

Dear Parent(s),

We have created this Fluency Folder to help your child develop effective reading skills. Your child will need and use this folder throughout the school year. **Please keep this folder safe.** It will be your responsibility to keep this folder intact. **It will not be replaced.** This folder will need to be brought to school and taken home on a daily basis. Below is a list of ways we will use this reading folder:

1. **Sight Words:** These lists contain words 600 to 1,000 from the Fry Instant Word Lists (1980). The students will be required to know how to read the words on each set. The daily practice is designed to help the students build reading fluency. The students will be tested weekly for mastery. ***Mastery is being able to read each word in a second (see it, say it)***. The student will move on to the next set when at least 75% (20 words) has been mastered. When the child moves into the next set please continue to review any words that have not been mastered from the previous sets. This is part of the daily homework. Please help your child to achieve this goal. These words may be written on sentence strips to be practiced at home.
2. **Sight Word Phrases:** In addition to Sight Word Lists, there are Sight Word Phrases. Please follow the directions indicated for Sight Word Lists. As with the Sight Word List, please remember that the student will move on to the next set when at least 75% (20 phrases) has been mastered. When the child moves into the next set please continue to review any phrases that have not been mastered from the previous sets. These phrases contain the word from 600 to 1,000 Fry Instant Word List (1980). Repeated reading of a few phrases per week gives students practice reading high-frequency words and developing fluency and general proficiency. These phrases may be written on sentence strips to be practiced at home.
3. **Reading Passages:** The same story will be read 3 times per evening, Monday-Thursday for homework. Your child's Homework Log will indicate which story is to be read each week.
 - a. Your child will read the 1st time to build accuracy. It should be timed for 1 minute. Count the number of words read correctly and record the words per minute (wpm) in the Home Practice section.
 - b. Your child will read the story a 2nd time to practice using punctuation when reading and to develop expression.
 - c. Your child will read the story a 3rd time to develop comprehension.
 - d. In addition to fluency practice, your child will answer one to two questions per night from the passage. This will help to enhance comprehension and vocabulary development.

We have found these reading folders to be very effective in developing reading skills. By working together, your child will become a successful reader.

Sight Word List

(Taken from Fry Instant Word List – Sixth 100 Instant Words)

Set 17

cause

main

happy

train

wide

gone

blue

arms

sky

wish

brother

glass

drop

race

west

sit

store

lay

wall

job

root

legs

edge

sat

past

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

(Taken from Fry Instant Word List – Sixth-Seventh 100 Instant Words)

Set 18

meet	care	hope
teacher	pushed	quite
drive	hill	everyone
kept	outside	lake
ice	green	hair
sleep	tall	gold
jumped	already	quiet
know	bed	
ride	everything	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List**Set 19****(Taken from Fry Instant Word List – Seventh - Eighth 100 Instant Words)**

lot	smiled	wrote
stone	trip	shouted
build	hole	plains
speed	fight	gas
cat	surprise	grass
catch	dress	skin
sail	couldn't	brown
rolled	least	
bear	someone	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List

Set 20

(Taken from Fry Instant Word List – Eighth 100 Instant Words)

cool	mouth	maybe
cloud	yard	break
lost	choose	art
sent	clean	feeling
bad	bit	hit
save	fell	sand
alone	team	clock
east	ring	
pay	cost	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List**Set 21**

(Taken from Fry Instant Word List – Ninth 100 Instant Words)

mine	thick	stream
wasn't	spot	meat
fit	bell	hat
safe	fun	swim
string	loud	park
blow	thin	sell
wings	rich	block
pole	send	
sight	branches	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List**Set 22**

(Taken from Fry Instant Word List – Ninth- Tenth 100 Instant Words)

spread	nose	point
sharp	fear	page
printed	deal	letter
wouldn't	rope	study
sister	follow	learn
agreed	different	America
chart	move	high
fresh	again	
shop	change	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List
Set 23

own	young	body
below	river	music
country	four	color
father	second	question
head	later	horse
story	enough	problem
open	song	since
example	important	
together	mountain	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Sight Word List
Set 24

piece	birthday	listen
usually	hello	wind
heard	cage	covered
order	hurry	several
during	airplane	himself
low	penny	toward
sang	measure	step
turtle	tomorrow	
early	remember	

Please initial and date each day that your child reads this list.

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 5)
List 17

hour by hour	be glad that	follow my directions
you have company	would you believe	begin at once
do you mind	pass the meat	try to reach
next month we	at this point	rest and relax
he sent it	please talk louder	when we want
to the bank	ship the box	his business is
the whole thing	a short stop	make certain that
was not fair	give the reason	it's almost summer
fill your glass		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p> <p>(ppm – phrases per minute)</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
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(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 5)
List 18

grade your paper	my big brother	remain there until
glass of milk	several years ago	the long war
are you able	please change it	either you come
change was less	train the dog	does it cost
in the evening	sing the note	time is past
find her room	flew overhead	at his office
the cow stood	will you visit	wait in line
the teacher said	is almost spring	picture was gone
the blue bird		

Practice in class

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

Practice at home

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

(ppm – phrases per minute)

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 5)
List 19

fry an egg	on the ground	when you add
the dripping ice	a sunny afternoon	feed the sheep
the boat trip	plan his work	the question is
the biggest fish	return the gum	call him sir
would not tell	the huge hill	the wet wood
broke the car	watch for children	left all alone
to bend low	broke her arm	dinner was cold
hair is brown	service the car	in class today
was quite short		

Practice in class

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

Practice at home

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

(ppm – phrases per minute)

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 5)
List 20

spell a word	a beautiful picture	the sick cat
because a teacher	will you cry	finish the work
toss and catch	the shiny floor	a broken stick
great amounts of	guess the answer	paint the bridge
in the church	a tall lady	a treat tomorrow
ice and snow	for whom the	women and children
among the leaves	a rocky road	the farm animals
my famous cousin	bread and butter	gave wrong directions
the space age		

Practice in class

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

Practice at home

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

(ppm – phrases per minute)

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
(Fry Phrases Level 6)
List 21

became a man	a fat body	take a chance
act right now	it will die	in real life
must speak out	it already ended	a good doctor
please step up	all by itself	had nine lives
the baby turtle	minute by minute	a loud ring
who wrote it	make it happen	let's appear happy
a big heart	can swim fast	a felt hat
the fourth hour	I'll say it	kept a long time
a deep well		

Practice in class

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

Practice at home

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

(ppm – phrases per minute)

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

Fluency Phrases
 (Fry Phrases Level 6)
List 22

could see herself	have an idea	drop the pin
the wide river	her smile glowed	son and daughter
the bat few	is a fact	sort the clothes
king of hearts	the dark street	kept to themselves
whose coat is	study the book	a great fear
move your car	she stood outside	as for himself
the strong man	for the knew	every so often
toward the end	filled with wonder	twenty black birds
it was important		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
 (Fry Phrases Level 6)
List 23

demand a pencil	however you want	a tomato plant
can you suppose	in this case	can you figure
increase your work	enjoy your study	rather than walk
sound it out	eleven comes next	music in words
a human being	in the court	may the force
by the law	was her husband	just that moment
my favorite person	a sad result	he could continue
the lowest price	to serve well	the national anthem
wife and mother		

<p><u>Practice in class</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>	<p><u>Practice at home</u></p> <p>M _____ ppm</p> <p>T _____ ppm</p> <p>W _____ ppm</p> <p>Th _____ ppm</p>
<p>(ppm – phrases per minute)</p>	

(Total of 75 words – contains rimes and patterns)

Parent’s Signature: _____

Fluency Phrases
(Fry Phrases Level 6)
List 24

was my aunt	her system was	he will lie
the cause was	will she marry	it is possible
I will study	one thousand more	in the pen
his condition was	she said perhaps	she will produce
it was twelve	he rode the	is my uncle
the labor force	in public court	I will consider
it happened thus	was the least	she has power
made a mark	will be president	a nice voice
must ask whether		

Practice in class

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

Practice at home

M _____ ppm

T _____ ppm

W _____ ppm

Th _____ ppm

(ppm – phrases per minute)

(Total of 75 words – contains rimes and patterns)

Parent's Signature: _____

A Present for Me 3.1

I wanted to take my stepmother out to dinner for her birthday and pay for our dinner with my own money. I wanted it to be a surprise and I wanted it to be just from me. The problem was, I didn't have any money!

12
27
41
45

I went out to try to find ways to earn money. The lady who lives in the apartment upstairs said she wanted to get rid of all her empty soda cans and bottles. She said I could keep the money for the deposit if I took all of the cans and bottles back to the store. It took me five trips, but I got them all taken back to the store.

59
72
84
99
114
116

The man in the apartment downstairs said I could walk his dog after supper every night for two weeks. Our neighbor lady said she could use some help putting out the trash and getting rid of old newspapers. One lady in our building said she would like some help with her groceries, but she couldn't afford to pay me. I helped her anyway. She said she would give me some flowers to give to my stepmother.

