

3. What causes lightning? Give a brief answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How does lightning cause thunder?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. If you read only the two headings in this article, what would you learn?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Write **T** for true or **F** for false next to each statement below.

\_\_\_\_\_ Thunder always takes the same amount of time to reach Earth.

\_\_\_\_\_ Light travels faster than sound.

\_\_\_\_\_ Thunder and lightning are not related to each other.

7. What is the main idea of paragraph 4?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Which of the following is the purpose of paragraph 1?

\_\_\_\_\_ introduction    \_\_\_\_\_ author's purpose    \_\_\_\_\_ conclusion



# Smokey the Bear

*Read to find out how Smokey the Bear became famous.*

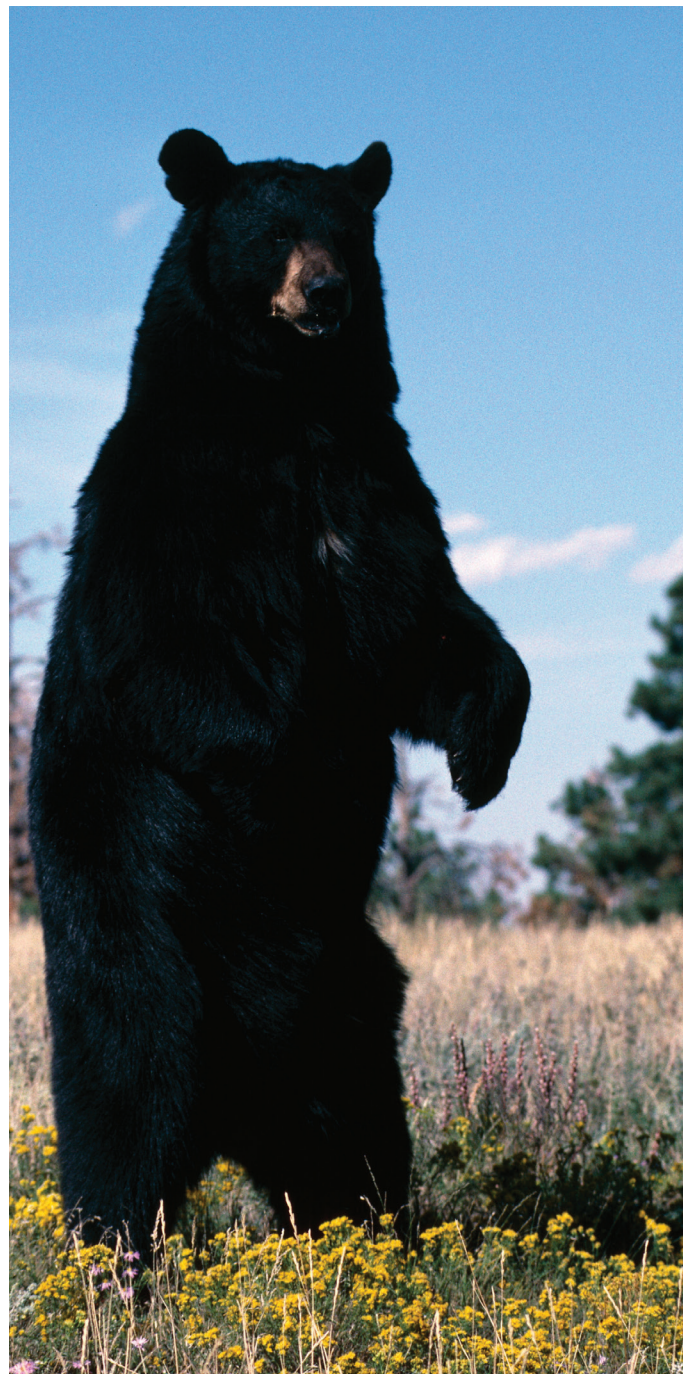
<sup>1</sup> Smokey the Bear's story doesn't start with a bear. It starts with a problem, a solution, and then a drawing.

<sup>2</sup> In the 1940s, during World War II, the leaders of the United States had a problem. They were worried about having enough wood to build ships and other equipment for the war. The solution: To protect America's forests (and the wood that might be needed for ships), the U.S. Forest Service started a campaign to prevent forest fires.

<sup>3</sup> The Forest Service created posters reminding people about fire safety. The posters featured a deer named Bambi from a popular movie. Before long, however, the poster images were switched to a popular toy animal—a bear. An illustrator, Albert Staehle, drew that first bear with a park ranger's hat in 1944 and named him *Smokey*.

<sup>4</sup> Six years later, while fighting a forest fire in New Mexico, firefighters found a black bear cub clinging to a tree. They rescued the cub and called it Hotfoot. Soon, however, the cub was renamed Smokey after the drawings on the posters.

<sup>5</sup> Once he recovered from his injuries, Smokey was taken to the National Zoo in Washington, D.C. Thousands of people visited him there until he died in 1976. Smokey was 26 years old. His message is still with us, however, as we see him reminding us to prevent forest fires all across the nation.



---

Put a check next to the sentences that are true.

1. \_\_\_\_\_ The idea for Smokey the Bear started in the 1940s.
2. \_\_\_\_\_ Smokey the Bear lives in New Mexico.
3. \_\_\_\_\_ The Forest Service made posters in honor of a bear cub that died in a fire.
4. \_\_\_\_\_ Smokey the Bear was a drawing first, and then a real bear.

Write **M** next to the sentences that tell about make-believe things.

5. \_\_\_\_\_ Smokey the Bear lived in a zoo for many years.
6. \_\_\_\_\_ Smokey the Bear speaks to campers about the danger of forest fires.
7. \_\_\_\_\_ Smokey the Bear used to help firefighters put out fires.
8. Why was Smokey the Bear created? Write the phrase or sentence from the article that tells you.

---

---

---

9. In paragraph 2, what problem did U.S. leaders have?

---

10. What was the solution?

---

11. What organization created the fire safety posters?

---

12. In the posters, did Smokey the Bear look realistic? Explain.

---

---

# Planting Dreams

What does Rosa dream about?

<sup>1</sup> She was walking home from work one evening when she got the idea. Rosa didn't like her job at the factory, but it was better than no job at all. So, while she was trying not to think about work, she saw the pots stacked up in an alley. They were cheap plastic pots, but there were dozens of them piled up behind the flower shop. *Such a waste*, she thought. When the pots were still there three days later, Rosa went in and asked if she could take some. The flower shop lady said she didn't mind, so Rosa carried home a tower of pots, pretending she was a circus performer on the way.

<sup>2</sup> At home, Rosa set the pots on the fire escape outside her tiny apartment. And there they sat. Once, a gust of wind sent them clattering to the street three floors below, and she had to go and chase them before the gathering storm.



<sup>3</sup> Every day, Rosa went to work and thought about her pots. She was waiting for something, but she had patience.

<sup>4</sup> At last, the newspaper brought good news. A hardware store had a sale on potting soil. Rosa carefully counted her money, and then she walked the six blocks to the store. She bought six bags and carried them home. She bought seeds, too. Rosa slept well that night and dreamed of masses of flowers and fat, glowing fruits.

<sup>5</sup> Sundays were always good days. Rosa didn't have to work on Sundays. But Rosa couldn't remember when she had had *such* a good Sunday. She got up early and ate her breakfast on the fire escape with her pots. Then, she began to scoop dirt into the pots. She hummed a little song until all six of her bags of soil were empty. Then, she laid her precious seed packets out and planned her garden. Tomatoes for the biggest pots, and peppers for the next-biggest ones. Flowers in all the rest.

<sup>6</sup> At the end of the day, Rosa sat in her garden and watched the sunset. *Soon*, she thought, *there will be masses of flowers and fat, glowing fruits.*

A **fact** is something that can be proven true. An **opinion** is what someone thinks or feels. Check the sentences that are facts.

1. \_\_\_\_\_ Vegetables can be grown in pots.
2. \_\_\_\_\_ Creating a garden on a fire escape is difficult.
3. \_\_\_\_\_ Any garden is beautiful.
4. \_\_\_\_\_ Plants need soil and water.
5. Number the sentences to show the order in which things happened.  
\_\_\_\_\_ Rosa bought potting soil.  
\_\_\_\_\_ Rosa took the pots home.  
\_\_\_\_\_ Rosa planted her seeds.  
\_\_\_\_\_ Rosa saw the pots.
6. Check the words or phrases that best describe Rosa.  
\_\_\_\_\_ selfish  
\_\_\_\_\_ tends to waste time  
\_\_\_\_\_ likes the outdoors  
\_\_\_\_\_ appreciates beauty

7. Why do you think Rosa slept well the night after she bought seeds and soil?

---

---

---

8. The author repeats a line from paragraph 4 in the last paragraph. What line is it? Why do you think the author repeats it?

---

---

---

9. Have you ever planted something and watched it grow? Tell about how it made you feel.

---

---

---

---



# Dreaming of the Harvest

Read to see how Rosa's garden is doing.

<sup>1</sup> Rosa hurried home from work. She knew it had been quite warm that day, and it hadn't rained since last week. She was worried that her tiny seedlings might have gotten too much sun. When she got to her building, she raced up the stairs, two at a time, up to the third floor.

<sup>2</sup> Rosa was still panting when she stepped out onto the fire escape. *Oh, you poor things!* was all she could think. Even her strongest, tallest tomato plant looked as if it had just given up. It was pale and dry looking, not green and smooth like it had been this morning. Rosa got her watering can and went right to work. She watered each pot until it began to drip out the holes in the bottom. She made sure each plant got just the right amount. Then, she went in to fix something to eat.

<sup>3</sup> In the kitchen, Rosa bit into an apple and imagined that it was a big, juicy tomato. She chopped a carrot and imagined that it was a shiny, green pepper getting ready to join some tomatoes in a pot of rich, spicy sauce.

<sup>4</sup> She carried her dinner out to the fire escape. The apartment building across the street cast its shadow on her garden, letting it rest from the day's hot sun. Rosa leaned against the wall and closed her eyes. She let her hard day of work at the factory fade away as she imagined taking her flowers to her friends at work. Just think how surprised they would be. They would think she had robbed the flower shop!

<sup>5</sup> Rosa watched her garden grow until after dark. Then, she went inside and dreamed of running her own shop filled with trays of fresh vegetables and baskets of flowers fresh from her own garden.





1. Why is Rosa worried about her plants on this day?

---

---

Write **T** if the sentence is true. Write **F** if the sentence is false.

2. \_\_\_\_\_ This story is mostly about Rosa worrying about her garden.

3. \_\_\_\_\_ Rosa is careless about her garden.

4. \_\_\_\_\_ Rosa plans to share her flowers with others.

5. \_\_\_\_\_ Too much sun causes Rosa's plants to dry up.

Compare how things really are with how they used to be, or with what Rosa imagines.

6. The strongest, tallest tomato plant is \_\_\_\_\_.

It had been \_\_\_\_\_.

7. Rosa bites into an \_\_\_\_\_.

She imagines that it is a \_\_\_\_\_.

8. She chops a \_\_\_\_\_.

She imagines that it is a \_\_\_\_\_.

9. For now, Rosa works at a \_\_\_\_\_.

She dreams of \_\_\_\_\_.

10. Why do you think Rosa spends so much time daydreaming?

---

---

11. What details from the story helped you answer question 10?

---

---

12. Which of these is mostly likely to be true?

\_\_\_\_\_ Rosa lives in the country.

\_\_\_\_\_ Rosa lives in a city.

# Peppers

*Which kind of pepper do you like best?*

<sup>1</sup> What comes in many colors and is high in vitamins A and C? Some people like them hot; some prefer them mild. They are a common sight in backyard gardens throughout the United States. Have you guessed yet? They are peppers.

<sup>2</sup> Whether green, yellow, or red, peppers add flavor to many types of foods. People eat them raw, pickled, or cooked. They go in salads, in sauces, on sandwiches, and, of course, on pizza.

## **Bell Peppers**

<sup>3</sup> The mildest variety of pepper is the bell pepper. They are sometimes called *sweet peppers*, but they are not sweet like sugar. They are simply less spicy, or hot, than other types of peppers. The round, apple-sized fruits of bell pepper plants are green, yellow, or red. Some people eat them before they get fully ripe. Bell peppers are by far the most common pepper found in gardens and on grocery store shelves.

## **Chili Peppers**

<sup>4</sup> “Chili pepper” is a general name for a number of quite spicy peppers that come in many sizes and appear red, yellow, or green. These hotter peppers tend to be long and skinny. Chili peppers don’t actually burn your mouth, but they can cause pain. A certain chemical in the fruit causes this feeling. Chili peppers, whether fresh or dried, add an almost fiery zing to foods. Dishes from Mexico, India, and Africa are noted for including the hottest types of peppers. Eating these foods may take some getting used to. In addition to the discomfort in your mouth, hot peppers may cause your eyes to water, your nose to run, and your ears to feel warm.

<sup>5</sup> Whatever their color or flavor, peppers add variety and spice to fancy or even everyday foods. When was the last time you had a pepper?



1. What do you know about peppers, or what experiences have you had growing or eating peppers?

---

---

2. Do you like peppers? Write why or why not.

---

3. How are bell peppers and chili peppers the same? How are they different? Write what the article tells you about each kind.

**Bell Peppers**

Size \_\_\_\_\_

Shape \_\_\_\_\_

Color \_\_\_\_\_

Flavor \_\_\_\_\_

**Chili Peppers**

Size \_\_\_\_\_

Shape \_\_\_\_\_

Color \_\_\_\_\_

Flavor \_\_\_\_\_

4. What two headings does the author divide the article into? How is this helpful?

---

---

5. Write **T** for true or **F** for false next to each statement below.

\_\_\_\_\_ Hot peppers can make your eyes water.

\_\_\_\_\_ Bell peppers are very spicy.

\_\_\_\_\_ Peppers can be prepared in many ways.

\_\_\_\_\_ Bell peppers are red, and chili peppers are green.

6. What makes chili peppers burn your mouth?

---

7. What two vitamins are peppers high in?

\_\_\_\_\_ and \_\_\_\_\_

# The Pie Man

Read to see what Mr. Fellini remembers about his career.

<sup>1</sup> Joseph Fellini waited for the light to change. Even early in the morning, Central Park South was busy and noisy. He knew that just across the street in the park, it would be quiet and pleasant. *Some things don't change*, he thought with a sigh.

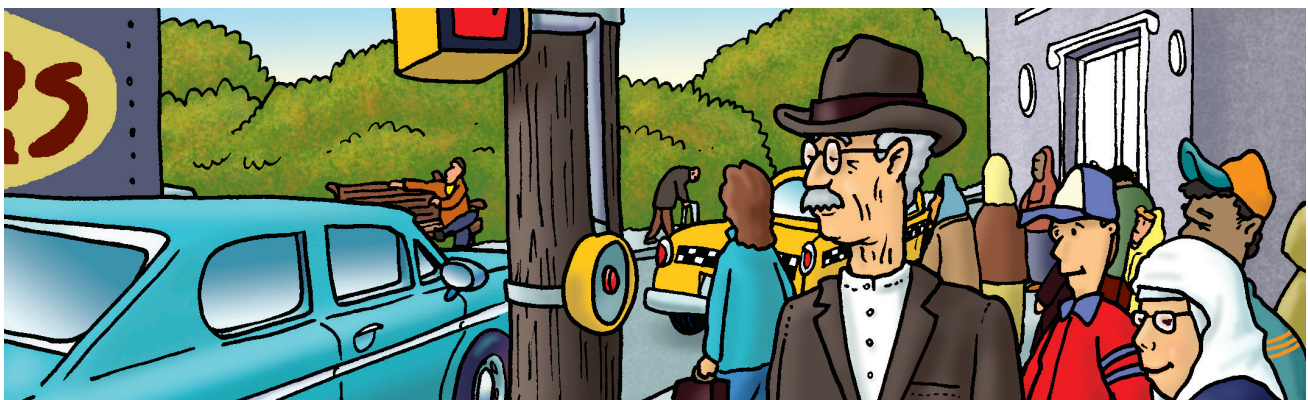
<sup>2</sup> When Joseph was a young man, people didn't realize how important it was to go to college. All that Joseph had wanted at age 17 was to get a job to help make sure he and his parents had food to eat. Food was what steered him to the bakery, he figured. It always smelled so good. He walked three blocks out of his way on the way home from high school just to smell it. Then, one May day, there was a sign on the door.

**Wanted:  
Delivery Driver  
Inquire Within**

<sup>3</sup> Right after he graduated, Joseph became Mr. Fellini, the "Pie Man." His work day started at 5 A.M. The bakers had already been at work for hours, putting together apple, cherry, peach, chocolate custard, banana cream, and all kinds of other pies. When Joseph arrived, the pies were in boxes and lined up on trays, ready for him to put into his truck. Joseph had always loved the smell of all those fresh pies, mingled and warm in the back of his truck. He never tired of that smell, even after 53 years on the job.

<sup>4</sup> When Joseph was out in his truck, he felt important. The people who worked at the restaurants where he delivered the pies were always glad to see him. Out in traffic, people would sometimes make way for the Pie Man. They knew he had special cargo that needed to be delivered safe and fresh.

<sup>5</sup> As Joseph strolled along Central Park West, he saw a pie truck. The young man at the wheel was beeping his horn impatiently. *Ah*, thought Joseph, *slow down. You still have 52 years to go.*



---

1. What was Joseph's main goal in getting a job at 17?

---

---

2. Why did Joseph always make a point to walk past the bakery?

---

---

3. Who started work earlier, Joseph or the pie bakers?

---

---

4. Who is the main character in this story?

---

---

5. Would you describe young Joseph as serious or dreamy? Write why.

---

---

---

6. How did Joseph feel about his job?

---

---

7. Do you think Joseph was a good worker? Explain.

---

---

8. Do you think Joseph has lived in the same city his whole life? Explain.

---

---

9. At the end of the story, how does Joseph feel when he sees a young pie man act impatiently?

---

---

---



# Once a Pie Man, Always a Pie Man

What does Mr. Fellini do now that he doesn't deliver pies?

<sup>1</sup> *Which way shall I go today?* Joseph thought to himself as the signs pointed this way and that. *I think Turtle Pond needs a visitor*, he decided. He followed the path to the right, toward the middle of Central Park. Around a curve, he had to step off the sidewalk as a line of mothers and baby strollers marched by. They didn't walk, they marched. Joseph had heard it called *power walking*. *I suppose it's good for them*, he thought, shaking his head. But he also thought their marching didn't allow them to notice the birds or the flowers.

<sup>2</sup> At Turtle Pond, two young children had spied a turtle. It must have been their first one, judging by their excitement. Joseph smiled as he watched. He could remember being that excited about turtles when he was young.

<sup>3</sup> From Turtle Pond, it was an easy walk to the art museum. Joseph sat down on a bench in the sun. He liked to watch all the different kinds of people go to the art museum. In a way, he thought the people were just like the pieces of art. Each one looked different and had a different reason for being there.

<sup>4</sup> When he had soaked up enough sun, Joseph wandered toward Cedar Hill, then out to Fifth Avenue. A quick check of his watch told him he was

right on time.

<sup>5</sup> A pie truck pulled up.

<sup>6</sup> "What'll it be today, Mr. Fellini?" said the young driver.

<sup>7</sup> Joseph thought for a moment. "I think today is a peach day, Mr. Tarentino."

<sup>8</sup> "Peach it is, Mr. Fellini," and the young man swung out of his seat and disappeared into the back of his truck. Behind the truck, cars waited, the drivers oddly patient. They knew the Pie Man had important business.



1. As you began to read about Mr. Fellini's walk in the park, what did you think was going to happen?

---

---

2. Predict what Mr. Fellini will do next.

---

3. Which of these does Mr. Fellini see on his walk?

- \_\_\_\_\_ a work of art  
\_\_\_\_\_ children and turtles  
\_\_\_\_\_ mothers and baby strollers  
\_\_\_\_\_ a nest of young birds

4. Which of these best describes Mr. Fellini?

- \_\_\_\_\_ thoughtful    \_\_\_\_\_ anxious    \_\_\_\_\_ impatient

5. Reread the last two lines of paragraph 8. Why is it odd that the cars waited patiently?

---

---

6. Why does Mr. Fellini think that the power-walking mothers should slow down?

---

---

7. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

- \_\_\_\_\_ A line of mothers and baby strollers marched by.  
\_\_\_\_\_ Mr. Fellini had to step off the sidewalk.

8. Give an example of a line of dialogue from the story.

---

---

9. Mr. Fellini appreciates the small things in life. Do you agree or disagree? Why?

---

---



# New York City's Gem

Find out what there is to see and do in Central Park.

<sup>1</sup> It has been called “a wonder” and “an oasis.” People go there to exercise or to relax. It is included on almost every tour of New York City because of its beauty. It is neither a historic building nor a skyscraper. It is Central Park.

<sup>2</sup> Lying in the heart of Manhattan, Central Park is still the green space that its founders hoped it would be. As the city’s population grew rapidly in the early 1800s, a few wise men saw the need to set aside some space that would give residents a break from the crowded city’s hurry and noise.

<sup>3</sup> The park’s plan, developed in 1858, was a daring one. The chosen land was rocky, swampy, and muddy. For these reasons, the area was completely transformed in a project that took 20 years. Top soil from New Jersey came in horse-drawn carts. Lakes were dug. Boulders were blasted out, then carted away. Four million trees, shrubs, and plants were carted in and planted.

<sup>4</sup> Though its appearance has changed during the last 150 years, Central Park continues to be an important place for tourists and New Yorkers alike.

## Central Park by the Numbers

25,000,000	Number of visitors to Central Park each year
26,000	Number of trees growing in Central Park
8,968	Number of benches in Central Park
843	Total acres of Central Park
275	Different types of birds found in Central Park
250	Number of acres of lawn in Central Park
150	Number of acres covered by water in Central Park
136	Number of wooded acres in Central Park
58	Total miles of walking paths in Central Park
6	Distance, in miles, around outside edge of Central Park



- 
1. The article contains a feature box titled "Central Park by the Numbers." What kind of information is in the box?

---

---

2. Why do you think this information was shown in a separate list instead of in the text?

---

---

3. When was Central Park planned?

---

4. The park was a daring project because

---

---

5. If you walked on all of the walking paths in the park, you would walk

---

6. Which is greater, the number of trees or the number of benches?

---

7. For what reason was Central Park created?

---

---

8. How is Central Park different from an average city park?

---

---

9. Have you ever visited Central Park? If you have, tell what it was like. If you haven't, tell what you might like to do there.

---

---

---

# Soccer Blues

Why is Perry so unhappy about soccer practice?

<sup>1</sup> “Okay, everybody, come over here and listen up!” Coach’s voice carried across the soccer field. Kids of all sizes and shapes stopped what they were doing and walked or trotted toward the coach. When the several dozen boys and girls were in a ring around him, the coach continued. “I want all of you to practice dribbling on your own for at least half an hour a day outside of practice. Okay?”

<sup>2</sup> “Okay, Coach!” yelled the circle. Everyone smiled. Coach always liked answers to his questions.



Spectrum Reading Grade 3

<sup>3</sup> Satisfied with the response, Coach went on. “Most of the passing we do in games is when we’re only 10, maybe 20, yards apart. We need to be able to deliver the ball within that range *every time we pass*,” Coach explained. “Now, we’re going to do a one-on-one passing exercise. One partner over here, the other over there,” he said, pointing to one touch line and another invisible line about half-way across the field. “What I want you to do is....”

<sup>4</sup> Around the circle, heads nodded as eager players listened to Coach. One head, though, wasn’t nodding; it was bobbing. Perry was so tired and hungry that his knees felt shaky. He was sure he had dribbled his soccer ball a hundred miles already this afternoon. He felt as if one more passing exercise would pretty much finish him off. Somehow, he stumbled through. He was pretty sure he did not impress Coach, though, when one of his passes went wildly across the field.

<sup>5</sup> At the end of practice, Perry flopped into the back seat of the car and buckled his seatbelt. He didn’t even wait for his mom’s usual question.

<sup>6</sup> “Practice was awful,” said Perry without even opening his eyes. “I don’t ever want to go back.”

1. In most stories, a character has a problem. What is Perry's problem?  
\_\_\_\_\_
2. What information in the story helped you answer question 1?  
\_\_\_\_\_  
\_\_\_\_\_
3. **Dialogue** is what the characters in a story say. What did you learn about Perry from his dialogue?  
\_\_\_\_\_  
\_\_\_\_\_
4. Find a line of the coach's dialogue. What does it tell you about the coach?  
Dialogue: \_\_\_\_\_  
\_\_\_\_\_  
What it tells: \_\_\_\_\_  
\_\_\_\_\_
5. Coach thinks that a passing exercise is important because  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the setting for this story?  
\_\_\_\_\_
7. **Practice was awful.** Is this a fact or an opinion?  
\_\_\_\_\_
8. The last line of paragraph 5 says that Perry didn't even wait for his mom's usual question. What do you think her question is?  
\_\_\_\_\_
9. Which word or phrase best describes Perry in this story?  
\_\_\_\_\_ confident    \_\_\_\_\_ full of energy    \_\_\_\_\_ exhausted
10. Have you ever wished you could quit an activity? Tell about it.  
\_\_\_\_\_  
\_\_\_\_\_



# Mom to the Rescue

*Have you ever solved a mystery?*

<sup>1</sup> Mrs. Rothman was speechless. The only thing Perry had talked about all winter was soccer. Now, Perry wanted to quit soccer. Not knowing whether to laugh or cry, she drove home and fixed dinner.

<sup>2</sup> After dinner, Mrs. Rothman tried to get to the bottom of the problem.

<sup>3</sup> “Do you think Coach is too tough?”

<sup>4</sup> “No.”

<sup>5</sup> “Are you having trouble with one of the other kids?”

<sup>6</sup> “No.”

<sup>7</sup> “Did you get hurt?”

<sup>8</sup> “No.”

<sup>9</sup> “Do you feel as if you’re not good enough? If that’s the case, you should talk to Coach....”

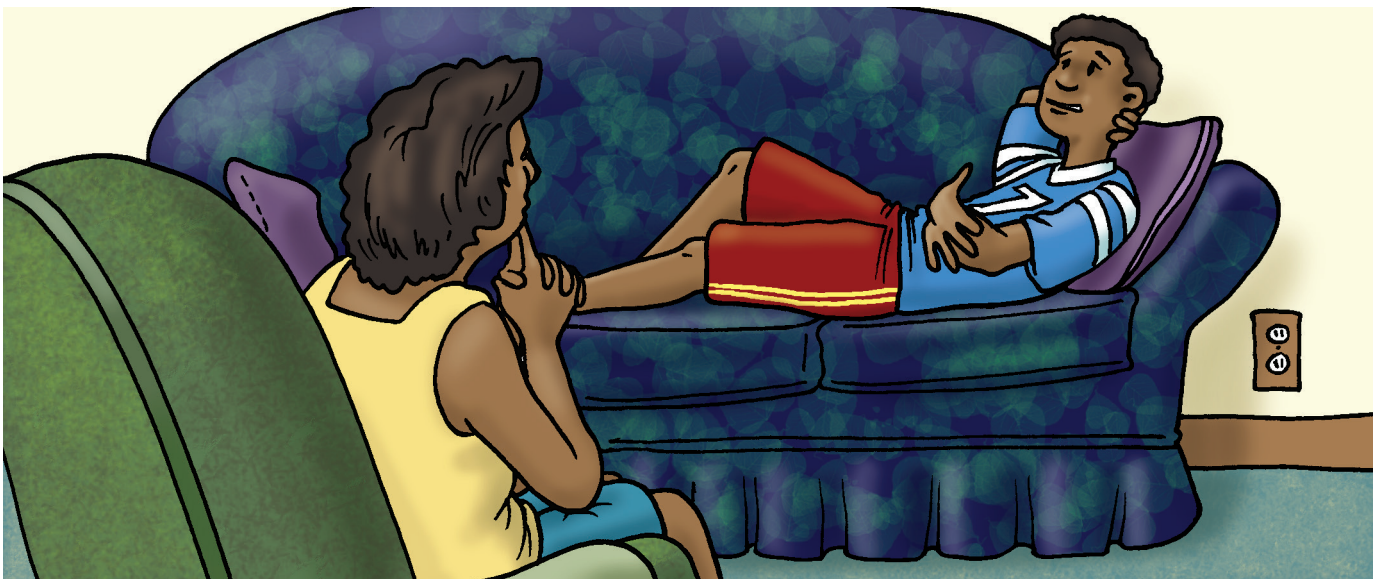
<sup>10</sup> “Well, that’s sort of it. I just felt so weak during practice. My knees were shaky. I could hardly lift my feet.” Perry shook his head. “I just don’t have what it takes. A soccer player has to run and run and not even get winded.”

<sup>11</sup> *Hmm*, thought Mrs. Rothman. *Weak? Shaky knees?* She softened her questioning a little. “Did you have a good lunch today?”

<sup>12</sup> Perry thought for a second. “Um, yes, I guess so. Oh, except that there was a fire drill, and I didn’t get to finish.”

<sup>13</sup> *Aha, that’s it! A boy can’t make it through school and soccer practice without the proper fuel.*

<sup>14</sup> “I’ll tell you what, Perry,” said Mrs. Rothman, patting his knee. “Why don’t you try it for one more day. I’ll meet you after school with a power snack, and we’ll see if that helps.” Perry agreed, but he wondered what a power snack was and how it could possibly help.



1. Mrs. Rothman is speechless because  
\_\_\_\_\_.
2. Check two words that tell how Perry probably felt.  
\_\_\_\_\_ disappointed  
\_\_\_\_\_ proud  
\_\_\_\_\_ eager  
\_\_\_\_\_ frightened
3. Perry says he wants to quit soccer because  
\_\_\_\_\_.
4. Have you ever tried to do something that was hard, or that you had to work at?  
What was it?  
\_\_\_\_\_  
\_\_\_\_\_  
Did you get discouraged? Did you quit?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think Perry's decision is reasonable, or do you think he is giving up too easily? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
6. Mrs. Rothman probably feels  
\_\_\_\_\_ surprised    \_\_\_\_\_ angry    \_\_\_\_\_ entertained
7. What problem does Mrs. Rothman think Perry is having?  
\_\_\_\_\_
8. How does she plan to help Perry?  
\_\_\_\_\_  
\_\_\_\_\_
9. What do you think would be a good example of a power snack? Explain your choice.  
\_\_\_\_\_  
\_\_\_\_\_

# Power Snack

Have you ever had a power snack?

## Energy Bars

1 c. brown sugar

1 c. vegetable oil

2 eggs

2 c. oats

$1\frac{1}{2}$  c. flour

1 c. raisins

1 c. peanuts (optional)

1 c. coconut (optional)

$1\frac{1}{2}$  tsp. ground cinnamon

$1\frac{1}{2}$  tsp. ground cloves

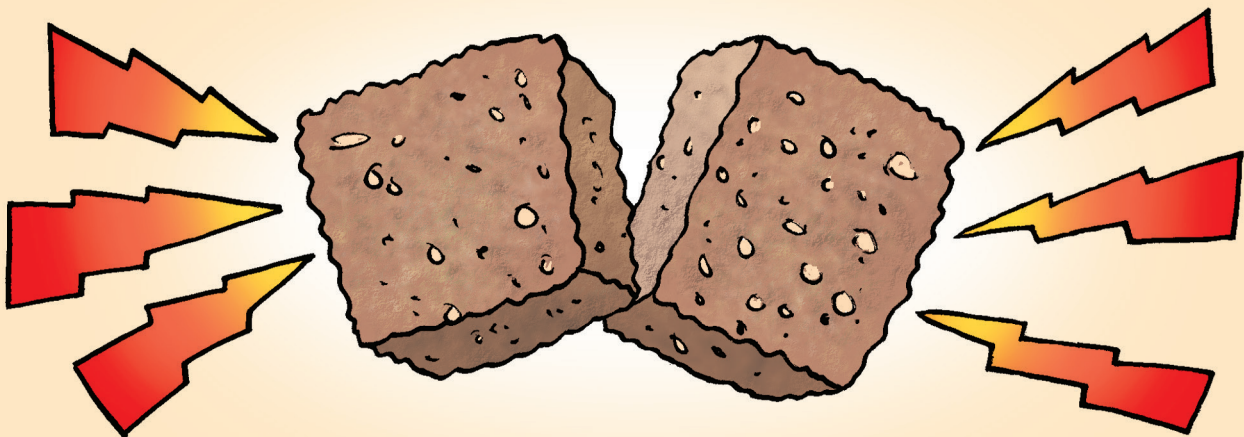
1 tsp. baking soda

$\frac{1}{4}$  tsp. salt

Heat oven to 350° F. Grease 11" x 17" pan. Mix brown sugar, oil, and eggs until smooth. Stir in remaining ingredients. Spread mixture into pan, pressing with fingers until even. Bake until center is set, but not firm, 16–22 minutes. Remove from oven and cool for 15 minutes. Drizzle honey glaze\* over bars. Let cool completely. Cut into squares. Store covered for two weeks. Or, wrap tightly and freeze for up to six months.

\*Directions for honey glaze: Place  $\frac{1}{4}$  c. honey and 2 T. butter or margarine in a sauce pan. Heat and stir until well blended and heated through. Drizzle over bars.

(Note: Always ask a grown-up for help in the kitchen.)





Write these steps in the correct order. (Not all of the recipe's steps are here.)

- spread mixture into pan
- drizzle glaze
- grease the pan
- mix sugar, oil, and eggs
- remove from oven and cool

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. How long do the directions say to bake the bars?

\_\_\_\_\_

7. The directions say to "drizzle honey glaze over bars." How did you know what honey glaze was?

\_\_\_\_\_

Recipes often use short forms of words called **abbreviations**. Match the common recipe words in the box with their abbreviations.

cup	teaspoon
Fahrenheit	tablespoon

8. T. \_\_\_\_\_ 10. F \_\_\_\_\_

9. c. \_\_\_\_\_ 11. tsp. \_\_\_\_\_

12. The directions say, "Bake until center is set but not firm." What does this mean?

\_\_\_\_\_

13. How long do the energy bars need to cool?

\_\_\_\_\_

14. What is the longest you could keep these bars? What would you need to do to them?

\_\_\_\_\_

\_\_\_\_\_

# And It's Out of the Park!

What happens at the soccer game?

<sup>1</sup> “Okay, everybody listen up!” Coach said. It took only a moment for the team to gather. It was the first game of the season. Perry could tell that everyone was nervous and excited, just like he was.

<sup>2</sup> “This is where all those drills pay off. You guys have dribbled to the moon and back since we started practice. You’ve done a good job. Now, let’s remember everything we learned and play a good game. Okay?”

<sup>3</sup> “Okay!” the team yelled, and Coach smiled. He liked their spirit.

