

Black (BK) IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- To support you and your child this summer, we have compiled this document for students who are reading at the **Black (BK)** level in IRLA in order to support them with targeted practice in the skills required at this level.
- This document may include skills cards, activities, games, and more to support your child at their level.

Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
 2. Have your child log their steps on the attached summer reading log.
 3. Summer logs will be reviewed in the fall.
 4. Use the provided resources at least 5x per week.
- In addition to the reading logs, *attached you may find word lists to study and practice with your child over the summer.* Learning these words now will aid your child with advancing through reading levels over the following school year.
 - Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff

BK Level Entry Requirements

To enter the Black level, students need to be able to finish and comprehend a Black level chapter book as well as an informational book. After they have demonstrated these skills, they can be tested for the Black level. Below is the main focus of the Black level.

Bk Learning Focus

Acquire a Series Reading Habit

Bk-level readers really get hooked on reading. This is when silent reading takes off and readers will sit and read for long periods of time, reluctant to stop because they want to find out what happens next.

Bk is the level where good readers binge on junky series books (e.g., *Goosebumps*, *Diary of a Wimpy Kid*, Matt Christopher's sports fiction). This should be encouraged because it builds fluency, silent reading speed, endurance, and the habit of reading. Literary taste will come with experience. Require Bk-level readers to demonstrate their proficiency in both fiction and nonfiction, but otherwise let them indulge their passions. The levels that follow require students to broaden their reading into new genres. Take advantage of page-turners to have students master the narrative form: characters, settings, dialogue, point of view, theme, etc., in both reading and writing.

Robust Word Schema

Bk is the first level where students must have already acquired an academic vocabulary of at least 1,500 words. In Bk text, the vocabulary demands are increasing both in density and sophistication, with 3-5 words and/or phrases on a typical chapter book page not familiar from everyday speech. Be sure readers can define those words either from past reading experience or through the use of their word schema (context clues, word parts, analogy, etc.). Bk-level readers should finish a Bk chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS F.4.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Black Level Skill Card

The following images are of the BK level skill card. The skill card will explain what the student needs to master throughout the level. The students need to master these components before moving to the next reading level.



Bk: Skills Card

Reader: _____ Room: _____

Range of Reading

1. Complete a chapter book each week.
2. Get hooked on a series or author and go on a reading binge.
3. Read for an hour a day, including 30 minutes at home without anyone reminding you.
4. Read biography, contemporary fiction, traditional tales, poetry, drama, science, and history.
5. Read silently, faster than you can talk, but with good understanding.

Vocabulary & Language

- Context Clues: notice new words or phrases and use context clues to hypothesize meaning.
- Synonyms/Antonyms: come up with synonyms/antonyms for words in text.
- Distinguish shades of meaning between potential synonyms (e.g., whispered vs. grumbled).
- Word Parts: use Greek/Latin affixes and roots as clues to the meaning of a word.
- Figurative Language: find an example of figurative language (e.g., simile or metaphor). Describe its meaning and effect.

Comprehension: Support answers with evidence from the text.

Literature

1. Using specific details from the text, describe in depth:
 - a major character.
 - a minor character.
 - the narrator (1st or 3rd person).
 - the setting (time, place, historical era).
 - a key event.
2. Retell the key events of the plot in chronological sequence.
3. What is the theme of the text? How do you know?
4. What other things have you read with a similar theme? How does this compare?
5. What form (genre) of literature is this? How do you know? Describe its basic structural elements.

Informational Text

6. Tell the author's main idea in one sentence.
7. List the key facts and ideas that support the author's main idea.
8. Summarize the information presented. Tell exactly what happened and why. Use specific information from the text.
9. What do you think is your author's opinion or perspective on this material? How is it different from yours?
10. How did the author organize the information (e.g., chronological order, compare/contrast, pro/con, cause/effect, problem/solution, exposition)?
11. Was this a firsthand or secondhand account? How do you know?
12. Explain one of the graphic features in the text (charts, graphs, diagrams, time lines, maps, tables) and describe how the information adds to the rest of the text.

Bk: Academic Vocabulary

Using Context Clues: How to Figure Out New Words

1. Notice a new word. (After trying several different pronunciations, if it still doesn't sound familiar...)
2. Use what you know and clues in the text to figure out what the new word might mean.
3. Come up with a likely **synonym** (or a short definition) for the new word that would make sense.
4. Reread the sentence, replacing the new word with your synonym.
5. If the meaning of the sentence is unchanged, your synonym is probably correct. If not, try again.

Use Greek and Latin roots to help you solve unknown words.

anim	aqua, hydr	ast	aud	bio	cap	cycle	chron	dent	graph	hydr
<i>life, spirit</i>	<i>water</i>	<i>star</i>	<i>hear</i>	<i>life</i>	<i>head</i>	<i>circle</i>	<i>time</i>	<i>tooth</i>	<i>draw, write</i>	<i>water</i>

mega	meter	ped	phon	port	photo	ques, quer, quis, quir	scrib	spec, scope	tele	therm
<i>large, great</i>	<i>measure</i>	<i>foot</i>	<i>sound</i>	<i>carry</i>	<i>light</i>	<i>ask</i>	<i>write</i>	<i>see</i>	<i>far off</i>	<i>heat</i>

Unknown Word	Greek/Latin Root	This word might mean...



Coaching Record

Bk

Reader _____
 Coach _____ Date _____

Talk Time
(5 min)

Take some time to share about reading lifestyles.