127
138
151
163
175
187
192

The day before her birthday I asked Mom if she would go on a date with me for dinner. She was surprised when I paid for the dinner with the money I had earned. She made me tell her where I had gotten the money. Then she gave me a big hug and said it was the best birthday present ever. I think she liked the flowers the best of all.

205
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247
259
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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

A Present for Me 3.1 Use Complete Sentences

Monday:

Why does he want to earn money?

What is the first thing he does to earn money?

Tuesday:

How did the stepmother probably feel at the end of the story?

How can you tell?

Wednesday:

What word from paragraph 2 means the opposite of give?

What is paragraph three mostly about?

Thursday:

What are three things the boy did to raise money for his stepmother’s birthday dinner?

What happened right after the neighbor said she could not afford to pay him to help her with her groceries?

The Olympic Games 3.2

Our whole family watched the Olympics last summer. We didn't have to travel anywhere to see the games. We watched them on TV in our family room.

The Olympics are held every four years. There is both a summer Olympics and a winter Olympics. My favorite sports in the summer are swimming and track and field. In the winter, my favorites are sledding and ice skating. The skaters are so skilled that they make skating look easy, even though it isn't. I like to watch their jumps and spins.

The athletes who come in first, second, and third place receive medals. First place is gold and second place is silver. The third place medal is bronze. When they get their medals, the athletes stand beneath their country's flag. His or her country's song is played for everyone to hear.

The Olympic Games have been around for two hundred years. They began with only one race. The games soon grew to last five days and more sports were added. The Olympics had strange rules at first. One rule was that only men could be in the games or even watch.

Today, both women and men take part in over twenty different sports. The athletes come from all around the world. The games always open with a parade and the lighting of the Olympic flame from a burning torch. Teams of runners carry the torch from the site of the first games all the way to the country hosting the games.

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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

The Olympic Games 3.2 Use Complete Sentences

Monday:
How long have there been Olympic Games?

Make a list of the food at the party?

Tuesday:
Below are two sentences from the story. Circle the sentence that is an opinion.

There is both a summer and a winter Olympic.

I like to watch their jumps and spins.

What word or words in the sentence you chose make it an opinion?

Wednesday:
How are the Olympics different today than they were in the beginning?

What happens before the Olympic Torch can be lighted at the opening of the Olympic Games?

Thursday:
Why did the author probably write this story?

Which word or words from paragraph two help the reader know what *skilled* means?

Mother's Day 3.3

My stepfather and I surprised Mom on Mother's Day. We got up very early in the morning and fixed her breakfast. We planned the surprise the day before. We went to the grocery store and bought food and real flowers to make the breakfast special. We decided to bake waffles and serve them with fresh strawberries and whipped cream. We know Mom likes strawberry waffles because she had them once when we went out for breakfast.

10
22
34
45
55
63
74
76

We told Mom to sleep in as long as she wanted. We said, "When you wake up, just knock on the kitchen door but don't come into the kitchen."

89
101
105

I washed the strawberries and removed the tops. Then I put silverware and a plate on a tray and Dad put the flowers in a little vase. Dad made the special coffee Mom loves. Then I helped Dad make the waffles. We used a waffle mix so it would be easier. We had to heat up the waffle iron first. The first waffle didn't turn out too well so Dad said I could eat it. It tasted excellent even if it looked funny!

116
131
142
155
168
182
188

The next waffle was perfect. Just when we had the waffles all figured out, Mom knocked on the kitchen door. We put a waffle on the plate and spooned the berries on it. Then I squirted whipped cream over the top.

200
212
224
229

We walked up to the bedroom and tapped on the door. Mom said, "Come in!"

241
244

She said it was the best breakfast she had ever tasted.

255

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Mother's Day 3.3 Use Complete Sentences

Monday:

Why do they want to surprise mom?

What did they do the day before they went to the grocery store?

Tuesday:

Why did dad allow the child to eat the first waffle?

Why do they want mom to knock on the door but not come in?

Wednesday:

What in the passage tells you that mom will enjoy the breakfast they chose to make?

What sentence from the passage tells you that they wanted mom to get as much rest as she liked?

Thursday:

Read this sentence: *Then I helped dad make the waffles.* Rewrite this sentence using a synonym for helped.

How does mom most likely feel at the end of the story?

Surprise Party 3.4

My dad had his fortieth birthday last month, so my mom planned a big surprise party for him. She said I could assist with the party, but that I had to keep the party a secret. She said I couldn't tell my dad because that would spoil the surprise.

11
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39
49
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102
114
125
136
141
153
167
180
191
202
212
223
233
243
254
256

I helped Mom organize the guest list and write the invitations. I was responsible for making sure everyone was included. I also addressed all the envelopes and put stamps and return addresses on them. We wrote the invitations before Dad came home from work. We had to sneak them to the post office so Dad wouldn't see them. We planned to have the party at Dad's friend's house. All of the guests were supposed to come early so Dad wouldn't be suspicious. Dad thought he was just having dinner with his friend.

Every time I looked at Dad before the party I thought about the secret. It was very hard not to say something. I thought I had to tell someone or I would burst. I decided to whisper my secret to my pet cat because I knew she could be discreet.

Finally the day of the party came. Everybody waited at our friend's house with the lights turned off and everyone hidden. Then Dad rang the doorbell and Dad's friend opened the door. We all yelled, "Surprise!" Dad was so shocked he was speechless. Dad's brothers and parents were there. All his friends from work came, and even some old friends from high school were there.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Surprise Party 3.4 Use Complete Sentences

Monday:

Why did mom tell the author that they could not tell dad about the party?

List the three steps in paragraph three that the author used to organize the invitations?

Tuesday:

Why did the author feel she had to tell someone the secret?

Why did the author feel it was okay to tell the cat about the party?

Wednesday:

Why did the guest have to come early?

Which word from paragraph 4 means the opposite of closed?

Thursday:

Which two words from paragraph four let the reader know how dad felt?

Which two words from paragraph four let the reader know how dad felt?

The Sun 3.5

Did you know sunshine actually comes from a star? That’s because the sun is a star just like the millions of stars in the sky. The sun is so big that more than a million Earths can fit inside it. The sun is not the biggest star, though. Many stars are actually bigger and brighter. The sun looks bigger and brighter because the Earth is closer to the sun than any other star.

**10
25
40
52
62
73**

The sun is a huge ball of glowing gases. It’s so hot you could never touch it. The temperature of the surface is one hundred times hotter than the hottest summer day. Sometimes the sun’s surface gets so hot it creates solar flares. Sometimes solar flares cause difficulty on Earth. Solar flares can cause static on radio stations. When solar flares are large, they can even cause electric power failures.

**87
98
108
119
130
141
143**

The sun’s energy reaches us in the form of heat, light, and radio waves. The sun is millions of miles away from us. It takes the sunlight about eight minutes to travel to the Earth.

**155
167
178**

The sun gives us light and heat. Without it, no plants, animals, or humans could grow or survive. The sun gives off so much light it can be converted into solar energy. Solar cells convert sunlight into electricity. Solar cells can be used to provide power for cars and lights. Some solar cells are as small as a stick of gum and some are as big as a football field.

**189
201
212
222
234
248**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent’s Signature: _____

The Sun 3.5 Use Complete Sentences

Monday:

How long does it take sunlight to travel to the Earth?

What are two ways that solar flares can cause difficulties on the Earth?

Tuesday:

What are the three forms in which the sun's energy reaches us?

Why does the sun look larger and brighter than other stars?

Wednesday:

Which word in paragraph 4 means the same as live?

Which sentence in paragraph four lets the reader know how important the sun is on the Earth?

Thursday:

What causes solar flares?

Why does the author most likely write this passage?

My Dad Goes to School 3.6

My dad goes to school just like me. My sister is in second grade and I am in fourth grade. My dad isn't in a grade. He goes to school at the community college where he is studying computer science. Every morning he walks with my sister and me to the bus stop. We all ride the same bus to my school and then he says goodbye to us.

**13
28
38
48
63
69**

We all ride the bus home in the afternoon, but at different times. My sister and I get home first. As soon as Dad arrives, the three of us sit down at the kitchen table and do our homework together. I think Dad has the most homework. After he gets his homework done, my dad goes to his job and works until midnight. When he gets home it's very late and the rest of the family is sound asleep.

**81
95
108
120
131
144
148**

Dad says he is studying hard because he wants a better job. He says he's looking forward to being home in the evenings and relaxing with all of us. In another year he will finish his degree and he can find a better job.

**160
172
185
192**

I admire my dad. Sometimes when I'm not in the mood to do my homework he pats me on the shoulder and says, "You're doing very well. You keep it up and you won't have to go to school when you're an old guy like me."

**205
216
230
238**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

My Dad Goes to School 3.6 Use Complete Sentences

Monday:

Who rides the bus with the author every morning?