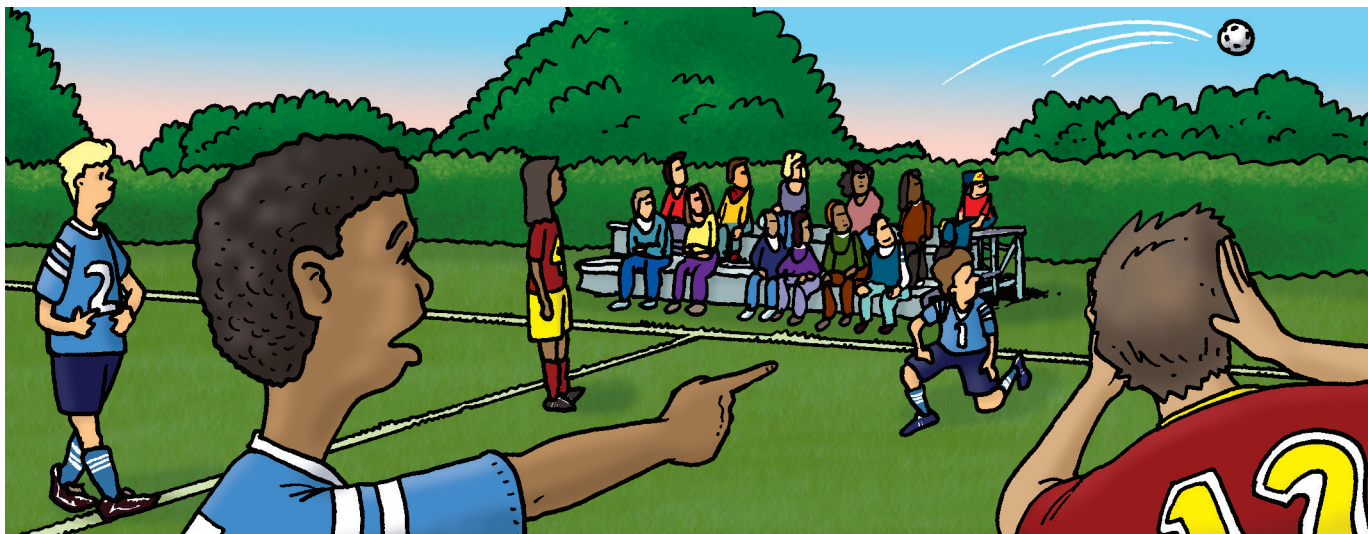
<sup>4</sup> “All right! Let’s go, Bobcats!” Perry and his teammates roared onto the field and took their positions.

<sup>5</sup> It seemed as if Coach’s hopes were coming true. The midfielders stayed in position. The center backs defended the goal well. Coach even heard some of the other team’s parents admiring how his team handled the ball.

<sup>6</sup> Neither team scored in the first half. During the second half, there was a great play that almost put a goal on the scoreboard in the final seconds.

<sup>7</sup> There was a terrific jumble around the ball. Perry and another player were down, leaving two other players battling it out. Perry rolled out of the way and scrambled to his feet. Just then, the ball somehow broke free and came his way. Without hesitating for a moment, he reeled back and kicked.

<sup>8</sup> *Now that was a solid kick*, Perry thought to himself. Time seemed to stop as everyone on the field watched the arc of the ball’s flight. It was beautiful. When the ball disappeared from sight, someone in the crowd yelled, “It’s a home run!” The crowd and the players exploded in laughter. In the midst of all the end-of-game confusion, Perry’s only thought was, *Wow, those power snacks really work.*



1. When you read the story's title, did you guess about how the story ended? Was your guess close to being correct? Explain.

---

---

---

2. Circle the word that best describes the coach's words before the game.  
angry      encouraging

3. Have you ever been in a sporting event or a performance that didn't turn out the way you expected? Did something funny or weird happen? Write about it.

---

---

---

4. At the end of paragraph 2, Coach says that the players have "dribbled to the moon and back." This is a figure of speech. What does it mean?

---

---

5. Give one example of dialogue in the story.

---

---

Now, give one example of a character's thought that is not spoken out loud.

---

---

6. How are the two examples in question 5 written differently from each other?

---

---

7. Why is it funny that someone in the crowd says, "It's a home run!"?

---

---

# History of Soccer

*Read to see how soccer had its start.*

## Earliest Record

<sup>1</sup> The earliest written evidence of a soccer-like game comes from China. During the second and third centuries B.C., Chinese soldiers took part in an activity that involved kicking a ball into a small net. Historians think the game was a skill-building exercise for the soldiers.

## Years of Development

<sup>2</sup> In ancient Greece and Rome, teams of up to 27 players played a soccer-type game. In Britain hundreds of years later, during the thirteenth century A.D., whole villages played against each other. With hundreds of people playing, these games were both long and rough. Kicking, punching, and biting were common and allowed.

<sup>3</sup> In 1331, English King Edward III passed a law in an attempt to put a stop to the popular but violent game. The king of Scotland spoke against the game a hundred years later. Queen Elizabeth I, during the late 1500s, passed a law that called for a week of jail for anyone caught playing “football,” or soccer, as we call it. But the game could not be stopped.

## The Modern Game Emerges

<sup>4</sup> Two hundred and fifty years later, people in Britain were still playing a game we would recognize as soccer. A well-known English college, Eton, developed a set of rules in 1815. A number of other colleges soon agreed to use the same rules, and those schools played against each other. Finally, 50 years later, a formal association formed to oversee the playing of the game and its rules. In 1869, a rule against handling the ball with the hands transformed the game into the sport of soccer that is wildly popular all around the world.



- 
1. This article is mostly about  
\_\_\_\_\_ how soccer was named.  
\_\_\_\_\_ the rules of soccer.  
\_\_\_\_\_ soccer's history.
  2. Historians think that soccer might have started out as a  
\_\_\_\_\_.
  3. Why did King Edward III pass a law against soccer?  
\_\_\_\_\_  
\_\_\_\_\_
  4. What punishment did Queen Elizabeth have for soccer players?  
\_\_\_\_\_
  5. What important rule change made the game into what we know as soccer?  
When did it happen?  
\_\_\_\_\_  
\_\_\_\_\_
  6. If you wanted to find out about the beginnings of soccer, under which heading should you look?  
\_\_\_\_\_
  7. Under which heading would you find information about soccer during the last century or so?  
\_\_\_\_\_
  8. Write **T** for **true** or **F** for **false** next to each statement below.  
\_\_\_\_\_ Today, you are allowed to touch the ball with your hands in soccer.  
\_\_\_\_\_ Kicking and biting were common in soccer games long ago.  
\_\_\_\_\_ In Britain, soccer is called "football."
  9. At the end of paragraph 3, it says, "the game could not be stopped." Why do you think this was true?  
\_\_\_\_\_  
\_\_\_\_\_
  10. What was the author's purpose for writing this article?  
\_\_\_\_\_



# Why Soccer?

---

*Why do you think soccer is so popular?*

<sup>1</sup> On what topic do more than 13 million American kids agree? Soccer! The Soccer Industry Council of America reported in 1999 that all those kids were playing organized soccer. Add adults into the mix, and you come up with more than 18 million Americans playing soccer. What makes soccer so popular?

<sup>2</sup> First, I think there's the international appeal. Americans see that people in many other countries in the world are wildly excited about soccer. The excitement must be catching.

<sup>3</sup> Second, soccer takes less equipment than some other sports, especially football. For that reason, it's not very costly for a kid to join a soccer team.

<sup>4</sup> Third, parents view soccer as a safer sport than some other sports. Though accidents may occur, body contact isn't supposed to be part of the game. Therefore, fewer injuries occur.

<sup>5</sup> Fourth, soccer appeals to both boys and girls. Though soccer was at first only a male sport (just like all other sports), soccer has caught on with girls. This is good for the sport, I think. Interest in the sport extends to whole families, so there are more players, more fans, more coaches, and so on.

<sup>6</sup> Finally, I think there is the running factor. Running up and down a field chasing a ball is such a healthy, all-American thing to do. Kids love it, and few parents can object to it.



1. The person who wrote this article is the **author**. The author probably wrote this article to
- \_\_\_\_\_ make you laugh.
  - \_\_\_\_\_ give information.
  - \_\_\_\_\_ persuade you to do something.

The author states some facts in the article. She also gives her opinion. Write **F** next to each sentence that is a fact. Write **O** next to each sentence that gives an opinion.

2. \_\_\_\_\_ Add adults into the mix, and you come up with more than 18 million Americans playing soccer.
3. \_\_\_\_\_ First, I think there's the international appeal.
4. \_\_\_\_\_ Though accidents may occur, body contact isn't supposed to be part of the game.
5. \_\_\_\_\_ And finally, I think there is the running factor.
6. Look back at the sentences you marked as opinions. What do you notice about them?

---

---

7. What is the main idea of paragraph 5?
- \_\_\_\_\_ Soccer is only for boys, just like other sports.
  - \_\_\_\_\_ Soccer is a good sport for both boys and girls.
  - \_\_\_\_\_ Soccer has caught on with girls.
8. Why is soccer less expensive than some other sports?

---

---

9. Look at the focus question under the title. What do you think its purpose is?

---

---

10. Have you ever played soccer? If so, tell about your experience. If not, explain why you would or would not like to try it.

---

---



# A Teacher's Journal

*Do you think the girls will be able to work together?*

April 14

<sup>1</sup> When my students work together on projects, everything usually works out. I had my doubts today, though, when I put Sharla, Tess, and Lee together to make a volcano. At one point, I knew something was going to blow up, and it wasn't the volcano!



Spectrum Reading **Grade 3**

<sup>2</sup> I knew the girls weren't good friends, but I encourage my students to learn to work with all of their classmates. I could tell they felt a little shy when they sat down for their first planning meeting. Students in other groups had questions, so I didn't notice the girls for quite a few minutes. When I looked back in their direction, one looked mad, one looked sad, and one was nearly in tears. Good grief!

<sup>3</sup> As I approached, they all started talking at once. Tess didn't want to have to touch "that icky paste" to build the volcano. Sharla had some design ideas that she couldn't get across to the other two. Lee thought they should just stop talking and get to work.

<sup>4</sup> I calmed the girls down and suggested that they make a list of things on which they agreed. They agreed they were making a volcano out of flour, salt, and water, and that's all. They couldn't agree on the size, on a base for the volcano, or on who should get to mix the paste. Each girl had her own ideas and would not budge for the sake of working together or moving ahead.

<sup>5</sup> By this time, the work session was over and it was time for lunch. The girls had made very little progress, and I was wondering if I had made a big mistake. Maybe this was one group of students who just couldn't work together.

1. Do you think Sharla, Tess, and Lee will be able to work together? Write why or why not.

---

---

2. Think of times when you worked with classmates on projects. Was it hard or easy? Explain.

---

---

---

3. Would you say that you are more like Sharla—full of ideas—or more like Lee—eager to stop talking and get to work? Write why.

---

---

4. Does the teacher who is writing the journal seem thoughtful or worn out? Write why you think so.

---

---

5. At the end of the first paragraph, the teacher says, "I knew something was going to blow up, and it wasn't the volcano." What does she mean?

---

---

6. From whose point of view is this selection told?

\_\_\_\_\_ Sharla    \_\_\_\_\_ Lee    \_\_\_\_\_ the teacher

7. What do you predict will happen next in the story?

---

---

8. If you wrote a journal entry, what would you write about?

---

---

# A Student's Journal

*Read to see how the girls are moving ahead with their volcano.*

April 16

<sup>1</sup> Tess and Lee and I have to make a volcano together. Mrs. Holt put us in a group on Tuesday, and we had such a big argument! Tess was fussing about the paste, and Lee didn't want to plan anything. She just wanted to jump in and start working. It was awful. We didn't get anything done. Yesterday, Mrs. Holt made us stay in during recess so we could finish planning our volcano. Missing recess was so unfair!

<sup>2</sup> Anyway, we finally said we would make the volcano about a foot high, and we'd add a little village around the base. That way, Tess can make the little village since she refuses to touch the volcano paste. (I think Mrs. Holt should make her.)

<sup>3</sup> Today, Lee and I mixed up the paste. It was really goopy but kind of fun. We set up a plastic water bottle and some wadded-up aluminum foil as a base for the volcano. Then, we started plopping paste on. Tess just watched (no fair).

<sup>4</sup> I was making my side all nice and smooth. I told Lee she should smooth out her side, too. She said, "No, Sharla, it should look lumpy, like a real mountain," just as if she were the boss. I said it would just look messy and that we should make it smooth. Well, the whole thing went downhill from there. Our paste started to dry out, and we didn't have time to finish. I suppose that means we'll have to miss recess again tomorrow, and it's all Lee's fault.



This story is written in the form of a journal entry. The person who is writing uses *I* to refer to herself. She is the **narrator**, or the person telling the story.

1. Find a sentence that tells you that the narrator actually took part in the action of the story. Write the sentence here.

---

---

2. The narrator, Sharla, disagreed with Lee about

---

3. Sharla was upset because

---

---

4. Did you expect this journal to be written by Mrs. Holt, the teacher? Why or why not?

---

---

5. Why did the girls decide to make a village around the base?

---

6. Which of these words best describes Sharla's attitude toward the other two girls?

\_\_\_\_\_ impatient    \_\_\_\_\_ understanding    \_\_\_\_\_ comforting

7. Explain how the picture adds to your understanding of the story.

---

---

8. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ The girls didn't make much progress on their volcano.

\_\_\_\_\_ Mrs. Holt made the girls stay in at recess.



# The Great Volcano Debate

*What is the great volcano debate all about?*

<sup>1</sup> “Sharla? Lee? Tess? Can you come here for a minute, please?” Mrs. Holt called the girls to her desk. It was Friday morning.

<sup>2</sup> “Now, you know today is the last work session on our projects, right?” she asked.

<sup>3</sup> The girls all nodded.

<sup>4</sup> “Are you ready to finish up?”

<sup>5</sup> No one answered.

<sup>6</sup> “Is there a problem?” Mrs. Holt asked, knowing perfectly well that there was a problem. She wanted the girls to put it in their own words, though.

<sup>7</sup> Sharla glanced at the other two, and then began. “Well, I think the volcano should be smooth so it looks nice.”

<sup>8</sup> “And,” jumped in Lee, “I think it should look rough and rocky, like a real mountain.”

<sup>9</sup> “I see,” said Mrs. Holt, stalling for time. “What do you think, Tess?”

<sup>10</sup> “Well, I’ve been making buildings for the village,” she said quickly, to make sure Mrs. Holt knew she had been helping. “I think it would be neat if we could show lava flowing down toward the village, sort of like Pompeii....”

<sup>11</sup> “Hey!” cut in Sharla, “that’s a great idea. The flowing lava would be smooth. Right, Mrs. Holt?”

<sup>12</sup> “Yes, I guess so.” Mrs. Holt had never actually seen flowing lava, but it seemed reasonable.

<sup>13</sup> Sharla continued. “The other side of the mountain, where there’s no lava, would look rocky and bumpy. Right?”

<sup>14</sup> Tess caught on. “So one side can be smooth, and the other side can be rough. Come on, you guys, let’s go finish!”

<sup>15</sup> Mrs. Holt wasn’t sure, but she thought the girls might have solved their own problem.



1. In most stories, the characters have a problem. What problem do the characters in this story have?

\_\_\_\_\_

2. What caused Mrs. Holt to call the girls up to her desk?

\_\_\_\_\_

3. What is Tess's idea?

\_\_\_\_\_ to show flowing lava

\_\_\_\_\_ to make both sides smooth

\_\_\_\_\_ to make the village larger

4. What is the result of Tess's idea?

\_\_\_\_\_

\_\_\_\_\_

5. Where in the story do we learn that the teacher, Mrs. Holt, knows the girls are not getting along?

\_\_\_\_\_

\_\_\_\_\_

6. What is the main difference in the way this story is written, compared to the other two about the same characters?

\_\_\_\_\_ This story is told from Lee's point of view.

\_\_\_\_\_ Sharla is not a character in this story.

\_\_\_\_\_ It is not written as a journal entry.

7. How do you think Mrs. Holt feels about the girls solving their own problem? Explain.

\_\_\_\_\_

\_\_\_\_\_

8. What is the setting for this story?

\_\_\_\_\_

9. The girls learned how to build a volcano by doing this project. What else do you think they learned?

\_\_\_\_\_

\_\_\_\_\_



# The End of a Volcano Tale

What did the girls learn from their project?

<sup>1</sup> Sharla, Tess, and Lee stood proudly behind their model volcano. Tess straightened a tiny building in the village at the base of the mountain.

<sup>2</sup> Mrs. Holt quieted the class. "Girls, you may begin."

<sup>3</sup> Lee felt something wiggly in her stomach. She was supposed to go first.

<sup>4</sup> "This is our volcano," she said. *Oh, that was stupid,* thought Lee, trying not to roll her eyes. *They can probably figure that out.* "We made it this shape because that's how a lot of volcanoes are shaped."

<sup>5</sup> Next, Sharla told about what happens when a volcano erupts. After that, Tess told about a famous volcano and the town nearby that got covered up with ash and mud.

<sup>6</sup> When it looked as if they were done, Mrs. Holt had a question. "Can you tell about the steps you went through to complete your project, girls?"

<sup>7</sup> The girls looked at each other. They hadn't expected this. Sharla felt her face turn red, but she spoke up.

<sup>8</sup> "Well, at first we didn't agree about what we wanted and how we wanted to do it." Sharla shrugged. "It took us a while to make a plan and get it done."

<sup>9</sup> Tess went on. "We figured out that everybody had a job to do."

<sup>10</sup> "And everybody has good ideas, even if they're not what you expect," added Lee.

<sup>11</sup> Mrs. Holt looked pleased. *It only took one volcano and two explosions to figure out how to work together,* she thought. *Not bad.*



1. This story is mostly about  
\_\_\_\_\_ becoming best friends after working together.  
\_\_\_\_\_ what the girls learned from their project.  
\_\_\_\_\_ how a teacher helped the girls get along.
2. How do the girls feel about their volcano project?  
\_\_\_\_\_  
\_\_\_\_\_
3. When it is Lee's turn to speak, she feels  
\_\_\_\_\_ nervous.  
\_\_\_\_\_ happy.  
\_\_\_\_\_ cross.
4. Why did Sharla's face turn red when Mrs. Holt asked about how they completed their project?  
\_\_\_\_\_  
\_\_\_\_\_
5. What experiences have you had working with other people? Were there times when you didn't agree or get along? Write about it.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. When it is Tess's turn to speak, what does she tell about?  
\_\_\_\_\_  
\_\_\_\_\_
7. Make a check mark next to the thing that happened first.  
\_\_\_\_\_ Mrs. Holt had a question.  
\_\_\_\_\_ Lee said, "This is our volcano."  
\_\_\_\_\_ Mrs. Holt looked pleased.
8. If the girls had to work together again, how do you think they would do? Explain.  
\_\_\_\_\_  
\_\_\_\_\_

# Volcanoes

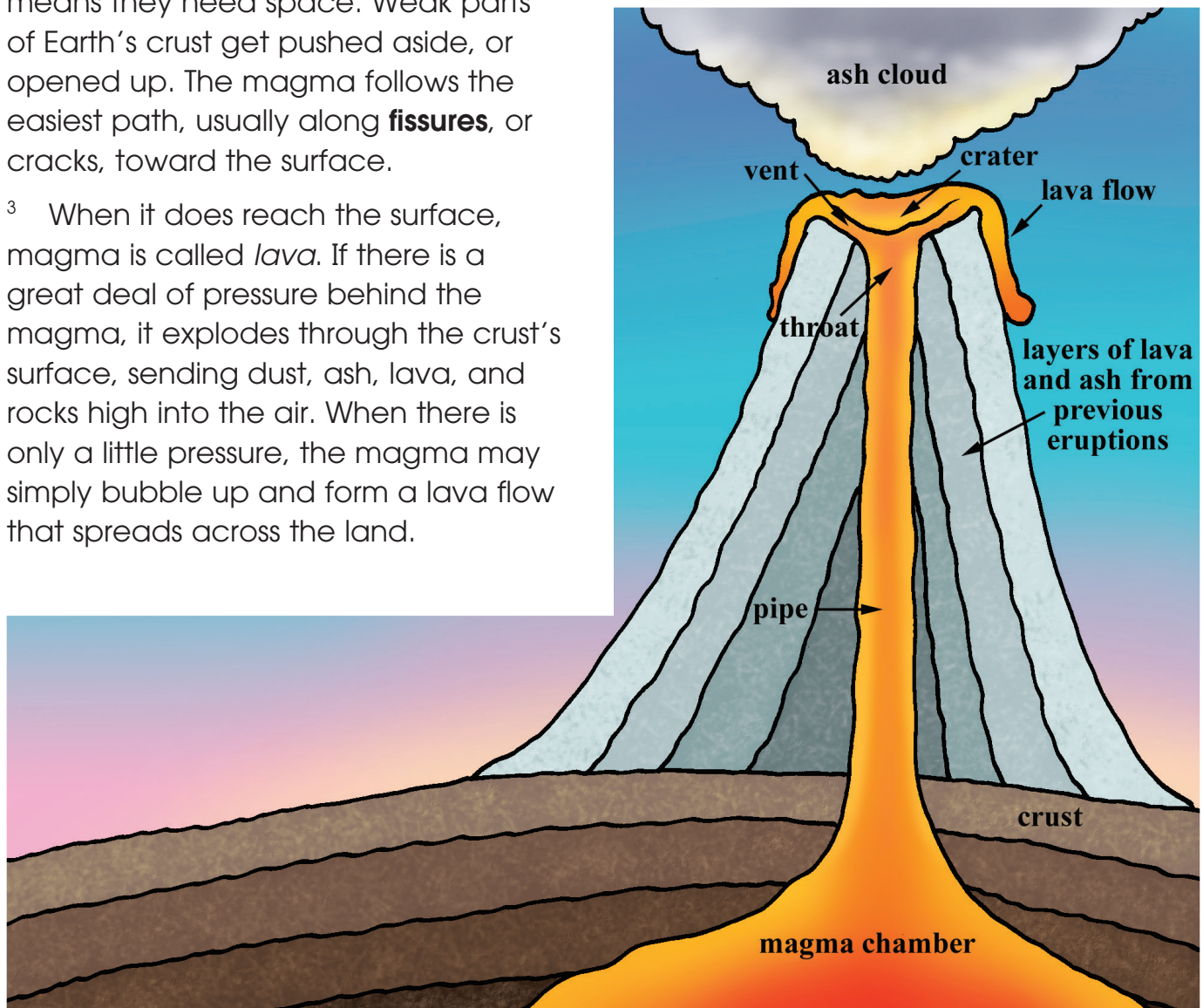
Read to find out why volcanoes erupt.

<sup>1</sup> The surface of Earth is not a solid place. There are many holes, some of which allow magma to reach Earth's surface from deep inside.

<sup>2</sup> Magma comes from deep inside Earth where it's hot. It's so hot that rocks melt. Magma is **molten**, or melted, rock. Because of the heat, there is also pressure. When things such as air, gases, or molten rock get hot, they **expand**, or get bigger. That means they need space. Weak parts of Earth's crust get pushed aside, or opened up. The magma follows the easiest path, usually along **fissures**, or cracks, toward the surface.

<sup>3</sup> When it does reach the surface, magma is called *lava*. If there is a great deal of pressure behind the magma, it explodes through the crust's surface, sending dust, ash, lava, and rocks high into the air. When there is only a little pressure, the magma may simply bubble up and form a lava flow that spreads across the land.

<sup>4</sup> A volcano may be **active**, or experience eruptions, on a fairly regular basis. Or it may lie **dormant**, or inactive, for hundreds of years. Scientists, called *volcanologists*, are always ready to learn more because each volcano is unique and may teach them something new about the inner workings of Earth.



In nonfiction writing, the author sometimes calls attention to words that the reader may not know. Those words appear in **bold** type. The author usually gives the meaning of the bold word in the same sentence.

Below are the bold words from the article. Write the meaning of each word.

1. molten \_\_\_\_\_

2. expand \_\_\_\_\_

3. fissures \_\_\_\_\_

4. active \_\_\_\_\_

5. dormant \_\_\_\_\_

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

6. \_\_\_\_\_ Volcanic eruptions are one of the most striking natural events.

7. \_\_\_\_\_ A volcanic eruption is more frightening than a hurricane.

8. \_\_\_\_\_ Volcanoes are located in many places in the world.

9. What does the illustration show?

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

10. Trace with your finger the path that magma would take from under Earth's crust to the surface. Describe the path in your own words.

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

11. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ Parts of Earth's crust open up.

\_\_\_\_\_ The molten rock gets very hot and expands.

12. What are scientists who study volcanoes called?

\_\_\_\_\_



# And the Next Unit Is...

*What will Miss Eller's class learn about next?*

<sup>1</sup> The classroom hummed with the usual Monday morning activity. Students emptied their backpacks, signed in, did their morning math problems, and chattered about the weekend.

<sup>2</sup> Miss Eller called the students to Morning Meeting and watched while they got settled. Finally, she said, "Happy Monday morning, everyone." A chorus of greetings came back.

<sup>3</sup> "Today is a decision-making day," Miss Eller announced. A few eyebrows went up. "Today, we're ready to start a new unit." Miss Eller made sure everyone was really tuned in. "Our new unit is the natural world," said Miss Eller, and she wrote the words on the board. A hand went up.

<sup>4</sup> "Where does the deciding come in?" Zach asked.

<sup>5</sup> "Ah, I'm glad you asked," smiled Miss Eller. She circled her arms wide. "The natural world includes everything around us, and everything around other people, all over the world. That's too much for us to learn about, so we need to narrow our topic down quite a bit."

<sup>6</sup> Kayla raised her hand. "Does that mean we have to pick one place in the world to learn about? I pick Alaska."

<sup>7</sup> "That's the idea, Kayla, but even Alaska is a very big topic," answered Miss Eller. "We would have to narrow that down even further. Yes, Zach?"

<sup>8</sup> "Would a grasshopper's knees be narrow enough?" Everyone giggled.

<sup>9</sup> "Well, that might be a little too narrow, but grasshoppers would be an excellent topic. I want all of you to think about one thing in the natural world that you want to learn about. We'll talk about this again after lunch. Okay?" Everyone nodded.

<sup>10</sup> "Now, whose turn is it to do the weather chart?" As Miss Eller started the daily routine, twenty-two busy brains were thinking up ideas.



---

Write the best word to complete each sentence below.

1. The students were especially \_\_\_\_\_ on Monday morning.  
(noisy, quiet, confused)
2. Miss Eller wrote the topic on the \_\_\_\_\_. (notebook, list, board)
3. The teacher waved her \_\_\_\_\_ all around. (ruler, book, arms)
4. Zach was only \_\_\_\_\_ about the grasshopper's knees.  
(wondering, kidding, thinking)
5. What do Miss Eller's students do as they begin their day? Find five details from the story and list them in order.

---

---

---

6. What do you think will happen after lunch, when the students meet to talk about their new unit?

---

---

7. What kind of decision do the students need to make?

---

8. Why does Miss Eller tell Kayla that Alaska might not be the best topic?

---

9. According to Miss Eller, what does the natural world include?

---

---

10. Is this story realistic? Why or why not?

---

---



# So Many Ideas

Read to find out what everyone wants to study.

<sup>1</sup> Miss Eller's students clattered in from lunch recess. Balls and jump ropes landed in the recess basket. A line formed at the water fountain as hot and thirsty children waited for their turn to cool down. Miss Eller's quiet presence at the meeting rug was a signal for everyone to settle down and join her.

<sup>2</sup> Miss Eller began when all mouths stopped, and all eyes were on her. "Have all of you been thinking about the natural world and what you would like to learn about?" Heads nodded and some hands shot up. "Tara?"

<sup>3</sup> "I want to study wild animals," Tara stated simply.

<sup>4</sup> Miss Eller challenged her. "There are many, many wild animals. Did you have any particular ones in mind?"

<sup>5</sup> Tara looked at the ceiling and thought for a moment. "Just the cute, fuzzy ones that live in the woods."

<sup>6</sup> "Hmm, well, that narrows it down. Enzo?"

<sup>7</sup> Enzo was sure of himself. "Snakes. Just the coolest ones."

<sup>8</sup> "Okay," nodded Miss Eller. "Snakes are certainly part of the natural world, and you narrowed down the topic a bit already. Anyone else? Andy?"

<sup>9</sup> "Trees are an important part of the natural world, right?" asked Andy.

<sup>10</sup> "Yes," agreed Miss Eller.

<sup>11</sup> "But there are too many kinds," continued Andy, "so I would narrow them down to redwood trees. They're special because they're so big."

<sup>12</sup> "They certainly are," said Miss Eller. "Anyone else?"

<sup>13</sup> Hand after hand went up. Everyone had a different idea. Miss Eller listened carefully and thought to herself, *How will we ever agree on what to study?*



1. Which of the students' ideas do you like best? Write why.

---

---

2. Write **R** next to the sentences that tell about what Miss Eller's students could do for their study of the natural world. Write **M** next to the sentences that are about made-up things.

\_\_\_\_\_ Isaac goes to the South Pole.

\_\_\_\_\_ Tasha collects seeds.

\_\_\_\_\_ Justin sets up a bird feeder.

\_\_\_\_\_ Megan climbs the Alps.

3. What does this sentence from the story tell you about Miss Eller?

"Miss Eller's quiet presence at the meeting rug was a signal for everyone to settle down and join her."

---

---

4. Look for another sentence that tells you something about Miss Eller. What does it tell you?

---

---

5. Why does Andy narrow down his topic?

---

6. What is this story mostly about?

\_\_\_\_\_ the natural world

\_\_\_\_\_ how Miss Eller gets her class to behave

\_\_\_\_\_ a class coming up with ideas for a new unit of study

7. What problem does Miss Eller have at the end of the story?

---

8. If you were the teacher, how would you solve the problem?

---

---

---

# Too Many Ideas!

*How will the class ever decide what to study?*

<sup>1</sup> Miss Eller stared at the board. It looked like a maze. She didn't know where to begin.

<sup>2</sup> "That's quite a pack of ideas," said a voice from over her shoulder. It was Mrs. Samm, the fourth-grade teacher.

<sup>3</sup> "Oh, hello, Gina," smiled Miss Eller. "I want the students to help decide what to study, but now I have to narrow this down to something we can manage." Miss Eller shook her head.

<sup>4</sup> "It's too bad they can't all follow their own ideas," Mrs. Samm said. "The students will be more eager to learn if they're working on topics that they're already interested in." Mrs. Samm turned to go. "Well, good luck. I hope you can sell your solution, whatever it is."

<sup>5</sup> Miss Eller was so distracted she didn't even notice Mrs. Samm leave. *Sell my solution....that's it!* Miss Eller snapped her fingers and finished getting ready for the day.

<sup>6</sup> Later, at Morning Meeting, Miss Eller started to sell her solution.

<sup>7</sup> "Andy, how much do you want to study redwoods?" she asked.

<sup>8</sup> Andy shrugged. "A lot, I guess."

<sup>9</sup> Miss Eller turned to Tara. "What about you and your fuzzy animals?"

<sup>10</sup> "Oh, they're so cute," said Tara, wrinkling up her nose. "They're my favorite things."

<sup>11</sup> "Okay," said Miss Eller to the whole group, "you're going to have to convince us that your topic is the best one. Each of you is going to do some research on your own topic this week. Then, you'll give a "sales pitch" to the class and try to convince us to choose your topic to study." She scanned the faces all around her. *Are they buying it?* she wondered.

<sup>12</sup> "Miss Eller?" asked Enzo. "Can I give out plastic snakes to help convince people?"

<sup>13</sup> *Sold.*



1. This story is mostly about  
\_\_\_\_\_ solving a problem.  
\_\_\_\_\_ how to do research.  
\_\_\_\_\_ getting ready for school.
2. Why does Miss Eller let the students offer so many ideas?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Write in your own words what Miss Eller's solution is.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the students supposed to do during their sales pitch?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Based on the story, do you think Miss Eller is a good teacher? Back up your answer with events from the story.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Andy wants to study \_\_\_\_\_.
7. Tara wants to study \_\_\_\_\_.
8. What does Enzo ask at the end of the story? Why does this make Miss Eller think that her idea was a success?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Forest Mammals

*Do you know what a mammal is?*

## Common Characteristics

<sup>1</sup> What does a moose have in common with a porcupine? How about a bear with a mouse? How can more than 4,000 different kinds of mammals have much of anything in common? In fact, mammals have four distinct characteristics:

1. Mammals have warm blood, which means they can maintain a steady body temperature.
2. Mammals have backbones.
3. Female mammals produce milk to feed their babies.
4. Mammals have fur or hair, though the amount of it varies widely.



Spectrum Reading [Grade 3](#)

## North American Forest Dwellers

<sup>2</sup> Forest mammals are alike in that they live in the same natural conditions, or **habitat**. Trees and the leafy undergrowth provide shelter and food for the many types of mammals that live in a North American forest.

<sup>3</sup> **Insect eaters** Moles and shrews are just two types of **insectivores** that live on or under the forest floor. They find insects in the dirt or in rotting tree trunks or leaf matter.

<sup>4</sup> **Gnawing animals** This large family of mammals, called **rodents**, includes beavers, squirrels, mice, and porcupines. Whether on the ground or in trees, these animals gnaw on nuts, seeds, and branches with their strong front teeth.

<sup>5</sup> **Hare-like animals** Rabbits and hares make up this group. Leafy sprouts and sometimes the bark of young trees are the main diet of these animals.

<sup>6</sup> **Meat eaters** In North America, the largest meat eaters, or **carnivores**, are bears and mountain lions. Wolves and coyotes are also members of this group. They eat smaller mammals such as rabbits, mice, and moles.

<sup>7</sup> **Hoofed animals** In North America, moose and deer are the most common forest-dwelling hoofed animals. The forest provides both shelter and food for them.



---

1. What four common characteristics do mammals have?

---

---

In the article, the author showed some words in bold type. The meanings of those words are given as well. Find the meanings of the words, and write them here.

2. habitat \_\_\_\_\_

---

3. insectivores \_\_\_\_\_

---

4. rodents \_\_\_\_\_

---

5. carnivores \_\_\_\_\_

---

6. Hoofed animals are named for the kind of \_\_\_\_\_ they have.

7. Give one example of each kind of forest dweller.

insect eaters: \_\_\_\_\_ gnawing animals: \_\_\_\_\_

hare-like animals: \_\_\_\_\_ meat eaters: \_\_\_\_\_

hoofed animals: \_\_\_\_\_

8. Why do you think a forest is a good habitat for many different kinds of mammals?

---

---

9. Think about what you know about mammals. Name two kinds of mammals that are not mentioned in the article.

\_\_\_\_\_ and \_\_\_\_\_

10. **Meat eaters eat smaller mammals, such as rabbits, mice, and moles.** Is this sentence a fact or an opinion?

---

# Snakes: Love Them or Leave Them?

*Why do you think snakes are not popular?*

<sup>1</sup> I think it is safe to say that most people really don't like snakes. It would be hard to find a person who is neutral, or simply doesn't care one way or the other. What I can't figure out is why something that doesn't even have any legs causes such alarm.

<sup>2</sup> Snakes are reptiles, of course, not mammals. Do you think there is some ancient hatred between mammals and reptiles? Maybe their cold-bloodedness is what makes us dislike snakes. Or perhaps age-old stories about frightening creatures with scales cause us to turn away from our neighbors, the snakes.

<sup>3</sup> Snakes are quite useful, but that doesn't seem to matter. Snakes help control the rodent population. Without snakes, perhaps we would be overrun with mice. Most of us, however, would rather see a mouse than a snake.

<sup>4</sup> The poison argument is a strong one. Some snakes are poisonous, and people all over the world do die from snake bites each year. However, the poisonous varieties are only a small percentage of the world's snakes. We can't say the whole batch is bad just because of a few rotten ones.

<sup>5</sup> And what do we do with the people who really like snakes? They like snakes even more strongly than we dislike them. These people learn about them, seek them out, and observe them. Why? The only reason I can think of is that these people are truly generous and open-minded. They are able to put aside differences and welcome the snake as a fellow living being.

<sup>6</sup> Whatever the reason for our like or dislike, snakes are a vital part of the circle of life. They would prefer to be left alone, and that is what we should do. If you're lucky, you might not run across more than a few of them in an entire lifetime. That would be fine with most of us.



---

The author of this article chose to share her own point of view. Find a sentence in which the author uses the word *I*. What idea is the author sharing in that sentence?

1. The sentence begins with

\_\_\_\_\_.

The author is saying \_\_\_\_\_

\_\_\_\_\_.