What does dad do every evening after completing his homework?

Tuesday:

Why does dad say he is studying so hard?

Which sentence shows that the author is proud of his dad?

Wednesday:

What words in paragraph 3 lets the reader know the meaning of *degree*?

The reader can tell that dad wants his children to do well in school because...?

Thursday:

What does dad do when the author is not in the mood to do homework?

What does dad do when the author is not in the mood to do homework?

Satellites 3.7

I like to look up at the sky at night. I like to look at the stars and find different constellations. I can find the Big Dipper and the Little Dipper. The Big Dipper always points to the North Star. The North Star is an important star because it helps people who are lost to find their way.

**17
28
39
51
58**

My favorite object to watch for in the night sky moves quickly across the sky and you have to be alert to see it. It's a satellite. Satellites look like tiny dots of light and travel from side to side without blinking or stopping. Satellites are different from planes because they do not make any noise.

**69
84
95
105
114**

Satellites circle the Earth hundreds of miles above the ground. Some satellites have cameras to take photos of land and sea. Some look out into space and send back information about stars and planets. Others watch weather patterns and send weather reports back to Earth.

**123
134
145
154
159**

The first satellite was launched from Russia. It was named Sputnik and had a radio that sent signals back to Earth. Sputnik went around and around the Earth for thirteen weeks. Modern satellites can stay in the sky for years. One satellite, Skylab, even has people living in it. It is fun to think of people living up there.

**169
181
191
203
218**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Satellites 3.7 Use Complete Sentences

Monday:

Where the first satellite launched from and what was its name?

What is the author's favorite object in the sky?

Tuesday:

What word or words in paragraph one let the reader know what the word *constellations* means?

How are satellites different from planes?

Wednesday:

What are three things that satellites do for us?

From this article the reader can tell that satellites are improving because...?

Thursday:

How does the author probably feel about astrology?

Is this passage written to entertain or inform?

Elephants 3.8

Elephants are some of the largest and smartest animals on Earth. There are two types of elephants: Asian and African. Asian elephants are found in the forests of India and Southeast Asia. They are often caught and trained to help people do heavy work. People use them to clear forests and tow heavy logs. The elephants' handlers often become good friends with the elephants.

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43
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64**

Most African elephants live in preserves where they are protected from hunters. Preserves also help keep them from damaging crops and fields. African elephants have very large ears that they flap to scare off other animals or to keep cool. They have long ivory tusks.

**73
82
91
104
109**

Both kinds of elephants have very long trunks. They use their trunks to reach down to the ground and high into trees to find food. Plants and leaves and small branches from trees are their favorite foods. The trunk is also used for drinking, smelling, and greeting other elephants. Sometimes they even use their trunk like a snorkel in deep water. Elephants like to raise their trunks full of water and give themselves a shower.

**120
133
144
155
164
176
184**

Most people only see elephants in zoos or circuses. Sometimes they have learned to do tricks like standing on their hind legs or hooking their trunks around another elephant's tail. Someday I'd like to see some elephants in the wild.

**193
204
214
224**

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____

Parent's Signature: _____

Elephants 3.8 Use Complete Sentences

Monday:

What are four things elephants use their trunks for?

What sentence in paragraph one lets the reader know that handlers care about elephants?

Tuesday:

What do African elephants use their large ears for?

What word or words in paragraph three help the readers know that elephants like to eat leaves and small branches?

Wednesday:

What does the passage lead the reader to think that the author might do in his/her future?

In paragraph one the word *types* means...

Thursday:

Which word in paragraph four means the same as back?

Why are elephants sent to live on preserves?

The Sea Park 3.9

I like to go to the sea park. There are all kinds of sea life in	16
different areas of the park. Some areas are for animals like sea	28
lions that swim and dive. In the sea lion area there are windows	41
that are partly below the water so visitors can watch what	52
happens under the water. The last time I was at the sea park, I	66
watched the sea lions have lunch. A trainer tossed fish into their	78
pool. The sea lions quickly swam and grabbed the fish.	88
Another area of the sea park shows how sea plants live in	100
deep water. You could see their tops, middles, and bottoms. You	111
could even see the crabs and clams that live at their base.	123
In another part people can walk inside a glass tube while the	135
fish swim all around. Once when I was in the tube a shark came	149
right up to my face. It feels as if the fish are swimming freely	163
and it's the people who are in the tank. There is also an area for	178
the shorebirds that live along the ocean cliffs. I liked the sea	190
birds with the large gold bills. They spend a lot of time grooming	203
their feathers.	205
My favorite sea creatures at the sea park are the jellyfish.	216
They float around inside huge tanks. They look like lacy hats	227
with long ribbons flowing below. They fill up with water and	238
squeeze it out to move. As the jellyfish move it reminds me of a	252
dance. I could watch them for hours.	259

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent's Signature: _____

The Sea Park 3.9 Use Complete Sentences

Monday:

What does the author compare jellyfish to?

What do you think brings about this comparison?

Tuesday:

How is it possible for visitors to watch what happens underwater in the Sea Lion area?

How do jellyfish move?

Wednesday:

What is a synonym for the word *grooming* in paragraph three?

What is an antonym for the word *base* in paragraph two?

Thursday:

How do you think the author feels about jellyfish?

How do you know this?

I Belong to a Big Family 3.10

I belong to a big family. My three brothers, two sisters, and grandma all live in our house. That makes nine people in our family! You can bet it gets pretty busy sometimes. We have rules because we have such a big family and my parents want to make sure no one gets left out. 12
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Our rules are not the same kind of rules we have at school, like sitting in your seat before the bell rings. We have rules about homework, TV, housework, and keeping our rooms clean. My parents say we need to be organized and everybody has to do their part. 68
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This is how our rules work. If all of us finish our homework by supertime, we can watch TV together. Children who have not finished their homework have to stay in their rooms without the radio on. If all of us do our share helping with the laundry and housework, we get to watch a video together. If we all eat our dinner, we can have dessert. Grandma usually bakes a pie or cookies. 117
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My dad says being in a big family is like having a job. We all have to be responsible and do our part. When all the work is finished, we get to relax and have fun together. My favorite time is when the chores are done and we play games. We have lots of games to choose from. The game I like best of all is spoons because it's fun to play with nine people. 193
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<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent's Signature: _____

I Belong to a Big Family 3.10 Use Complete Sentences

Monday:

What must the family do in order to watch TV?

How is being part of a big family like having a job?

Tuesday:

What is paragraph three mainly about?

What happens to children who don't finish their homework?

Wednesday:

How do you think the author feels about his family?

What makes you think that?

Thursday:

Which sentence in paragraph 1 lets the reader know that the family wants everybody to feel equal?

What are some of the rules that keep the family organized?

I'm an African-American 3.11

Many people in America have ancestors who once lived in Africa. Africa is the second-largest continent in the world and it has many different nations and languages. My great-great-great grandmother was born in Africa. She came to America when she was very young. 10
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Today, there are more than fifty nations in Africa. Each nation has its own flag with a unique design and colors. The colors of the flag often have special meaning. On some flags, green stands for plants and trees. Yellow can stand for the sun. Red can mean the blood of the people. Blue usually means the sea. White stands for peace and black stands for freedom. 56
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There is great diversity in the way people look and the languages they speak. Skin color ranges from white to very black. People there may live in tiny villages or they may live in huge cities with skyscrapers. Just like people in the United States, some are farmers, some are doctors, and some are truck drivers. 124
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147
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Africa has some of the most beautiful land on our planet. There are tall mountains and the world's deepest lake. Across the middle is a huge desert. Diamond mines and other natural resources are plentiful. Just as important as the land, there is a wealth of animals like zebras, lions, and elephants. I hope to visit Africa someday so I can see where my ancestors lived. 180
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<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

I'm an African-American 3.11 Use Complete Sentences

Monday:

How many flags do they have in Africa?

What do the different colors on the flags stand for?

Tuesday:

How are the people in Africa different from one another?

What word or words in paragraph three help the reader know what the word *range* means?

Wednesday:

What do you think the author might do in the future?

What makes you think that?

Thursday:

What is paragraph three mainly about?

How do you think the author feels about Africa?

Strawberry Jam 3.12

Dad never liked the jam we bought at the grocery store. He said it just didn't taste as good as the jam his grandmother used to make. When we told Grandma, she said she would show us how to make real homemade strawberry jam. She said we could make the jam as soon as the strawberries were ripe.

When the berries were ripe we all drove out to the farm to pick fresh strawberries. Grandma knows where to go to get the good ones. She showed us how to choose the reddest ones to make the best jam. The farmer gave us buckets and told us which rows we could search for berries.

It took us a while to fill our buckets. The nice thing about picking the berries is that we were allowed to eat a few. They were delicious.

Grandma finally said we had enough berries to make jam. The farmer weighed our buckets and told us how much to pay. Dad asked if he wanted to weigh me too for all the berries I had eaten. The farmer just laughed.

When we got home, Mom had jars and sugar set aside to make the jam. Grandma washed the berries and showed me how to hull them. Next we measured everything into a big pot and started to cook the jam. When it was finished we poured the hot jam into jars and sealed the jars with metal lids. Of course, we had to try some jam on toast after it cooled. Our jam was much better than any in the store.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent's Signature: _____

Strawberry Jam 3.12 Use Complete Sentences

Monday:

How did they know how much they had to pay for the berries?

What did the author feel was the best thing about picking berries?

Tuesday:

What word or words in paragraph five helps the reader know what the word *sealed* means?

What is paragraph five mostly about?

Wednesday:

Why did dad ask the farmer if he wanted to weigh the author too?

What steps did they take to prepare the berries for making jam?

Thursday:

How does the author feel about store bought jam at the end of the story?

What causes the author to feel this way?

The Dragon 3.13

When it's time to celebrate the Chinese New Year, make-believe dragons appear everywhere. The dragons are not scary, though. They bring good luck and are not alive. There's no such thing as a real, live dragon. All dragons are make-believe. In China, dragons are very important. They have been part of the Chinese culture for thousands of years.

Dragons appear in Chinese New Year parades and celebrations. They have large gold and red heads with long fangs. Sometimes a dragon is so long it stretches for an entire city block! Dozens of people walk underneath the dragon holding up its big head and long body. They walk down the street, weaving back and forth. All you can see are the dragon and the legs and feet of the people. Sometimes puffs of smoke come out of the dragon's mouth.

Dragons are important in Korea, too. Koreans believe a blue dragon protects them from enemies on the eastern border of their country. The white tiger is said to protect Korea on the western side. In Korea there are blue dragons on the eastern walls of some buildings and white tigers on the western walls.

One way to tell the difference between a Chinese and Korean dragon is by the different number of claws they have. Dragons from China have five claws on each foot. Those from Korea have only four.

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent's Signature: _____

The Dragon 3.13 Use Complete Sentences

Monday:

When do make-believe dragons appear everywhere?

What do the dragons carried in parades look like?

Tuesday:

You can tell in the passage that dragons are important in what two cultures?

How can you tell the difference between the dragons of each culture?

Wednesday:

Read the two sentences below, circle the sentence that is an opinion.

The dragons are not scary, though.
Dragons appear in Chinese New Year's parades and celebrations.

What word or words in the sentence you chose make it an opinion

Thursday:

Which word from paragraph one means about the same thing as the word fantasy?

The author wrote this passage most likely to ...

The Sun Dance 3.14

We are studying the history of the Lakota-Sioux at school. 11
The Lakota-Sioux lived on the Great Plains. The Great Plains are 23
located in the Midwest. They are mostly flat, with no mountains. 34
At one time, the Great Plains were covered with grasslands as far 46
as the eye could see. 51

Huge herds of buffalo were once found on the plains. Buffalo 62
were very important to the Lakota-Sioux. The buffalo provided 72
meat that could be cooked and eaten right away or dried and 84
eaten later. Their hides provided clothing and shelter. The 93
buffalo bones were used to make tools. Nothing was wasted. 103
Hunting the buffalo was critical for the well-being of the tribe. 115

Before a buffalo hunt, the Lakota-Sioux performed the Sun 125
Dance. They made masks that looked like buffalo skulls. The 135
masks were colored with special dyes made from clay or plants. 146
Black meant the earth and red stood for the people. Small dots 158
painted on the masks stood for prayers. They hung feathers from 169
the horns for decoration. The hunters believed that when they 179
wore the masks the buffalo would not be afraid or run away. 191

The Lakota-Sioux also carried charms when they went 200
hunting. They believed the charms brought them luck. The 209
charms might be shells or rocks or carved bones. Small pieces of 221
animal skins were shaped into bags that the hunters wore around 232
their necks. Grass or leather strips were used to lace them shut. 244
They were decorated with beads made from nuts and seeds. A 255
few herbs from a healer were often added. 263

<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

The Sun Dance 3.14 Use Complete Sentences

Monday:

What can you tell from the passage about the importance of buffalo to the Lakota-Sioux Tribe?

What did the Lakota-Sioux do before a buffalo hunt?

Tuesday:

Why did the Lakota-Sioux carry charms when they went hunting?

What were some of the things these charms contained?

Wednesday:

How is the title of the passage related to the main idea?

You can tell from the passage that the colors of the mask have meaning. What do they stand for?

Thursday:

What do the hunters believe about the mask that they wear?

What is paragraph two mostly about?

Nicknames 3.15

When I was born I was named after my grandfather. Most	11
people call me by my nickname instead of my real name, though.	23
I got my nickname when I was about six months old and starting	36
to eat solid foods. My mother would dip the spoon into my baby	49
food and start to bring a bite to my mouth. Before the spoon even	63
touched my lips, I would open my mouth very wide and make a	76
little noise.	78
My mother said to my father, “Look at him eat. Isn’t he	90
cute?”	91
My father said, “He looks just like a baby robin in his nest	104
waiting for a juicy worm.”	109
After that, my father started calling me Bird as a nickname.	120
He mostly kept it to himself, but then my grandfather began	131
calling me Bird. Finally, even my mother called me Bird.	141
Now I’m in the third grade and most of my classmates call	153
me Bird. Only my teacher uses my real name. I am so used to my	168
nickname that when my teacher calls on me I sometimes don’t	179
realize she is talking to me.	185
Whenever my parents really want my attention, they call me	195
by my real name. When they call me by my full name and even	209
use my middle name I know I’d better pay attention.	219

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent’s Signature: _____

Nicknames 3.15 Use Complete Sentences

Monday:

How old was the author when he got his nickname?

What can you tell from the passage about what a nickname really is?

Tuesday:

How did the author get his nickname?

When the author's parents call him by his full name why does he pay attention?

Wednesday:

How is the title of the passage related to the main idea?

Thursday:

How can the reader tell that the author is not bothered by his nickname?

What is paragraph one mostly about?

I Have My Own Savings Account 3.16

I earn extra money by doing chores for people. I babysit for	12
my cousin, walk my neighbor’s dog, and I rake leaves for	23
another neighbor. Last week I made fifteen dollars doing chores.	33
When I got a birthday card from my great grandma, it had ten	46
dollars inside. The next day Mom paid me five dollars for	57
cleaning the garage. That makes thirty dollars.	64
Dad said we should open a savings account so nothing	74
happens to my thirty dollars. He says that is a lot of money for a	89
kid. He said it would also make it easier for me to save my	103
money if it is in the bank. I would like to save enough money to	118
buy a skateboard. It will be hard not to spend it on movies and	132
magazines, though.	134
We went to the credit union and opened a savings account in	146
my name. Dad filled out some forms and I gave my money to the	160
man at the credit union. He gave me a little book with my name	174
in it to keep track of my money. He also gave me a cool pen and	190
a calendar with all the high school football games on it.	201
My dad said if I leave the money in my account the credit	214
union will pay me interest on the thirty dollars, even if I don’t	227
save any more money. I am proud of the money I have saved.	240
Over time, the interest will add up. Pretty soon I’ll have saved	252
enough money to buy a skateboard.	258

<u>Practice in class</u>	<u>Practice at home</u>
M _____	M _____
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Parent’s Signature: _____

I Have My Own Savings Account 3.16 Use Complete Sentences

Monday:

The author was able to get money from three different sources. List the sources, and how much money he got from each one.

What can you tell from the passage about what a savings account really is?

Tuesday:

Which word from paragraph two means the opposite of harder?

What are something thing that might make it difficult for the author to save money?

Wednesday:

In paragraph four, what does the word interest mean?

Why does dad want the author to open a savings account?

Thursday:

What will the author probably do when he/she gets money in the future?

How does the author mostly feel about having a savings account at the end of the passage?

I'm Proud to Be an American 3.17

My country is the United States of America. The United States is made up of fifty different states. The states are like smaller countries within a great big nation. Some states are very small, like Rhode Island. Some are very large, like Alaska. The United States has deserts, mountains, rivers, plains, forests, and oceans. It has cities with skyscrapers and villages without any stoplights. 10
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33
44
53
63
64

All of us in the United States are Americans, no matter where we live. We just don't all look the same. Americans come in every color and race. English is our official language but many of us speak different languages. Some people even speak sign language. We have many different customs and traditions. Sometimes we celebrate different holidays. 76
88
99
109
117
122

Some Americans have ancestors who have lived here for thousands of years, like the Native Americans. Some Americans have ancestors who came here on ships from other lands looking for new homes, and a place to be free. Some Americans were born in other countries and arrived just a few months ago. 131
140
151
163
174

Our country is so big I'll probably never get to visit it all. So far I've been to six different states. On our next family trip I hope to visit two more states. Even though every state was different, all of the people we met were proud of their homes and their heritage. I'm proud that I'm an American. 188
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212
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<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

I'm Proud to Be an American 3.17 Use Complete Sentences

Monday:

What sentence in paragraph one shows the extreme differences found within the United States?