2. Do you think the author likes snakes, dislikes snakes, or is neutral? Write a sentence from the article that supports your answer.

\_\_\_\_\_

\_\_\_\_\_

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

3. \_\_\_\_\_ People dislike snakes because they have no legs.

4. \_\_\_\_\_ Snakes control the rodent population.

5. \_\_\_\_\_ Not meeting many snakes is a good thing.

6. Name one difference between mammals and reptiles.

\_\_\_\_\_

\_\_\_\_\_

7. What is one way in which snakes are useful?

\_\_\_\_\_

8. What is the main idea of paragraph 4?

\_\_\_\_\_ If you get bitten by a poisonous snake, seek medical help.

\_\_\_\_\_ Some snakes are poisonous, but that's not a good reason to dislike all snakes.

\_\_\_\_\_ Poisonous snakes are very vicious.

9. Tell how you feel about snakes and why.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Redwood Giants

Read to learn about America's biggest trees.

<sup>1</sup> From a seed that is smaller than a pea grows the tallest of trees. The coast redwood is the unchallenged giant of North America's trees.

## What's special about redwoods?

<sup>2</sup> Redwoods are special for a couple of reasons. The first is their size. Imagine standing next to a tree that is the height of a 20- or 30-story building. The second is their age. Redwoods commonly make it to 600 years or so. Some have been found that are more than 2,000 years old.

## Where do redwoods grow?

<sup>3</sup> To find a coast redwood, you'll have to go to Oregon or California. A strip of coastline about 450 miles long and up to 35 miles wide is home to the redwoods. Coast redwoods do not grow anywhere else in the world.

## Why do redwoods grow there?

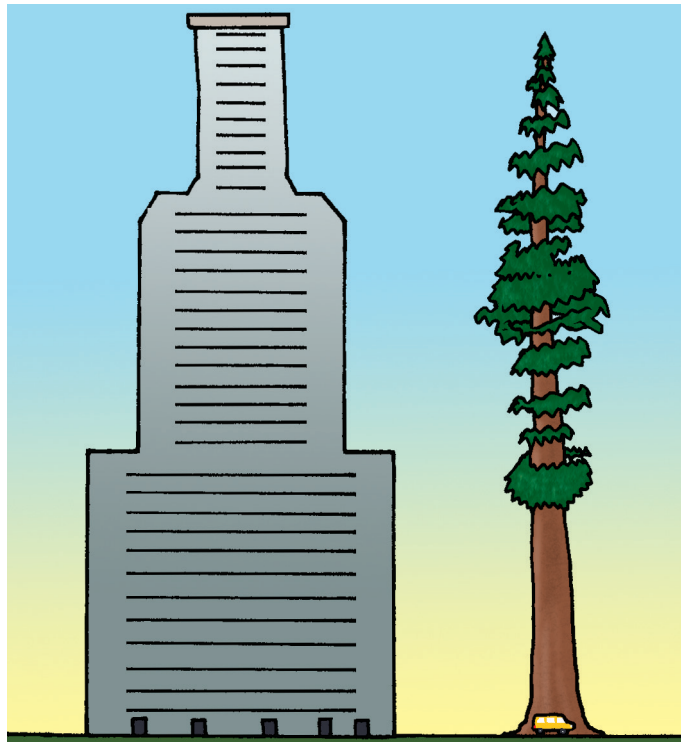
<sup>4</sup> The coast of the Pacific Ocean provides a special environment for the redwoods. Cool, moist air comes off the ocean and keeps the trees moist all year. That is important because almost all of the area's rain falls between October and May. During the dry summer months, the trees depend on moisture from the thick fog that often hangs over the coast.

## How do redwoods survive?

<sup>5</sup> Redwoods have a couple of built-in protection systems. Most of a redwood's branches and leaves are high up on the tree. This keeps them safe from forest fires. Also, the bark of a mature redwood tree is as much as 12 inches thick. The thick covering protects the lower part of the tree from fire damage. Redwoods are safe from insect damage because the wood contains a bitter-tasting chemical called *tannin*.

## What should I do?

<sup>6</sup> If you ever get a chance, visit a redwood forest. Look among the tree trunks and imagine who might have camped there a thousand years ago. Look upward and just imagine how high the trees might grow if we preserve and protect them.



- 
1. To see a redwood tree, you have to go to \_\_\_\_\_.
  2. Why do redwoods grow there?  
\_\_\_\_\_  
\_\_\_\_\_
  3. What might happen if someone tried to grow a redwood tree in Kansas or Missouri, for example?  
\_\_\_\_\_  
\_\_\_\_\_
  4. What do you think is most special about redwood trees? Write why.  
\_\_\_\_\_  
\_\_\_\_\_
  5. Why do you think the author chose to use questions for the headings?  
\_\_\_\_\_  
\_\_\_\_\_
  6. If you want to find out what conditions redwoods need to grow, under which heading would you look?  
\_\_\_\_\_
  7. If you wonder what the big deal is about redwoods, under which heading should you look?  
\_\_\_\_\_
  8. What three objects are shown in the diagram?  
\_\_\_\_\_
  9. What is the author's purpose for writing this selection?  
\_\_\_\_\_ to entertain  
\_\_\_\_\_ persuade  
\_\_\_\_\_ to inform
  10. About how long can a redwood live?  
\_\_\_\_\_



# Problem Solved

What will Miss Eller decide the class should study?

<sup>1</sup> So far, Miss Eller's idea had worked out. Her students had done some research on whatever they wanted to know about the natural world. They had all really enjoyed uncovering facts about snails or redwood trees or grasshoppers. And Enzo's plastic snakes had been a big hit.

<sup>2</sup> Now, it all fell back to Miss Eller, though. She had to decide whose ideas to accept and whose to reject. She thought back on the students' reports and tried to sort them into groups. Furry things in this group, and crawling things in that group? No, that didn't really work.



<sup>3</sup> Suddenly, her gaze shifted and she realized that the answer was right in front of her. A poster on the wall showed a lush woodland scene that included many different kinds of trees, forest creatures, birds, and, yes, even some snakes and crawly things. Miss Eller smiled. *A picture is worth a thousand words—or a thousand ideas*, she thought. She had the solution.

<sup>4</sup> After lunch, the students gathered on the meeting rug. "What if I told you that we are going to have one topic, but that you are all going to be able to study what you want?"

<sup>5</sup> "How can that be?" questioned Tara. "We all had different ideas."

<sup>6</sup> Miss Eller shrugged. "It all depends on how you group things together. What if our topic is 'Redwood Forests'? What do you suppose lives in a redwood forest?"

<sup>7</sup> Hands shot up left and right. Everything the students could think of fit into Miss Eller's topic: redwood trees, of course, cute and fuzzy mammals, snails, snakes—you name it.

<sup>8</sup> Within a few weeks, the classroom had been transformed. A sign appeared outside the classroom door.

Welcome to our  
**redwood forest.**

If something lives, grows, eats, breathes, or crawls in  
a redwood forest, we know all about it.

**Come on in.**

---

Complete each sentence with the correct word.

**author      dialogue      narrator**

1. When characters speak, their words make up the story's \_\_\_\_\_.
2. The person who wrote the story is the \_\_\_\_\_.
3. Within the story, the person or character who tells the story is the \_\_\_\_\_.
4. In most stories, the main character has a problem. Miss Eller's problem is that \_\_\_\_\_.
5. Look at the illustration. What did Miss Eller's students do during their study of redwood forests?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Where did Miss Eller get the idea of how to solve the problem?  
\_\_\_\_\_
7. How do you think Miss Eller's class feels about the project?  
\_\_\_\_\_ excited  
\_\_\_\_\_ worried  
\_\_\_\_\_ upset
8. The last paragraph says that the classroom had been transformed. What does this mean?  
\_\_\_\_\_
9. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
\_\_\_\_\_ Students raise their hands to answer the question.  
\_\_\_\_\_ Miss Eller asks what lives in a redwood forest.

# The Hamster from Room 144

*What is unusual about this hamster?*

<sup>1</sup> I always knew Felix was special. He had been Mrs. Raymond's class pet for about 24 years. This summer, I was the lucky one who got to take him home. Felix, by the way, is a hamster.

<sup>2</sup> As I said, I always knew he was special. Every school day when I checked on him, he would say, "Good morning, Tommy." That struck me as a little odd. When I saw him sitting in his cage counting on his claws during math class, I knew something was up for sure.

<sup>3</sup> On the first day of summer, I took my allowance and my mom to the pet store. I bought some tunnels to add to Felix's cage. Felix loved his tunnels. By the end of the first week, Mom said, "Enough already," so I stopped adding tunnels. There were 376 feet of them.

<sup>4</sup> One night, I couldn't fall asleep, so I went down to talk to Felix. He was running on his wheel. He apologized for not being able to chat, but he was trying to break a speed record. I watched for a while. I clocked him at 41 miles per hour.

<sup>5</sup> The next night, Dad came down to watch. He had a brilliant idea. He hooked up a generator to Felix's wheel. Now, Felix makes electricity for us. We haven't had a bill from the electric company for two months.

<sup>6</sup> Here's another reason I knew Felix was special. Back in Room 144, whenever it was time for music, I would see Felix tapping his little claws against the bars of the cage. He had excellent rhythm. During the summer, Felix took to writing his own songs. He even wrote one for Mrs. Raymond.

<sup>7</sup> Now that summer is almost over, I'm kind of sad about having to take Felix back to Mrs. Raymond. Dad says he'll miss not having to pay any electric bills. Felix says not to worry. He has a plan for a new generator. Good old Felix.



---

In a tall tale, the author uses details that can't possibly be true to make the story funny. This is called **exaggeration**. Exaggeration is what makes a tall tale a tall tale.

1. Caleb, the narrator, tells us that the hamster has lived for 24 years. That is an exaggeration. Find another exaggeration in the story.

---

---

2. Look at what you wrote for question 1. Why or how is it an exaggeration?

---

---

---

3. What was the author's purpose in writing this story?

---

---

4. Do you think this story is realistic or a fantasy? Explain why.

---

---

5. **Personification** means giving human characteristics to an animal or a thing. Give two examples of how the author personifies Felix.

---

---

6. In the story, how does Felix make electricity for Caleb's family?

---

---

7. **Felix is a musical hamster**. Find a line from the story to support this statement.

---

---

# Caring for a Pet Hamster

*What does it take to care for a hamster?*

<sup>1</sup> You and your parents agree that you are ready for a pet. A dog is too big. Mom is allergic to cats. So a hamster is everyone's number one choice. What will it take to keep your new pet safe and happy?

<sup>2</sup> Choose a hamster from a pet store that is clean and whose staff seems to know about the animals and is willing to answer your questions. If the hamsters are not used to being handled, you probably want to choose a younger one. You'll be able to tame and handle a younger one more easily than an older one.

<sup>3</sup> Before you get your hamster, you should have its new home all set up. Hamsters need several pieces of equipment, but the only one that is somewhat expensive is the cage. Here are the items your hamster must have: a cage, bedding (wood shavings), nesting material (cotton), an exercise wheel, a water bottle, a food dish, and food.

<sup>4</sup> Almost all of your hamster's life will be spent in the cage, and it needs room to move around. Buy the largest cage you can afford. A wire cage is best if you have a draft-free place for it. If the cage has to sit near a vent, window, or door, then a plastic or glass type with a screen top is better.

<sup>5</sup> Make sure that your hamster has fresh water at all times. A general hamster mix from the pet store will make up most of your pet's diet. Beyond that, learn what other foods you can give as treats. Some examples are carrots, raisins, cheese, dog biscuits, and acorns. In general, do not feed your hamster sweets or prepared foods, such as crackers or chips.

<sup>6</sup> With daily food and water, regular attention, and a weekly cage cleaning, your hamster should be a happy addition to your household for several years.





- 
1. What do you know about taking care of a pet? How is taking care of a hamster the same or different from taking care of other kinds of pets?

---

---

---

2. In the wild, hamsters sleep during the day and gather food during the night. Pet hamsters tend to follow the same schedule. If someone is thinking of getting a hamster, why is this important information to know?

---

---

---

The author forgot to include headings in the article. Write where each heading should go.

3. **Equipment** should go before the \_\_\_\_\_ paragraph.
4. **Feeding Time** should go before the \_\_\_\_\_ paragraph.
5. **Choosing a Pet** should go before the \_\_\_\_\_ paragraph.
6. List the equipment you'll need to buy for your hamster.

---

---

---

7. The \_\_\_\_\_ is the most expensive thing you will need to purchase.
8. What are some examples of good treats for a hamster?

---

---

---

9. After reading this article, would you like to own a hamster? Why or why not?

---

---

---

# Skyway Sweeper

What does Frederick think about as he works?

<sup>1</sup> *Swish, swush. Swish, swush.* Frederick had always thought the broom had two different sounds to it. *Swish* was the outward stroke; *swush* was the inward stroke. It was the only sound he heard all day, really. The padded plastorub floors of the skyways didn't make any noise. Most people wore shoes made of plastorub as well, so there was no chance of making a sound.

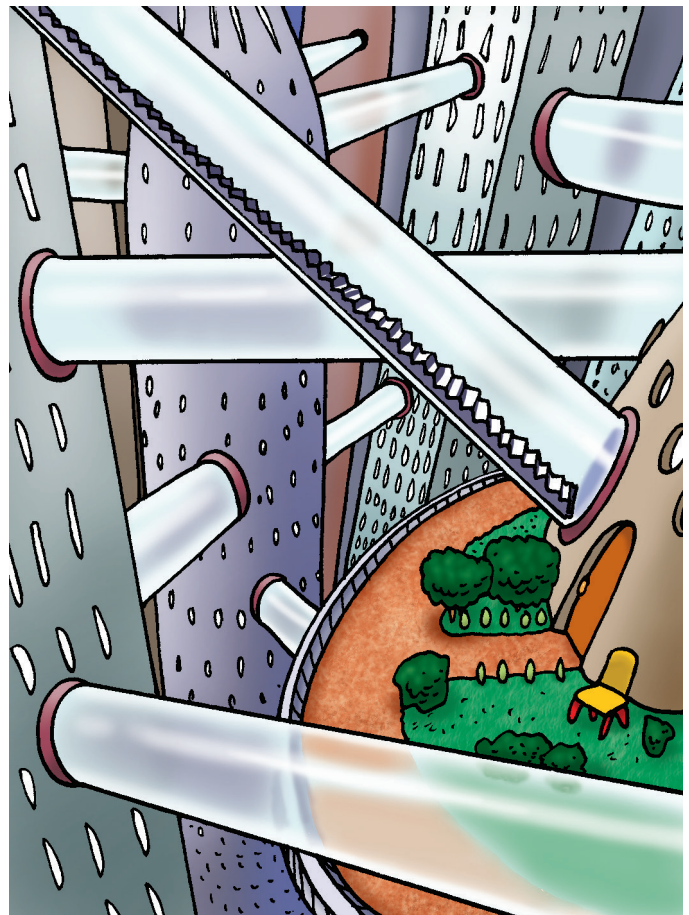
<sup>2</sup> Noise had become a big issue about a century ago. There were so many people making so much noise that no one could stand it. People wore ear plugs. New illnesses were blamed on noise pollution. Governments passed laws against noise. Then, a team of scientists came up with plastorub. People put it everywhere, and the noise died down.

<sup>3</sup> Between plastorub and the big building boom, things were pretty quiet now. The buildings were so big and so tall that people didn't even have to go outside. People lived, worked, and shopped all in the same building.

<sup>4</sup> Not Frederick, though. Frederick was a sweeper. Each night he slept in a different sweeper's lodge as he made his rounds from skyway to skyway. *Swish, swush. Swish, swush.*

<sup>5</sup> Frederick liked his job. He liked seeing how things changed from one year to the next. Buildings went up or came down. Skyways sprouted and branched off to new places. He always liked the view, no matter what it was.

<sup>6</sup> Through all of his sweeping travels, though, Frederick had never set foot on the ground. He had seen it a few times, through a window, but he had never actually stepped on it. People said it was hard and unpleasant. He imagined taking off his plastorub shoes and walking barefoot, just to feel the solid planet underneath him. Frederick wondered what it was like to hear a footstep.



1. The story gives details about Frederick and the world in which he lives. Number these details in the order in which the story gives them.

\_\_\_\_\_ Noise had been a problem.  
\_\_\_\_\_ Frederick liked his job.  
\_\_\_\_\_ Frederick is a skyway sweeper.  
\_\_\_\_\_ The skyway floors are padded.  
\_\_\_\_\_ People stayed inside all the time.  
\_\_\_\_\_ Frederick had never stepped on the ground.

2. As the story gives details, several sounds are mentioned. What are they?

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

3. Which of these best describes the story?

\_\_\_\_\_ realistic fiction  
\_\_\_\_\_ a fairy tale  
\_\_\_\_\_ science fiction

4. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ Noise had become a big issue.  
\_\_\_\_\_ Plastorub was put down everywhere, and the noise died down.

5. What does Frederick like about his job?

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

6. What is the setting for this story?

\_\_\_\_\_

7. Would you like to live in a world of skyways, like Frederick does? Explain.

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

# Rooftop Keeper

Read to find out what sirt is and how Frederick feels about it.

<sup>1</sup> Ssssssssssssssss. The sirt sifted between Frederick's fingers. He was used to the feel and the sound of it, but he wondered...well, there was no use in wondering.

<sup>2</sup> Real dirt had been used up long ago. There were so many people to feed, and there were so many buildings covering up the ground. The whole idea of farming had been reinvented. That's when sirt was invented. The scientists called it *sirt* to make people think of *soil* and *dirt*, but most people didn't know what was in it. Sirt did make things grow, though, and that's what counted.



<sup>3</sup> When he wasn't sweeping skyways, Frederick was the Head Rooftop Keeper for Building Q4-S621-B88. It was his job to grow fresh fruits and vegetables and supply them to the families who lived down below. Frederick took pride in his crops. Nothing pleased him more than when someone commented on his shiny apples or his crunchy carrots.

<sup>4</sup> Ssssssss went the sirt again as Frederick scooped and sifted, preparing the surface for some new seeds. He crinkled his nose as the faint chemical smell of the sirt reached him. He had read about people who, a long time ago, would kiss the dirt and talk to it. Frederick couldn't imagine kissing sirt. He couldn't imagine...well, he couldn't imagine a lot of things.

<sup>5</sup> What did wet dirt feel like? Sirt didn't change, whether it was wet or dry. That was the chemicals, Frederick supposed. Did dirt run through your fingers just like sirt? *Ah, there's no use wondering*, he scolded himself. Frederick shook the sirt off his hands and took hold of his broom handle to begin the day's work. *Still, I wonder...*

1. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

\_\_\_\_\_ People do not know what dirt feels like.

\_\_\_\_\_ The whole world is covered up with buildings.

\_\_\_\_\_ People grow vegetables in gardens.

\_\_\_\_\_ People stay indoors and never have to go outside.

In some stories, the problem is obvious. For example, maybe the character breaks an arm and has to learn how to write with the other hand, or something like that. In this story, the problem is not as obvious.

2. What problem does this character have?

---

---

3. According to the story, what is the word *sirt* supposed to make people think of?

---

4. In the story, how did all the real dirt get used up?

---

---

5. How could you describe Frederick?

\_\_\_\_\_ lazy

\_\_\_\_\_ a hard worker

\_\_\_\_\_ hilarious

6. What effect does water have on sirt?

---

7. Reread the last paragraph. What do you predict will happen next?

---

---

8. In what time period do you think this story takes place? Why?

---

---



# The Dirt on Soil

*Read to find out what soil is.*

<sup>1</sup> Are dirt and soil the same thing? If you ask a gardener, she'll say that dirt is what is under her fingernails. Your mother will say that dirt is what you tracked into the house after walking through the garden. The gardener, however, will say that the stuff out in the garden is soil.

<sup>2</sup> The dictionary says that soil is the upper layer of Earth's surface. Scientists and gardeners know it as the layer in which things grow. In most of North America, the soil is from 6 to 10 inches thick.

<sup>3</sup> Soil is made up of three main parts. First, there are minerals. These minerals come from nearby rocks that have been broken into tiny pieces, or **fragments**, by rain, frost, sun, or wind. Mineral pieces might be large, in the form of gravel, or tiny, such as the small particles that make up clay.

<sup>4</sup> The second part of soil is the remains of dead plants and animals. When plants and animals die, they provide food for countless living organisms. These organisms make up the third part of soil. Most of them are bacteria, but fungi, insects, and earthworms do their part as well. The job of the living organisms is to break down the dead materials. The result is **humus**, a dark, slightly sticky substance that helps plants grow in the soil.

<sup>5</sup> So, now you have the dirt on soil. It is not just a lifeless thing lying on the ground outside. It is full of life itself and is the source of all growing things.



Nonfiction articles and books sometimes have words in bold type. The author is pointing out a new or important word. Find the two bold words in the article. Then, look nearby for their meanings. Write them here.

1. Bold word: \_\_\_\_\_

Meaning: \_\_\_\_\_

2. Bold word: \_\_\_\_\_

Meaning: \_\_\_\_\_

3. What three things make up the soil?

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

4. When was the last time you dug in the soil? What did you see there?

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

5. Now, look at the picture on page 72. What do you see there?

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

6. How does this compare with what you saw when you dug in the soil yourself?

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

7. How thick is the soil in most of North America?

\_\_\_\_\_ to \_\_\_\_\_ inches

8. What organisms help break down the dead material?

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

9. Write **T** for **true** or **F** for **false** next to each statement below.

\_\_\_\_\_ Not everyone has the same definition of dirt and soil.

\_\_\_\_\_ Minerals come from rocks that have been broken into fragments.

\_\_\_\_\_ Soil does not contain any living things.

\_\_\_\_\_ Humus is harmful to plants.

# Frederick's Secret

Read to see how Frederick's dream leads to Frederick's secret.

<sup>1</sup> No sunlight reached the ground. Frederick hadn't stopped to think about that. Of course, it made sense, though. The buildings were so tall and so close together. But more than the lack of sunlight, it was the airlessness that Frederick noticed. It was so still and stale that Frederick almost had to work to breathe.

<sup>2</sup> The idea had come about slowly. The *swish-swush* of his broom up in the skyways had become *sirt-dirt, sirt-dirt*. Frederick had grown up with sirt, the special chemical mix that was used in place of dirt in his rooftop garden. But to feel the ground and touch real dirt—that's what he thought about constantly, and that's what brought about his plan.



<sup>3</sup> After many weeks of thinking and of finding courage, Frederick had made his way down to the surface. Now, he followed streets and paths, looking for a bare patch of ground. It took so long. He began to panic, thinking he would never find one. Then, two more left turns and Frederick's dream came true.

<sup>4</sup> Frederick ran to the small bare patch of dirt, missed somehow by the builders years ago. Tears welled up in his eyes as he fell to his knees, touching the ground with his fingers, smelling it, even kissing it. Then, his shoes were off, and he was standing, bare-footed, wiggling his toes, stomping his feet, actually hearing the soft thud of his own footsteps. Frederick stood there, looking straight upward through his tears, until the sky began to darken. Then, he filled his shoes with dirt and made his way back to his rooftop garden.

<sup>5</sup> Six months later, Frederick received an award from the government. His fruits and vegetables were judged to be outstanding in appearance, flavor, and nutritional value. The news headline read as follows:



1. Where does this story take place?

---

---

2. What is Frederick's dream?

---

---

---

3. What is Frederick's secret?

---

---

---

4. Is it easy or difficult for Frederick to find a patch of dirt?

---

---

5. Why does Frederick receive an award?

---

---

6. The story doesn't tell us what happens after Frederick fills his shoes with dirt. What details from the story help you figure it out?

---

---

---

7. Write two words to describe how Frederick feels when he finds real dirt.

---

---



# Buildings: From Tall to Taller

*Read to find out about tall buildings.*

<sup>1</sup> Looking up at them might make you dizzy. Looking down from the top of them might make you dizzy, too. Tall buildings are a wonder, whether looking up or down.

## Two Ways to Get Tall

<sup>2</sup> Today's skyscrapers trace their roots all the way back to the 1880s. During that decade, two things happened. First, a man named William Jenney had the idea of using a steel frame to hold up the walls and floors of a building. Then, he added just a thin "skin" for the outer walls—instead of heavy stone or brick—to enclose the building. Jenney's design made it possible to make larger, taller buildings.

<sup>3</sup> The second thing that happened was that elevator design improved. This, too, made it possible to make buildings taller.

## How Tall Is Tall?

<sup>4</sup> Back in 1883, Jenney's first tall building was 10 stories high. Imagine what he would think of today's skyscrapers, topping out at 160 stories.

<sup>5</sup> Tall buildings are measured from the sidewalk level at the front entrance. At the top, spires are measured, but antennae and flag poles do not count. In 2010, a new building took first place on the list. Burj Khalifa, at 2,716 feet tall, beats the previous first-place winner by more than a thousand feet.





- 
1. The author's purpose was probably to  
\_\_\_\_\_ entertain.  
\_\_\_\_\_ give information.  
\_\_\_\_\_ persuade.
  2. Improvements in elevator design made it possible to build taller buildings because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
  3. What ideas did William Jenney have that changed how tall buildings could be?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
  4. Is this article fiction or nonfiction?  
\_\_\_\_\_
  5. How tall was Jenney's first tall building?  
\_\_\_\_\_
  6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
\_\_\_\_\_ Buildings could be made taller.  
\_\_\_\_\_ Elevator design improved.
  7. In paragraph 5, the article says that spires are included. Look up *spire* in a dictionary. Write the definition below.  
\_\_\_\_\_  
\_\_\_\_\_

# Magic with Flowers

What are Josh and Gary trying to do?

<sup>1</sup> “Ala-ka-ZAM!” said Gary, trying to make his voice sound big. He waved his arms in and out in what he hoped was a fancy pattern, and then tapped the box sitting on the table with a magic wand. He held his breath. The box jiggled a little. Then, the table jiggled a little.

<sup>2</sup> “Ahhhhh!” The exclamation erupted from under the table.

<sup>3</sup> “What’s the matter?” called Gary. “Did it work?”

<sup>4</sup> Gary’s friend Josh came out from under the table. His hair was wet. His shirt was wet. He was holding a vase of fake flowers. “Well, it worked if you don’t count spilling water all over,” Josh grumbled. The boys had put water in the vase because they thought it would make it all seem more real.



<sup>5</sup> “Maybe we should use real flowers,” suggested Gary.

<sup>6</sup> “They’d just wilt,” Josh shook his head.

<sup>7</sup> Gary shrugged. “Yeah, I guess so. Aside from spilling, how did it go under there?”

<sup>8</sup> Josh told what had happened. When Gary tapped the box, Josh was supposed to open the secret door on the bottom of the box and pull the vase of flowers down, and then close up the box again. But the bottom had gotten stuck and the vase had tipped. The boys sat down to rethink their plan.

<sup>9</sup> The boys had thought the old broken table was almost too good to be true. Its worn-out wicker top had a hole that was just the right size for covering with the box as well as for making stuff disappear by pulling it through.

<sup>10</sup> “This whole magic thing just isn’t as easy as I thought it would be,” noted Gary.

<sup>11</sup> “Yeah, I know,” Josh agreed. “How do you suppose the real magicians did it? They made stuff disappear all the time.”

<sup>12</sup> An idea popped into Gary’s head and his face brightened. “Maybe it is the fake flowers. The real ones used real stuff, like rabbits. We need a rabbit. Go get Wiggles!”

1. This story is mostly about  
\_\_\_\_\_ two boys trying to do a magic trick.  
\_\_\_\_\_ a boy teaching another boy a magic trick.  
\_\_\_\_\_ how to do a magic trick.
2. Josh got wet because \_\_\_\_\_  
\_\_\_\_\_.
3. Why was Josh under the table?  
\_\_\_\_\_  
\_\_\_\_\_.
4. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
\_\_\_\_\_ The vase tipped and got Josh wet.  
\_\_\_\_\_ The bottom of the box got stuck.
5. Why were the boys so excited about the old table they found?  
\_\_\_\_\_  
\_\_\_\_\_.
6. Doing magic is (easier, harder) than the boys had expected.
7. Gary thinks that he and Josh need real things, so he tells Josh to go get a real  
\_\_\_\_\_.
8. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.  
\_\_\_\_\_ Gary held his breath.  
\_\_\_\_\_ The boys should use real flowers.  
\_\_\_\_\_ Being a magician is hard work.  
\_\_\_\_\_ Josh's hair was wet.
9. What do you think will happen next?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

# Magic with Wiggles

Read to see whether Josh and Gary's new trick works.

<sup>1</sup> Well, okay, thought Josh. Every magician they had ever read about had used rabbits. Josh couldn't believe they hadn't thought of Wiggles earlier. He had a good feeling about this.

<sup>2</sup> Gary put a lettuce leaf in the box, and then Josh put Wiggles in the box and closed one of the top flaps. Josh got into position under the table so he could pull Wiggles through the hole in the bottom of the box and make him disappear.

<sup>3</sup> Gary cleared his throat and raised his arms slowly. "A-la-ka-...."

<sup>4</sup> "Hey, wait," called Josh from underneath the table. He crawled part way out. "Maybe we should try a new word. A rabbit-y word."

<sup>5</sup> "A rabbit-y word?" Gary looked doubtful. "Like what?"

<sup>6</sup> "Well, I don't know." Josh thought for a moment. "How about *rabbit-o-zam*?"

<sup>7</sup> "*Rabbit-o-ZAM!*" Gary tried it out. Both boys shook their heads.

<sup>8</sup> Josh tried again. "*Shish-rabbit-ka-zam!*" Nope.

<sup>9</sup> "*Abra-ca-DAB-rabbit!*" tried Gary.

<sup>10</sup> "Abra-ca-DAB-rabbit?" Josh was laughing so hard he could barely get the word out.

<sup>11</sup> After a good laughing spell, the boys got back down to business. They agreed to go back to good old *abracadabra*.

<sup>12</sup> Josh took his position, and Gary did his part, complete with arms waving and stick tapping. The box jiggled a tiny bit. The table jiggled.

<sup>13</sup> "Ahhhhh!" The cry from under the table was truly alarming.

<sup>14</sup> "Now what's wrong?" cried Gary.

<sup>15</sup> "*It worked!*" screamed Josh, scrambling out from under the table. "*It worked! Wiggles is gone!*"

<sup>16</sup> "It worked?" cried Gary, and he dived under the table in disbelief. When he came out, the boys did a little dance, and then they bowed to the imaginary crowd, quite certain that they heard wild clapping.

<sup>17</sup> Wiggles had, indeed, disappeared.



1. How was the magic trick supposed to work?

\_\_\_\_\_

2. What actually happened?

\_\_\_\_\_

\_\_\_\_\_

Write the best word to complete each sentence below.

3. They should have thought of Wiggles \_\_\_\_\_. (brighter, sooner, calmer)

4. The magic words made the boys \_\_\_\_\_ so hard. (laugh, lame, learn)

5. It made Gary feel like a real magician when he \_\_\_\_\_ his arms.  
(waved, cried, tapped)

6. The boys couldn't \_\_\_\_\_ Wiggles was gone. (agree, scramble, believe)

7. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

\_\_\_\_\_ Rabbits eat lettuce.

\_\_\_\_\_ Rabbits disappear and reappear.

\_\_\_\_\_ Magicians say magic words.

8. In the story, who is the magician, and who is the assistant?

\_\_\_\_\_

\_\_\_\_\_

9. Do you think the boys were surprised that Wiggles was actually gone? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

10. Which words best describe the boys?

\_\_\_\_\_ good-natured

\_\_\_\_\_ sneaky

\_\_\_\_\_ irritated

11. What do you think will happen next in the story?

\_\_\_\_\_

\_\_\_\_\_



# Houdini

*What made Harry Houdini so great?*

<sup>1</sup> Do you believe in magic? The greatest magician of all time didn't. Harry Houdini was known as "The King of Cards" and "The Great Escape Artist." But he was the first to say that his magic tricks were tricks, not magic.

<sup>2</sup> Houdini's early interest in magic tricks led him to read about famous magicians. He studied and then practiced and practiced. His first magic shows, begun when he was 17, included mostly card tricks. He added new tricks, such as escaping from an ordinary box, once he had perfected them.

<sup>3</sup> From those simple beginnings, Houdini's magic tricks became more showy and more daring. He escaped from handcuffs. Then, he allowed audience members to bring their own handcuffs to prove he could escape from *any* pair of handcuffs. Then, he escaped from a straitjacket, hanging upside down by his ankles.

<sup>4</sup> How can a performer top his own top performance? Think of a trick that seems truly impossible. Houdini had himself locked into a crate and thrown into a river. He also had himself sealed into a lead coffin, which was placed into a hotel swimming pool. An hour later, Houdini waved to the waiting fans and newspaper reporters.

<sup>5</sup> Houdini strongly supported the work of magicians but just as strongly spoke against "fake" magicians who claimed that they had special powers or communicated with "spirits." Houdini would expose these false magicians by visiting their shows and then writing magazine or newspaper articles to reveal how they fooled their audiences.

<sup>6</sup> To set himself apart from the "spiritual" magicians, Houdini practiced his tricks, perfected them, and then practiced again. Though Harry Houdini died more than 75 years ago, the man and his tricks have never been matched.



1. The author wrote this article to
- \_\_\_\_\_ persuade.
  - \_\_\_\_\_ make you laugh.
  - \_\_\_\_\_ give you information.

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

2. \_\_\_\_\_ Harry Houdini died more than 75 years ago.
3. \_\_\_\_\_ Houdini could escape from handcuffs.
4. \_\_\_\_\_ Harry Houdini was the only “real” magician.
5. \_\_\_\_\_ Houdini’s magic tricks were wonderful.
6. The article gives details about Houdini and his life. Number the details in the order in which the author tells about them.
- \_\_\_\_\_ He escaped from a straitjacket, hanging upside down.
  - \_\_\_\_\_ Houdini had his first magic shows when he was 17.
  - \_\_\_\_\_ Houdini exposed “fake” magicians.
  - \_\_\_\_\_ Houdini’s magic tricks became more showy and daring.
7. Which of these old sayings would Houdini have agreed with?
- \_\_\_\_\_ Practice makes perfect.
  - \_\_\_\_\_ You are what you eat.
  - \_\_\_\_\_ A watched pot never boils.
8. **Houdini believed he had special powers and could talk to spirits.** Is this statement true or false?
- \_\_\_\_\_

# David Copperfield

What kind of a magician is David Copperfield?

<sup>1</sup> An illusion is something that fools the senses or the mind. An illusion may make you think something exists when it really does not. It may be something that appears to be one thing, but is really something else. David Copperfield calls himself an *illusionist*. He is someone who makes or creates illusions.

<sup>2</sup> Many people are interested in magic, but most of them are not performing and getting paid for it by age 12. Nor are they teaching college-level classes in magic at age 16. Copperfield was the youngest person ever to be allowed to join the Society of American Magicians. When he got to college himself, Copperfield got the leading part in a play called *The Magic Man*. In addition to acting and singing, he created all the magic in the show.

The show ran for longer than any other musical in Chicago's history.

<sup>3</sup> Copperfield is a huge success as a showy illusionist, but he has other projects as well. He says that his best work is Project Magic. Copperfield developed a number of tricks done with the hands. These tricks help hospital patients who need to improve their hand strength or coordination to move and control their fingers. Learning to do the tricks also builds confidence. Patients in the program can boast that they can do tricks that able-bodied people can't do.

<sup>4</sup> Like many magicians, Copperfield has an interest in the history of magic. He has created a museum and library in which books, articles, and old magic props, or equipment, are stored and displayed. By keeping track of history, Copperfield hopes to save magic for future generations.



1. David Copperfield is an \_\_\_\_\_.
2. What did he start doing at age 12?

---

3. What was he doing by age 16?

---

Check all answers that are correct.