What word or words in paragraph three help the reader know what the word ancestors mean?

Wednesday:

What is paragraph three mostly about?

You can tell from the story that in the future the author will probably...?

Tuesday:

A sentence in paragraph two tells us that “*English is our official language but many of us speak different languages.*” What can you find in the paragraph that explains why people might speak different languages?

Which word best describes how the author feels about being an American?

Thursday:

Read the two sentences below and circle the one that is the opinion.

The states are like smaller countries within a great big nation.

The United States has deserts, mountains, rivers, plains, forest, and oceans.

What words make this an opinion?

Dream Catchers 3.18

**We made dream catchers at our club meeting last week. Do you know what a dream catcher is? It’s a round wooden hoop with a web woven all across it. Usually the web is made of strips of leather. Feathers and glass beads hang below. 11
23
37
45**

**Some people believed that both good and bad dreams floated around every night while they slept. They hung dream catchers over their beds to catch the dreams. They believed that the bad dreams would get trapped in the web and would not be able to get out. The bad dreams would disappear when the sun came up. That way, their sleep would be pleasant and untroubled. 55
65
77
90
102
111**

**Happy dreams were also thought to drift around during the night. The dream catcher was supposed to help the pleasant dreams float down through the feathers. Happy dreams would land on the person sleeping below. Dream catchers were often hung over newborn babies and newly married couples. 121
131
140
150
158**

**At our club meeting, we made our dream catchers out of paper plates. First we cut the centers out. Then we punched sixteen holes all around the outside. We wove a piece of yarn through all the holes, going back and forth to make a web. Then we tied a feather and beads through a bottom hole and let them hang below. I put mine over my bed and I haven’t had a bad dream since. 169
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234**

<u>Practice in class</u>	<u>Practice at home</u>
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Parent’s Signature: _____

Dream Catchers 3.18 Use Complete Sentences

Monday:
 What did people believe the feathers on the dream catchers would do?

What did the author need to do right *before* he/she wove a piece of yarn through all the holes?

Tuesday:
 What word or words in paragraph two help the reader know what the word *trapped* means?

Read the sentence from paragraph two below: *That way, their sleep would be pleasant and untroubled.* Rewrite this sentence using an antonym for *pleasant* and an antonym *untroubled*.

Wednesday:
 About how long did it take the author to make the dream catcher?

Why did people decide to hang the dream catchers over newborn babies?

Thursday:
 Is this passage a story or does it tell you information?

What is paragraph two mostly about?

Clouds and Weather 3.19

The clouds that float across the sky look like fluffy balls of cotton. Clouds are not made of cotton, though. They are filled with tiny droplets of water and tiny ice crystals. The water droplets form when warm moist air rises and cools. When the droplets become too large, they fall out of the sky as rain or snow. 12
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There are three main types of clouds. The different types of clouds form at different heights in the air. One type of cloud is high and feathery. The high feathery clouds are so high they contain only ice crystals. High feathery clouds usually mean rain is coming. 70
83
94
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Big fluffy clouds float midway to low in the sky. Sometimes they look like pillows or sheep. Sometimes they look like mashed potatoes, or angels. They can look like just about anything at all. Once I saw a big fluffy cloud that looked like a birthday cake with ten candles. Another type of cloud looks like sheets across a gray sky. These clouds usually hang low in the skies and move very slowly. 117
127
137
151
162
174
179

Clouds provide important information that people use to predict the weather. Observers from around the world report on the clouds and wind. Pictures of the clouds taken from outer space show patterns in the clouds where the winds are blowing. Weather stations from all over can tell how fast the wind is blowing and how much water is in the air. 187
197
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<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

Clouds and Weather 3.19 Use Complete Sentences

Monday:

In paragraph one it tells us the clouds are filled with water and ice crystals. How does this change into rain or snow?

Why do weather watchers look at clouds?

Wednesday:

What in paragraph three tells the reader that the author seems to enjoy looking at clouds?

Which sentence from the passage see tells you what might happen when you see high feathery clouds?

Tuesday:

How do weather stations from all over get an idea as to how fast the wind is blowing and how much water is in the air?

Describe the three types of clouds?

Thursday:

Rewrite the following sentence, using a synonym for *contain*. *The high feathery clouds are so high they contain only ice crystals.*

What is this passage mostly about?

Firefighters 3.20

Firefighters are always busy, even when there are no fires to put out. After each fire, the firefighters have to dry their fire hoses. They also clean their trucks and inspect their tools. The air tanks and the water tanks must be refilled. Even the boots, hats, and coats must be cleaned and checked. Everything must be ready for the next call.	11 23 34 46 57 62
When they are not at fires, firefighters spend time getting ready for the next call. They also provide training in fire prevention and fire safety. They go to schools and businesses to make people aware of all they can do to prevent fires. They know the best way to respond to a fire is to keep it from happening in the first place.	72 83 94 106 120 125
When there is a call, the firefighters really get busy. The firefighters must get to the fire as quickly as possible. If the fire is in a building, the first job is to make sure everyone is safe and out of the building. They also try to prevent the fire from spreading. The firefighters hook up their hoses in front of the building and quickly put out the fire. Everything must be fast and organized.	136 149 164 176 187 199 200
After the fire is out, firefighters must check the building carefully and wait to make sure there is no fire left. Even one live ember can get the fire started all over again. After each call the firefighters go back to their station and clean up all over again.	210 223 236 248 249

<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

Firefighters 3.20 Use Complete Sentences

Monday:

What in paragraph one tells you why the firefighters must care for their equipment after every fire?

In paragraph two the author tells us that firefighters provide training for many parts of the community. Why do they do this?

Tuesday:

In paragraph one what is an antonym for the word vet?

Paragraphs one and two are mostly about...?

Wednesday:

In paragraph three what do the firefighters do before they try to prevent the fire from spreading?

Why is it important to make sure there is no fire left?

Thursday:

Why did the author probably write this passage?

Why must everything be *fast and organized*?

The Bakery 3.21

Light crept through the bedroom window and woke Josh up.	10
At first he was a bit disoriented and did not recognize the room,	23
but he quickly remembered where he was. Yesterday had been	33
moving day, and this was his new home.	41
“Today, I’ll explore my new neighborhood and, with any	50
luck, I’ll make some friends,” he said to himself.	59
Josh jumped out of bed and pushed open the window. He	70
stretched and took a long, deep breath, and that’s when he	81
noticed it. The air was filled with the most wonderful aroma.	92
“I’ve got to find out where that incredibly delicious smell is	103
coming from!” exclaimed Josh, as he threw on his clothes and	114
ran down the stairs.	118
In the kitchen, his stepmother and dad were conversing about	128
their plans for the day over breakfast.	135
“Did you notice that wonderful aroma?” his stepmother	143
asked.	144
“Absolutely,” replied Josh, “and I’m going to investigate	152
where it’s coming from as soon as I finish breakfast.”	162
“That’s not necessary,” Dad said, “because I can tell you it’s	173
the smell of fresh bread from a nearby bakery. In fact, I bought	186
these breakfast muffins there just a little while ago. You should	197
stop by and introduce yourself. Mr. Lee, the baker, really wants	208
you to meet his son.”	213
After he had devoured his breakfast, Josh ambled down the	223
sidewalk toward the bakery. He found it at the corner where his	235
street intersected the main road. Inside the bakery, Josh saw a	246
counter where loaves of bread were stacked alongside muffins,	255
cookies, and sweet rolls. They all smelled and looked	264
mouth wateringly delicious.	267

Mr. Lee came out and welcomed Josh to the bakery. After they chatted for a while, he introduced Josh to Li-Young, his son. The two boys began talking and soon found they had many things in common. Li-Young offered to show Josh around the neighborhood, and they spent the morning roaming around together.

Josh headed home for lunch with a good feeling. He had, indeed, made a new friend, and what could be better than waking up each day to the smell of fresh-baked bread? He couldn't wait to learn more about his new neighborhood and meet more friends.

<u>Practice in class</u>	<u>Practice at home</u>
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Parent's Signature: _____

The Bakery 3.21 Use Complete Sentences

Monday:

What word or words from paragraph one help the reader know what disoriented means?

Why was Josh disoriented?

Tuesday:

What in paragraph three tells the reader how Josh felt when he got up?

In paragraph three what word or words help the reader know what the word *aroma* means?

Wednesday:

What did Josh do just *before* he walked down the sidewalk towards the bakery?

How did Josh probably feel at the end of the story?

Thursday:

In the future what will probably happen to Josh and Li-Young?

What sentence in paragraph ten helps you know about the boy's relationship?

The Woodsman and the Lost Ax 3.22

A Woodsman was chopping wood beside a deep, blue lake.	10
He whistled as he chopped, happy to work in such a beautiful place. Without warning, he stumbled over a root and lost his balance. When he reached to steady himself, his axe slipped from his hand and into the depths of the lake.	22 33 43 53
The Woodsman tried desperately to recover the axe, but he was unsuccessful. Recognizing that his means of earning a livelihood was lost, the Woodsman began moaning in desperation.	63 72 80 81
Just then, Mercury, the messenger of the gods, appeared and asked the Woodsman why he was despondent. After the Woodsman described what had happened, Mercury plunged into the lake and retrieved a gleaming, golden axe.	91 100 108 116
“Is this the axe you lost?” demanded Mercury.	124
The Woodsman assured him it was not, and Mercury disappeared beneath the surface again. Soon he returned with a silver axe in his hand.	133 143 148
“Is this the axe you lost?” demanded Mercury.	156
The Woodsman said it was not, and Mercury dived beneath the surface yet again. This time, he returned with the Woodsman’s axe.	166 176 178
“That’s it!” exclaimed the Woodsman. He embraced Mercury and thanked him profusely. Mercury was impressed with the Woodsman’s honesty, so he presented him with the golden and silver axes, as well as the one he had lost.	185 193 203 215
When the Woodsman returned home that evening, he told his coworkers what had happened. One of them decided he wanted to experience similar good fortune. He hurried to the lake and threw his axe into it. Then he sat down beside the lake and pretended to cry. As before, Mercury appeared and inquired why the man was crying. When he learned the reason for the man’s grief, Mercury again plunged into the lake and brought up a golden axe.	225 235 246 259 269 281 292 294

“Is this the axe you lost?” demanded Mercury. 302
“Yes! That’s it!” the man lied. He grabbed the axe greedily. 313
Mercury did not like being deceived so he took the golden 324
axe away from the man and refused to recover the axe the man 337
had thrown into the lake. Thus, the man ended up with no axe at 351
all, but he did learn a valuable lesson about the importance of 363
being honest. 365

<u>Practice in class</u>	<u>Practice at home</u>
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The Woodsman and the Lost Ax 3.22 Use Complete Sentences

Monday:

How did the woodsman loose his ax?

Why was the woodsman upset about loosing his ax?

Tuesday: In paragraph three the first sentence is: *Just then Mercury the messenger of the Gods, appeared and asked the woodsman why he was despondent.* What in paragraph two helps the reader know what the word *despondent* mean?

What in paragraph eight helps the reader know what the word *profusely* mean?

Wednesday:

From the story, what can the reader tell about the woodsman’s co-worker?

What does Mercury think about the woodsman’s co-worker?

Thursday:

What did Mercury reward the woodsman for?

How did he reward him?

A Tour of Jewel Cave 3.23

“Ready to explore?” asked Maria’s father. Maria, her dad,	9
and her five-year-old brother, Carlo, had just arrived at Jewel	21
Cave National Monument. This was the kind of outing Maria’s	31
father loved. “You’re going to see some amazing formations,” he	41
said enthusiastically. On the way to the cave, Maria’s dad had	52
explained how crystals could be seen hanging from the cave’s	62
ceilings. “That’s why they call it Jewel Cave,” he explained.	72
At the cave’s entrance, they each got a lantern to light their	84
way. Maria felt her heart pounding as an elevator took them	95
down into the cave’s depths. When the doors opened, she felt a	107
blast of cold air.	111
“It’s about forty-nine degrees in here year round,” said the	122
tour guide. Maria was glad she was wearing suitable clothing.	132
She had chosen rubber-soled boots, long pants, and a jacket.	143
Leading the way, the guide advised everyone to be careful,	153
since parts of the winding path were slippery. Then the group	164
walked down some steep, wooden steps into a large room where	175
the crystals made strange, waxy formations. Maria loved the way	185
the light sparkled off them.	190
It was about that time that Carlo began to complain.	200
“I want to leave, because I’m cold and Jewel Cave is	211
boring,” he whined.	214
Suddenly, there was a rush of wind accompanied by a high-	225
pitched noise. Some of the lanterns blew out as dark shapes flew	237
toward the group. Carlo grabbed Maria’s hand, closed his eyes,	247
and ducked his head.	251
“Don’t worry,” laughed their dad. “It’s just the bats.”	260
“They like it here, too,” said the tour guide. The bats passed	272
overhead, flying into another room.	277
“Now are you bored?” asked Maria.	283
“Don’t you dare tease me,” said Carlo, pulling her forward to	294
see what was up ahead.	299

When they got back home, Carlo told everyone how much he 310
enjoyed exploring the cave. He was already planning the things 320
he would see and do the next time they went to visit Jewel Cave. 334

<u>Practice in class</u>	<u>Practice at home</u>
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A Tour of Jewel Cave 3.23 Use Complete Sentences

Monday:

How did Maria’s dad prepare them for what they would see in Jewel Cave?

Why is it called *Jewel Cave*?

Tuesday:

What in paragraph three helps the reader know that Maria was cold?

Why did the guide advise them to be careful?

Wednesday:

Why did Carlo complain?

What caused the rush of wind and the high pitched noise?

Thursday:

How do Carlo’s feelings about Jewel Cave change by the end of the story?

What helped cause this change?

The Great Barrier Reef 3.24

The Great Barrier Reef is one of the great wonders of the natural world. It stretches over a thousand miles in the southern Pacific Ocean. The Reef is the largest coral reef on the planet. It is the only living thing that can be seen on earth from outer space. 12
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Coral reefs begin as a colony of small sea creatures. Over time, as the creatures die, their connected skeletons form the base of the reef. Other creatures join the colony, and the process continues. Reefs grow slowly, at a rate of a few millimeters per year. 61
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The Great Barrier Reef is not one reef. Rather, it is made up of over three thousand small reefs that lie close to each other. They are home to a huge number of animals and plants. Many of these can be found nowhere else on earth. Thousands of types of fish and hundreds of different birds live there. The Reef is also home to animals such as sea snakes and sea turtles. The Reef serves another purpose, as well. Many scientists believe that reefs like this one keep our oceans clean and healthy. 109
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The Reef is filled with brilliant color and eye-catching shapes. Its beauty draws thousands of visitors each year from all over the world. Many of them enjoy swimming and diving in the clear, blue-green waters. Just think about sharing the water with a school of hot-pink fish or coming face to face with a sea snake! Visitors who do not want to brave the water can view it from one of the islands. They can also watch and enjoy the many kinds of birds that live there. 199
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The Reef is fragile, and it can be easily damaged. It was recently added to the World Heritage List as a special protected site. The listing helps to make sure that the Reef will be protected. With luck and special care, the Reef will continue to benefit the earth and its people forever. 291
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<u>Practice in class</u>	<u>Practice at home</u>
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The Great Barrier Reef 3.24 Use Complete Sentences

Monday:

How do coral reefs begin?

What happened when the sea creature die?

Tuesday:

What three things caused the Great Barrier Reef to be called “one of the great wonders of the natural world?”

Write the sentence from the passage that tells you know reefs grow.

Wednesday:

Circle the sentence below that is an opinion.

The reef is also home to animals such as sea snakes and sea turtles.

Many scientists believe that reefs like this one keep our oceans clean and healthy.

What words help you find the opinion?

Thursday:

What in paragraph five tells the reader that the future of the reef is important?

What is this passage mostly about?

Wilma Rudolph 3.25

More than sixty years ago, Wilma Rudolph was born into a very hard-working family with little money. She was one of twenty-two children. Wilma had been small and weak at birth. Because of this, she suffered one illness after another. Her family could not afford a doctor. Wilma’s mother cared for her as best she could.

When Wilma was six years old, she fell ill with polio. The disease left her legs weak, and doctors said she would never be able to walk. Mrs. Rudolph finally found a hospital willing to help Wilma. The workers there helped Wilma gain strength in her legs. At home, her brothers and sisters helped with the treatments, too. By the time she was twelve, Wilma was walking without help.

Wilma not only walked, she ran, and ran quickly. She decided to become an athlete. At first, she played basketball. Soon she became a star, leading her team to a state championship.

Wilma also developed her track skills. By age sixteen, she had won a bronze medal in a relay race at the Olympic games. Wilma went on to become the first American woman to win three gold medals at the Olympics. She won three different races, two sprints of different distances and one relay race.

Using her fame as an athlete, Wilma reached out to others. She coached students in high schools and colleges. She made regular appearances on TV and radio shows. Wilma also set up a group to help bring sports into poor neighborhoods.

Wilma was African American. At the time she was born, many opportunities were not equally available for all people. It would be many years before the laws and opportunities of our country were applied equally to all people. Wilma’s successes were all the more meaningful because of the challenges she faced. Today, women and men from all backgrounds remember Wilma Rudolph with pride and respect.

<u>Practice in class</u>	<u>Practice at home</u>
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Wilma Rudolph 3.25 Use Complete Sentences

Monday:

Why did Wilma suffer from “one illness after another??”

Who took care of her?