4. Which of these words do you think best describe Copperfield?

\_\_\_\_\_ thoughtless

\_\_\_\_\_ lazy

\_\_\_\_\_ hard-working

\_\_\_\_\_ talented

5. What do you think a magician could learn from Copperfield's collection of old magic books and equipment?

---

---

6. If you were a magician or an illusionist, what kinds of tricks would you like to do?

---

---

7. The headings below belong in this article. To which paragraph does each heading belong?

Copperfield's Beginnings \_\_\_\_\_

What Is an Illusion? \_\_\_\_\_

Saving Magic for the Future \_\_\_\_\_

Project Magic \_\_\_\_\_

8. In your own words, explain what an illusion is.

---

---

9. The youngest person ever to be allowed to join the Society of American Magicians was \_\_\_\_\_.

10. Why do you think Copperfield believes that his best work is Project Magic?

---

---



# Wiggles Reappears

How do the boys get Wiggles back?

<sup>1</sup> “Which word do you think did it?” asked Josh.

<sup>2</sup> “What do you mean?” asked Gary, still feeling great because their magic trick had worked. They had finally gotten something to disappear.

<sup>3</sup> “Was it *shish-rabbit-ka-zam* or *abra-ca-dab-rabbit*?” Josh asked, working hard to repeat the magic words they had thought up.

<sup>4</sup> Gary laughed again, remembering the words. “Oh, I think it was definitely *abra-ca-dab-rabbit*, don’t you?”

<sup>5</sup> “I don’t know,” shrugged Josh. “I guess we’ll have to try each of them backward to get him back.”

<sup>6</sup> All of a sudden, it was very quiet. Gary looked at Josh. How in the world were they going to get Wiggles back?

<sup>7</sup> “I think I remember all the words,” Gary said, trying to encourage Josh. Wiggles was Josh’s pet, after all.

<sup>8</sup> The boys sat down on the back steps of Josh’s house to figure out how to say the words backward so the magic would work the other way.

<sup>9</sup> “Okay,” said Gary, thinking hard. “We have *zam-ka-rabbit-shish* and *rabbit-dab-ca-abra*.”

<sup>10</sup> Josh continued, “And *zam-o-rabbit* and just plain old *dabra-ca-abra*.”

<sup>11</sup> Gary nodded, “I think that’s it.”

<sup>12</sup> “Ahhhhh!” The cry came from around the corner of the house. It was Josh’s mom.

<sup>13</sup> “Mom? What’s the matter?” called Josh, as both boys went running.

<sup>14</sup> “Now, how many times have I told you not to chew on my...” Josh heard his mom’s voice. Just around the corner, both boys stopped short.

<sup>15</sup> “Wiggles! He reappeared!” Josh cried.

<sup>16</sup> Mom looked at the boys. “Wiggles? Reappeared? Who’s going to make my flowers reappear?”

<sup>17</sup> The boys looked at each other, smiled, and nodded. They waved their arms and said, in their best magician voices, “*Zam-ka-flowers-SHISH!*”





1. Number the sentences to show the order in which events happened in the story.  
\_\_\_\_\_ Gary laughed about their magic words.  
\_\_\_\_\_ The boys heard Josh's mom.  
\_\_\_\_\_ The boys discovered Mom and Wiggles.  
\_\_\_\_\_ The boys figured out how to say the words backward.  
\_\_\_\_\_ Gary felt great because their trick worked.  
\_\_\_\_\_ The boys tried to make Mom's flowers reappear.

2. What problem do the boys have in this story?

---

---

3. What problem does Mom have?

---

---

4. How do the boys try to help Mom? Do you think it will work?

---

---

---

5. Who does Wiggles belong to?

---

6. Do you think Wiggles has escaped before? What details in the story helped you answer this question?

---

---

---

7. Do you think the boys will continue working on their magic tricks? Why or why not?

---

---

---

# Field Trip

What do the children see during their bus ride?

<sup>1</sup> The crisp wind tore at the children. They held their jackets out, letting them puff up with air. The October wind only added to the excitement. Today was a field trip day. The children were in line, being counted before they got onto the rumbling yellow bus. Counting was taking a long time because of the movement of the wind and the children.

<sup>2</sup> At last they were on the bus, two to a seat, sometimes three. A few parents spread themselves out and settled in for the noisy, bumpy ride.

<sup>3</sup> As the trip began, Mrs. Mason and Steven were playing riddley-riddley-ree in the front seat when Jason tapped their shoulders and pointed. "Oh, look at that neat building!" he cried.



Spectrum Reading Grade 3

<sup>4</sup> Mrs. Mason turned her attention out the window. "This is a little town called *Rockville*," she said. "It's been here for more than 150 years. Some of those neat buildings are that old."

<sup>5</sup> "Wow!" said Steven. "What's in them?"

<sup>6</sup> "Well, I see a hardware store, a grocery store, a card shop, a diner..."

<sup>7</sup> "And there's a candle shop and a shoe store," added Jason. He, Luisa, and Steven named all the stores they saw. It was easy because there weren't really very many. All of a sudden, the bus was rolling along between tall, dry cornfields waiting to be harvested.

<sup>8</sup> "Well," said Jason, "that really was a little town."

<sup>9</sup> Riddley-riddley-ree continued, and it was a while before anyone really looked out the window. Riddley-riddley-ree wasn't fair, after all, unless you named something that was inside the bus that everyone could see.

<sup>10</sup> When he did look out the window again, Steven saw a long gray wall. It went on and on beside the bus on both sides of the highway. It was so tall that he couldn't see over it. *What could be behind that wall?* Steven wondered.

1. The children notice that the town of Rockville is \_\_\_\_\_.
2. What three sights do the children see out the bus window? Write the parts of the sentences from the story that tell you.

---

---

The place where a story happens is the **setting**. An author might describe how a place looks, how it feels, or how it smells. The author of this story described the setting in the first paragraph. Answer these questions.

3. During what time of year does this story take place?

---

4. What kind of day is it?

---

5. What detail tells you that it might be a little chilly?

---

---

6. How do the students feel about the field trip?

\_\_\_\_\_ annoyed  
\_\_\_\_\_ worried  
\_\_\_\_\_ excited

7. Name one detail from the story that helped you answer question 6.

---

---

8. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ No one is really looking out the windows much.  
\_\_\_\_\_ The students are playing a game.

9. What do you think might be behind the long wall?

---

---

# Riddles Along the Way

What ideas do the children have about the wall?

<sup>1</sup> “What do you think it’s for?” Steven asked Jason and Luisa in the seat behind him. They looked out the bus window where Steven was pointing. They saw the long gray wall that went on like a snake beside them.

<sup>2</sup> Luisa had an idea. “Maybe there’s a lake on the other side of it,” she guessed.

<sup>3</sup> “But it’s been going on for ages,” said Steven. “I didn’t think there were any lakes that big around here. Besides, it’s on both sides of the road.” Jason and Luisa whirled around to the windows on the far side of the bus.

<sup>4</sup> “Oh, I guess you’re right,” Luisa shrugged. “There wouldn’t be lakes on both sides of the road, would there?”

<sup>5</sup> “Maybe there are castles on both sides of the road,” suggested Jason. “And maybe the people who live in the castles built the walls because they don’t get along with each other.”

<sup>6</sup> Steven and Luisa looked at Jason in surprise. Then, Jason smiled and held up a book he’d been reading. Its title was *The Truth about Castles, Knights, and Moats*. Steven and Luisa laughed along with Jason.

<sup>7</sup> When he could talk again, Steven said, “For a minute there, I thought you had gone completely nuts.”

<sup>8</sup> Jason grinned. “Yeah, I could tell.” Then, he looked out the window again. “So what do you think it’s for?” Mrs. Mason, who had been talking to someone across the aisle, heard the question.

<sup>9</sup> “You’re wondering about the wall?” she asked. “There are houses on the other side. The wall blocks the highway noise so the people who live there can have a quiet neighborhood.”

<sup>10</sup> “So my idea was half right,” pointed out Jason matter-of-factly. “The people built the walls because they didn’t get along with the highway.”



Write **T** if the sentence is true. Write **F** if the sentence is false.

1. \_\_\_\_\_ The children saw a castle.
2. \_\_\_\_\_ The wall was on only one side of the bus.
3. \_\_\_\_\_ Jason had a book on the bus.
4. \_\_\_\_\_ The walls surrounded a lake.
5. What does this story tell you about Jason? You may check more than one.  
\_\_\_\_\_ He likes to joke around.  
\_\_\_\_\_ He is interested in history.  
\_\_\_\_\_ He doesn't get along with Steven.  
\_\_\_\_\_ He has never been on a field trip before.

6. Do you think Jason is reading a fiction or nonfiction book? How can you tell?

---

---

7. What is the purpose of the long gray wall?

---

---

8. Why do the children decide that there's probably not a lake on the other side of the walls?

---

---

9. What is the author's purpose for writing this story?

---

---

10. Mrs. Mason \_\_\_\_\_.  
\_\_\_\_\_ knows a lot about the area  
\_\_\_\_\_ is too busy to talk to the students  
\_\_\_\_\_ probably just moved to the area



# One Great Wall

*Where is the Great Wall of China, and why was it built?*

<sup>1</sup> A wall has many uses. It may hold things in. It may keep things out. It may hold things up. In the case of China's Great Wall, the purpose was to keep things out. Tribes of people wanted to move across China's northern mountains and down into China. China's emperors preferred to keep those people out of China. So, four different walls started going up as early as 700 B.C.

<sup>2</sup> About 500 years later, the emperor got tired of fighting off the northern tribes. He wanted to connect the four main sections of the wall that had already been built. He sent thousands of peasants, poor people who did not have farms, to work on the wall. Soldiers were there to make sure the peasants stayed and worked. They did work hard, and many of them died.

<sup>3</sup> Then, 1,500 years after that, another emperor wanted to make the wall even stronger. He started a program that lasted more than 200 years! The wall got longer, and watch-towers and cannons were added at points all along the length of the wall.

<sup>4</sup> In spite of the wall, China did suffer a number of invasions over the years. Still, the wall's size and the human effort that went into it earn it a place on the list of greatest human feats.

## The Facts on the Great Wall

Length	1,500 mi.
Width	15–30 ft. at base; 12 ft. at top
Height	25 ft. (average)
Materials	bricks, rocks, packed earth



1. The Great Wall of China was built \_\_\_\_\_ as a place for soldiers to live.  
 \_\_\_\_\_ to protect China.  
 \_\_\_\_\_ to honor the emperors.

Write the best word to complete each sentence below.

2. It took hundreds of years to \_\_\_\_\_ the Great Wall of China.  
 (move, build, climb)
3. Peasants were poor \_\_\_\_\_ who did not have farms.  
 (people, emperors, walls)
4. Today, people may \_\_\_\_\_ the Great Wall and walk along it.  
 (twist, visit, hear)
5. What does the map show?

\_\_\_\_\_

\_\_\_\_\_

6. Based on the map, describe how the Great Wall might look from high above Earth.

\_\_\_\_\_

\_\_\_\_\_

Write the correct abbreviation in each blank.

mi.    ft.

7. If you are standing on the Great Wall, you could be about 25 \_\_\_\_\_ above the ground.
8. The top of the wall was made 12 \_\_\_\_\_ wide so soldiers and carts could travel along the wall.
9. If every curve of the wall is measured, it is 1,500 \_\_\_\_\_ long.
10. If a straight line were drawn from one end of the wall to the other, the line would be 1,200 \_\_\_\_\_ long.

11. **The Great Wall of China was built by a single emperor.** Is this true or false?

\_\_\_\_\_

12. Why do you think watchtowers and cannons were added along the wall?

\_\_\_\_\_

13. What else can you think of that is another great human feat?

\_\_\_\_\_

# A Wall of Names

*Why was this wall built?*

- 1 Most walls draw lines between people or things. One wall in Washington, D.C., is meant to invite people to come close. Rather than separate people, it is supposed to draw people together.
- 2 The low black stone wall that makes up the Vietnam Veterans Memorial stretches along a green grassy slope. The 58,245 names carved into the wall are the names of men and women who died or went missing while serving in the U.S. Armed Forces during the Vietnam War.
- 3 The committee that was raising money and organizing the memorial held a contest to find a design. They had four requirements. The design for the memorial had to
  1. be thoughtful.
  2. fit in with its surroundings.
  3. contain the names of all those who died during the Vietnam conflict or were still missing.
  4. make no political statement about the war.

More than 1,400 design ideas were sent to the committee. From all those ideas, the design of a college student, Maya Ying Lin, was chosen. Construction was completed in 1982.

- 4 Tens of thousands of people visit the wall each year. Some of them knew people whose names are on

the wall. Others visit just to see, and perhaps to remember the 1960s, when Americans hotly disagreed about the war. The wall, though, is not a war memorial, but a memorial to those who served in the war, both living and dead. No matter what one thinks of the Vietnam War, 2.7 million American military people worked hard in difficult conditions, and thousands of them lost their lives. That deserves to be remembered.



1. This article is mostly about  
\_\_\_\_\_ Maya Ying Lin.  
\_\_\_\_\_ the Vietnam War.  
\_\_\_\_\_ the Vietnam Veterans Memorial.
2. The wall was completed in  
\_\_\_\_\_.
3. How many names are on the wall?  
\_\_\_\_\_
4. Why was the Vietnam Veterans Memorial built?  
\_\_\_\_\_  
\_\_\_\_\_
5. Look at the picture of the wall. Then, look back at the design requirements. Write how you think the wall meets one of those requirements.  
\_\_\_\_\_  
\_\_\_\_\_
6. How is the wall different from most walls?  
\_\_\_\_\_
7. Do you think that holding a contest to find a design for the wall was a good idea? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
8. The author's purpose for writing this article is  
\_\_\_\_\_ to entertain.  
\_\_\_\_\_ to inform.  
\_\_\_\_\_ to persuade.
9. If you visited the Vietnam Veterans Memorial, how do you think you would feel?  
\_\_\_\_\_  
\_\_\_\_\_



# A Farm from Long Ago

*What will the students learn about at the farm?*

<sup>1</sup> When the bus stopped, everyone filed out and waited under some large shade trees. Luisa and Steven practiced making wings out of their jackets.

<sup>2</sup> “Wow!” said Steven over the wind. “It’s even more windy here than it was at school!”

<sup>3</sup> Just then, Luisa noticed a woman coming from the big white house. She wore a dress that dragged on the grass. On her head was a small white cap, tied under her chin. Luisa was amazed at how different her own shirt, jeans, and sneakers were from the woman’s clothing.

<sup>4</sup> Mrs. Mason spoke to the woman for a minute, and then motioned for the students to gather around and listen.



<sup>5</sup> “Welcome to Fairfield Farm, children,” began the smiling woman. “My name is Mrs. Hoff, and my job is to help you learn about what life was like many years ago.”

<sup>6</sup> “Hello, Mrs. Hoff,” the students echoed.

<sup>7</sup> “First, let me tell you a little bit about Fairfield Farm. The Owen family started this farm about 140 years ago. Most of the tools and machines that you will see on the farm today are from the 1860s.” Just then, a gust of wind caught Mrs. Hoff’s full skirt and nearly pushed her backward. The students giggled.

<sup>8</sup> “You will notice,” Mrs. Hoff continued, “that life in the 1860s was a little different than it is now. I notice that every time I put this dress on and come to work.” Mrs. Hoff grinned, and the students giggled again. “But there are many wonderful things to learn from how farmers and their families lived and worked all those years ago.

<sup>9</sup> “Now, I’d like half of you to come with me to the barn first. The rest of you will go with Mrs. Mason to see what’s happening in the farm kitchen. Okay?” With a swing of her skirt, Mrs. Hoff set off toward the barn. Luisa and Jason waved to Steven as their groups separated. Luisa crossed her fingers and hoped for lots of animals in the barn.



1. What kind of day is it?

\_\_\_\_\_

2. What are the children going to learn about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How is Luisa's clothing different from Mrs. Hoff's?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Have you ever been on a field trip? What kinds of things did you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Why is Mrs. Hoff dressed in old-fashioned clothing?

\_\_\_\_\_

6. About how old is the farm?

\_\_\_\_\_ 100 years old

\_\_\_\_\_ 140 years old

\_\_\_\_\_ 160 years old

7. Is this story realistic? Why or why not?

\_\_\_\_\_

8. What is the setting for this story?

\_\_\_\_\_

9. What do you think will happen next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# In the Barn

What do the students learn about in the barn?

<sup>1</sup> Luisa could hear the noises even before they got to the barn. There were definitely animals in there.

<sup>2</sup> “Jason, do you think we’ll see cows, horses, or what?” she asked excitedly.

<sup>3</sup> “I’m hoping for geese, myself,” answered Jason. He flapped his arms and made a honking sound.

<sup>4</sup> When they stepped into the barn, Luisa saw a man standing by a fence talking to some animals. *Excellent!* thought Luisa, *I forgot about sheep!* The man had on an old brown hat, a light brown shirt, brown pants, and heavy brown boots.

<sup>5</sup> “Hello, Mr. Brown. How are you today?” Mrs. Hoff sang out.

<sup>6</sup> Luisa giggled. *Well, what else could his name be?* she thought to herself.

<sup>7</sup> The man touched his hat in an old-fashioned way to greet Mrs. Hoff.

<sup>8</sup> “I was just checking to see how the wool was growing,” said Mr. Brown.

<sup>9</sup> “Does wool really grow?” asked one of the students.

<sup>10</sup> “Why, sure it does,” Mr. Brown replied. “I clipped these sheep just about down to the skin in spring. Now just look how woolly they are. By next spring, they’ll have a nice crop of wool for me to clip off again.”

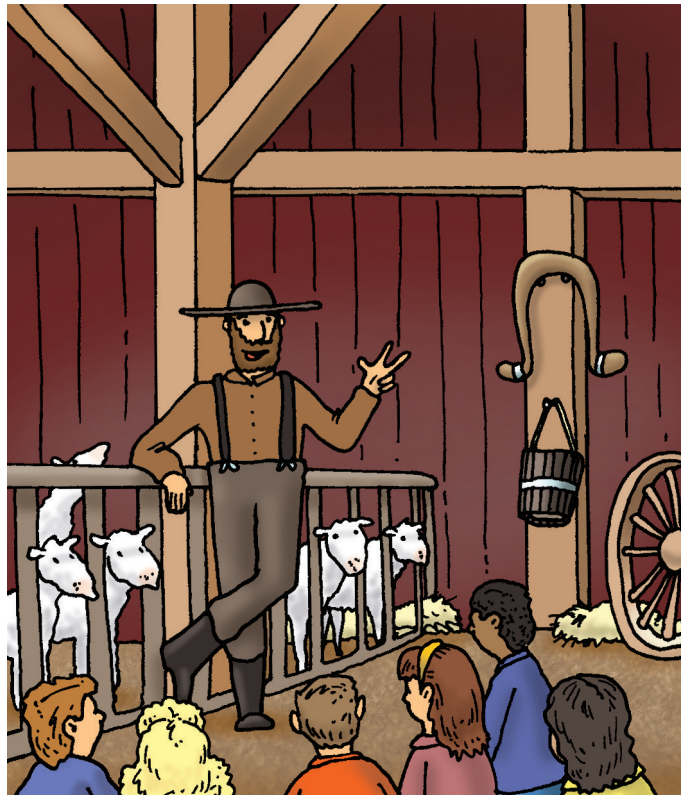
<sup>11</sup> Jason had a question. “What happens to it then?”

<sup>12</sup> Mr. Brown marked off the steps on his fingers. “First, the wool gets washed. Then, it gets cleaned and fluffed, or carded, then dyed. Next, the wool gets spun into yarn. Then, someone weaves it into cloth. In fact, these clothes I’m wearing are made of wool from these very sheep.”

<sup>13</sup> Luisa couldn’t wait any more. “Do the sheep have names?”

<sup>14</sup> “Oh, yes,” said Mr. Brown, turning toward the sheep. “This is Socks. This is Pants. There’s Shirt. Over here is Yarn, and this one is Coat.”

<sup>15</sup> Luisa caught the twinkle in Mr. Brown’s eyes and smiled at him. *Well, what else could their names be?*



1. In the barn, the students saw

\_\_\_\_\_.

In this story, the author uses **dialogue** to move the story along. For each piece of dialogue below, fill in the name of the character who said it. Then, write what the dialogue tells you about the character or the story.

2. "I was just checking to see how the wool was growing."

\_\_\_\_\_

3. "Does wool really grow?"

\_\_\_\_\_

4. "I clipped these sheep just about down to the skin in spring."

\_\_\_\_\_

5. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

\_\_\_\_\_ Farmers raise sheep.

\_\_\_\_\_ A sheep's coat is wool.

\_\_\_\_\_ Sheep come in many bright colors, just like yarn.

6. Number the sentences to show the order in which wool is processed.

\_\_\_\_\_ Card the wool.

\_\_\_\_\_ Weave the wool.

\_\_\_\_\_ Clip the wool.

\_\_\_\_\_ Spin the wool.

\_\_\_\_\_ Wash the wool.

\_\_\_\_\_ Dye the wool.

7. Why is Mr. Brown's name funny to Luisa?

\_\_\_\_\_

8. What material is Mr. Brown's clothes made of?

\_\_\_\_\_

\_\_\_\_\_

9. **Then, someone weaves it into cloth.** Is this statement a fact or an opinion?

\_\_\_\_\_

# In the Kitchen

What does Steven learn in the kitchen?

<sup>1</sup> Steven couldn't believe the smell coming from the kitchen as he walked across the back porch. It was great.

<sup>2</sup> Mrs. Mason held the squeaky screen door open. Steven and the rest of the group went through it. *Ahhh*, thought Steven, *fresh bread!*

<sup>3</sup> Inside the big square kitchen was an old wooden table. On the far side was a huge stove. Above it was a round pipe going up and then out through the wall. A woman dressed almost like Mrs. Hoff was standing behind the table. There was one difference though. This woman had her sleeves rolled up. It was hot in this kitchen. The woman began talking just as if the group had been there all along.

<sup>4</sup> "When the Owens ran this farm in the 1860s, Saturday would have been bread-baking day. A farm wife baked a week's worth of bread for her family and any hired hands who lived at the farm." While she talked, she kept right on pulling and pushing a huge mound of bread dough on the table.

<sup>5</sup> "Did anyone notice that it's rather warm in here?" the woman asked.

<sup>6</sup> "I sure did!" answered Steven right away. His classmates nodded their heads.

<sup>7</sup> "That's one of the reasons a farm wife baked bread only once a week. It's quite a process, and it means that the kitchen is really going to heat up," explained the woman. She brushed some hair back with her arm.

<sup>8</sup> "Speaking of heat, the stove is hungry again." She looked up at the students. "Would each of you go and get a piece of wood from the porch to fill my wood box? Then, we'll slice one of these loaves and see how the bread turned out. Okay?"

<sup>9</sup> *With pleasure*, thought Steven, and he led the way out to the woodpile on the porch.



1. It's hot in the kitchen because

\_\_\_\_\_.

2. What does the woman mean when she says, "The stove is hungry"?

\_\_\_\_\_

\_\_\_\_\_

3. Is Steven eager to taste the bread? How can you tell?

\_\_\_\_\_

\_\_\_\_\_

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

4. \_\_\_\_\_ Some people still bake their own bread.

5. \_\_\_\_\_ Bread is best when baked in a wood stove.

6. \_\_\_\_\_ All bread smells good when it's baking.

7. Why did farm wives bake bread only once a week?

\_\_\_\_\_

\_\_\_\_\_

8. After they fill up the wood box, what will the students do next?

\_\_\_\_\_ get back on the bus

\_\_\_\_\_ start a fire

\_\_\_\_\_ sample the bread

9. On the farm in the 1860s, Saturday was \_\_\_\_\_.

10. Have you ever baked something from scratch before? Tell about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Baking Bread

Read to see what this newspaper article has to say about baking bread.

## Baking Today

<sup>1</sup> You may think that baking bread is a lost art. For one local woman, though, it is a daily event. Evelyn Seeley is the retired owner of A Loaf a Day bakery. Now that her grown children are running the bakery, Seeley has time to follow her own interests.

<sup>2</sup> And what are her interests? Bread, of course! Almost every day, Seeley bakes a different kind of bread. She finds recipes among her many cookbooks, or she searches for them on her computer. “With the computer now, I don’t think I’ll ever run out of recipes,” says Seeley. She doesn’t think that she has repeated a recipe in her two years of retirement.

<sup>3</sup> Seeley offers this recipe for our readers today. She says, “It’s an oldie but a goody.” Try it for yourself and see.

### Sally Lunn Yeast Bread

1 pkg. dry yeast

$\frac{1}{4}$  c. warm water

6 T. butter

2 T. plus 1 tsp. sugar

2 eggs

$\frac{3}{4}$  c. milk

3 c. flour

$1\frac{1}{2}$  tsp. salt

<sup>4</sup> Sprinkle yeast into the lukewarm water and set aside. In a bowl, cream

butter and sugar. Beat in eggs. Blend in milk alternately with flour and salt. Beat after each addition. Then, add water and yeast. Beat until very smooth. Cover bowl and set in warm place. Let rise until double in bulk. Beat down with a wooden spoon and pour batter into a greased 9-in. tube pan. Let rise until just above edge of pan. Bake in preheated 350° F oven for 40–45 min.



1. What did Evelyn Seeley do before she retired?  
\_\_\_\_\_
2. What does she do now that she's retired?  
\_\_\_\_\_
3. Number the sentences to show the order of the steps in the bread recipe.
  - \_\_\_\_\_ Add eggs.
  - \_\_\_\_\_ Let rise.
  - \_\_\_\_\_ Add milk, flour, and salt.
  - \_\_\_\_\_ Put yeast in water.
  - \_\_\_\_\_ Add yeast.
  - \_\_\_\_\_ Cream butter and sugar.
4. What type of selection is this?
  - \_\_\_\_\_ a biography
  - \_\_\_\_\_ a newspaper article
  - \_\_\_\_\_ a short story

Recipes often use short forms, or **abbreviations**, of words. Look at the common recipe words in the box. Write each word next to the correct item from the recipe.

cups	package
Fahrenheit	tablespoons
minutes	teaspoons

5. 40–45 min. \_\_\_\_\_
6. 6 T. butter \_\_\_\_\_
7. 350° F \_\_\_\_\_
8. 3 c. flour \_\_\_\_\_
9. 1 pkg. dry yeast \_\_\_\_\_
10.  $1\frac{1}{2}$  tsp. salt \_\_\_\_\_
11. Does the photo add anything to the article? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
12. Why does Seeley think she'll never run out of recipes now?  
\_\_\_\_\_
13. Who runs Seeley's bakery today?  
\_\_\_\_\_

# All About the Farm

*What did the students like best about the farm?*

<sup>1</sup> “Jason! Did you see those geese?” Steven called to his friend as they got near the bus. The two boys had been in different groups during the class field trip. Now, it was time to get on the bus and head back to school.

<sup>2</sup> Jason waved to his friend. “I sure did. They were huge. One of them came right up to me, and he was as tall as my shoulder.” Jason had really enjoyed the geese, and everyone around him could tell.

<sup>3</sup> “I think they were my favorite, too,” said Steven, as he and Jason slid into a seat. In front of them, Luisa was telling Mrs. Mason about the sheep. “They were so fuzzy. Did you feel them?” Luisa wiggled her fingers in the air as if she were curling them into the sheep’s wool.

<sup>4</sup> Mrs. Mason laughed. “I know what you mean, Luisa. It made me want to curl up inside the pen with the sheep.”

<sup>5</sup> Steven nodded. “I think the sheep might have been my favorite, too, Luisa.”

<sup>6</sup> “What about you, Mrs. Mason?” asked Luisa. “What was your favorite part?”

<sup>7</sup> “Oh, I loved all of it,” she said, shaking her head. “If I had to pick just one thing, though, I would say... the bread...”

<sup>8</sup> “Oh, the bread,” broke in Jason as he hugged his stomach. “It was so warm.”

<sup>9</sup> “And sweet,” added Luisa.

<sup>10</sup> Everyone looked at Steven to get his reaction. He had a sort of dreamy smile on his face. “It was...perfect,” was all he said.



- 
1. This story is mostly about  
\_\_\_\_\_ what the students learned on their field trip.  
\_\_\_\_\_ what the students liked best about the field trip.  
\_\_\_\_\_ how much Jason liked the geese.
  2. What is Luisa's favorite part about the farm?  
\_\_\_\_\_  
\_\_\_\_\_
  3. Which student seems unsure about his favorite part?  
\_\_\_\_\_  
\_\_\_\_\_
  4. How can you tell?  
\_\_\_\_\_  
\_\_\_\_\_
  5. Would you say that Steven is hard to please or easy to please? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  6. Where are the characters when they have this conversation?  
\_\_\_\_\_ in the barn  
\_\_\_\_\_ in the kitchen  
\_\_\_\_\_ on the bus  
\_\_\_\_\_ outside
  7. Write **first**, **next**, and **last** to tell in what order the events below happened.  
\_\_\_\_\_ Steven had a dreamy look on his face.  
\_\_\_\_\_ Steven and Jason got on the bus.  
\_\_\_\_\_ Mrs. Mason said she liked the bread best.
  8. Do you think Mrs. Mason really wanted to curl up in the pen with the sheep?  
Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Caught in Traffic

*What happens on the way back from the field trip?*

<sup>1</sup> Jason was winning. He and his friends had been trying to see who could list the most cool things that they had seen on the field trip. Jason had 27 so far. Steven was starting to catch up, though.

<sup>2</sup> As Luisa thought up more ideas, she gazed out the bus window and realized that the bus wasn't moving. She saw long lines of cars beside them and stretching around a curve in front of them.

<sup>3</sup> "Hey, I wonder what's happening," she said, pointing out the window. "Everyone is stopped."

<sup>4</sup> The bus driver heard Luisa and nodded his head. "This often happens on the outer edges of the city, especially on Friday afternoons. Everyone has to be somewhere, and right now they're all right here," he said, turning to frown, but in a friendly way, at Luisa.

<sup>5</sup> Jason was a little worried. "What if we don't get back to school on time?"

<sup>6</sup> "Oh, we have plenty of time," Mrs. Mason quickly assured him. "And if it does get late, the bus driver can radio the school and let them know what's happening. It'll be all right."

<sup>7</sup> "Just look at them all," said Luisa, still gazing out the window. "How many do you think there are?"

<sup>8</sup> "Let's see!" suggested Steven. "One, two, three, four, five, six, seven, eight...."

<sup>9</sup> "Okay, okay," cut in Luisa, waving a hand at Steven, "that's annoying." She grinned at Steven, and Steven grinned right back.

<sup>10</sup> Jason had a different thought. "I wonder where they're all going and where they came from." The three friends all looked out the window at the cars disappearing into the distance. Each of them wondered about all the different kinds of people and all of their different reasons for being here right now, clogging up the highway.





Write the best word to complete each sentence below.

1. Up ahead, the line of cars went around a \_\_\_\_\_.  
(curve, ledge, movement)
2. Jason was worried about the bus being \_\_\_\_\_. (hard, late, extra)
3. Steven wanted to \_\_\_\_\_ the cars. (spin, read, count)
4. Have you ever been stuck in traffic? Write about how it felt.

---

---

---

---

5. What might cause a traffic jam? List as many reasons as you can.

---

---

---

6. How do you think the bus driver feels about the traffic jam?

\_\_\_\_\_ amused  
\_\_\_\_\_ joyful  
\_\_\_\_\_ frustrated

7. If the bus is late, what will the bus driver do?

---

---

8. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ Lots of cars are on the highway at the same time.  
\_\_\_\_\_ The cars are causing a traffic jam.

# How Many Are There?

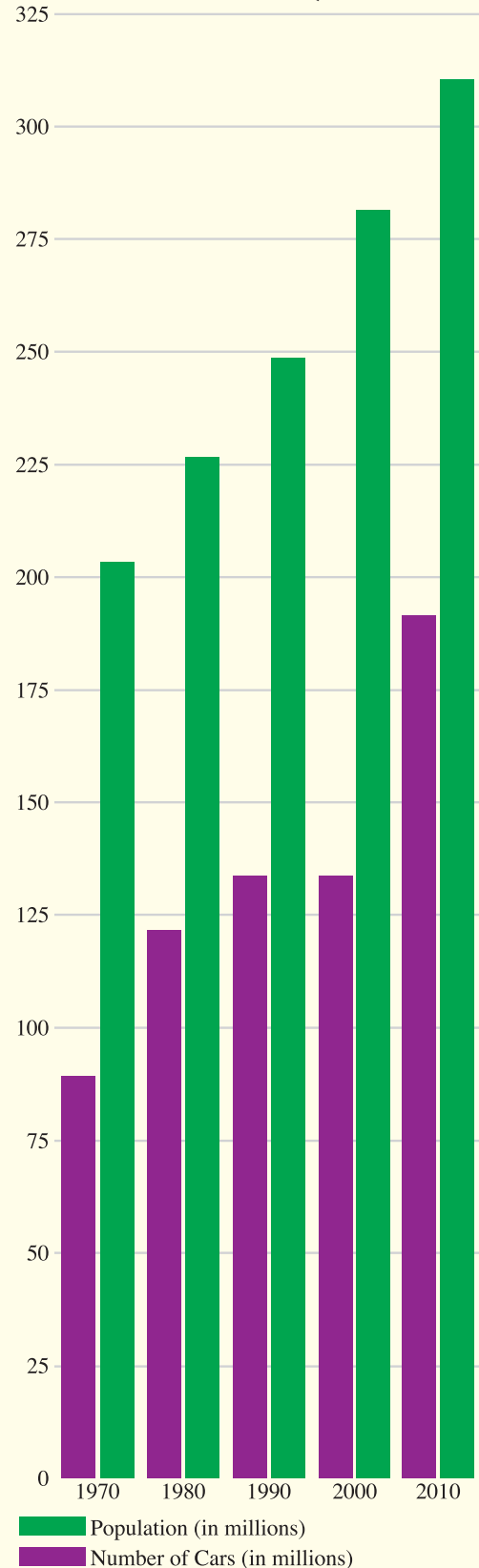
Read to see why we count things.

<sup>1</sup> Look in any newspaper and you are likely to see numbers. We like to know how many inches of rain we've had, or how many students are in our schools. We want to know how much the city government is spending, or how many people have voted. We like to see numbers.

<sup>2</sup> Fortunately, many people like to count or keep track of things. They count traffic accidents and help us decide where to put stop signs and traffic lights. They count people to help us decide when we need more houses or more schools. They count how many people catch the flu and tell us when to get shots.

<sup>3</sup> Some numbers help us see that we need to change something. Other numbers show how things are changing. The numbers in the graph on this page show how the population and the number of cars in the United States have changed. How has the growth in population affected or changed the United States? How has the increase in the number of cars affected the country? Think about how this growth has affected you and your community.

Population and Number of Cars in the United States (1970–2010)



---

1. What kinds of things do we count? List two examples from the article.

---

2. What do we learn from counting things?

---

---

3. How do you think the information shown in this graph affects you and your community?

---

---

4. What can the number of traffic accidents tell us?

---

---

5. How many years does this chart cover?

---

6. Why is the title of the chart important?

---

Use the bar graph to answer these questions.

7. For each year, which is greater, the population or the number of cars?

---

8. If you want population data for 1950, would this graph help you? How can you tell?

---

---

9. What was the population of the United States in 1970?

---

10. How many cars were there in 1990?

---

# Sidewalk Art

*How do a sister and brother fill a long, hot afternoon?*

<sup>1</sup> I feel like a cactus. No, that's too dry. I feel like the glass greenhouse at the city park, all steamy and cloudy inside because the plants like it warm and moist. I feel like...