Tuesday:

What happened to her when she was six years old that left her unable to walk?

How did she overcome this disability?

Wednesday:

What made the fact that she had won three medals so special?

How did Wilma use being famous to help people?

Thursday:

In addition to having been sick as a child what other challenge did Wilma face in her life time that kept her from opportunities?

Why was Wilma’s success so important?

A Train Ride to Gran's House 3.26

Mom and I were trying to plan exciting things to do during summer vacation, and she suggested that we take the train to Gran's house. Gran lives far from our town, so we would spend one day and one night on the train just getting there. Her plan sounded awesome to me!

The day of our trip, Mom and I went to the train station. The train arrived and we climbed aboard. It seemed dark and cool inside, compared to the bright, warm day outside. The conductor took our tickets and showed us to the car where we would ride. There were large windows along the sides of the car, so we would have a fine view. We stowed our overnight bags away and settled in for a comfortable ride. Soon the train pulled away from the station, and we went speeding down the tracks.

Out the windows, familiar buildings quickly gave way to countryside. I saw ranchers on horseback and farmers on tractors. From time to time, children who lived near the tracks would run out to wave as we passed. By lunchtime, the train had climbed onto a high plateau, and we could see mountains near the horizon.

Mom and I took our meals in the dining car. Small tables with chairs were arranged so that we could enjoy the passing scenery while we ate. The menu offered a variety of food choices. It was like being in a restaurant on wheels!

At bedtime, we were shown to our sleeping compartment. The beds were bunk style, with mine above Mom's. I climbed into bed and closed the curtain for privacy. The rocking motion of the train made it easy to fall right to sleep.

When morning came, we were near the town where Gran lived. Mom and I quickly dressed and gathered our things. As the train slowed to a stop, we saw Gran waving at us from the platform. Spending the week with Gran would be wonderful, but I was already looking forward to the train ride back home.

<u>Practice in class</u>	<u>Practice at home</u>
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A Train Ride to Gran’s House 3.26 Use Complete Sentences

Monday:

How long would it take them to travel to Gran’s house?

What is paragraph two mostly about?

Tuesday:

What from paragraph three helps the reader know that the landscape is changing?

What word or words in paragraph four help the reader know what *variety* means?

Wednesday:

What made it easy for the author to fall asleep?

In paragraph five, what does the author mean by “the beds were bunk style?”

Thursday:

How does the author feel about train rides?

What in the last paragraph helps the reader know this?

These Students Make a Difference 3.27

The teacher watched his fourth-grade students struggle with the dried, cast-off Christmas trees. They were placing the trees, one by one, in a long row. Passers-by must have wondered why the students were “planting” dead trees on their town’s beach. If anyone asked, the students would explain that they wanted to protect and rebuild the sand dunes.

Dunes are hills of sand that help to hold the beach in place and protect coastal areas from rising ocean water. They also provide a home for plants and animals. Over the years, storms had destroyed many of the dunes along the beach at Margate, New Jersey. Some people had the idea that placing used Christmas trees sideways on the sand would help rebuild the dunes. Volunteers put this plan into action, but it did not work. During storms and at high tide, the trees were loosened from the sand and washed out to sea.

A group of fourth-grade students at Union Avenue School thought they had a better idea. They would place the trees upright on the beach. They reasoned that the tree limbs would catch blowing sand, causing new dunes to form around the trees.

To put their plan into action, students dug a three-foot deep trench in the sand. Then they stood the trees in the trench and filled sand in around the trunks. This held the trees firmly in place. To test their plan and make sure it was working, students tied red ribbons to the treetops. Each week they measured the distance between the ribbons and the sand. In a short while, they saw that the level of the sand was rising. The dunes were being rebuilt!

When the trees are completely covered with sand, the students plan to scatter grass seed. Dune grasses will send down roots that will help hold the new dunes in place.

Students in nearby communities learned about the new dunes. They asked for help in planning their own dune-building projects. Now dunes all along the coast are being protected, thanks to the work of one fourth-grade class.

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<u>Practice in class</u>	<u>Practice at home</u>
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These Student's Make a Difference 3.27 Use Complete Sentences

Monday:

Why were the students “planting dead trees on the beach?”

What are dunes?

Tuesday:

Did the plan to plant Christmas trees prove successful?

Why did the fourth grade students believe their plan would work better?

Wednesday:

What purpose did the red ribbons tied to treetops serve?

How did they know their plan was successful?

Thursday:

What will the students do *after* the trees are covered with sand?

How did the work of one fourth grade class change dunes all along the coast?

Yellowstone 3.28

Imagine a place where you can see grizzly bears, hot springs, fossil forests, and steam shooting from the ground. You can find just such a place in northwest Wyoming. It is called Yellowstone National Park.	11 22 33 35
For thousands of years, Native Americans lived in the area known today as Yellowstone. It was rich in resources, and the people could find plenty of food and fresh water. They also enjoyed the beauty of the place. Then an explorer who had traveled with Lewis and Clark made his way there. He had never seen such a place! It was a large, forested plateau surrounded by tall mountains. There were amazing sights everywhere he looked! The explorer told others about what he had seen. Soon, people from back East wanted to see the views for themselves.	45 56 67 78 90 102 110 121 132
Photographs and paintings of Yellowstone showed people in the East the wonders of the area. They began to push the government to protect this natural gem. Over one hundred years ago President Grant signed a bill turning it into a national park. It was the first national park in the world.	140 152 162 175 183
Today, millions of people visit Yellowstone each year. They come to see the towering mountains and beautiful scenery. Many hope to see wild animals, such as bear, elk, and wolves. Bird watchers look for bald eagles, geese, and other birds of interest. Others come to hike, boat, or fish.	192 202 214 225 232
People also come to Yellowstone to see its natural features. Canyons show off walls of red, yellow, orange, and brown. They hold rock formations in strange shapes. Old Faithful, a famous geyser, shoots steam and hot water into the air right on time every seventy-five minutes. Many hot springs form striking pools and terraces.	242 253 263 275 284 287

Clearly, Yellowstone is special to Americans. It is special to other people, as well. It has been named a World Heritage Site. People all around the world want to see this very special place protected for future generations to enjoy.

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Yellowstone 3.28 Use Complete Sentences

Monday:

List four things you can see in Yellowstone National Park?

What in paragraph two helps the reader know that Yellowstone Park was a good place for Native Americans to live?

Tuesday:

Who discovered Yellowstone National Park?

What caused people in the East to ask the government to protect Yellowstone?

Wednesday:

What is paragraph four mostly about?

What is Old Faithful?

Thursday:

What in the last paragraph helps the reader know that Yellowstone National Park is not just special to Americans?

How do people feel about Yellowstone National Park?

Humpback Whales of Glacier Bay 3.29

There is a park in southeast Alaska named Glacier Bay National Park and Preserve. It is a land of green forests and snow-capped mountains. Glassy waters mirror the scenic landscape. Two hundred years ago, this place was covered by sheets of ice, called glaciers. When the ice melted, it left behind a rich and beautiful environment.

During the brief summer in Alaska, daylight lasts for many hours. The sun warms the water in Glacier Bay. Small, floating plants bloom in the warming water, and tiny marine animals feed on them. The tiny animals, in turn, are the favorite food of huge humpback whales.

Glacier Bay has become famous as a summer home to humpback whales. These whales can often be seen swimming or feeding close to the shore. Humpbacks do not have teeth. Instead, they have filters called baleen. As a whale swims forward, water rushes into its mouth. As the water rushes back out, the tiny marine animals are caught in the filters and swallowed by the whale.

Humpback whales also eat larger fish. In fact, humpbacks sometimes work together to catch fish, using a process called bubble netting. A group of whales makes a circle of bubbles around a school of fish. Then the whales dive under the fish and rise up through the water. Holding their mouths open, the whales catch as many fish as they can hold. On average, a humpback whale eats almost five thousand pounds of food each day.

Humpback whales stay near the surface of the water. From time to time, they leap into the air. This action is called breaching. Whales also swim on top of the water and slap their tails noisily against it. No one knows for sure why whales do these things, but they appear to be having fun.

In September, the days become shorter in Alaska. The waters begin to cool. The food the whales depend on is no longer plentiful, so most of them leave for warmer waters. They spend the winter near Hawaii. Then, when the days begin to lengthen, the humpback whales turn again toward their summer home at Glacier Bay.

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Humpback Whales of Glacier Bay 3.29 Use Complete Sentences

Monday:

What happened to cause the “rich and beautiful environment that is Glacier Bay?”

What allows small floating plants to bloom in the brief summer?

Tuesday:

Glacier Bay is home to what animal?

What do these animals have in place of teeth?

Wednesday:

What in paragraph four helps the reader know that humpbacks do not just work alone?

What is the process called?

Thursday:

Why do the whales leave in the fall?

When will they come back to Glacier Bay?