<sup>2</sup> Oh, it's no use. I don't feel like anything. I'm just hot. It's hot outside. It's hot inside. There is nothing to do. I sit on the front steps of our building, trying to stay in a small triangle of shade. At the same time, I try to touch as little of the step as possible because everything feels hot and sticky, including my own skin.

<sup>3</sup> I squint toward the sun to make bright, fuzzy patterns with my eyelashes. I watch a tree across the street. I can count on the fingers of one hand the number of leaves moving in the breeze. That's how weak the breeze is.

<sup>4</sup> I try to think of something to do. I give myself a deadline. When the shade of my building gets to that crack in the sidewalk, I will do something. It happens slowly, just like everything else in the heat. When it gets close, I go down to the crack and watch. Yes, it's time. What should I do?

<sup>5</sup> My brother Fujio's box of chalk is sitting forgotten at the bottom of the steps. I take out a piece of yellow chalk and make a blazing sun on the sidewalk. I surround it with white, then with every color in the chalk box.

<sup>6</sup> Fujio appears at my side. "What's that, Tatsu?" he asks.

<sup>7</sup> I don't say anything, but I write "Heat" at the bottom of my drawing. He just shrugs. Then, he gets the black chalk (his favorite color) and starts coloring. He fills a whole square of the sidewalk.

<sup>8</sup> "What's that?" I ask.

<sup>9</sup> "Shade," he says.

<sup>10</sup> "Fujio, that's not...", I begin to say, but then I stop. It doesn't really matter. It's something to do, and that's a bonus on a hot day.



1. Tatsu is sitting in the shade on the front steps because

\_\_\_\_\_.

2. Tatsu titles her drawing "Heat" because

\_\_\_\_\_.

\_\_\_\_\_.

3. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

\_\_\_\_\_ A person can make shade by drawing a picture of it.

\_\_\_\_\_ A person can draw a picture of heat.

\_\_\_\_\_ A person can draw a picture of the sun.

The **narrator** is the person who tells a story. Answer these questions.

4. Because the narrator is also a character, she uses the words *I* and *me* to tell her story. Find a place in the story where one of these words is used. Write the sentence here.

\_\_\_\_\_

\_\_\_\_\_

5. Where in the story do you discover what the narrator's name is?

\_\_\_\_\_

6. Do you think Tatsu and Fujio live in the city, in the country, or in a small town? Why?

\_\_\_\_\_

\_\_\_\_\_

7. From whose point of view is the story told?

\_\_\_\_\_ Tatsu's    \_\_\_\_\_ Fujio's    \_\_\_\_\_ Not enough information is given.

8. The author uses lots of descriptions to tell how hot it is. List three details from the story that help you imagine the heat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. What do you like to do on a super hot summer day?

\_\_\_\_\_



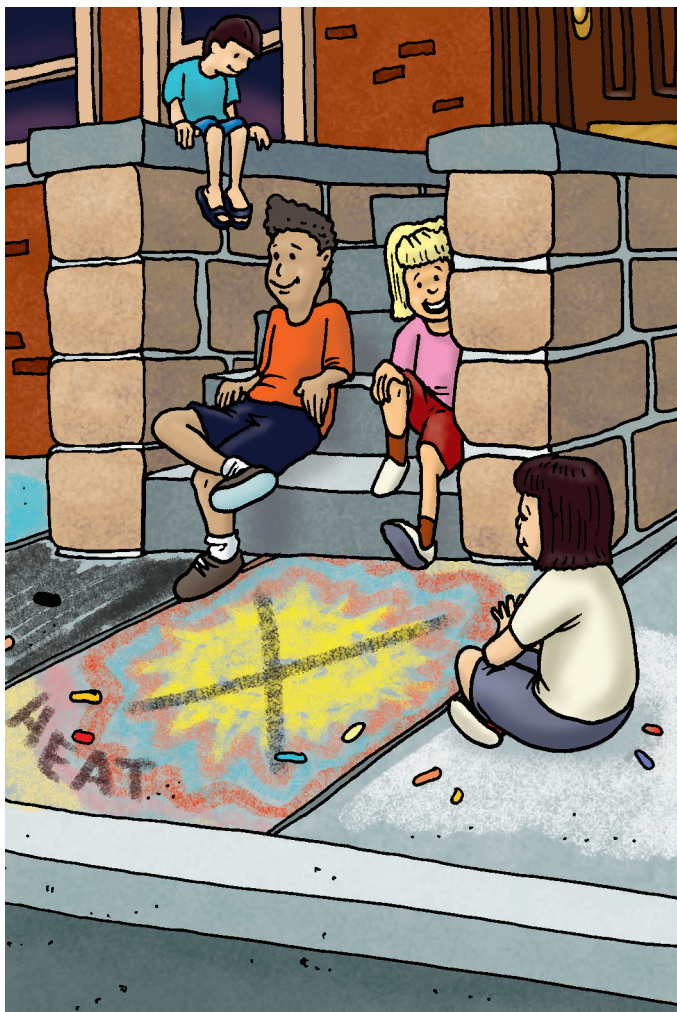
# Wishes on the Sidewalk

*How do the children try to cool themselves off?*

<sup>1</sup> It's late afternoon now, and it's getting a little better. The heat, I mean. The shade came around to the front of the building, so at least the sidewalk doesn't burn you anymore.

<sup>2</sup> I tease Fujio about drawing a picture of shade. He's pretty cool about it. He just says, "It helped me think about not being hot."

<sup>3</sup> I look at my own picture of the hot, hot sun. Maybe I should have tried it Fujio's way. Maybe my sun picture just makes it hotter here.



Spectrum Reading [Grade 3](#)

<sup>4</sup> I see our neighbors Mario and Katie coming down the sidewalk. They stop and look at our pictures. Mario points at Fujio's black square and raises his eyebrows.

<sup>5</sup> "Shade," sighs Fujio, as if he is tired of being an artist who is not understood. Mario wrinkles his brow for a moment, and then bends down and picks up the blue chalk. He begins at a corner, just like Fujio did, and covers a square with blue.

<sup>6</sup> It's too hot to talk, so we just wait. We figure he'll explain. When Mario is done, he stands up and gives a little bow. "Cool water," he says. Fujio and I smile. Then, Katie jumps up and grabs the white chalk.

<sup>7</sup> "Watch this, Tatsu," she says to me. Mario steps aside as Katie begins in the middle of a square. The square fills with white as the chalk gets smaller and smaller.

<sup>8</sup> Finally, she stands. "A snow bank," she announces.

<sup>9</sup> Fujio, Mario, and I cheer and clap. "Bravo! Bravo!"

<sup>10</sup> Katie sits back down on the steps and leans back. I can tell she and the boys are thinking cool thoughts. I get up and make a big black "X" across my hot sun picture. Then, I go and sit right in the middle of Katie's snow bank. It's so cool it doesn't even melt.

1. Why do Mario and Katie choose to draw pictures of cool water and a snow bank?

---

---

2. Why does Tatsu cross out her own picture of the sun?

---

---

3. Which word best describes the group of friends?

\_\_\_\_\_ energetic

\_\_\_\_\_ creative

\_\_\_\_\_ anxious

4. Mario doesn't use words to ask Fujio what he drew. How does he ask instead?

---

5. What is the author's purpose in writing this story?

\_\_\_\_\_ to teach    \_\_\_\_\_ to persuade    \_\_\_\_\_ to entertain

6. Why is the story titled "Wishes on the Sidewalk"?

---

---

---

7. Do you think that thinking about cool things can help a person cool down?  
Write why or why not.

---

---

---

8. Can you remember a hot day? How did it feel? Describe it so that someone else can imagine it easily.

---

---

---

# Drawings on the Wall

*What might you have been doing if you lived 17,000 years ago?*

<sup>1</sup> The year, if anyone were counting, would be around 15,000 B.C. You were probably looking for food, maybe using an animal skin to carry water, and possibly tending a fire to keep warm. Oh, and there's one other thing. You might have been drawing pictures on the walls of your cave.

<sup>2</sup> We don't know why you drew the pictures. You had to go deep into the cave to do it, so you must have had a plan. You probably took a lamp made out of animal fat with you. Some of us think you drew pictures to bring good luck when you hunted. Others think the spears in some of the pictures mean that you were teaching other people to hunt.

<sup>3</sup> For paint, you mixed animal fat with various things, such as dirt or berries. You used the ragged end of a stick to brush or dab the paint onto the wall. Sometimes, you didn't feel like using any color and you used the end of a

stick that had been burned in the fire. It made broad black marks, much like modern artists make with chalk.

<sup>4</sup> You drew what you saw around you—animals such as buffalo, deer, horses, and sometimes birds and fish. You drew people, but not very often. Sometimes, you made handprints or basic shape patterns on the wall.

<sup>5</sup> You'll be happy to know that we think your pictures are really quite good. The buffalo look strong and powerful. And many of the horses and deer look graceful. You drew their shapes well.

<sup>6</sup> We have found your drawings in more than 130 caves, mostly in France and England. We wonder if there are more that we haven't found yet. We wonder so many things, but we'll just have to satisfy ourselves with admiring your drawings. We're glad you made them.



- 
1. This article is mostly about  
\_\_\_\_\_ animals that lived thousands of years ago.  
\_\_\_\_\_ early cave art.  
\_\_\_\_\_ how early people survived.
  2. What did early cave artists use for paint?  
\_\_\_\_\_
  3. Where did early artists make their drawings?  
\_\_\_\_\_
  4. Early cave art has been found in more than \_\_\_\_\_ caves.
  5. How do you like the cave art shown on this page? How is it the same or different from other drawings you have seen of mammoths?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  6. Who is the author addressing, or talking to, in this article?  
\_\_\_\_\_ the reader  
\_\_\_\_\_ the people who made the cave paintings  
\_\_\_\_\_ artists of today
  7. Why is this an unusual way to write the article?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  8. Most of the cave drawings have been found in \_\_\_\_\_ and \_\_\_\_\_.
  9. What is the main idea of paragraph 4?  
\_\_\_\_\_  
\_\_\_\_\_
  10. About how many years ago were the cave paintings made?  
\_\_\_\_\_

# Roman Wall Art

Read to see what Romans put on their walls.

<sup>1</sup> Do you have pictures all over the walls of your home? If you don't, maybe you would like to. How about a scene from an old, famous story? Or maybe you would like a picture of a famous world leader having a meeting with other important people.

<sup>2</sup> If you had lived in Rome about 2,000 years ago, you could have had pictures like these on a wall in your home. I don't mean just "on" a wall. I mean the whole wall could have been the picture.

<sup>3</sup> Romans would often create sculptures on the sides of their buildings, near the top. These sculptures, called **bas-relief**, would be raised out of the flat exterior wall. This would create the illusion of the sculptures coming out of the background.

<sup>4</sup> An artwork that covers a wall is a **mural**. *Mural* comes from *murus*, the Latin word for "wall." That seems fitting because the Romans (who spoke Latin) were great muralists. Some of their murals showed characters from Rome's many **myths**, or traditional stories. Other scenes showed important historical events. And others showed common events. One mural that still exists shows a bakery. In front, customers wait in line. The baker stands behind a counter, and behind

him are bakery supplies. The mural gives us much information about the Rome of 2,000 years ago.

<sup>5</sup> Sometimes, instead of painting a mural, Romans used an art form called **mosaic**. A mosaic is a picture formed by tiles, or tiny pieces of glass or pottery. The pieces are arranged, and then held in place with glue or something similar to cement. One Roman mosaic is so large that it is made up of about a million tiny tiles. The size of this mosaic tells us that the person who owned the home was either very important, very wealthy, or both.

<sup>6</sup> What if murals for our homes were still popular? What pictures do you suppose would be on the walls at your house? And what might people 2,000 years from now learn about your family and your world from those pictures?





1. Would you like to have a mural in your home? Write why or why not.

---

---

2. Do you think the author wrote this article to make you laugh, give you information, or persuade you to do something?

---

3. The author included some bold words in the article. He wanted readers to learn those words, so he included their meanings nearby. Find one of the words and look for its meaning. Write the word and its meaning here.

---

---

Write the best word to complete each sentence below.

4. I would like a \_\_\_\_\_ of a garden on my wall.  
(jacket, picture, notebook)
5. The bread in the Roman \_\_\_\_\_ mural looks yummy.  
(bakery, crown, sticky)
6. Would you like to use a million tiny \_\_\_\_\_ to make a mosaic?  
(pieces, motions, signs)
7. Write **T** for **true** or **F** for **false** next to each statement below.  
\_\_\_\_\_ Romans created sculptures on the sides of their buildings.  
\_\_\_\_\_ A mosaic is carved into a stone wall.  
\_\_\_\_\_ Murals do not tell us much about the ancient Romans.  
\_\_\_\_\_ Myths are traditional stories.

8. What is paragraph 4 mostly about?

---

9. What kind of artwork hangs on the walls of your home? What does it say about your family?

---

---

---

---

# From Lucy

What does Lucy share with her pen pal?

Dear Isabel,

<sup>1</sup> First, I have to say that I just love your name. When my teacher was assigning pen pals, I hoped I would get you, and I did. I'm glad our teachers were pen pals when they were younger, because now we get to be pen pals.

<sup>2</sup> I am Lucy. My name is really Lucinda, but no one ever calls me that. I am the only person in the whole third grade with red hair. I pretend that I don't like it, but secretly I don't mind. It sets me apart from the crowd. Mom says it's easy to spot me in the third-grade choir.



<sup>3</sup> I have a mother, a father, and a little brother. My dad plans houses for people. Sometimes he works at his office, and sometimes he works at home. Mom takes care of us. She also paints things, like flower pots and little signs for people's gardens, and sells them. My little brother plays with trucks. That's pretty much all he does.

<sup>4</sup> The neatest thing we did this summer was go to the beach. It was my first trip to the ocean. We drove all day from West Virginia to South Carolina and stayed in a hotel not too far from the beach. I loved the sand! We walked all along the shore and found pretty stones and little sea creatures that I had never seen before. I'll never forget the sound of the waves as they rolled and rolled into the beach.



<sup>5</sup> Do you realize that it's possible that you and I have touched the same water? My teacher says that currents in the ocean keep it moving all the time. Maybe the water on the beach in South Carolina had come from the Dominican Republic.

<sup>6</sup> I know that's kind of a goofy idea, but it helps me to think that we're not very far away from each other. I hope you can write back soon. I am eager to hear all about you and your family.

Your pen pal,  
Lucy

1. The members of Lucy's family are  
\_\_\_\_\_.
2. What is Lucy's real name?  
\_\_\_\_\_
3. Where does Lucy's pen pal live? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_
4. What details do we learn about Lucy from her letter?  
\_\_\_\_\_  
\_\_\_\_\_
5. What do you think will happen after Lucy finishes writing her letter?  
\_\_\_\_\_  
\_\_\_\_\_
6. How do Lucy's teacher and Isabel's teacher know each other?  
\_\_\_\_\_  
\_\_\_\_\_
7. What makes Lucy feel closer to Isabel?  
\_\_\_\_\_  
\_\_\_\_\_
8. What is paragraph 4 of Lucy's letter mostly about?  
\_\_\_\_\_  
\_\_\_\_\_
9. If you had a pen pal, what important details would you share about yourself?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# At the Shore

*Read to see what's at the beach and why.*

## The Beach

<sup>1</sup> When you close your eyes and imagine a beach, what do you see? Do you see steep cliffs and rocks washed by waves? Or do you see a long strip of gleaming sand, with waves gently lapping at the edges? Both pictures are correct. It just depends where on Earth you are standing.

<sup>2</sup> In addition to sandy beaches and rocky beaches, many other beaches are covered with gravel or stones that would be unpleasant or difficult to walk on. One thing is common among beaches, though. They all have some kind of rock or stone material. Why?

<sup>3</sup> It starts with the constant motion of water against a shore. Soil and plant material get washed away. Then, add wind, rain, and frost, which all work with the water to break down solid rock into smaller pieces. The temperature, the strength of the waves, and the type of rock all affect

how quickly, or slowly, the rock breaks down.

## The Waves

<sup>4</sup> Now, what about those waves? If you've been to the shore, you've seen them. They can nibble at your toes in the sand, or they can be loud and crashing and dangerous. You can blame the wind.

<sup>5</sup> When the wind blows over the ocean or even a lake, it gives some of its energy to the water. The water, in turn, moves. The hard part to understand is that a wave does not move forward across the surface. The water in a wave moves up and down. Think of how a rug acts when you shake it. A wave appears to roll along the surface of the rug, but any point on that rug moves only up and down, not forward.

<sup>6</sup> The next time you are on a beach, think about all these processes—the water and wind, the rain and frost. Without them, there would be no beach.



- 
1. What do all beaches have in common?  
\_\_\_\_\_  
\_\_\_\_\_
  2. Why do beaches have stones or sand on them?  
\_\_\_\_\_  
\_\_\_\_\_
  3. What causes waves?  
\_\_\_\_\_
  4. Why does the article mention a rug?  
\_\_\_\_\_  
\_\_\_\_\_
  5. This article has two sections. What are they titled?  
\_\_\_\_\_  
\_\_\_\_\_
  6. If you were especially interested in water, what section would you look under?  
\_\_\_\_\_
  7. "They can nibble at your toes in the sand, or they can be loud and crashing and dangerous." What is the author describing?  
\_\_\_\_\_
  8. What forces work together to break down rock into smaller pieces?  
\_\_\_\_\_  
\_\_\_\_\_
  9. Is this selection fiction or nonfiction?  
\_\_\_\_\_
  10. Have you ever been to the beach? If so, describe it. If not, tell about what kind of beach you would like to visit.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# From Isabel

What does Isabel write in reply to her pen pal's letter?

Dear Lucy,

1 I think Lucinda is very pretty. But Lucy seems very friendly, so I will stay with Lucy. I loved getting your letter. I never knew anyone with red hair before.

2 I am Isabel. You already know that, I guess. I have long black hair. My mother says it looks green when the sun shines on it. I think she is just kidding, though.



3 You are so lucky to have a little brother. I have four sisters! They are all older than I am, and they all think they can tell me what to do. If I had a younger brother (or sister), I would never be bossy.

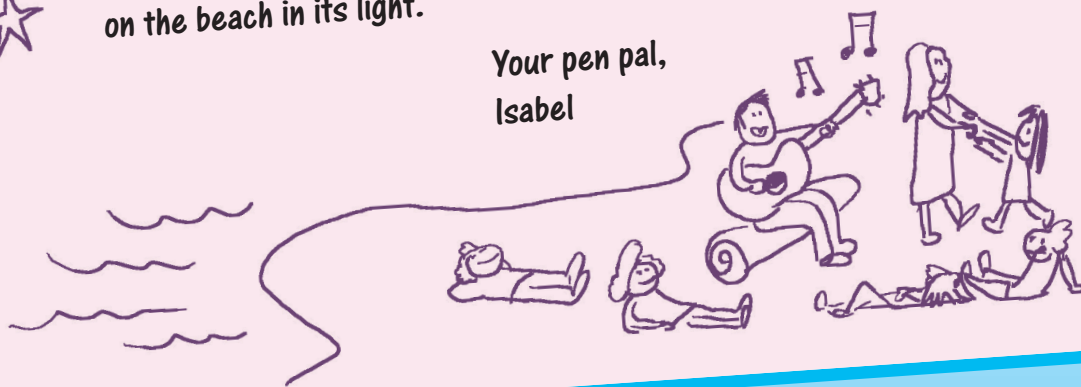
4 Maybe our fathers should work together! Your father plans houses, and my father builds houses. Maybe they should build one in South Carolina, and we could meet there. What do you think?

5 My mama takes care of us, too. She is the best cook in the world. Papa always says that it's good he has to work for a living. Otherwise, he would sit around and eat all day!

6 I am glad you like the beach. Here on my island, it would be a sad thing if someone didn't like the beach. Sometimes, when Papa comes home early from work, we take picnics to the beach. If we stay after dark, Papa plays his guitar. Those are the best days. The next time you see the moon, think of me and Mama dancing on the beach in its light.



Your pen pal,  
Isabel



Isabel wrote a friendly letter to her pen pal. She began the letter with "Dear Lucy." That is the **greeting**. She ended her letter with "Your pen pal, Isabel." That is the **closing** of the letter.

1. Suppose you are writing a letter. Write the greeting of your letter here. Remember to put a comma after your greeting.

\_\_\_\_\_

2. Now, write the closing of your letter. Note that there is a comma between the closing words and your name.

\_\_\_\_\_

Write **T** if the sentence is **true**. Write **F** if the sentence is **false**.

3. \_\_\_\_\_ Isabel is the oldest child in her family.
4. \_\_\_\_\_ Isabel's father makes his living by playing guitar.
5. \_\_\_\_\_ Isabel thinks her mother is a good cook.
6. \_\_\_\_\_ Isabel sometimes feels bossed around by her sisters.
7. Name three things that Isabel and Lucy have in common.

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

8. What does Isabel say Lucy should do the next time she sees the moon?

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

9. **The Dominican Republic is an island.** Is this true or false? How do you know?

\_\_\_\_\_

10. If you were writing a letter back to Isabel, what would you want to ask her about her life?

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

# The Dominican Republic

Read to find out about this small island nation.

## Where Is It?

<sup>1</sup> South of Florida, a string of islands dots the ocean. One of them is Hispaniola (*hiss pan YO la*). Its name points to the fact that Christopher Columbus visited the island in 1492. As a result, Spain ruled the island for the next 300 years. Two nations now share the island. Haiti makes up the western third. The Dominican Republic makes up the eastern two-thirds.

## How Big Is It?

<sup>2</sup> The Dominican Republic's area is about 18,000 square miles. That's about the same size as Connecticut and Rhode Island combined. The island's population of 8 million, however, is about twice the population of those two states.

## What Happens There?

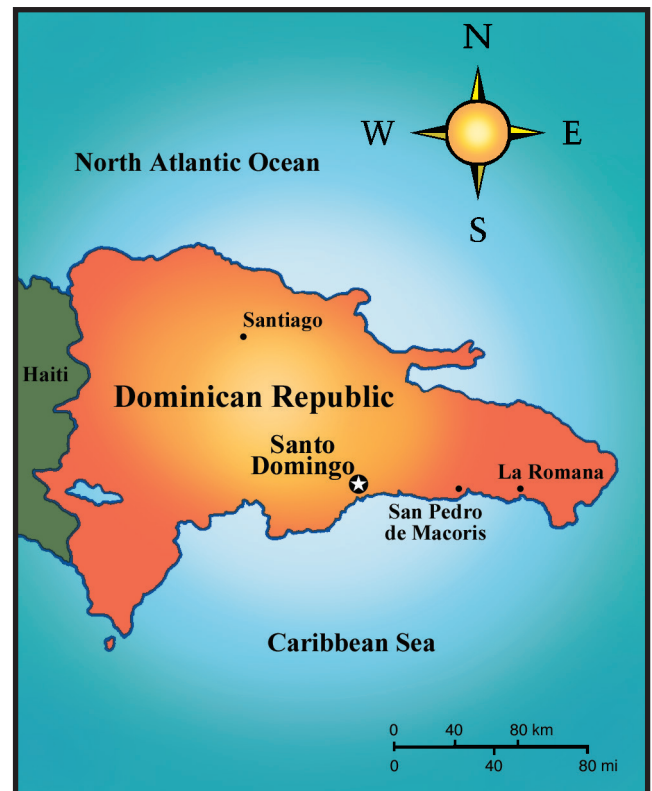
<sup>3</sup> Most people live close to the island's coast. Most of the cities are there, and so is the best farmland. Sugar cane has been the island's most important crop for hundreds of years. The mountainous interior is split by deep valleys where farmers raise cattle.



## What Is There to Do?

<sup>4</sup> Like many other tropical islands, the Dominican Republic views tourism as an important industry. The coastal cities, especially, depend on tourists to fill their hotels and restaurants. The natural beauty of the beaches and of the forest regions draw Dominicans and tourists alike.

<sup>5</sup> When you're ready for something else, wander into town to see local craftspeople and artists and their wares. If you like parades and costumes, go in February for Carnival. Music, dancing, and people in colorful masks will greet you at nearly every street corner. Whether you go to join the crowds or to get away from the crowds, there will be a place for you in the Dominican Republic.



1. The Dominican Republic is about as big as \_\_\_\_\_ and \_\_\_\_\_ combined.
2. Which population is larger---the Dominican Republic's or Connecticut and Rhode Island's?  
\_\_\_\_\_
3. What does the article say about the Dominican Republic's weather?  
\_\_\_\_\_
4. What do you know about the weather in Connecticut and Rhode Island? How would it compare to the Dominican Republic's weather?  
\_\_\_\_\_  
\_\_\_\_\_
5. If the author wanted to add this sentence to the article, under what heading should it go?  
Workers also harvest valuable lumber from the coastal forests.  
\_\_\_\_\_
6. If you need a quick reminder about the location of the island, under what heading should you look?  
\_\_\_\_\_

Look at the map to answer these questions.

7. Which city is the capital? How can you tell?  
\_\_\_\_\_  
\_\_\_\_\_
8. What city is farther north than the others?  
\_\_\_\_\_
9. What country lies to the west of the Dominican Republic?  
\_\_\_\_\_
10. Why is February a good time to visit the Dominican Republic?  
\_\_\_\_\_  
\_\_\_\_\_

# Lucy and Isabel: Pen Pals

*How are Lucy and her pen pal the same and different?*

<sup>1</sup> “Mom! I just got a letter from my pen pal,” called Lucy when her mom walked in the door.

<sup>2</sup> Mrs. Teeman smiled. “Oh, good! Maybe you won’t have to camp out beside the mailbox anymore,” she teased Lucy. “Tell me all about it while we unpack the groceries.”

<sup>3</sup> “Okay,” said Lucy, pulling fruit out of a bag. “We have a lot in common. She likes to go to the beach, too. Can you imagine dancing under the stars?” Lucy twirled around with a bunch of bananas for a partner.

<sup>4</sup> Mrs. Teeman laughed at Lucy’s excitement. “Hmm, sounds nice. What else does she say?” she asked.



Spectrum Reading **Grade 3**

<sup>5</sup> “Oh, our dads are both in the house-building business,” Lucy chattered on. “Isabel thinks they should build a house in South Carolina. Then, we could meet at the beach for vacation.”

<sup>6</sup> “Sounds like a dreamy vacation,” commented Mrs. Teeman from inside the refrigerator.

<sup>7</sup> Lucy paused thoughtfully over a box of spaghetti. “Of course, we’re different in some ways, too.”

<sup>8</sup> “Well, that’s natural,” Mrs. Teeman assured Lucy. “In what ways?”

<sup>9</sup> “The biggest difference is that Isabel has four older sisters.” Lucy made a face as she went on. “She says she wants a little brother or sister.”

<sup>10</sup> “Did you tell her about having a little brother?” asked Mrs. Teeman.

<sup>11</sup> Lucy nodded and said, “Isabel says she would never be bossy.”

<sup>12</sup> “That sounds like a good plan,” said Mrs. Teeman, with a motherly glance.

<sup>13</sup> “And,” continued Lucy, “she says her mother is a great cook.”

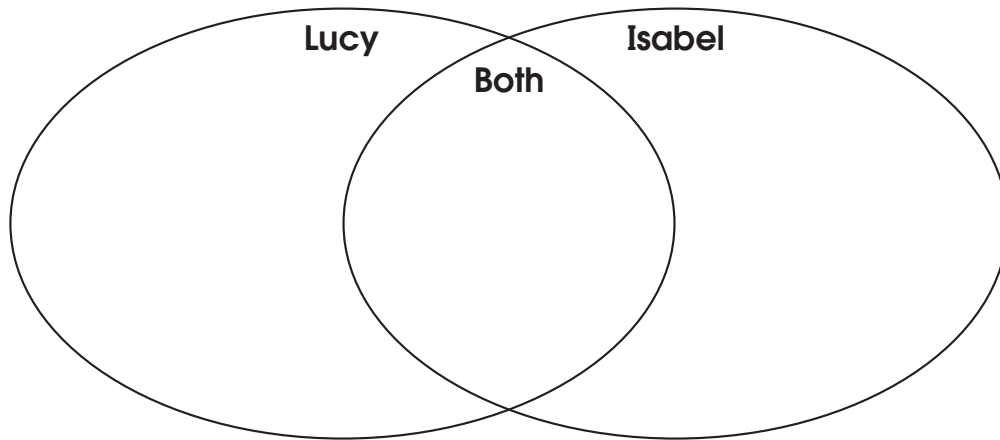
<sup>14</sup> Mrs. Teeman looked crushed. “That’s different from your life?”

<sup>15</sup> Lucy realized that what she had said hadn’t come out quite right. “Oh,” she said quickly, “that’s one of the ways Isabel and I are the same.” Lucy gave her mother a quick hug and made a hasty exit. “I better go answer Isabel’s letter.”



1. Lucy is excited because \_\_\_\_\_.
2. Lucy's mother is just returning from \_\_\_\_\_.
3. Does Lucy seem helpful or selfish in this story? Give reasons for your answer.  
\_\_\_\_\_

Lucy notices that she and her pen pal, Isabel, are alike in some ways and different in others. Help her compare. Write what is the same about both girls in the space provided. Then, write what is different about each girl.



4. Choose one piece of dialogue from the story, and write it on the line. Tell what the dialogue tells you about the character or the story.  
\_\_\_\_\_  
\_\_\_\_\_
5. In paragraph 14, why does Mrs. Teeman look crushed?  
\_\_\_\_\_
6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
\_\_\_\_\_ Lucy twirled around with a bunch of bananas for a partner.  
\_\_\_\_\_ Mrs. Teeman laughed at Lucy's excitement.
7. In paragraph 2, Mrs. Teeman says that Lucy won't have to camp out by the mailbox anymore. What does she mean?  
\_\_\_\_\_  
\_\_\_\_\_

# Phone Troubles

*What happens when Kyle doesn't pay attention to a telephone message?*

<sup>1</sup> Somebody called for Mom. It was somebody from school. I didn't really catch the name. I said my mom was mowing the lawn, and so the lady asked if I could take a message. I said, "Sure."

<sup>2</sup> Then, she started talking about cakes and Thursday after school and I said sure, cakes were great. I was trying to get my math homework done because Raj was waiting for me next door. Then, the lady said something about the principal and I said, "Sure, I know," because everyone knows the principal. Finally, she stopped talking and said, "Okay?"

<sup>3</sup> I said, "Okay." Then, I remembered to say, "Thank you for calling," just like Mom taught me. Then, I hung up, finished my math, and headed for Raj's house.

<sup>4</sup> I didn't remember the call until the next morning at breakfast. "Oh, you had a call yesterday while you were out mowing the lawn, Mom."

<sup>5</sup> "Oh? Who was it, Kyle?" she said, between toast bites.

<sup>6</sup> *Uhhh. Think, think.* "It was about Thursday after school," I said, announcing the only detail I could remember.

<sup>7</sup> "What about it?" Mom was getting a little prickly. I knew I had to handle this well.

<sup>8</sup> "There's a bake sale. The principal was asking for stuff." I felt good about remembering the principal.

<sup>9</sup> Well, to make a long story short, it was the president of the PTO who called. Mom said she's very important. She was asking if Mom could bake a cake for the principal because they were going to surprise him for his birthday.

<sup>10</sup> Mom showed up on Thursday after school with a little plate of cookies, thinking there was a bake sale. Mrs. Essman looked at her like she was from Mars and asked where the cake was. Of course, Mom didn't know anything about a cake or a birthday or anything. Now, I'm in the doghouse, and my brother and I have to learn telephone manners from Mom.



1. Number the sentences to show the order in which things happened.

\_\_\_\_\_ Kyle gives Mom the phone message.

\_\_\_\_\_ Mom goes to school on Thursday.

\_\_\_\_\_ Mom goes out to mow the lawn.

\_\_\_\_\_ Kyle takes a phone call for Mom.

\_\_\_\_\_ Mrs. Essman asks Mom where the cake is.

2. Why does Mom take cookies to school on Thursday?

---

---

3. While he is talking on the phone, Kyle is also \_\_\_\_\_

---

4. What is the setting for this story?

---

---

5. What type of story is this?

\_\_\_\_\_ realistic fiction    \_\_\_\_\_ science fiction    \_\_\_\_\_ a tall tale

6. In paragraph 7, the author says that Mom is getting a little prickly. What does this mean?

---

---

7. What do you think Kyle will do the next time he answers the phone? Why?

---

---

8. Do you think it was fair for Kyle's mom to be frustrated with him? Explain.

---

---

---

# Phone Manners

*What telephone manners does Mom teach her sons?*

<sup>1</sup> “Now, repeat after me. When we answer the phone, we say: ‘Hello. Reese residence. This is so-and-so speaking.’”

<sup>2</sup> My brother and I repeated after Mom in slow, droning tones, “Hello. Reese residence. This is Kyle-thony speaking.” We each said our names in the “so-and-so” spot, so Kyle and Anthony came out *Kyle-thony*. I thought about giggling, but the look on Mom’s face told me not to.

<sup>3</sup> “That’s very good.” Mom was talking to us as if we were four-year-olds. “Now,” she continued, “if the person on the other end of the phone says, ‘May I speak to your mother?’, what do you say? Kyle?” I knew this one.

<sup>4</sup> I recited just like Mom had taught us. “Yes, you may. May I ask who is calling, please?”

<sup>5</sup> “That’s very good,” said Mom in her sing-songy teacher voice. “Okay, you seem to have the basics. Let’s talk about taking phone messages.” She shot me a look. I had goofed up on one little phone message the other day. That’s why my brother and I were in the Phone Manners from Mom class. “What are the three basic parts of a phone message?”

<sup>6</sup> Anthony and I recited: “Name. Number. Write it down.”

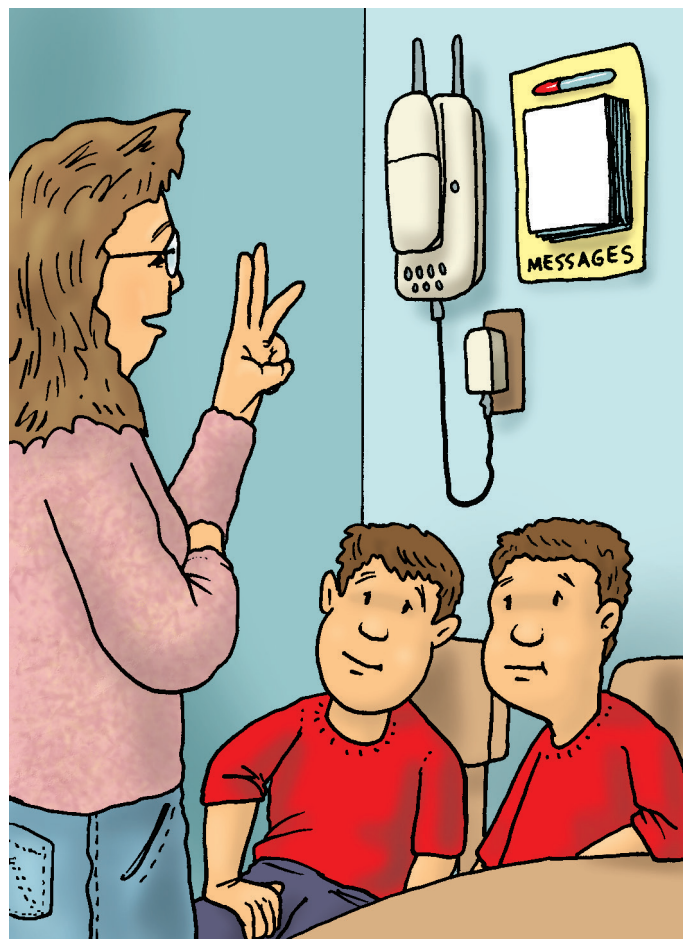
<sup>7</sup> “Very good,” sang Mom. “Oh, and there’s actually a fourth part. Can anyone figure out what it is?” She looked right at me. I couldn’t think.

<sup>8</sup> “Deliver the message,” Mom answered her own question, “on the same day the call comes in.” I smiled weakly. That was a small detail that I had overlooked the other day, along with name, number, and writing it down.

<sup>9</sup> “Any questions?” Mom asked brightly. Anthony raised his hand. “Yes?”

<sup>10</sup> “Will there be a test?”

<sup>11</sup> “Every time the phone rings,” said Mom, quite seriously. “Class dismissed.”



1. What important parts of a phone message did Kyle forget the other day?  
\_\_\_\_\_  
\_\_\_\_\_
2. Look at the illustration. What do you think Mom is saying? Write the dialogue.  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is Mom talking to the boys as though they are four years old?  
\_\_\_\_\_  
\_\_\_\_\_
4. Look at the picture of Kyle and Anthony. What do you learn about the boys from the picture that isn't in the story?  
\_\_\_\_\_  
\_\_\_\_\_
5. How will the boys be tested?  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you think Mom's phone class will be a success? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

You have just attended the Phone Manners from Mom class. How should you respond to these telephone situations?

7. The phone rings. You answer it by saying, "\_\_\_\_\_  
\_\_\_\_\_."
8. Your dad is reading a book on the porch. The phone rings and the person says, "May I speak to your father?" What do you say?  
\_\_\_\_\_
9. Your mom is washing her hair and can't come to the phone, so you must take a message. What are the four important parts of a phone message?  
\_\_\_\_\_



# Hold the Phone!

What do the boys notice about Uncle Dale?

<sup>1</sup> Kyle hung up the phone and tore the top sheet off the message pad. He posted it in the middle of the refrigerator door with his favorite magnet. Ever since Mom's Phone Manners class, he had followed the rules: Get the name. Get the number. Write it down. Deliver it.

<sup>2</sup> As Kyle positioned the polar bear magnet, his uncle Dale walked into the kitchen. "Hey, Uncle Dale. What's up?"

<sup>3</sup> "Oh, not much," shrugged Uncle Dale. "Your mom invited me over for supper." Uncle Dale often dropped by just in time for a meal.

<sup>4</sup> "Oh, cool," said Kyle, on his way out the door with Anthony. Just then, the phone rang. Uncle Dale answered it.

<sup>5</sup> "Yeah?" he said. Kyle and Anthony froze. Their mom had taught them not to say "yeah" on the phone. She said it was bad manners. They wondered how Uncle Dale had missed that lesson. "Yeah." Uncle Dale said again and nodded. "Yeah, okay." Silence. "Sure." He hung up.

<sup>6</sup> After a moment, Anthony was too curious not to ask. "Who was that?"

<sup>7</sup> "It was for your mom," said Uncle Dale, paging through a magazine. Kyle and Anthony looked at each other.

<sup>8</sup> "Um, there's a message pad here," offered Kyle, "if you want to write a message down."

<sup>9</sup> Uncle Dale looked up for a moment. "Oh, it's okay. I'll remember. It was someone from school about a meeting."

<sup>10</sup> "What meeting?" asked Mom, peeling off her garden gloves at the kitchen door. Uncle Dale looked up.

<sup>11</sup> "Oh, hi, Sis. Ahh, there's a meeting ... on Saturday morning." Uncle Dale's face suddenly looked a little pained.

<sup>12</sup> "Where? What about?" asked Mom. Kyle and Anthony gritted their teeth.

<sup>13</sup> "Oh, you know, one of those school meetings," said Uncle Dale slowly. "It starts at 9:30...I think."

<sup>14</sup> Mom made a face. She looked at her sons. All three of them turned to Uncle Dale and recited: "Get the name! Get the number! Write it down! Deliver it!"



1. What surprised Kyle and Anthony about Uncle Dale's phone conversation?

\_\_\_\_\_ the fact that he had even answered the phone

\_\_\_\_\_ the way he spoke

\_\_\_\_\_ the length of the conversation

2. Number the sentences to show the order in which events happened.

\_\_\_\_\_ Uncle Dale gets a lesson on how to take phone messages.

\_\_\_\_\_ Uncle Dale arrives.

\_\_\_\_\_ Uncle Dale answers the phone.

\_\_\_\_\_ Kyle takes a phone message.

\_\_\_\_\_ Mom enters the kitchen.

\_\_\_\_\_ Kyle greets Uncle Dale.

3. Why does Uncle Dale's face look a little pained in paragraph 11?

---

---

4. Why are Kyle and Anthony not supposed to say "yeah" on the phone?

---

---

5. How are Uncle Dale and Mom related to each other?

---

---

6. Do you think that Uncle Dale will use better phone manners in the future?

Explain.

---

---

---

# Telephones: How Do They Work?

*Read to find out how telephones work.*

<sup>1</sup> We're going to take a little trip. We're going to travel with your voice as it leaves your mouth, goes through a telephone, moves through the telephone network, and arrives at your friend's telephone.

<sup>2</sup> Let's say you already dialed the telephone. A computer instantly connected you to your friend's telephone, based on the numbers you pressed. The sound waves made by your voice enter the microphone in your telephone. The sound waves then travel by wire. With the help of an electric power supply, an electric current runs along the wire. Your sound waves disrupt that flow of electricity. When the current is flowing smoothly, your friend hears no sound. When your sound waves have affected the flow, the varying electrical current reaches the speaker in the earpiece of your friend's telephone. A device there changes the electrical currents back into sound waves. The sound waves enter your friend's ear, and your conversation has begun.

<sup>3</sup> As technology goes, telephones are thought to be quite simple. People knew almost 400 years ago that sound waves could travel along a wire. Then, in 1875, Alexander Graham Bell invented a telephone that could be put to practical use. Imagine what he would think if he could see his fellow Americans on the telephone today.



1. The article says it's not your voice, but \_\_\_\_\_ made by your voice, that enter the telephone's microphone.
2. When the current in a telephone wire is flowing smoothly, what does the person on the other end hear?  
\_\_\_\_\_
3. When sound waves interrupt the flow of current, what does the person on the other end hear?  
\_\_\_\_\_
4. How long ago did people know that sound could travel along a wire?  
\_\_\_\_\_
5. How long ago did Alexander Graham Bell invent the telephone?  
\_\_\_\_\_

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

6. \_\_\_\_\_ Sound waves travel along a wire with the help of an electrical current.
7. \_\_\_\_\_ The telephone is the most important invention of the last 200 years.
8. \_\_\_\_\_ Without the telephone, modern businesses would fail.
9. How does the computer know to connect you to the person you are trying to call?  
\_\_\_\_\_

**10. Telephones have been around for less than a hundred years.** Is this statement true or false?  
\_\_\_\_\_

**11.** How do you and other members of your family use the telephone today?  
\_\_\_\_\_  
\_\_\_\_\_

**12.** What would it be like if you had to get along without telephones? How else would you communicate?  
\_\_\_\_\_  
\_\_\_\_\_

# Honey to the Rescue

*What happens when there is no syrup for the pancakes?*

<sup>1</sup> *What's that smell?* I snuggled under the covers. I was still too close to sleep to identify it. It was a good smell, but it wasn't a normal smell. *What day is it? Saturday? What's that smell?*

<sup>2</sup> My brain finally jerked me awake as I began to put the pieces together. Saturday. That smell...pancakes! I grabbed my fuzzy robe and rushed down the stairs. Mom stood at the griddle, humming and flipping pancakes. Without a word, I slid into my spot.

<sup>3</sup> Dad nodded at me. He was spooning mushed up baby food from a jar into my little brother's mouth. Poor kid. He was too young to eat pancakes. My little sister sat at the table, fork in hand, quiet for once, waiting for her pancakes.

<sup>4</sup> Mom turned away from the griddle with the first plateful of pancakes. I smiled charmingly at her; she smiled back. Two for Dad, two for Lisa, two for me. *Excellent.* I spread some butter, then reached for the syrup. *Nope, no syrup.* I went to the refrigerator and opened the door. I looked in the usual spots. I looked again: on the door shelves, behind the milk jug, behind the orange juice. Panic rose. I turned and scanned the kitchen counter. *Nope, no syrup.*

<sup>5</sup> "Mom?" I asked calmly. "Where's the syrup?"

<sup>6</sup> She kept flipping. "Isn't it there in the door? Or behind the milk?"

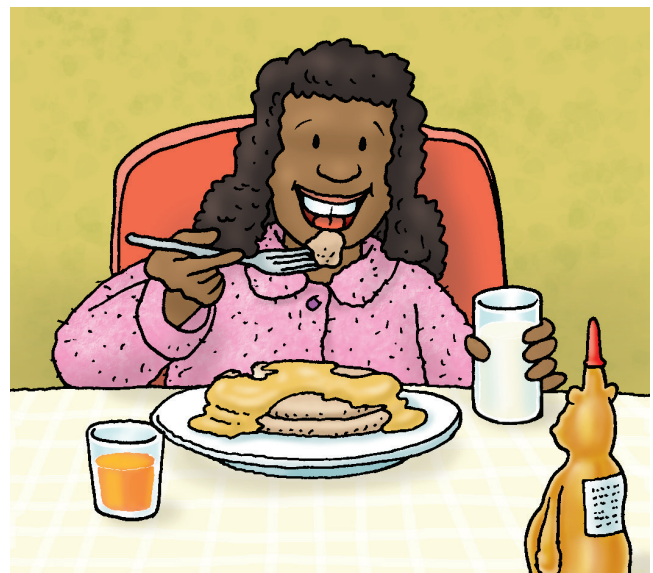
<sup>7</sup> "No. I looked twice." But I looked again, just to make sure. Then, Mom looked.

<sup>8</sup> "Oh, don't tell me we're out. I was sure we had some," she moaned.

<sup>9</sup> Dad paused his spooning. "I can run to the store, I guess."

<sup>10</sup> "Oh, wait," interrupted Mom. She stepped up onto a stool and reached up to the top shelf in the cupboard. Out came a plastic bear. "Honey to the rescue!" she announced. "Gramps sent this last summer. I keep forgetting about it."

<sup>11</sup> She plunked the bear down on the table and went back to the griddle. *Well, there's no syrup, so there's no choice.* I swirled some of the bear's golden goop onto my pancakes. I tasted. I chewed. I smiled. *Honey to the rescue, indeed.*





1. What clues tell you that the narrator is in bed? Write the words or phrases from the story.

---

---

2. How do you know that having pancakes for breakfast must be a special thing?

---

---

3. The word that best describes this family is

\_\_\_\_\_ rough.

\_\_\_\_\_ noisy.

\_\_\_\_\_ pleasant.

4. What is the setting for this story?

---

---

5. Write two things you know about the narrator of the story.

---

---

6. Why does the girl feel sorry for her younger brother?

---

---

7. Explain the title of the story, "Honey to the Rescue."

---

---

8. Why is the first sentence of the story ("*What's that smell?*") in italics?

---

---

# Honey

What are the author's opinions about honey?

<sup>1</sup> Honey lasts pretty much forever. That's one reason why it should be our national food. Did you know they found honey in one of the pyramids? It wasn't moldy or rotten. They tasted it, and it still tasted like honey. It didn't taste like 3,000-year-old honey; it just tasted like honey. Those Egyptian bees must have been something else.

<sup>2</sup> Honey is sweet. That's another reason it should be our national food. Americans love sweet things. I happen to like sweet things, and honey is at the top of my list. I use honey to sweeten my tea and my breakfast cereal. I put it on bread and toast. I use it instead of part of the sugar when I bake certain cookies and breads. Have you had a honey-glazed ham lately? Yum!

<sup>3</sup> I think the bees would like it if we made honey our national food. People would plant special gardens. The bees could gather nectar everywhere.

Nectar is sort of like sugar water. Flowers produce it to attract bees and butterflies. While gathering nectar, the creatures just happen to get pollen on them, which they take to the next flower. The flowers would not survive without this mixing of pollen. Then, bees mix a special substance called an *enzyme* with the nectar. To avoid a long explanation, let's just say it changes the nectar into a special kind of sugar that we call *honey*.

<sup>4</sup> Bees don't just make honey; they eat it, too. Or, rather, they feed it to young bees, called *larvae*, in the hive. Honey also is used to keep the bees' food from spoiling. Bees store pollen in cells within the hive. Each cell is then sealed with honey to prevent bacteria from entering.

<sup>5</sup> See how useful honey is? Even if it's not our national food, stop and admire a honey bee some day, and remember to say thank you. Then, go have some bread and honey.



1. List the reasons the author gives for making honey our national food.

---

---

2. Do you think those are good reasons for naming honey as a national food? Write why or why not.

---

---

3. Sometimes, an author has more than one purpose for writing. What two purposes do you think this author had for writing the honey article?

\_\_\_\_\_ to entertain readers  
\_\_\_\_\_ to give an explanation of honey bees' lives  
\_\_\_\_\_ to persuade readers that honey is good  
\_\_\_\_\_ to describe how honey resists bacteria

4. This article is mostly about  
\_\_\_\_\_ how good honey is.  
\_\_\_\_\_ the food value of honey.

Write the best word to complete each sentence below.

5. It's amazing that the honey didn't \_\_\_\_\_. (burst, spoil, mend)  
6. I like to \_\_\_\_\_ honey on hot toast. (spread, clap, handle)  
7. As bees \_\_\_\_\_ nectar, they also spread pollen. (collect, enter, change)  
8. What would happen to flowers without bees and butterflies?

---

9. This article contains facts about bees and honey, but it also contains the author's opinion. Give one example of each.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

10. Name one way in which bees use the honey they make.

---

# A Sad Song

Read to see why people sing songs.

<sup>1</sup> "...Then mend it, dear Georgie, dear Georgie, dear Georgie. Then mend it, dear Georgie. Dear Georgie, mend it."

<sup>2</sup> Eliza raised her hand. Mr. Hamlin, the music teacher, had been watching her. She hadn't been singing. "Eliza?"

<sup>3</sup> Eliza looked puzzled. "I understand why people would want to make a song about someone named Liza...." Eliza began. Several classmates turned around and made good-natured faces at her. "But why would anyone want to make a song about a dumb bucket with a hole in it?" A burst of giggling came from the class.



Spectrum Reading [Grade 3](#)

<sup>4</sup> "Hmm, well that's a good question," answered Mr. Hamlin. "Would anyone like to guess?"

<sup>5</sup> "You told us it was an old song, so I suppose people would have used buckets a lot," Natalie offered.

<sup>6</sup> "That's right," encouraged Mr. Hamlin. "A bucket would have been a very common thing." Mr. Hamlin let them think some more. Then, he went on. "Remember last week when we worked on 'Down by the Well'? What did we say about that song?"

<sup>7</sup> Jansen remembered. "We said that going to the well to get water was something people did every day."

<sup>8</sup> "So," cut in Eliza, "they made up songs about stuff they did every day?"

<sup>9</sup> Mr. Hamlin gave a big nod. "People sang songs when they were happy or sad, when they worked, or when they rested. Songs helped people express their feelings."

<sup>10</sup> "I guess that's not much different from us," said Eliza, still thinking it over. "I sang a sad song just this morning."

<sup>11</sup> "Oh? What about?" said Mr. Hamlin.

<sup>12</sup> Eliza sang her answer. "There's a hole in my sock, dear Mommy, dear Mommy...."

1. Write **R** next to two sentences that tell about real things.

\_\_\_\_\_ Anyone can make up a song.

\_\_\_\_\_ A song can be happy or sad.

\_\_\_\_\_ The words of a song are always true.

2. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.

\_\_\_\_\_ Eliza raised her hand.

\_\_\_\_\_ Well, that's a good question.

\_\_\_\_\_ I guess that's not much different from us.

\_\_\_\_\_ Mr. Hamlin let them think some more.

3. Choose one piece of dialogue from the story, and write it on the line. Tell what the dialogue tells you about the character or the story.

---

---

---

4. The students figure out that people like to make up songs about \_\_\_\_\_.

---

5. Earlier that day, Eliza says she sang a song about her \_\_\_\_\_.

6. Which word best describes Eliza?

\_\_\_\_\_ curious

\_\_\_\_\_ sneaky

\_\_\_\_\_ nervous

7. If you wrote a song, what everyday things could you put in it?

---

---

---



# What Is Folk Music?

*Do you know any folk songs?*

<sup>1</sup> Wouldn't you like to know how people used to live, what they did, and how they felt about things? Sing a folk song, and maybe you'll find out!

<sup>2</sup> Though people still write folk music, most of the songs we think of as folk songs are old. They come from America's earliest settlements, from war battlefields, and from pioneers' log cabins. And, of course, some of the songs' roots go even farther back to the settlers' original countries.

<sup>3</sup> We don't know who wrote most folk music. What we do know we learn from the words of the songs. They tell about everyday life, soldiers lost in wars, and hard work. The words tell us that people's feelings haven't changed much over the last few hundred years.

<sup>4</sup> Within the body of folk music are two types of songs. Ballads are longer songs that usually relate a story. They may be serious or funny. Folk songs are shorter songs that might relate a feeling or an experience a person had.

<sup>5</sup> Folk music covers endless topics and countless emotions. Coming up with an average folk song or ballad is almost impossible because there is so much variety. Here, however, is the first verse of "Farewell, Nancy." In it, a sailor expresses both sadness and hope. These feelings are common to many folk songs.

*Farewell, my dearest Nancy,  
Since I must now leave you;  
Unto the salt seas  
I am bound for to go;  
But let my long absence  
Be no trouble to you,  
For I shall return  
In the spring, as you know.*



---

1. What is the difference between a ballad and a folk song?

---

---

2. Why do you suppose someone wrote "Farewell, Nancy"?

---

---

3. Why do you think someone would make a song about saying good-bye?

---

---

4. "When Johnny Comes Marching Home Again" is a well-known ballad. Even if you don't know the words, the title hints at the song's story. What do you think it is?

---

---

5. Write **T** for **true** or **F** for **false** next to each statement below.

\_\_\_\_\_ People's feelings are very different today than they were long ago.

\_\_\_\_\_ Most folk songs have been written recently.

\_\_\_\_\_ Folk music can be about a number of different topics and emotions.

6. Why do you think people might write folk songs during wars?

---

---

7. What two main emotions does the sailor have in "Farewell Nancy"?

\_\_\_\_\_ and \_\_\_\_\_

8. Why do you think that we don't know who wrote most folk songs?

---

---

# Peanut Butter Plus

*Read to see what the boys learn about their grandpa.*

<sup>1</sup> “Thicker, please,” requested Max. His grandmother looked at him with a raised eyebrow.

<sup>2</sup> Max shrugged. “I really like it.”

<sup>3</sup> “All right,” sighed Grandma, “a little more, but then that’s enough, I think.”

<sup>4</sup> “Thanks, Grandma,” smiled Max. Grandma, Max, and A.J. were putting together a picnic. They were going to take it to the far field to check on Grandpa, who was planting corn.

<sup>5</sup> “May I have one just like that?” asked A.J. “Please?” Grandma just laughed and shook her head.

<sup>6</sup> “I never have seen anyone who likes peanut butter as much as you two do,” she said, shaking her head.

<sup>7</sup> The boys grinned. It was true. They loved peanut butter. A peanut butter and jelly sandwich for lunch every day made them perfectly happy.

<sup>8</sup> Grandma went on. “Of course, it was your grandpa who invented the best peanut butter sandwich ever.”

<sup>9</sup> The boys had never heard this story. They threw questions at her. “How? When? What is it?”

<sup>10</sup> Grandma looked out the window, as if the story were out there. “It was when we were first married. Your grandpa had broken his leg and couldn’t do any farm work. So I was out on the tractor. The hay had to be brought in, after all. Grandpa had never really cooked, but he felt as if he should have a meal ready when I came in from the field. So he put together a peanut butter-bacon-banana sandwich on toast. I thought it looked awful, but I didn’t want to hurt his feelings. So I took a bite.” Grandma stopped, daydreaming out the window.

<sup>11</sup> The boys couldn’t wait. “And?”

<sup>12</sup> A little smile curved at Grandma’s lips. “It was delicious.”



---

1. What do Grandma and Grandpa do for a living?

---

---

2. Do you think Grandma likes peanut butter? Why?

---

---

3. Do you think you would like a peanut butter-bacon-banana sandwich?

---

---

4. What do you think will happen next?

---

---

5. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

\_\_\_\_\_ Grandma helped out in the fields.

\_\_\_\_\_ Grandpa broke his leg.

6. Where are Max and A.J. taking their picnic?

---

---

7. What would Max and A.J. like to have for lunch better than anything else?

---

---

8. Why did Grandma eat the sandwich, even though it sounded awful to her?

---

---



# Working for Peanuts

*Who is responsible for the popularity of peanuts?*

<sup>1</sup> What can you do with nuts? A scientist named George Washington Carver answered that question, over and over again. We owe thanks to him for more than 300 products.

<sup>2</sup> When Carver was born in 1864, he was a slave on a farm in Missouri. Later, as a teenager and a freedman, he worked on a farm and managed to put himself through high school. At age 30, he became the first black student at his college in Iowa. In 1896, he became the first black teacher to be hired at another college in Iowa. Several years later, he took a job at a college in Alabama, where he worked until his death in 1943.

<sup>3</sup> Carver studied agriculture, the science of farming. His research made huge improvements in farming in the southern United States. In particular, Carver studied peanuts. He knew that the South could not grow only cotton. Planting cotton year after year wore out the soil and made it useless. Carver learned that if farmers planted cotton one year and peanuts the next, the soil remained healthy.

<sup>4</sup> To encourage this practice, Carver came up with new uses for the peanut. Would you like to try peanut and prune ice cream? How about lotion or shampoo made from peanuts? Perhaps you would prefer to make paint from peanuts, or maybe you would like to bake with peanut flour. Glue? Paper? Rubber? The list goes on and on. He also came up with similar uses for pecans and other nuts.

<sup>5</sup> Carver did not profit from most of his inventions. He didn't feel that it was right to sell his ideas. Rather, he gave them freely to help farmers and fellow scientists. Carver's life is one that we could all use as an example.





1. This article is mostly about  
\_\_\_\_\_ Carver's work with peanuts.  
\_\_\_\_\_ Carver's fame as a scientist.  
\_\_\_\_\_ Carver's fight to get an education.
2. George Washington Carver lived from \_\_\_\_\_ until \_\_\_\_\_.
3. While in college, he studied \_\_\_\_\_, which is the study of \_\_\_\_\_.
4. Carver made hundreds of products from peanuts. List some that the article mentions.  
\_\_\_\_\_  
\_\_\_\_\_
5. Which of the products seems the most interesting or the most unusual to you? Write why.  
\_\_\_\_\_  
\_\_\_\_\_

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

6. \_\_\_\_\_ Carver saved Southern farmers from ruining the land.
7. \_\_\_\_\_ Planting peanuts after cotton keeps the soil healthy.
8. \_\_\_\_\_ Carver is America's greatest black scientist.
9. Based on the article, it seems that the author \_\_\_\_\_ Carver.  
\_\_\_\_\_ dislikes  
\_\_\_\_\_ admires  
\_\_\_\_\_ ignores
10. Why is it a good idea to rotate crops, instead of planting the same thing over and over?  
\_\_\_\_\_  
\_\_\_\_\_
11. Reread the first line of paragraph 5. Do you feel that Carver made the right choices? Explain.  
\_\_\_\_\_  
\_\_\_\_\_

# All Wrapped Up

*What kind of wrapping paper do Stephanie and her mom use?*

<sup>1</sup> “Do you really think he’ll like it?” I asked Mom for the fiftieth time. She gave me the same answer every time.

<sup>2</sup> “Of course he will, Steph, and mostly because you made it.”

<sup>3</sup> I wasn’t completely sure about her answer. I wanted him to like his Father’s Day present because it was great, not just because I made it. Dad had been talking about building a birdhouse all winter. He just hadn’t had time. So, I asked Mom to help me make one. One wall was a little crooked, but other than that it looked pretty good, I thought.

<sup>4</sup> We had nailed the roof on after school. Now, we were hunting in the attic for a box to put the birdhouse in.

<sup>5</sup> “Is this one big enough?” I asked, holding up an old shoe box.

<sup>6</sup> “Mmm, I don’t think the roof would quite fit. Here’s one. What do you think?” asked Mom.

<sup>7</sup> “Looks good. I’m sure that’ll be big enough. Let’s go wrap it.” Father’s Day was two days away, but I was eager to have my present all ready.

<sup>8</sup> “Okay. I have a great idea for wrapping paper,” said Mom. She loved to drop hints.

<sup>9</sup> “Oh, did you buy some new stuff?” I asked.

<sup>10</sup> “Nope,” said Mom simply.

<sup>11</sup> “Uhhh, well, what’s the idea, then?” You just never knew with my mom.

<sup>12</sup> Mom spread out a big sheet of plain light brown paper. There were already some paints sitting on the counter, along with some sponges and rubber stamps. Mom waved her arms over the collection. “We’re going to print our own wrapping paper. Won’t that make your present extra special?”

<sup>13</sup> Well, I thought my present was already extra special, but if it made Mom happy, I guess I would do it. “Okay. Extra special paper for an extra special present. Let’s do it.”



Write the best word to complete each sentence below.

1. Stephanie and her mom look for a box in the \_\_\_\_\_.  
(attic, entrance, ending)
2. Stephanie was proud that she had \_\_\_\_\_ her present.  
(waved, built, filled)
3. Stephanie was \_\_\_\_\_ about Mom's wrapping idea.  
(clever, crazy, curious)
4. Explain how Stephanie will make the wrapping paper.

---

---

---

5. Write two adjectives you could use to describe Stephanie.  
\_\_\_\_\_ and \_\_\_\_\_
6. Look at the picture. Where do you think Stephanie and her mom are?  
\_\_\_\_\_ in the living room    \_\_\_\_\_ in the garage    \_\_\_\_\_ in Stephanie's room
7. From whose point of view is the story told?

---

---

8. Do you think Dad will like Stephanie's gift? Why or why not?

---

---

---

# Making Prints

Read to see how to create your own prints.

<sup>1</sup> Making prints is easy and fun, and there is no limit to the designs you can make.

## Supplies

paints (tempera or acrylic)  
paintbrushes  
stamps\* (see note below)  
sheets of tissue or craft paper  
plastic lids  
newspaper

\* Use store-bought rubber or sponge stamps. Or make your own stamps, using household materials such as fruits or vegetables, kitchen utensils, bottle caps, office supplies, and so on.



Spectrum Reading [Grade 3](#)

## Instructions

1. Cover your work area with newspaper.
  2. Pour small amounts of paint into plastic lids (so you can easily dip your stamps into the paint).
  3. Lay out a sheet of paper. Imagine the design you are going to print.
  4. Dip a stamp into some paint. If you want to use more than one color for a stamp, apply paint to areas of the stamp with a paintbrush.
  5. Press the stamp, paint side down, firmly on the paper without jiggling or sliding the stamp from side to side.
  6. Hold the paper down with one hand while you lift the stamp.
  7. Repeat steps 4, 5, and 6 until your design is complete.
  8. Let paper dry. To clean up, wash stamps and paintbrushes in warm, soapy water.
- <sup>2</sup> In addition to making wrapping paper, you can use this same process to decorate boxes, book covers, or even walls and furniture (with permission, of course). Use your imagination and print away!

1. The author used a numbered list for the instructions. Why do you think this was done?  
\_\_\_\_\_  
\_\_\_\_\_
2. What other kinds of instructions, with numbered lists, have you seen?  
\_\_\_\_\_
3. Number the sentences to show the order in which to complete the stamping project.  
\_\_\_\_\_ Dip stamp into paint.  
\_\_\_\_\_ Press stamp on paper.  
\_\_\_\_\_ Put paint in plastic lids.  
\_\_\_\_\_ Let dry.  
\_\_\_\_\_ Lay out sheet of paper.  
\_\_\_\_\_ Lift the stamp.
4. Why do the instructions say you should put small amounts of paint in plastic lids?  
\_\_\_\_\_  
\_\_\_\_\_
5. What can you think of that you would like to decorate with stamps?  
\_\_\_\_\_  
\_\_\_\_\_
6. Explain how you can make your own stamps.  
\_\_\_\_\_  
\_\_\_\_\_
7. What is the author's purpose?  
\_\_\_\_\_ to instruct    \_\_\_\_\_ to entertain    \_\_\_\_\_ to persuade
8. Does this sound like a craft you would like to try? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Answer Key

1. This story is mostly about \_\_\_\_\_ a sleepover.  
\_\_\_\_\_ Sam's parents.  
 X two boys' plans.
2. At the beginning, when Sam and Kent are talking on the phone, what did you think they might be talking about?  
**Answers will vary.**
3. In the story, when did you find out what the boys are planning?  
**when Sam asks his parents for permission**
4. Why do you think Sam told his dad about the grass clippings?  
**Answers will vary.**
5. Why does Sam mention being warm enough and when the lights will be turned out?  
**Answers will vary.**
6. Now that the boys have permission, what do you think they will do next?  
**Answers will vary.**
7. In paragraph 5, why are the words *Now, if we can only talk our parents into letting us do this* in italics?  
**Sam is not speaking out loud. He is thinking those words.**
8. What is the author's purpose in writing this selection?  
**to entertain**
9. Have you ever been worried about asking your parents to do something? What was it, and how did you ask them?  
**Answers will vary.**

3

1. One of the boys usually has the ideas. The other one seems to go along with those ideas. Which boy is the "leader"?  
**Sam**
2. What details from the story helped you answer question 1?  
**Answers will vary.**
3. Kent says he might help his mom with supper. What does that tell you about Kent?  
**Answers will vary.**
4. Based on what you know about camping, how do you feel about all the stuff the boys have in their tent? List what you think they need and what they don't need.  
**What They Need**  
**Answers will vary.**  
**What They Don't Need**  
**Answers will vary.**
5. In some stories, the author tells you what is happening. In this story, the author uses mostly dialogue, what the characters say, to let you know what is going on. Choose one line of dialogue and write what it helps you know about the character.  
Dialogue: **Ex.: "Oh, no! We're camping. Those are just for in the house..."**  
**Answers will vary.**
6. Why does Kent think that Sam knows more about camping?  
**Possible answer: The tent belongs to Sam's dad, so Kent figures Sam knows something about camping.**
7. How do you think the boys feel about camping out together? Explain your answer.  
**Answers will vary.**

5

1. What do you know about pitching a tent? Do you have anything to add to these instructions?  
**Answers will vary.**
2. Number the sentences to show the order of steps to pitch a tent.  
**3** Spread out groundcloth.  
**7** Tighten and peg guy lines.  
**1** Choose and clear an area.  
**5** Put together tent poles.  
**2** Lay out equipment.  
**4** Pound stakes through loops.  
**6** Raise the poles.
3. If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.  
**The illustration that goes with Step 7; the guy lines are stretched out, just as the text describes.**
4. Choose one illustration. Explain what it shows.  
**Answers will vary.**
5. In the first paragraph, the author says that pitching a tent alone is difficult. Why do you think this is?  
**Possible answer: It is hard to put in the poles and raise the tent alone.**
6. What is the purpose of a groundcloth?  
**Possible answer: to protect the bottom of the tent**
7. Which two steps explain what to do with the poles?  
**5** and **6**
8. After reading these instructions, do you think you could pitch a tent? Why or why not?  
**Answers will vary.**

7

1. Which sentence best describes this story?  
 X Nothing exciting happens to the boys in the tent.  
\_\_\_\_\_ The boys have a crazy night in the tent.  
\_\_\_\_\_ In the morning, Kent plays a trick on Sam and scares him.
2. Why did the boys stop playing badminton?  
**Sam finds crumbs in his sleeping bag.**
3. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.  
 O Kent eats too many crackers.  
 F Sam's dad had been telling camping stories for almost an hour.  
 F Breakfast is ready.  
 O Sam's dad tells the best camping stories.
4. What do you think the boys were hoping would happen?  
**Answers will vary.**
5. In paragraph 3, why does Kent turn red?  
**Answers will vary. Possible answer: He was surprised.**
6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 E Kent landed on top of Sam.  
 C Sam's mom startled the boys.
7. This story has two settings. What are they?  
**Sam's kitchen** and **the tent**

9

# Answer Key

1. What is causing Mikki to worry?  
**She sees lights flashing outside.**

2. What does Mikki do to try to get to sleep?  
First, she **turns away from the window and closes her eyes**  
Then, she **rolls toward the window and tries to figure out what it is**

3. What is causing the flashing lights?  
**There is a thunderstorm far in the distance. Mikki is seeing only the lightning.**

4. Have you ever been kept awake at night by something that bothered or puzzled you? Write about it.  
**Answers will vary.**

5. From whose point of view is this story told?  
\_\_\_\_ Mom's  Mikki's \_\_\_\_ Uncle Walt's

6. Which word best describes Mom in the story?  
\_\_\_\_ impatient \_\_\_\_ confused  kind

7. Is this story realistic? Why or why not?  
**yes; Possible answer: The things that happen in the story could happen in real life.**

8. Name three things that Mikki thinks the lights could be. **Possible answers:**  
**car lights** \_\_\_\_ **police car flashers** \_\_\_\_ **space ships** \_\_\_\_

11

1. The author wrote this article to  
\_\_\_\_ entertain.  
 give information.  
\_\_\_\_ persuade.

2. Which comes first, thunder or lightning?  
**Lightning comes first.**

3. What causes lightning? Give a brief answer.  
**a build-up of electricity on water droplets**

4. How does lightning cause thunder?  
**Ex.: When lightning strikes, the air heats, then cools. The sudden changes in air temperature cause the sound.**

5. If you read only the two headings in this article, what would you learn?  
**Answers will vary.**

6. Write T for true or F for false next to each statement below.  
 Thunder always takes the same amount of time to reach Earth.  
 Light travels faster than sound.  
 Thunder and lightning are not related to each other.

7. What is the main idea of paragraph 4?  
**Possible answer: Lightning happens when the electrical charge in droplets has to discharge.**

8. Which of the following is the purpose of paragraph 1?  
 introduction \_\_\_\_ author's purpose \_\_\_\_ conclusion

13

Put a check next to the sentences that are true.

1.  The idea for Smokey the Bear started in the 1940s.

2. \_\_\_\_ Smokey the Bear lives in New Mexico.

3. \_\_\_\_ The Forest Service made posters in honor of a bear cub that died in a fire.

4.  Smokey the Bear was a drawing first, and then a real bear.

Write M next to the sentences that tell about make-believe things.

5. \_\_\_\_ Smokey the Bear lived in a zoo for many years.

6.  Smokey the Bear speaks to campers about the danger of forest fires.

7.  Smokey the Bear used to help firefighters put out fires.

8. Why was Smokey the Bear created? Write the phrase or sentence from the article that tells you.  
**to protect America's forests**

9. In paragraph 2, what problem did U.S. leaders have?  
**They were worried about having enough wood for the war.**

10. What was the solution?  
**to start a campaign to prevent forest fires**

11. What organization created the fire safety posters?  
**the Forest Service**

12. In the posters, did Smokey the Bear look realistic? Explain.  
**Possible answer: No, he was wearing a park ranger's hat.**

15

A **fact** is something that can be proven true. An **opinion** is what someone thinks or feels. Check the sentences that are facts.

1.  Vegetables can be grown in pots.

2. \_\_\_\_ Creating a garden on a fire escape is difficult.

3. \_\_\_\_ Any garden is beautiful.

4.  Plants need soil and water.

5. Number the sentences to show the order in which things happened.  
 Rosa bought potting soil.  
 Rosa took the pots home.  
 Rosa planted her seeds.  
 Rosa saw the pots.