A Trip to the Museum 3.30

My friends and I had been looking forward to this day for 12
 weeks! Our class was finally going on the field trip to the new 25
 State History Museum. Mrs. Lopez gave each student a nametag 35
 to wear. Then we got on the bus, and after a short ride we arrived 50
 at the museum. We lined up and followed Mrs. Lopez into a 62
 large entry hall. 65

“The rooms are set up like a time line,” she said. “We will 78
 begin in the room that shows how the very first Native 89
 Americans lived in our state. Then we will progress through 99
 time, right up to the present. There will be a few stops along the 113
 way to watch short movies about interesting people or events.” 123

The rooms were filled with life-like scenes. There were also 134
 displays of clothing, jewelry, cooking pots, and so forth. When 144
 we got to the room showing how early settlers lived, I became 156
 really interested. This was the part of our history I liked the best. 169
 I must have wandered away from the class, because when I 180
 looked up from the display I had been studying, everyone was 191
 gone. I guess I looked lost because a museum guard came over 203
 and offered to help. 207

“I think I know where your class is,” she said, leading me 219
 toward a darkened theater. “They are watching a movie about an 230
 early settler family. Just slip quietly through this door and take a 242
 seat near the back. No one will ever know you were left behind.” 255

I did just as she said, and within minutes, I was caught up in 269
 the story unfolding on the screen. When the film ended and the 281
 lights came up, we all followed Mrs. Lopez into the next room. I 294
 paid attention to all the details about the first industries in our 306
 state, but I can assure you I also kept a close eye on Mrs. Lopez. 321
 One experience of getting lost was quite enough for me! 331

<u>Practice in class</u>	<u>Practice at home</u>
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A Field Trip to the Museum 3.30 Use Complete Sentences

Monday:

What does it mean in paragraph two when it says “the rooms are set up like a time line?”

When did the author become “really interested?”

Tuesday:

How is it possible that the class left the author without the author noticing?

Who helped the author find her class?

Wednesday:

In paragraph five what does the word *unfolding* mean?

Why does no one find out that the author had been left behind?

Thursday:

Why does the author keep a close eye on Mrs. Lopez?

How do you think the author felt about getting lost?

Mountain Ecosystems 3.31

Have you ever looked into the distance and seen a steep and rugged peak? If so, you have probably seen a mountain. A mountain is a land formation that is much higher than the land that surrounds it. Mountains are usually narrower at the top than they are at the bottom, and they normally exist in ranges consisting of peaks, ridges, and valleys.	12 24 36 47 58 64
Mountains affect life in many ways. They influence climate all over the world. High mountain ranges have the most impact. These big mountains act as barriers to air masses coming from the ocean.	73 84 95 97
Ocean winds carry moist air inland. Because of their size and shape, mountains block this air and force it upwards. The water in the air then cools and forms clouds. When the clouds become full, they release their water as rain or snow. That is why it is usually wet on the ocean side of a mountain range, while deserts often form on the other side.	108 119 131 145 157 163
Mountains are sometimes called nature’s water towers. All of the world’s major rivers begin in the mountains. These mountain rivers flow into lakes, and they eventually spill into the oceans. People use mountain water to grow food, to make electricity, and to drink. Every day, one out of every two people on Earth drinks water that started in the mountains!	172 182 193 204 217 223
You might think of mountains as tough and stable. However, mountain ecosystems can be fragile. An ecosystem is a system of plants, animals, and other life forms living together. Because the sides of mountains are so steep, soil easily wears away, or erodes. This can harm the plants that live there. When plants die from lack of soil, the animals that feed on those plants suffer, too. Deep-rooted plants, like trees, help by holding the soil in place.	233 244 254 265 277 289 301 302

Mountains are a dramatic and beautiful part of the landscape, and many people like to hike, ski, and fish there. You can see, though, that mountains play a much greater role in peoples' lives. They are an important and valuable part of the planet Earth.

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Mountain Ecosystems 3.31 Use Complete Sentences

Monday:

How do mountains affect life on our planet?

What is paragraph four mainly about?

Tuesday:

In paragraph four, what does the author mean by “nature’s water towers?”

What causes deserts to form on one side of a mountain?

Wednesday:

Circle the sentence below that is an opinion.

When the clouds become full, they release their water as rain or snow.

Mountains are a dramatic and beautiful part of the landscape, and many people like to hike, ski, and fish there.

What words help you find the opinion?

Thursday:

In paragraph two the last sentence is:
These big mountains act as barriers to air masses coming from the ocean.

What in paragraph three helps the reader know what the word **masses** means?

From the passage, what can the reader tell about the animals that live in the mountains?

Big Bend National Park 3.32

Big Bend National Park is a meeting place. It is where the United States and Mexico meet. The mountains meet the desert there. Visitors meet new and interesting plants and animals. In Big Bend, north meets south and east meets west. 12
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The Rio Grande is the river that forms the border between Mexico and Texas. South of El Paso, the river makes a sharp turn. Big Bend is the area bordered by this turn. It gets its name from its place on a big bend in the Rio Grande. 52
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There are many things to do at Big Bend National Park. Young people can join the Junior Ranger Program. They complete activities in the Junior Ranger Activity Booklet. This helps them learn a lot about the park. They also earn a badge. It identifies them as an official Junior Ranger! 100
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Of course, the river is a popular activity spot. Visitors can float down the river in rafts. During some times of the year, the river is high. The water rushes through narrow canyons. This can make for wild rides. Any time of year, though, the scenery is awesome. 150
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Many park visitors enjoy hiking. It lets them see up close what the park has to offer. More than four hundred kinds of birds live in or visit Big Bend. Along the trail, they might see a falcon diving to catch a kangaroo rat. Deer and jackrabbits run and hide from hikers. Some hikers might see mountain lions, bears, or even wild pigs. Rangers tell them to keep away from these animals. Hikers also enjoy the many types of desert plants on the trails. After a rain, the park bursts into colorful blooms. Flowering Cacti and wildflowers compete for hikers' attention. 198
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Rangers protect the plants and animals at Big Bend National Park. They also protect sites where scientists study the early people who lived there. They warn park guests to be careful not to change the place. That is why there are signs that say, "Take nothing but photographs. Leave nothing but footprints." 298
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<u>Practice in class</u>	<u>Practice at home</u>
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Big Bed National Park 3.32 Use Complete Sentences

Monday:

List three activities that visitors can do at Big Bend National Park.

List three things that the park rangers protect.

Tuesday:

Why are there signs at the park that say “Take nothing but photographs. Leave nothing but footprints?”

What is paragraph five mainly about?

Wednesday:

What is the author’s purpose for writing this article?

How is Big Bend National Park like a meeting place?

Thursday:

Read the first sentence of the summary below then complete the summary.

Big Bend National Park is a meeting place between the United States and Mexico and the mountains and the desert.

Swamps 3.33

In movies, swamps are often shown as dark, smelly places.	10
They are filled with scary creatures. Viewers are afraid to think what might be hiding in the dark waters. In fact, swamps are important natural areas. They are home to many plants and animals, and they are often rich in natural resources.	21 33 43 52
Swamps differ in two major ways from other wetlands. First, swamps are covered by trees. Marshes, on the other hand, have mostly grasses. Second, swamps have mineral-rich waters. Another type of wetland, called a bog, is formed by rainwater, which has few minerals.	62 73 81 92 96
Fresh-water swamps are found in low-lying areas around rivers. The soggy places might be in an old river channel or in an oxbow lake formed by a curve in the river. Because swamp soil does not drain well, the water stays in place. As a result, these areas have water standing on them for much of the year. Fish, frogs, and alligators make their home in the swamp's waters. Deer, raccoons, and other small animals and birds find food and shelter in the swamp. There are many swamps in the United States. Some of the largest ones are found in the southern states.	106 120 132 145 157 167 178 189 201
Salt-water swamps are formed by flooding or draining of seawater in flat coastal areas. Although most plants won't grow in the salty water, mangrove trees thrive. Some animals that do not like salt water live in these swamps. For example, green monkeys live in the tops of the mangrove trees. They never touch the water! Crabs, pelicans, and other sea animals live there, too. Salt-water swamps often form where large rivers meet the ocean. Some of these can be found in Asia, Africa, and South America.	211 221 232 243 254 264 275 288 289

Along with plants and animals, coal is a resource found in some swamps. Plants from millions of years ago decayed and formed the coal. Today, people mine the coal and use it as fuel. Swamps may not seem appealing at first glance. But by looking closer, you can find many things to like about this interesting natural area.

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<u>Practice in class</u>	<u>Practice at home</u>
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Swamps 3.33 Use Complete Sentences

Monday:

Compare real swamps to the way swamps are portrayed in many movies?

Name two ways swamps are different from other wetlands?

Tuesday:

Name three continents on which salt-water swamps are located.

How do salt water swamps form?

Wednesday:

How is coal formed?

What is the main idea of paragraph three?

Thursday:

Compare and contrast salt water and fresh water swamps.