6. Check the words or phrases that best describe Rosa.  
\_\_\_\_ selfish  
\_\_\_\_ tends to waste time  
 likes the outdoors  
 appreciates beauty

7. Why do you think Rosa slept well the night after she bought seeds and soil?  
**Possible answer: She felt happy and content.**

8. The author repeats a line from paragraph 4 in the last paragraph. What line is it? Why do you think the author repeats it?  
**"masses of flowers and fat, glowing fruits." Possible answer: It's something Rosa likes to repeat to herself to remind her of what her garden will be like.**

9. Have you ever planted something and watched it grow? Tell about how it made you feel.  
**Answers will vary.**

17

# Answer Key

1. Why is Rosa worried about her plants on this day?

**She is afraid the heat and lack of rain will hurt her plants.**

Write **T** if the sentence is true. Write **F** if the sentence is false.

2. **F** This story is mostly about Rosa worrying about her garden.

3. **F** Rosa is careless about her garden.

4. **T** Rosa plans to share her flowers with others.

5. **T** Too much sun causes Rosa's plants to dry up.

Compare how things really are with how they used to be, or with what Rosa imagines.

6. The strongest, tallest tomato plant is **pale and dry looking**.  
It had been **green and smooth**.

7. Rosa bites into an **apple**.  
She imagines that it is a **big, juicy tomato**.

8. She chops a **carrot**.  
She imagines that it is a **shiny green pepper**.

9. For now, Rosa works at a **factory**.  
She dreams of **running her own flower shop**.

10. Why do you think Rosa spends so much time daydreaming?

**Possible answer: She doesn't like her job, and her life is not very colorful or interesting.**

11. What details from the story helped you answer question 10?

**Answers will vary.**

12. Which of these is mostly likely to be true?

Rosa lives in the country.

Rosa lives in a city.

19

1. What do you know about peppers, or what experiences have you had growing or eating peppers?

**Answers will vary.**

2. Do you like peppers? Write why or why not.

**Answers will vary.**

3. How are bell peppers and chili peppers the same? How are they different? Write what the article tells you about each kind.

**Bell Peppers**

Size **apple-sized**

Shape **round**

Color **red, yellow, or green**

Flavor **less spicy**

**Chili Peppers**

Size **many sizes**

Shape **long and skinny**

Color **red, yellow, or green**

Flavor **hot or spicy**

4. What two headings does the author divide the article into? How is this helpful?

**Bell Peppers and Chili Peppers; Possible answer: The sections help you know where to look for information in the article.**

5. Write **T** for true or **F** for false next to each statement below.

Hot peppers can make your eyes water.

Bell peppers are very spicy.

Peppers can be prepared in many ways.

Bell peppers are red, and chili peppers are green.

6. What makes chili peppers burn your mouth?

**a chemical in them**

7. What two vitamins are peppers high in?

**A** and **C**

21

1. What was Joseph's main goal in getting a job at 17?

**to help support his family**

2. Why did Joseph always make a point to walk past the bakery?

**He loved the way it smelled.**

3. Who started work earlier, Joseph or the pie bakers?

**the pie bakers**

4. Who is the main character in this story?

**Joseph Fellini**

5. Would you describe young Joseph as serious or dreamy? Write why.

**Answers will vary.**

6. How did Joseph feel about his job?

**He had enjoyed it. It made him feel important.**

7. Do you think Joseph was a good worker? Explain.

**Answers will vary.**

8. Do you think Joseph has lived in the same city his whole life? Explain.

**Possible answer: Yes. He walked past the bakery in high school. As an old man, he still lives in the same area.**

9. At the end of the story, how does Joseph feel when he sees a young pie man act impatiently?

**Possible answer: He thinks the young man should slow down—he is just at the beginning of his career.**

23

1. As you began to read about Mr. Fellini's walk in the park, what did you think was going to happen?

**Answers will vary.**

2. Predict what Mr. Fellini will do next.

**Answers will vary.**

3. Which of these does Mr. Fellini see on his walk?

a work of art

children and turtles

mothers and baby strollers

a nest of young birds

4. Which of these best describes Mr. Fellini?

thoughtful  anxious  impatient

5. Reread the last two lines of paragraph 8. Why is it odd that the cars waited patiently?

**Possible answer: If there is a line of cars, I would expect the drivers to be impatient.**

6. Why does Mr. Fellini think that the power-walking mothers should slow down?

**so that they can take the time to notice the birds and flowers**

7. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

A line of mothers and baby strollers marched by.

Mr. Fellini had to step off the sidewalk.

8. Give an example of a line of dialogue from the story.

**Possible answer: "What'll it be today, Mr. Fellini?"**

9. Mr. Fellini appreciates the small things in life. Do you agree or disagree? Why?

**Answers will vary.**

25

# Answer Key

- The article contains a feature box titled "Central Park by the Numbers." What kind of information is in the box?  
**The box gives information about the size of the park and the number of things in it.**
- Why do you think this information was shown in a separate list instead of in the text?  
**Answers will vary.**
- When was Central Park planned?  
**1858**
- The park was a daring project because  
**the land was rocky, swampy, and muddy**
- If you walked on all of the walking paths in the park, you would walk  
**58 miles**
- Which is greater, the number of trees or the number of benches?  
**the number of trees**
- For what reason was Central Park created?  
**as a green space that gives people a break from the busy city**
- How is Central Park different from an average city park?  
**It is much, much larger.**
- Have you ever visited Central Park? If you have, tell what it was like. If you haven't, tell what you might like to do there.  
**Answers will vary.**

27

- In most stories, a character has a problem. What is Perry's problem?  
**He feels awful during soccer practice.**
- What information in the story helped you answer question 1?  
**Answers will vary.**
- Dialogue** is what the characters in a story say. What did you learn about Perry from his dialogue?  
**He doesn't ever want to go back to soccer practice.**
- Find a line of the coach's dialogue. What does it tell you about the coach?  
Dialogue: **Answers will vary.**  
What it tells: **Answers will vary.**
- Coach thinks that a passing exercise is important because  
**the players need to be able to pass the ball well during a game**
- What is the setting for this story?  
**the soccer field**
- Practice was awful.** Is this a fact or an opinion?  
**an opinion**
- The last line of paragraph 5 says that Perry didn't even wait for his mom's usual question. What do you think her question is?  
**Possible answer: How was practice?**
- Which word or phrase best describes Perry in this story?  
\_\_\_\_\_ confident \_\_\_\_\_ full of energy  exhausted
- Have you ever wished you could quit an activity? Tell about it.  
**Answers will vary.**

29

- Mrs. Rothman is speechless because  
**Perry has just said he wants to quit soccer.**
- Check two words that tell how Perry probably felt.  
 disappointed  
\_\_\_\_\_ proud  
\_\_\_\_\_ eager  
 frightened
- Perry says he wants to quit soccer because  
**he is weak; doesn't have what it takes**
- Have you ever tried to do something that was hard, or that you had to work at? What was it?  
**Answers will vary.**  
Did you get discouraged? Did you quit?  
**Answers will vary.**
- Do you think Perry's decision is reasonable, or do you think he is giving up too easily? Explain.  
**Answers will vary.**
- Mrs. Rothman probably feels  
 surprised \_\_\_\_\_ angry \_\_\_\_\_ entertained
- What problem does Mrs. Rothman think Perry is having?  
**He didn't have a good lunch, so he was low on energy.**
- How does she plan to help Perry?  
**She's going to make him a power snack to eat right before the next practice.**
- What do you think would be a good example of a power snack? Explain your choice.  
**Answers will vary.**

31

Write these steps in the correct order. (Not all of the recipe's steps are here.)

- spread mixture into pan
- drizzle glaze
- grease the pan
- mix sugar, oil, and eggs
- remove from oven and cool

- grease the pan**
- mix sugar, oil, and eggs**
- spread mixture into pan**
- remove from oven and cool**
- drizzle glaze**
- How long do the directions say to bake the bars?  
**16 to 22 minutes**
- The directions say to "drizzle honey glaze over bars." How did you know what honey glaze was?  
**Answers will vary.**

Recipes often use short forms of words called **abbreviations**. Match the common recipe words in the box with their abbreviations.

cup	teaspoon
Fahrenheit	tablespoon

- T. **tablespoon**
- F. **Fahrenheit**
- c. **cup**
- tsp. **teaspoon**
- The directions say, "Bake until center is set but not firm." What does this mean?  
**Possible answer: The middle should not be gooey, but it should not be overbaked either.**
- How long do the energy bars need to cool?  
**They need to cool completely.**
- What is the longest you could keep these bars? What would you need to do to them?  
**six months; freeze them**

33

# Answer Key

1. When you read the story's title, did you guess about how the story ended? Was your guess close to being correct? Explain.

Answers will vary.

2. Circle the word that best describes the coach's words before the game.

angry **encouraging**

3. Have you ever been in a sporting event or a performance that didn't turn out the way you expected? Did something funny or weird happen? Write about it.

Answers will vary.

4. At the end of paragraph 2, Coach says that the players have "dribbled to the moon and back." This is a figure of speech. What does it mean?

Possible answer: They have dribbled a great distance.

5. Give one example of dialogue in the story.

Possible answer: "Okay, everybody listen up!"

Now, give one example of a character's thought that is not spoken out loud.

Possible answer: Now that was a solid kick.

6. How are the two examples in question 5 written differently from each other?

The first one is in quotation marks, and the second one is in italics.

7. Why is it funny that someone in the crowd says, "It's a home run!"?

Possible answer: There are no home runs in soccer. The person was confusing soccer with baseball.

35

1. This article is mostly about  
\_\_\_\_ how soccer was named.  
\_\_\_\_ the rules of soccer.  
 soccer's history.

2. Historians think that soccer might have started out as a

skill-building exercise for soldiers

3. Why did King Edward III pass a law against soccer?

the game was rough or violent

4. What punishment did Queen Elizabeth have for soccer players?

a week of jail

5. What important rule change made the game into what we know as soccer? When did it happen?

In 1869 a rule against handling the ball with the hands was made.

6. If you wanted to find out about the beginnings of soccer, under which heading should you look?

Earliest Record

7. Under which heading would you find information about soccer during the last century or so?

The Modern Game Emerges

8. Write T for true or F for false next to each statement below.

F Today, you are allowed to touch the ball with your hands in soccer.

T Kicking and biting were common in soccer games long ago.

T In Britain, soccer is called "football."

9. At the end of paragraph 3, it says, "the game could not be stopped." Why do you think this was true?

Possible answer: It was popular, and people loved it too much to stop playing.

10. What was the author's purpose for writing this article?

to tell about the history of soccer

37

1. The person who wrote this article is the author. The author probably wrote this article to

\_\_\_\_ make you laugh.

give information.

\_\_\_\_ persuade you to do something.

The author states some facts in the article. She also gives her opinion. Write F next to each sentence that is a fact. Write O next to each sentence that gives an opinion.

2.  F Add adults into the mix, and you come up with more than 18 million Americans playing soccer.

3.  O First, I think there's the international appeal.

4.  F Though accidents may occur, body contact isn't supposed to be part of the game.

5.  O And finally, I think there is the running factor.

6. Look back at the sentences you marked as opinions. What do you notice about them?

Answers will vary.

7. What is the main idea of paragraph 5?

\_\_\_\_ Soccer is only for boys, just like other sports.

Soccer is a good sport for both boys and girls.

\_\_\_\_ Soccer has caught on with girls.

8. Why is soccer less expensive than some other sports?

You don't need a lot of equipment.

9. Look at the focus question under the title. What do you think its purpose is?

Possible answer: It tells you something to look for or think about as you read.

10. Have you ever played soccer? If so, tell about your experience. If not, explain why you would or would not like to try it.

Answers will vary.

39

1. Do you think Sharla, Tess, and Lee will be able to work together? Write why or why not.

Answers will vary.

2. Think of times when you worked with classmates on projects. Was it hard or easy? Explain.

Answers will vary.

3. Would you say that you are more like Sharla—full of ideas—or more like Lee—eager to stop talking and get to work? Write why.

Answers will vary.

4. Does the teacher who is writing the journal seem thoughtful or worn out? Write why you think so.

Answers will vary.

5. At the end of the first paragraph, the teacher says, "I knew something was going to blow up, and it wasn't the volcano." What does she mean?

Possible answer: She knows that the girls may end up having a fight.

6. From whose point of view is this selection told?

\_\_\_\_ Sharla \_\_\_\_ Lee  the teacher

7. What do you predict will happen next in the story?

Answers will vary.

8. If you wrote a journal entry, what would you write about?

Answers will vary.

41



# Answer Key

This story is written in the form of a journal entry. The person who is writing uses / to refer to herself. She is the **narrator**, or the person telling the story.

- Find a sentence that tells you that the narrator actually took part in the action of the story. Write the sentence here.  
**Answers will vary.**
- The narrator, Sharla, disagreed with Lee about **whether to make the sides of the volcano smooth or rough**.
- Sharla was upset because **she thought it was unfair to have to stay inside at recess.**
- Did you expect this journal to be written by Mrs. Holt, the teacher? Why or why not?  
**Answers will vary.**
- Why did the girls decide to make a village around the base?  
**Tess could do something without touching the volcano paste.**
- Which of these words best describes Sharla's attitude toward the other two girls?  
 impatient     understanding     comforting
- Explain how the picture adds to your understanding of the story.  
**Possible answer: I can get an idea of what the volcano will look like. I can see that Tess is not really helping.**
- Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 **C** The girls didn't make much progress on their volcano.  
 **E** Mrs. Holt made the girls stay in at recess.

43

- In most stories, the characters have a problem. What problem do the characters in this story have?  
**They disagreed about how to finish their project.**
- What caused Mrs. Holt to call the girls up to her desk?  
**They weren't done with their project.**
- What is Tess's idea?  
 **X** to show flowing lava  
 to make both sides smooth  
 to make the village larger
- What is the result of Tess's idea?  
**The girls agree to make one side smooth and one side rough. Sharla and Lee can both get what they want.**
- Where in the story do we learn that the teacher, Mrs. Holt, knows the girls are not getting along?  
**In paragraph 5, it says, "knowing perfectly well that there was a problem."**
- What is the main difference in the way this story is written, compared to the other two about the same characters?  
 This story is told from Lee's point of view.  
 Sharla is not a character in this story.  
 **✓** It is not written as a journal entry.
- How do you think Mrs. Holt feels about the girls solving their own problem? Explain.  
**Answers will vary.**
- What is the setting for this story?  
**a school classroom**
- The girls learned how to build a volcano by doing this project. What else do you think they learned?  
**Possible answer: They learned how to get along and work as a team.**

45

- This story is mostly about  
 becoming best friends after working together.  
 **X** what the girls learned from their project.  
 how a teacher helped the girls get along.
- How do the girls feel about their volcano project?  
**They are proud of it.**
- When it is Lee's turn to speak, she feels  
 **X** nervous.  
 happy.  
 cross.
- Why did Sharla's face turn red when Mrs. Holt asked about how they completed their project?  
**She was embarrassed.**
- What experiences have you had working with other people? Were there times when you didn't agree or get along? Write about it.  
**Answers will vary.**
- When it is Tess's turn to speak, what does she tell about?  
**a famous volcano and a town that got covered by mud and ash**
- Make a check mark next to the thing that happened first.  
 Mrs. Holt had a question.  
 **✓** Lee said, "This is our volcano."  
 Mrs. Holt looked pleased.
- If the girls had to work together again, how do you think they would do? Explain.  
**Answers will vary.**

47

- In nonfiction writing, the author sometimes calls attention to words that the reader may not know. Those words appear in **bold** type. The author usually gives the meaning of the bold word in the same sentence.
- Below are the bold words from the article. Write the meaning of each word.
- molten **melted**
  - expand **get bigger**
  - fissures **cracks**
  - active **experience eruptions**
  - dormant **inactive**
- Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.
- O** Volcanic eruptions are one of the most striking natural events.
  - O** A volcanic eruption is more frightening than a hurricane.
  - F** Volcanoes are located in many places in the world.
  - What does the illustration show?  
**the inside of a volcano**
  - Trace with your finger the path that magma would take from under Earth's crust to the surface. Describe the path in your own words.  
**Answers will vary.**
  - Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 **E** Parts of Earth's crust open up.  
 **C** The molten rock gets very hot and expands.
  - What are scientists who study volcanoes called?  
**volcanologists**

49

# Answer Key

Write the best word to complete each sentence below.

- The students were especially **noisy** on Monday morning. (noisy, quiet, confused)
- Miss Eller wrote the topic on the **board**. (notebook, list, board)
- The teacher waved her **arms** all around. (ruler, book, arms)
- Zach was only **kidding** about the grasshopper's knees. (wondering, kidding, thinking)
- What do Miss Eller's students do as they begin their day? Find five details from the story and list them in order.  
**empty backpacks, sign in, morning math problems, Morning Meeting, weather chart**
- What do you think will happen after lunch, when the students meet to talk about their new unit?  
**Answers will vary.**
- What kind of decision do the students need to make?  
**They need to choose a topic about the natural world.**
- Why does Miss Eller tell Kayla that Alaska might not be the best topic?  
**It is too big.**
- According to Miss Eller, what does the natural world include?  
**everything around us, and everything around people all over the world**
- Is this story realistic? Why or why not?  
**Yes, the details are all things that could happen in real life.**

51

1. Which of the students' ideas do you like best? Write why.

- Answers will vary.**
- Write **R** next to the sentences that tell about what Miss Eller's students could do for their study of the natural world. Write **M** next to the sentences that are about made-up things.  
**M** Isaac goes to the South Pole.  
**R** Tasha collects seeds.  
**R** Justin sets up a bird feeder.  
**M** Megan climbs the Alps.
  - What does this sentence from the story tell you about Miss Eller?  
"Miss Eller's quiet presence at the meeting rug was a signal for everyone to settle down and join her."  
**Answers will vary.**
  - Look for another sentence that tells you something about Miss Eller. What does it tell you?  
**Answers will vary.**
  - Why does Andy narrow down his topic?  
**There are too many kinds of trees to study them all.**
  - What is this story mostly about?  
\_\_\_\_\_ the natural world  
\_\_\_\_\_ how Miss Eller gets her class to behave  
 a class coming up with ideas for a new unit of study
  - What problem does Miss Eller have at the end of the story?  
**She's worried about how the class will agree on what to study.**
  - If you were the teacher, how would you solve the problem?  
**Answers will vary.**

53

- This story is mostly about  
 solving a problem.  
\_\_\_\_\_ how to do research.  
\_\_\_\_\_ getting ready for school.
- Why does Miss Eller let the students offer so many ideas?  
**She wants them to help decide what they study.**
- Write in your own words what Miss Eller's solution is.  
**Answers will vary.**
- What are the students supposed to do during their sales pitch?  
**convince the class to choose their topic to study**
- Based on the story, do you think Miss Eller is a good teacher? Back up your answer with events from the story.  
**Answers will vary.**
- Andy wants to study **redwoods**.
- Tara wants to study **fuzzy animals**.
- What does Enzo ask at the end of the story? Why does this make Miss Eller think that her idea was a success?  
**"Can I give out plastic snakes to help convince people?"**  
**Possible answer: She can tell that the students are excited about her idea.**

55

1. What four common characteristics do mammals have?  
**warm blood, backbones, milk fed to babies, and hair or fur**

In the article, the author showed some words in bold type. The meanings of those words are given as well. Find the meanings of the words, and write them here.

- habitat **natural conditions**
- insectivores **insect eaters**
- rodents **gnawing animals**
- carnivores **meat eaters**
- Hoofed animals are named for the kind of **feet** they have.
- Give one example of each kind of forest dweller.  
**Possible answers:**  
insect eaters: **moles** gnawing animals: **beavers**  
hare-like animals: **rabbits** meat eaters: **coyotes**  
hoofed animals: **moose**
- Why do you think a forest is a good habitat for many different kinds of mammals?  
**Possible answer: There are lots of trees to provide shelter.**
- Think about what you know about mammals. Name two kinds of mammals that are not mentioned in the article. **Possible answers:**  
**dogs** and **dolphins**
- Meat eaters eat smaller mammals, such as rabbits, mice, and moles.** Is this sentence a fact or an opinion?  
**a fact**

57

# Answer Key

The author of this article chose to share her own point of view. Find a sentence in which the author uses the word *I*. What idea is the author sharing in that sentence?

1. The sentence begins with

**Answers will vary.**

The author is saying **Answers will vary.**

2. Do you think the author likes snakes, dislikes snakes, or is neutral? Write a sentence from the article that supports your answer.

**Answers will vary.**

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

3.  **O** People dislike snakes because they have no legs.

4.  **F** Snakes control the rodent population.

5.  **O** Not meeting many snakes is a good thing.

6. Name one difference between mammals and reptiles.

**Possible answer: Mammals are warm-blooded, and reptiles are cold-blooded.**

7. What is one way in which snakes are useful?

**They help control the rodent population.**

8. What is the main idea of paragraph 4?

\_\_\_\_\_ If you get bitten by a poisonous snake, seek medical help.

Some snakes are poisonous, but that's not a good reason to dislike all snakes.

\_\_\_\_\_ Poisonous snakes are very vicious.

9. Tell how you feel about snakes and why.

**Answers will vary.**

59

1. To see a redwood tree, you have to go to **Oregon or California**.

2. Why do redwoods grow there?

**They need moisture from the ocean.**

3. What might happen if someone tried to grow a redwood tree in Kansas or Missouri, for example?

**Answers will vary.**

4. What do you think is most special about redwood trees? Write why.

**Answers will vary.**

5. Why do you think the author chose to use questions for the headings?

**Answers will vary.**

6. If you want to find out what conditions redwoods need to grow, under which heading would you look?

**Why do redwoods grow there?**

7. If you wonder what the big deal is about redwoods, under which heading should you look?

**What's special about redwoods?**

8. What three objects are shown in the diagram?

**a building, a tree, and a van**

9. What is the author's purpose for writing this selection?

\_\_\_\_\_ to entertain

\_\_\_\_\_ persuade

to inform

10. About how long can a redwood live?

**as long as 2,000 years**

61

Complete each sentence with the correct word.

**author   dialogue   narrator**

1. When characters speak, their words make up the story's **dialogue**.

2. The person who wrote the story is the **author**.

3. Within the story, the person or character who tells the story is the **narrator**.

4. In most stories, the main character has a problem. Miss Eller's problem is that **she needs to find a topic that will make everyone happy.**

5. Look at the illustration. What did Miss Eller's students do during their study of redwood forests?

**Answers will vary.**

6. Where did Miss Eller get the idea of how to solve the problem?

**She saw a poster of a woodland scene on the wall.**

7. How do you think Miss Eller's class feels about the project?

excited

\_\_\_\_\_ worried

\_\_\_\_\_ upset

8. The last paragraph says that the classroom had been transformed. What does this mean?

**Possible answer: It has been changed to look like something else.**

9. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

**E** Students raise their hands to answer the question.

**C** Miss Eller asks what lives in a redwood forest.

63

In a tall tale, the author uses details that can't possibly be true to make the story funny. This is called **exaggeration**. Exaggeration is what makes a tall tale a tall tale.

1. Caleb, the narrator, tells us that the hamster has lived for 24 years. That is an exaggeration. Find another exaggeration in the story.

**Answers will vary.**

2. Look at what you wrote for question 1. Why or how is it an exaggeration?

**Answers will vary.**

3. What was the author's purpose in writing this story?

**to entertain or amuse**

4. Do you think this story is realistic or a fantasy? Explain why.

**a fantasy; Possible answer: Many things that happen in the story could not happen in real life.**

5. **Personification** means giving human characteristics to an animal or a thing. Give two examples of how the author personifies Felix.

**Possible answers: Felix can talk and write his own songs.**

6. In the story, how does Felix make electricity for Caleb's family?

**by running on his wheel**

7. **Felix is a musical hamster.** Find a line from the story to support this statement.

**Possible answer: I would see Felix tapping his little claws against the bars of the cage.**

65

# Answer Key

1. What do you know about taking care of a pet? How is taking care of a hamster the same or different from taking care of other kinds of pets?

Answers will vary.

2. In the wild, hamsters sleep during the day and gather food during the night. Pet hamsters tend to follow the same schedule. If someone is thinking of getting a hamster, why is this important information to know?

Answers will vary.

The author forgot to include headings in the article. Write where each heading should go.

3. **Equipment** should go before the third paragraph.

4. **Feeding Time** should go before the fifth paragraph.

5. **Choosing a Pet** should go before the second paragraph.

6. List the equipment you'll need to buy for your hamster.

a cage, bedding, nesting material, an exercise wheel, a water bottle, a food dish, and food

7. The cage is the most expensive thing you will need to purchase.

8. What are some examples of good treats for a hamster?

carrots, raisins, cheese, acorns

9. After reading this article, would you like to own a hamster? Why or why not?

Answers will vary.

67

1. The story gives details about Frederick and the world in which he lives. Number these details in the order in which the story gives them.

2 Noise had been a problem.

5 Frederick liked his job.

4 Frederick is a skyway sweeper.

1 The skyway floors are padded.

3 People stayed inside all the time.

6 Frederick had never stepped on the ground.

2. As the story gives details, several sounds are mentioned. What are they?

the swish of a broom, the sound of a footstep

3. Which of these best describes the story?

realistic fiction

a fairy tale

science fiction

4. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

C Noise had become a big issue.

E Platorub was put down everywhere, and the noise died down.

5. What does Frederick like about his job?

He liked to see how things changed, and he liked the view.

6. What is the setting for this story?

skyways in a city

7. Would you like to live in a world of skyways, like Frederick does? Explain.

Answers will vary.

69

1. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

M People do not know what dirt feels like.

M The whole world is covered up with buildings.

R People grow vegetables in gardens.

M People stay indoors and never have to go outside.

In some stories, the problem is obvious. For example, maybe the character breaks an arm and has to learn how to write with the other hand, or something like that. In this story, the problem is not as obvious.

2. What problem does this character have?

He has never felt real dirt and wonders what it's like.

3. According to the story, what is the word *sirt* supposed to make people think of?

soil and dirt

4. In the story, how did all the real dirt get used up?

There were too many people to feed and too many buildings covering up the ground.

5. How could you describe Frederick?

lazy

a hard worker

hilarious

6. What effect does water have on sirt?

It doesn't change it at all.

7. Reread the last paragraph. What do you predict will happen next?

Possible answer: Frederick might try to find some real dirt.

8. In what time period do you think this story takes place? Why?

Possible answer: the future; There is no dirt left, there are too many people, and people live in skyways.

71

Nonfiction articles and books sometimes have words in bold type. The author is pointing out a new or important word. Find the two bold words in the article. Then, look nearby for their meanings. Write them here.

1. Bold word: **fragments**

Meaning: tiny pieces

2. Bold word: **humus**

Meaning: a dark, slightly sticky substance that helps plants grow

3. What three things make up the soil?

minerals, remains of dead plants and animals, and living organisms

4. When was the last time you dug in the soil? What did you see there?

Answers will vary.

5. Now, look at the picture on page 72. What do you see there?

Answers will vary.

6. How does this compare with what you saw when you dug in the soil yourself?

Answers will vary.

7. How thick is the soil in most of North America?

6 to 10 inches

8. What organisms help break down the dead material?

bacteria, fungi, earthworms, and insects

9. Write **T** for **true** or **F** for **false** next to each statement below.

T Not everyone has the same definition of dirt and soil.

T Minerals come from rocks that have been broken into fragments.

F Soil does not contain any living things.

F Humus is harmful to plants.

73

# Answer Key

1. Where does this story take place?  
**Answers will vary.**

2. What is Frederick's dream?  
**to touch the ground, feel the dirt**

3. What is Frederick's secret?  
**He is growing fruits and vegetables in real dirt.**

4. Is it easy or difficult for Frederick to find a patch of dirt?  
**difficult**

5. Why does Frederick receive an award?  
**for growing outstanding fruits and vegetables**

6. The story doesn't tell us what happens after Frederick fills his shoes with dirt. What details from the story help you figure it out?  
**He wins an award for his fruits and vegetables. The newspaper headline wonders what his secret is.**

7. Write two words to describe how Frederick feels when he finds real dirt.  
Possible answer: **joyful** **excited**

75

1. The author's purpose was probably to  
\_\_\_\_\_ entertain.  
 **X** give information.  
\_\_\_\_\_ persuade.

2. Improvements in elevator design made it possible to build taller buildings because **Answers will vary.**

3. What ideas did William Jenney have that changed how tall buildings could be?  
**He had the idea of using a steel frame with a thin "skin."**

4. Is this article fiction or nonfiction?  
**nonfiction**

5. How tall was Jenney's first tall building?  
**10 stories high**

6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 **E** Buildings could be made taller.  
 **C** Elevator design improved.

7. In paragraph 5, the article says that spires are included. Look up *spire* in a dictionary. Write the definition below.  
**Possible answer: spire: a sharp, pointed roof, like a steeple**

77

1. This story is mostly about  
 **X** two boys trying to do a magic trick.  
\_\_\_\_\_ a boy teaching another boy a magic trick.  
\_\_\_\_\_ how to do a magic trick.

2. Josh got wet because **the flower vase tipped and spilled**

3. Why was Josh under the table?  
**to pull the flower vase down; to make the flowers disappear**

4. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 **E** The vase tipped and got Josh wet.  
 **C** The bottom of the box got stuck.

5. Why were the boys so excited about the old table they found?  
**It was perfect for doing magic tricks because of the hole.**

6. Doing magic is (easier, **harder**) than the boys had expected.

7. Gary thinks that he and Josh need real things, so he tells Josh to go get a real **rabbit**

8. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.  
 **F** Gary held his breath.  
 **O** The boys should use real flowers.  
 **O** Being a magician is hard work.  
 **F** Josh's hair was wet.

9. What do you think will happen next?  
**Answers will vary.**

79

1. How was the magic trick supposed to work?  
**Josh would pull Wiggles down through the bottom of the box.**

2. What actually happened?  
**Wiggles actually got out without the boys noticing.**

Write the best word to complete each sentence below.

3. They should have thought of Wiggles **sooner**. (brighter, sooner, calmer)

4. The magic words made the boys **laugh** so hard. (laugh, lame, learn)

5. It made Gary feel like a real magician when he **waved** his arms. (waved, cried, tapped)

6. The boys couldn't **believe** Wiggles was gone. (agree, scramble, believe)

7. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.  
 **R** Rabbits eat lettuce.  
 **M** Rabbits disappear and reappear.  
 **R** Magicians say magic words.

8. In the story, who is the magician, and who is the assistant?  
**Gary is the magician, and Josh is the assistant.**

9. Do you think the boys were surprised that Wiggles was actually gone? Why or why not?  
**Answers will vary.**

10. Which words best describe the boys?  
 **good-natured**  
 **sneaky**  
 **irritated**

11. What do you think will happen next in the story?  
**Answers will vary.**

81



# Answer Key

1. The author wrote this article to

- persuade.
- make you laugh.
- give you information.

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

2.  **F** Harry Houdini died more than 75 years ago.
3.  **F** Houdini could escape from handcuffs.
4.  **O** Harry Houdini was the only "real" magician.
5.  **O** Houdini's magic tricks were wonderful.
6. The article gives details about Houdini and his life. Number the details in the order in which the author tells about them.
  - 3** He escaped from a straitjacket, hanging upside down.
  - 1** Houdini had his first magic shows when he was 17.
  - 4** Houdini exposed "fake" magicians.
  - 2** Houdini's magic tricks became more showy and daring.
7. Which of these old sayings would Houdini have agreed with?
  - Practice makes perfect.
  - You are what you eat.
  - A watched pot never boils.
8. **Houdini believed he had special powers and could talk to spirits.** Is this statement true or false?  
 **false**

83

1. David Copperfield is an **illusionist**.

2. What did he start doing at age 12?  
**performing magic**
3. What was he doing by age 16?  
**teaching college-level classes**

Check all answers that are correct.

4. Which of these words do you think best describe Copperfield?
  - thoughtless
  - lazy
  - hard-working
  - talented
5. What do you think a magician could learn from Copperfield's collection of old magic books and equipment?  
**Answers will vary.**
6. If you were a magician or an illusionist, what kinds of tricks would you like to do?  
**Answers will vary.**
7. The headings below belong in this article. To which paragraph does each heading belong?  
Copperfield's Beginnings **2<sup>nd</sup>**  
What Is an Illusion? **1<sup>st</sup>**  
Saving Magic for the Future **4<sup>th</sup>**  
Project Magic **3<sup>rd</sup>**
8. In your own words, explain what an illusion is.  
**Possible answer: An illusion is like a trick on the eyes or the senses.**
9. The youngest person ever to be allowed to join the Society of American Magicians was **David Copperfield**
10. Why do you think Copperfield believes that his best work is Project Magic?  
**Possible answer: It's something he has done that helps other people and makes a difference in their lives.**

85

1. Number the sentences to show the order in which events happened in the story.

- 2** Gary laughed about their magic words.
- 4** The boys heard Josh's mom.
- 5** The boys discovered Mom and Wiggles.
- 3** The boys figured out how to say the words backward.
- 1** Gary felt great because their trick worked.
- 6** The boys tried to make Mom's flowers reappear.

2. What problem do the boys have in this story?

**They can't find Wiggles the rabbit.**

3. What problem does Mom have?

**Wiggles has eaten her flowers.**

4. How do the boys try to help Mom? Do you think it will work?

**They try to do a magic trick to make her flowers reappear.**

5. Who does Wiggles belong to?

**Josh**

6. Do you think Wiggles has escaped before? What details in the story helped you answer this question?

**Yes, because Josh's mom says, "Now how many times . . ." This sounds as though Wiggles has escaped and eaten flowers many times before.**

7. Do you think the boys will continue working on their magic tricks? Why or why not?

**Answers will vary.**

87

1. The children notice that the town of Rockville is **quite small**.

2. What three sights do the children see out the bus window? Write the parts of the sentences from the story that tell you.  
**"This is a little town... tall, dry cornfields... a long gray wall"**

The place where a story happens is the **setting**. An author might describe how a place looks, how it feels, or how it smells. The author of this story described the setting in the first paragraph. Answer these questions.

3. During what time of year does this story take place?

**October**

4. What kind of day is it?

**windy**

5. What detail tells you that it might be a little chilly?

**It is windy, and the children have jackets on.**

6. How do the students feel about the field trip?

- annoyed
- worried
- excited

7. Name one detail from the story that helped you answer question 6.

**Possible answer: The story says that the wind "added to their excitement."**

8. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

- E** No one is really looking out the windows much.
- C** The students are playing a game.

9. What do you think might be behind the long wall?

**Answers will vary.**

89

# Answer Key

Write **T** if the sentence is true. Write **F** if the sentence is false.

- F** The children saw a castle.
- F** The wall was on only one side of the bus.
- T** Jason had a book on the bus.
- F** The walls surrounded a lake.
- What does this story tell you about Jason? You may check more than one.  
 He likes to joke around.  
 He is interested in history.  
 He doesn't get along with Steven.  
 He has never been on a field trip before.
- Do you think Jason is reading a fiction or nonfiction book? How can you tell?  
**Possible answer: nonfiction; The title sounds like an information book, not a story.**
- What is the purpose of the long gray wall?  
**to block highway noise from people in the neighborhood**
- Why do the children decide that there's probably not a lake on the other side of the walls?  
**There aren't any lakes that big around, and the wall is on both sides of the highway.**
- What is the author's purpose for writing this story?  
**to entertain**
- Mrs. Mason \_\_\_\_\_.  
 knows a lot about the area  
 is too busy to talk to the students  
 probably just moved to the area

91

- The Great Wall of China was built \_\_\_\_\_ as a place for soldiers to live.  
 **X** to protect China.  
\_\_\_\_\_ to honor the emperors.

Write the best word to complete each sentence below.

- It took hundreds of years to **build** the Great Wall of China. (move, build, climb)
- Peasants were poor **people** who did not have farms. (people, emperors, walls)
- Today, people may **visit** the Great Wall and walk along it. (twist, visit, hear)
- What does the map show?

**China, the city of Beijing, and the Great Wall**

- Based on the map, describe how the Great Wall might look from high above Earth.

**Answers will vary.**

Write the correct abbreviation in each blank.

**mi. ft.**

- If you are standing on the Great Wall, you could be about 25 **ft.** above the ground.
- The top of the wall was made 12 **ft.** wide so soldiers and carts could travel along the wall.
- If every curve of the wall is measured, it is 1,500 **mi.** long.
- If a straight line were drawn from one end of the wall to the other, the line would be 1,200 **mi.** long.
- The Great Wall of China was built by a single emperor.** Is this true or false?  
**false**
- Why do you think watchtowers and cannons were added along the wall?  
**for extra protection**
- What else can you think of that is another great human feat?  
**Possible answer: sending humans to the moon**

93

- This article is mostly about \_\_\_\_\_ Maya Ying Lin.  
\_\_\_\_\_ the Vietnam War.  
 **X** the Vietnam Veterans Memorial.
- The wall was completed in **1982**.
- How many names are on the wall?  
**58,245**
- Why was the Vietnam Veterans Memorial built?  
**to remember everyone who served in the Vietnam War**
- Look at the picture of the wall. Then, look back at the design requirements. Write how you think the wall meets one of those requirements.  
**Answers will vary.**
- How is the wall different from most walls?  
**It brings people together instead of separating them.**
- Do you think that holding a contest to find a design for the wall was a good idea? Why or why not?  
**Answers will vary.**
- The author's purpose for writing this article is \_\_\_\_\_ to entertain.  
 to inform.  
\_\_\_\_\_ to persuade.
- If you visited the Vietnam Veterans Memorial, how do you think you would feel?  
**Answers will vary.**

95

- What kind of day is it?  
**a windy day**
- What are the children going to learn about?  
**how people farmed and lived in the 1860s**
- How is Luisa's clothing different from Mrs. Hoff's?  
**Mrs. Hoff is in a long dress, apron, and a little cap. Luisa is in jeans, a shirt, jacket, and sneakers.**
- Have you ever been on a field trip? What kinds of things did you do?  
**Answers will vary.**
- Why is Mrs. Hoff dressed in old-fashioned clothing?  
**to help students see what life was like long ago**
- About how old is the farm?  
 100 years old  
 140 years old  
 160 years old
- Is this story realistic? Why or why not?  
**Yes, everything in the story could happen in real life.**
- What is the setting for this story?  
**Fairfield Farm**
- What do you think will happen next?  
**Answers will vary.**

97

# Answer Key

1. In the barn, the students saw  
**a man and some sheep**

In this story, the author uses **dialogue** to move the story along. For each piece of dialogue below, fill in the name of the character who said it. Then, write what the dialogue tells you about the character or the story.

2. "I was just checking to see how the wool was growing."  
**Mr. Brown; He knows about wool and sheep.**

3. "Does wool really grow?"  
**a student; The student doesn't know about wool or sheep.**

4. "I clipped these sheep just about down to the skin in spring."  
**Mr. Brown; Mr. Brown is the one who clipped the sheep's wool.**

5. Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.

**R** Farmers raise sheep.  
 **R** A sheep's coat is wool.  
 **M** Sheep come in many bright colors, just like yarn.

6. Number the sentences to show the order in which wool is processed.

**3** Card the wool.  
**6** Weave the wool.  
**1** Clip the wool.  
**5** Spin the wool.  
**2** Wash the wool.  
**4** Dye the wool.

7. Why is Mr. Brown's name funny to Luisa?  
**Everything he's wearing is brown, so his outfit matches his name.**

8. What material is Mr. Brown's clothes made of?  
**wool**

9. **Then, someone weaves it into cloth.** Is this statement a fact or an opinion?  
**a fact**

99

1. It's hot in the kitchen because  
**the wood stove is heating up the room**

2. What does the woman mean when she says, "The stove is hungry"?  
**She means that the fire is going out and she needs more wood to keep it going.**

3. Is Steven eager to taste the bread? How can you tell?  
**Yes; at first he likes the smell. At the end he thinks, "with pleasure."**

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

4.  **F** Some people still bake their own bread.  
5.  **O** Bread is best when baked in a wood stove.  
6.  **O** All bread smells good when it's baking.  
7. Why did farm wives bake bread only once a week?  
**It's a long process, and the kitchen gets very hot.**

8. After they fill up the wood box, what will the students do next?  
 get back on the bus  
 start a fire  
 sample the bread

9. On the farm in the 1860s, Saturday was **baking day**

10. Have you ever baked something from scratch before? Tell about it.  
**Answers will vary.**

101

1. What did Evelyn Seeley do before she retired?  
**She owned a bakery.**

2. What does she do now that she's retired?  
**She bakes bread.**

3. Number the sentences to show the order of the steps in the bread recipe.

**3** Add eggs.  
**6** Let rise.  
**4** Add milk, flour, and salt.  
**1** Put yeast in water.  
**5** Add yeast.  
**2** Cream butter and sugar.

4. What type of selection is this?  
 a biography  
 a newspaper article  
 a short story

Recipes often use short forms, or **abbreviations**, of words. Look at the common recipe words in the box. Write each word next to the correct item from the recipe.

cups	package
Fahrenheit	tablespoons
minutes	teaspoons

5. 40–45 min. **minutes**

6. 6 T. butter **tablespoons**

7. 350° F **Fahrenheit**

8. 3 c. flour **cups**

9. 1 pkg. dry yeast **package**

10. 1½ tsp. salt **teaspoons**

11. Does the photo add anything to the article? Explain.  
**Answers will vary.**

12. Why does Seeley think she'll never run out of recipes now?  
**Possible answer: She can look up new recipes on her computer.**

13. Who runs Seeley's bakery today?  
**her grown-up children**

103

1. This story is mostly about  
 what the students learned on their field trip.  
 what the students liked best about the field trip.  
 how much Jason liked the geese.

2. What is Luisa's favorite part about the farm?  
**the sheep**

3. Which student seems unsure about his favorite part?  
**Steven**

4. How can you tell?  
**First, he says the geese were his favorite, then the sheep, and then he says the bread was perfect.**

5. Would you say that Steven is hard to please or easy to please? Explain.  
**Answers will vary.**

6. Where are the characters when they have this conversation?  
 in the barn  
 in the kitchen  
 on the bus  
 outside

7. Write **first**, **next**, and **last** to tell in what order the events below happened.  
**last** Steven had a dreamy look on his face.  
**first** Steven and Jason got on the bus.  
**next** Mrs. Mason said she liked the bread best.

8. Do you think Mrs. Mason really wanted to curl up in the pen with the sheep? Why or why not?  
**Possible answer: No, she was just trying to tell how cozy she thought the sheep looked.**

105

# Answer Key

Write the best word to complete each sentence below.

- Up ahead, the line of cars went around a curve.  
(curve, ledge, movement)
- Jason was worried about the bus being late. (hard, late, extra)
- Steven wanted to count the cars. (spin, read, count)
- Have you ever been stuck in traffic? Write about how it felt.  
Answers will vary.
- What might cause a traffic jam? List as many reasons as you can.  
Answers will vary.
- How do you think the bus driver feels about the traffic jam?  
 amused  
 joyful  
 frustrated
- If the bus is late, what will the bus driver do?  
radio the school to let them know
- Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
C Lots of cars are on the highway at the same time.  
E The cars are causing a traffic jam.

107

- What kinds of things do we count? List two examples from the article.  
Ex.: inches of rain, students, government spending, voters, traffic accidents, etc.
  - What do we learn from counting things?  
Ex.: to see how things need to change or how things are changing
  - How do you think the information shown in this graph affects you and your community?  
Answers will vary.
  - What can the number of traffic accidents tell us?  
where new stop signs and lights should go
  - How many years does this chart cover?  
40 years
  - Why is the title of the chart important?  
It tells you what the chart shows.
- Use the bar graph to answer these questions.
- For each year, which is greater, the population or the number of cars?  
the population
  - If you want population data for 1950, would this graph help you? How can you tell?  
No. The title says that the graph includes data only for 1960-2000.
  - What was the population of the United States in 1970?  
about 203.2 million, or just over 200 million
  - How many cars were there in 1990?  
about 133.7 million, or about 130 million

109

- Tatsu is sitting in the shade on the front steps because  
it is a very hot day
  - Tatsu titles her drawing "Heat" because  
the sun is what is making her so hot
  - Write **R** next to the sentences that tell about something real. Write **M** next to the sentences that are about made-up things.  
M A person can make shade by drawing a picture of it.  
M A person can draw a picture of heat.  
R A person can draw a picture of the sun.
- The **narrator** is the person who tells a story. Answer these questions.
- Because the narrator is also a character, she uses the words *I* and *me* to tell her story. Find a place in the story where one of these words is used. Write the sentence here.  
Answers will vary.
  - Where in the story do you discover what the narrator's name is?  
When her brother asks her a question.
  - Do you think Tatsu and Fujio live in the city, in the country, or in a small town? Why?  
a city; Possible answer: They live in an apartment building. The picture looks like a city, with lots of concrete.
  - From whose point of view is the story told?  
 Tatsu's  Fujio's  Not enough information is given.
  - The author uses lots of descriptions to tell how hot it is. List three details from the story that help you imagine the heat.  
Possible answers: Everything feels hot and sticky, including my own skin; I feel like the glass greenhouse at the city park; I can count on the fingers of one hand the number of leaves moving in the breeze.
  - What do you like to do on a super hot summer day?  
Answers will vary.

111

- Why do Mario and Katie choose to draw pictures of cool water and a snow bank?  
because it helps them think about being cool on a hot day
- Why does Tatsu cross out her own picture of the sun?  
She thinks it might be making things feel hotter.
- Which word best describes the group of friends?  
 energetic  
 creative  
 anxious
- Mario doesn't use words to ask Fujio what he drew. How does he ask instead?  
He raises his eyebrows.
- What is the author's purpose in writing this story?  
 to teach  to persuade  to entertain
- Why is the story titled "Wishes on the Sidewalk"?  
Possible answer: The kids draw pictures on the sidewalk of things they are wishing for.
- Do you think that thinking about cool things can help a person cool down? Write why or why not.  
Answers will vary.
- Can you remember a hot day? How did it feel? Describe it so that someone else can imagine it easily.  
Answers will vary.

113

# Answer Key

- This article is mostly about \_\_\_\_\_ animals that lived thousands of years ago.  
 early cave art.  
\_\_\_\_\_ how early people survived.
- What did early cave artists use for paint?  
**animal fat mixed with dirt or berries**
- Where did early artists make their drawings?  
**on walls deep inside caves**
- Early cave art has been found in more than **130** caves.
- How do you like the cave art shown on this page? How is it the same or different from other drawings you have seen of mammoths?  
**Answers will vary.**
- Who is the author addressing, or talking to, in this article?  
\_\_\_\_\_ the reader  
 the people who made the cave paintings  
\_\_\_\_\_ artists of today
- Why is this an unusual way to write the article?  
**Possible answer: Those people have been dead for thousands of years. They are not reading the article.**
- Most of the cave drawings have been found in **France** and **England**.
- What is the main idea of paragraph 4?  
**People drew what they saw around them.**
- About how many years ago were the cave paintings made?  
**about 17,000 years**

115

- Would you like to have a mural in your home? Write why or why not.  
**Answers will vary.**
- Do you think the author wrote this article to make you laugh, give you information, or persuade you to do something?  
**to give information**
- The author included some bold words in the article. He wanted readers to learn those words, so he included their meanings nearby. Find one of the words and look for its meaning. Write the word and its meaning here.  
**Answer should cite murals, myths, or mosaic, along with its meaning from the article.**

Write the best word to complete each sentence below.

- I would like a **picture** of a garden on my wall.  
(jacket, picture, notebook)
- The bread in the Roman **bakery** mural looks yummy.  
(bakery, crown, sticky)
- Would you like to use a million tiny **pieces** to make a mosaic?  
(pieces, motions, signs)

7. Write **T** for **true** or **F** for **false** next to each statement below.

- Romans created sculptures on the sides of their buildings.
- A mosaic is carved into a stone wall.
- Murals do not tell us much about the ancient Romans.
- Myths are traditional stories.

- What is paragraph 4 mostly about?  
**Roman murals and what they showed**
- What kind of artwork hangs on the walls of your home? What does it say about your family?  
**Answers will vary.**

117

- The members of Lucy's family are **her father, mother, and brother**.
- What is Lucy's real name?  
**Lucinda**
- Where does Lucy's pen pal live? How do you know?  
**In the Dominican Republic; Lucy wonders whether the water in North Carolina had come from there.**
- What details do we learn about Lucy from her letter?  
**She has red hair; she is in third grade; she has two parents and a brother; she sings in a choir**
- What do you think will happen after Lucy finishes writing her letter?  
**Answers will vary.**
- How do Lucy's teacher and Isabel's teacher know each other?  
**Their teachers used to be pen pals.**
- What makes Lucy feel closer to Isabel?  
**She imagines that they have touched the same water.**
- What is paragraph 4 of Lucy's letter mostly about?  
**her trip to the beach in South Carolina**
- If you had a pen pal, what important details would you share about yourself?  
**Answers will vary.**

119

- What do all beaches have in common?  
**They all have some kind of rock or stone material.**
- Why do beaches have stones or sand on them?  
**The water, wind, rain, and frost break down rocks into smaller pieces.**
- What causes waves?  
**wind**
- Why does the article mention a rug?  
**The rug is an example of how a wave works.**
- This article has two sections. What are they titled?  
**"The Beach" and "The Waves"**
- If you were especially interested in water, what section would you look under?  
**The Waves**
- "They can nibble at your toes in the sand, or they can be loud and crashing and dangerous." What is the author describing?  
**the waves**
- What forces work together to break down rock into smaller pieces?  
**waves, wind, rain, and frost**
- Is this selection fiction or nonfiction?  
**nonfiction**
- Have you ever been to the beach? If so, describe it. If not, tell about what kind of beach you would like to visit.  
**Answers will vary.**

121



# Answer Key

Isabel wrote a friendly letter to her pen pal. She began the letter with "Dear Lucy." That is the **greeting**. She ended her letter with "Your pen pal, Isabel." That is the **closing** of the letter.

- Suppose you are writing a letter. Write the greeting of your letter here. Remember to put a comma after your greeting.  
**Ex.: Dear Grandma,**
- Now, write the closing of your letter. Note that there is a comma between the closing words and your name.  
**Ex.: Love, Simon**

Write **T** if the sentence is **true**. Write **F** if the sentence is **false**.

- F** Isabel is the oldest child in her family.
- F** Isabel's father makes his living by playing guitar.
- T** Isabel thinks her mother is a good cook.
- T** Isabel sometimes feels bossed around by her sisters.
- Name three things that Isabel and Lucy have in common.  
**Possible answers: They both have at least one sibling; Their fathers work with houses; They both enjoy the beach.**
- What does Isabel say Lucy should do the next time she sees the moon?  
**She says that Lucy should think of Isabel and her mama dancing on the beach.**
- The Dominican Republic is an island. Is this true or false? How do you know?  
**true; In paragraph 6, Isabel says, "on my island."**
- If you were writing a letter back to Isabel, what would you want to ask her about her life?  
**Answers will vary.**

123

- The Dominican Republic is about as big as **Connecticut** and **Rhode Island** combined.

- Which population is larger—the Dominican Republic's or Connecticut and Rhode Island's?  
**the Dominican Republic's**
- What does the article say about the Dominican Republic's weather?  
**It is tropical.**
- What do you know about the weather in Connecticut and Rhode Island? How would it compare to the Dominican Republic's weather?  
**It would be colder in Connecticut and Rhode Island than it would be in the Dominican Republic.**
- If the author wanted to add this sentence to the article, under what heading should it go?  
Workers also harvest valuable lumber from the coastal forests.  
**What Happens There?**
- If you need a quick reminder about the location of the island, under what heading should you look?  
**Where Is It?**

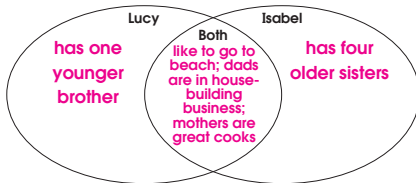
Look at the map to answer these questions.

- Which city is the capital? How can you tell?  
**Santo Domingo; It is marked with a star.**
- What city is farther north than the others?  
**Santiago**
- What country lies to the west of the Dominican Republic?  
**Haiti**
- Why is February a good time to visit the Dominican Republic?  
**You can go to Carnival.**

125

- Lucy is excited because **she just got a letter from her pen pal**.
- Lucy's mother is just returning from **grocery shopping**.
- Does Lucy seem helpful or selfish in this story? Give reasons for your answer.  
**Answers will vary.**

Lucy notices that she and her pen pal, Isabel, are alike in some ways and different in others. Help her compare. Write what is the same about both girls in the space provided. Then, write what is different about each girl.



- Choose one piece of dialogue from the story, and write it on the line. Tell what the dialogue tells you about the character or the story.  
**Possible answer: "Well, that's natural." Mom is reassuring and kind.**
- In paragraph 14, why does Mrs. Teeman look crushed?  
**She thinks that Lucy thinks that she is not a good cook.**
- Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
**C** Lucy twirled around with a bunch of bananas for a partner.  
**E** Mrs. Teeman laughed at Lucy's excitement.
- In paragraph 2, Mrs. Teeman says that Lucy won't have to camp out by the mailbox anymore. What does she mean?  
**She means that Lucy won't have to spend so much time waiting by the mailbox.**

127

- Number the sentences to show the order in which things happened.  
**3** Kyle gives Mom the phone message.  
**4** Mom goes to school on Thursday.  
**1** Mom goes out to mow the lawn.  
**2** Kyle takes a phone call for Mom.  
**5** Mrs. Essman asks Mom where the cake is.

- Why does Mom take cookies to school on Thursday?  
**She thought they were needed for a bake sale.**
- While he is talking on the phone, Kyle is also **doing his homework**.
- What is the setting for this story?  
**Kyle's kitchen**
- What type of story is this?  
 realistic fiction  science fiction  a tall tale
- In paragraph 7, the author says that Mom is getting a little prickly. What does this mean?  
**Possible answer: She is starting to sound irritated.**
- What do you think Kyle will do the next time he answers the phone? Why?  
**Possible answer: He will take a message and give it to his mom. He learned from his mistake.**
- Do you think it was fair for Kyle's mom to be frustrated with him? Explain.  
**Answers will vary.**

129

# Answer Key

1. What important parts of a phone message did Kyle forget the other day?  
**All four parts—name, number, write it down, and deliver the message**
  2. Look at the illustration. What do you think Mom is saying? Write the dialogue.  
**Answers will vary.**
  3. Why is Mom talking to the boys as though they are four years old?  
**Possible answer: She wants to be very clear with them about phone manners.**
  4. Look at the picture of Kyle and Anthony. What do you learn about the boys from the picture that isn't in the story?  
**They are probably twins.**
  5. How will the boys be tested?  
**They will be tested each time the phone rings.**
  6. Do you think Mom's phone class will be a success? Why or why not?  
**Answers will vary.**
- You have just attended the Phone Manners from Mom class. How should you respond to these telephone situations?
7. The phone rings. You answer it by saying, "**Hello. (Last Name) residence. This is (First Name) speaking.**"
  8. Your dad is reading a book on the porch. The phone rings and the person says, "May I speak to your father?" What do you say?  
**Yes you may. May I ask who is calling, please?**
  9. Your mom is washing her hair and can't come to the phone, so you must take a message. What are the four important parts of a phone message?  
**name, number, write it down, deliver the message**

131

1. What surprised Kyle and Anthony about Uncle Dale's phone conversation?  
\_\_\_\_ the fact that he had even answered the phone  
 **X** the way he spoke  
\_\_\_\_ the length of the conversation
2. Number the sentences to show the order in which events happened.  
**6** Uncle Dale gets a lesson on how to take phone messages.  
**2** Uncle Dale arrives.  
**4** Uncle Dale answers the phone.  
**1** Kyle takes a phone message.  
**5** Mom enters the kitchen.  
**3** Kyle greets Uncle Dale.
3. Why does Uncle Dale's face look a little pained in paragraph 11?  
**Possible answer: He realizes that he made a mistake.**
4. Why are Kyle and Anthony not supposed to say "yeah" on the phone?  
**It is not good manners.**
5. How are Uncle Dale and Mom related to each other?  
**They are brother and sister.**
6. Do you think that Uncle Dale will use better phone manners in the future? Explain.  
**Answers will vary.**

133

1. The article says it's not your voice, but **sound waves** made by your voice, that enter the telephone's microphone.
  2. When the current in a telephone wire is flowing smoothly, what does the person on the other end hear?  
**nothing**
  3. When sound waves interrupt the flow of current, what does the person on the other end hear?  
**the speaker's voice**
  4. How long ago did people know that sound could travel along a wire?  
**almost 400 years ago**
  5. How long ago did Alexander Graham Bell invent the telephone?  
**about 130 years ago**
- Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.
6.  **F** Sound waves travel along a wire with the help of an electrical current.
  7.  **O** The telephone is the most important invention of the last 200 years.
  8.  **O** Without the telephone, modern businesses would fail.
  9. How does the computer know to connect you to the person you are trying to call?  
**When you dial the person's phone number, that tells the computer to connect your phone to theirs.**
  10. **Telephones have been around for less than a hundred years.** Is this statement true or false?  
**false**
  11. How do you and other members of your family use the telephone today?  
**Answers will vary.**
  12. What would it be like if you had to get along without telephones? How else would you communicate?  
**Answers will vary.**

135

1. What clues tell you that the narrator is in bed? Write the words or phrases from the story.  
**"snuggled under the covers"; "too close to sleep"**
2. How do you know that having pancakes for breakfast must be a special thing?  
**It says the smell of pancakes was not a normal smell.**
3. The word that best describes this family is  
\_\_\_\_ rough.  
\_\_\_\_ noisy.  
 **X** pleasant.
4. What is the setting for this story?  
**the narrator's kitchen**
5. Write two things you know about the narrator of the story.  
**Possible answers: She likes pancakes. She has a brother and a sister.**
6. Why does the girl feel sorry for her younger brother?  
**He is too little to eat pancakes.**
7. Explain the title of the story, "Honey to the Rescue."  
**Possible answer: The family is out of syrup, but they can still have pancakes because they have honey.**
8. Why is the first sentence of the story ("What's that smell?") in italics?  
**The narrator is thinking it, not saying it aloud.**

137

# Answer Key

1. List the reasons the author gives for making honey our national food.  
**Honey lasts pretty much forever. Honey is sweet. The bees would like it. Honey is useful.**

2. Do you think those are good reasons for naming honey as a national food? Write why or why not.  
**Answers will vary.**

3. Sometimes, an author has more than one purpose for writing. What two purposes do you think this author had for writing the honey article?  
 **X** to entertain readers  
 to give an explanation of honey bees' lives  
 **X** to persuade readers that honey is good  
 to describe how honey resists bacteria

4. This article is mostly about  
 **X** how good honey is.  
 the food value of honey.

Write the best word to complete each sentence below.

5. It's amazing that the honey didn't spoil. (burst, spoil, mend)

6. I like to spread honey on hot toast. (spread, clap, handle)

7. As bees collect nectar, they also spread pollen. (collect, enter, change)

8. What would happen to flowers without bees and butterflies?  
**They would not be able to exist anymore.**

9. This article contains facts about bees and honey, but it also contains the author's opinion. Give one example of each. **Possible answers:**  
Fact: **It wasn't moldy or rotten.**  
Opinion: **I think the bees would like it if we made honey our national food.**

10. Name one way in which bees use the honey they make.  
**They feed it to the larvae.**

139

1. Write **R** next to two sentences that tell about real things.  
 **R** Anyone can make up a song.  
 **R** A song can be happy or sad.  
 The words of a song are always true.

2. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.  
 **F** Eliza raised her hand.  
 **O** Well, that's a good question.  
 **O** I guess that's not much different from us.  
 **F** Mr. Hamlin let them think some more.

3. Choose one piece of dialogue from the story, and write it on the line. Tell what the dialogue tells you about the character or the story.  
**Possible answer: "Hmm, well that's a good question." Mr. Hamlin is a good teacher. He encourages his students.**

4. The students figure out that people like to make up songs about everyday things.

5. Earlier that day, Eliza says she sang a song about her socks.

6. Which word best describes Eliza?  
 **curious**  
 sneaky  
 nervous

7. If you wrote a song, what everyday things could you put in it?  
**Answers will vary.**

141

1. What is the difference between a ballad and a folk song?  
**A ballad is longer and usually tells a story. A folk song is shorter and tells of a feeling or experience.**

2. Why do you suppose someone wrote "Farewell, Nancy"?  
**A sailor was leaving his wife or girlfriend to go to sea.**

3. Why do you think someone would make a song about saying good-bye?  
**Answers will vary. Ex.: It might help someone say good-bye. It might help when "Nancy" is missing the sailor.**

4. "When Johnny Comes Marching Home Again" is a well-known ballad. Even if you don't know the words, the title hints at the song's story. What do you think it is?  
**Answers will vary but may mention a soldier coming home from war.**

5. Write **T** for **true** or **F** for **false** next to each statement below.  
 **F** People's feelings are very different today than they were long ago.  
 **T** Most folk songs have been written recently.  
 **T** Folk music can be about a number of different topics and emotions.

6. Why do you think people might write folk songs during wars?  
**Answers will vary.**

7. What two main emotions does the sailor have in "Farewell Nancy"?  
**sadness** and **hope**

8. Why do you think that we don't know who wrote most folk songs?  
**Possible answer: They were written long ago and passed down through many people.**

143

1. What do Grandma and Grandpa do for a living?  
**They are farmers.**

2. Do you think Grandma likes peanut butter? Why?  
**Ex.: Yes, because she liked the sandwich Grandpa made.**

3. Do you think you would like a peanut butter-bacon-banana sandwich?  
**Answers will vary.**

4. What do you think will happen next?  
**Answers will vary.**

5. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.  
 **E** Grandma helped out in the fields.  
 **C** Grandpa broke his leg.

6. Where are Max and A.J. taking their picnic?  
**to Grandpa, who is planting corn**

7. What would Max and A.J. like to have for lunch better than anything else?  
**peanut butter and jelly sandwiches**

8. Why did Grandma eat the sandwich, even though it sounded awful to her?  
**She didn't want to hurt Grandpa's feelings.**

145

# Answer Key

1. This article is mostly about  
 Carver's work with peanuts.  
 Carver's fame as a scientist.  
 Carver's fight to get an education.

2. George Washington Carver lived from 1864 until 1943.

3. While in college, he studied agriculture, which is the study of farming.

4. Carver made hundreds of products from peanuts. List some that the article mentions.  
**Answers will vary.**

5. Which of the products seems the most interesting or the most unusual to you? Write why.  
**Answers will vary.**

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

6.  Carver saved Southern farmers from ruining the land.

7.  Planting peanuts after cotton keeps the soil healthy.

8.  Carver is America's greatest black scientist.

9. Based on the article, it seems that the author \_\_\_\_\_ Carver.  
 dislikes  
 admires  
 ignores

10. Why is it a good idea to rotate crops, instead of planting the same thing over and over?  
**It gives the soil chance to rest, and it produces healthier crops.**

11. Reread the first line of paragraph 5. Do you feel that Carver made the right choices? Explain.  
**Answers will vary.**

147

Write the best word to complete each sentence below.

1. Stephanie and her mom look for a box in the attic.  
(attic, entrance, ending)

2. Stephanie was proud that she had built her present.  
(waved, built, filled)

3. Stephanie was curious about Mom's wrapping idea.  
(clever, crazy, curious)

4. Explain how Stephanie will make the wrapping paper.  
**She will use stamps, sponges, and paints on plain brown paper.**

5. Write two adjectives you could use to describe Stephanie. **Possible answers:**  
creative and thoughtful

6. Look at the picture. Where do you think Stephanie and her mom are?  
\_\_\_\_\_ in the living room  in the garage \_\_\_\_\_ in Stephanie's room

7. From whose point of view is the story told?  
**Stephanie's**

8. Do you think Dad will like Stephanie's gift? Why or why not?  
**Answers will vary.**

149

1. The author used a numbered list for the instructions. Why do you think this was done?  
**Answers will vary.**

2. What other kinds of instructions, with numbered lists, have you seen?  
**Answers will vary.**

3. Number the sentences to show the order in which to complete the stamping project.  
3 Dip stamp into paint.  
4 Press stamp on paper.  
1 Put paint in plastic lids.  
6 Let dry.  
2 Lay out sheet of paper.  
5 Lift the stamp.

4. Why do the instructions say you should put small amounts of paint in plastic lids?  
**So you can dip stamps easily.**

5. What can you think of that you would like to decorate with stamps?  
**Answers will vary.**

6. Explain how you can make your own stamps.  
**You can cut them out of fruits or vegetables, or you can use household items.**

7. What is the author's purpose?  
 to instruct \_\_\_\_\_ to entertain \_\_\_\_\_ to persuade

8. Does this sound like a craft you would like to try? Why or why not?  
**Answers will vary.**

151











# Stop the summer slide. Start Summer Bridge Activities®.

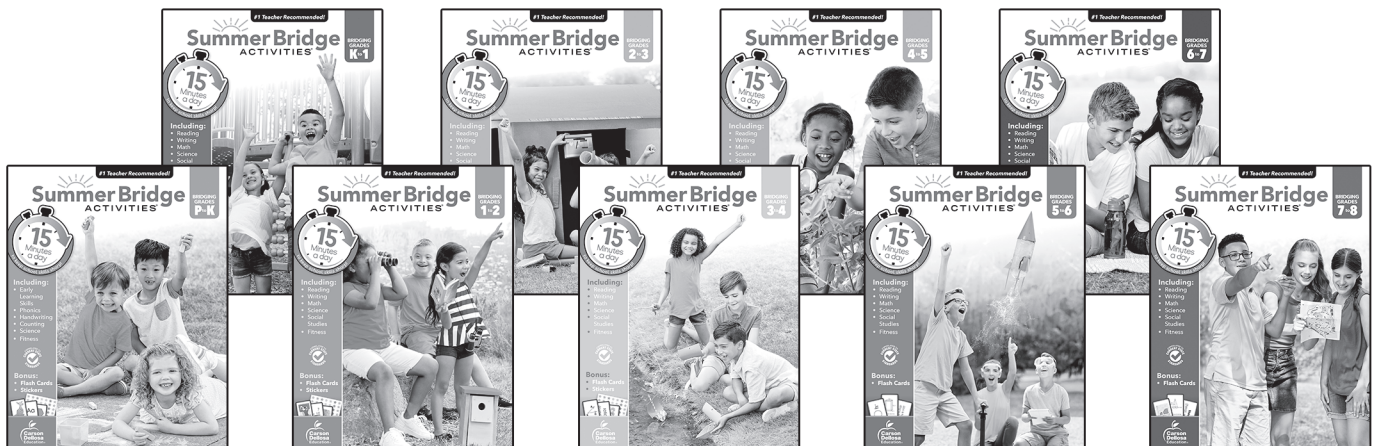
You've probably heard of "summer learning loss," or the "summer slide." Studies have shown that children can *lose up to 2.5 months of learning* over the summer. But did you know that summer learning loss could have a cumulative effect with a long-term impact on children's skills and success?

**Summer Bridge Activities®** are an easy, effective, and fun way to keep your child's mind sharp all summer long.

Inside each book you'll find:

- \* Essential math, language arts, reading, social studies, science, and character development skills
- \* Encouraging stickers and certificates to keep kids motivated
- \* Outdoor fitness activities to keep them moving
- \* Free access to the **Summer Bridge Activities®** online companion site

With **Summer Bridge Activities®**, your child will be on track for a terrific school year, and beyond. That's why we say; ***just 15 minutes a day goes a long way!***



Newly updated, **Summer Bridge Activities®** books align to state learning standards.

[carsondellosa.com/summerbridge](http://carsondellosa.com/summerbridge)

# Reading



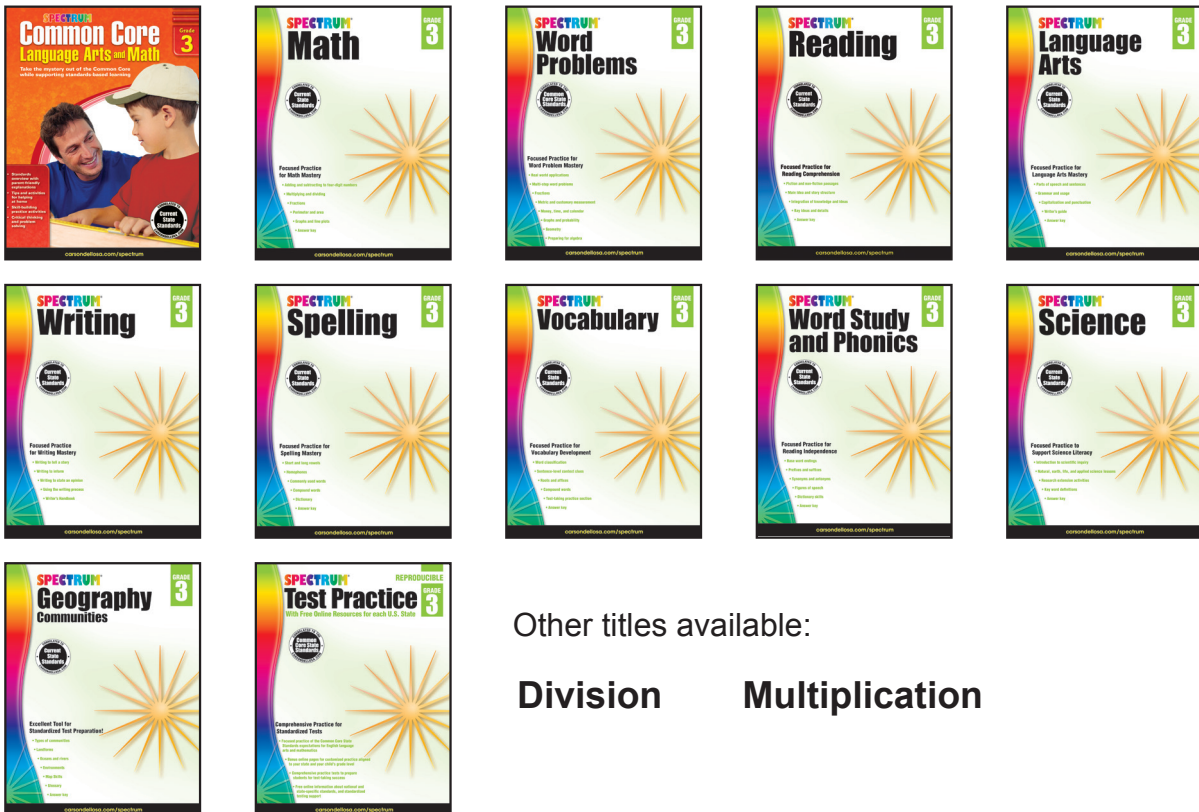
Supporting your child's educational journey every step of the way.

*Spectrum*<sup>®</sup> provides specific support in the skills and standards that your child is learning in today's classroom.

- Comprehensive, grade-specific titles to prepare for the year ahead
- Subject-specific practice to reinforce classroom learning
- Skill-specific titles to enrich and enhance educational concepts
- Test preparation titles to support test-taking skills

No matter your need, *Spectrum* is with you every step of the way.

*Spectrum* is available in these titles for third grade success:



Other titles available:

**Division      Multiplication**



carsondellosa.com