- *What are you reading at home?*
- *What would you like to learn about?*
- *What books would you like to be able to read?*

Reading Practice (10 min)	Title(s): _____		Level(s): _____	
	Reading Strategies	In this book, the reader was able to:		
		<input type="checkbox"/> Adjust reading speed and/or expression for various purposes. <input type="checkbox"/> Stop when comprehension breaks down/identify specific words or passages causing comprehension difficulty and rework for clarification.		
		Vocabulary		
	Word(s) Identified as New in This Book	Word(s) Identified as Figurative Language	Word(s) Solved Using Context Clues, Affixes/Roots	
Reading Comprehension	What was your book about? <input type="checkbox"/> Use a complete sentence. <input type="checkbox"/> Use evidence from the text to support the answer.		Why...? (Ask a deeper-thinking question.) <input type="checkbox"/> Use a complete sentence. <input type="checkbox"/> Use evidence from the text to support the answer.	

Skill Practice (5-10 min)	Vocabulary	Context Clues	Student comes up with reasonable synonyms for new words using context (meaning) clues from the sentence, paragraph, and by visualizing what's happening so far in the text and thinking about what would make sense.
		Figurative Language	Student recognizes and explains the meaning of simple similes, metaphors, idioms, adages, and proverbs in context. <div style="border: 1px solid gray; padding: 2px; margin-top: 5px; font-size: 0.8em;">The trip really took it out of me. "Really took it out of me" means the trip made the character exhausted.</div>
		Roots	Student is learning the meaning of common Latin and Greek roots. Student uses roots to figure out unfamiliar words.
	Chapter Books	Student is learning to binge on Bk-level chapter books and finishing them in a few hours (at least one per week) by: <ul style="list-style-type: none"> <input type="checkbox"/> Previewing/reading the first chapter and deciding whether to read the rest. <input type="checkbox"/> Trying out different authors and genres to learn what books they love to read. <input type="checkbox"/> Finding a series they love that propels them to finish book after book without having to figure out what to read next. 	

Academic Vocabulary Practice					Bk	
Vocabulary Questions	<p>Bk-level books have 3-5 words per page that are not in students' everyday speech. Bk readers are learning to notice these words and to answer vocabulary questions like these:</p> <p><input type="checkbox"/> <i>What word could you put in the place of this new word that would not change the meaning of the sentence?</i></p> <p><input type="checkbox"/> <i>What is the difference between the literal and nonliteral meaning of this word/phrase (e.g., take steps)?</i></p> <p><input type="checkbox"/> <i>Make a connection between this new word and your own life.</i></p> <p><input type="checkbox"/> <i>These two words (e.g., believed/suspected) mean almost the same thing. What is the difference?</i></p>					
Latin and Greek Roots	act <i>do</i>	cap <i>head</i>	ped <i>foot</i>	rupt <i>break</i>	vis, vid <i>see</i>	voc <i>voice</i>
	actor	capital	pedal	eruption	visual	vocalist
	active	captain	pedestrian	interrupt	vision	vocal
	action	capable	pedestal	abrupt	video	advocate
	ast <i>star</i>	bio <i>life</i>	gram <i>letter, writing</i>	photo <i>light</i>	tele <i>far, end</i>	therm <i>heat</i>
	astronaut	biology	diagram	photograph	television	thermal
	asteroid	biopsy	grammar	photogenic	telephone	thermostat
	disaster	biography	monogram	photosynthesis	telegram	thermometer
Figurative Language	Simile: Comparison introduced by "like" or "as".		<i>a woman like a tower</i>		<i>gentle as a lamb</i>	
	Metaphor: Word or phrase applied to an object to which it is not literally applicable to suggest a resemblance.		<i>He has a heart of stone.</i>		<i>The relationship turned sour.</i>	
	Idiom: Expression having a meaning not deducible from those of the individual words.		<i>It's raining cats and dogs.</i>		<i>They are playing with fire.</i>	
	Adage: Traditional saying expressing a common experience or observation.		<i>The grass is always greener on the other side of the fence.</i>		<i>You can't tell a book by its cover.</i>	
	Proverb: Popular statement expressing a general truth or practical advice.		<i>Practice makes perfect.</i>		<i>Where there is a will there is a way.</i>	



Bk Latin and Greek Roots in Academic Vocabulary

Latin Roots

Most modern English words originated in other languages. Many of our words come from Latin, the language of Ancient Rome and its empire. Learning the meaning of some of these common Latin roots will help you with English academic vocabulary.

Common Root	Meaning	Examples
act	<i>do</i>	actor, action, react, transact, enact
anim	<i>life, spirit</i>	animal, animate, animated, inanimate
aqua	<i>water</i>	aquarium, aquatic, aquamarine, aquifer
aud	<i>hear</i>	audience, auditorium, audiovisual, audible
cap	<i>head</i>	cap, captain, capital, decapitate, caput
dent	<i>tooth</i>	dentist, dental, denture, trident, indent
man	<i>hand</i>	manual, manufacture, manipulate, manuscript
mot, mov	<i>move</i>	motor, motion, motive, mobile, automobile, movie
ped	<i>foot</i>	pedal, pedestrian, biped, pedestal
port	<i>carry</i>	transport, import, export, portable, airport, seaport
ques	<i>ask, seek</i>	question, quest, conquest, request
rupt	<i>break</i>	rupture, erupt, disrupt, interrupt, abrupt, bankrupt
san	<i>health</i>	sanitary, sanitation, sanitarium, sane, insane, insanity
scrib	<i>write</i>	scribe, scribble, prescribe, describe
spec	<i>see, watch</i>	spectacles, spectator, inspect, suspect, respect
spir	<i>breathe</i>	spirit, inspire, respiration, perspire, conspire
tain, ten	<i>hold</i>	attention, contain, container, maintain, tenant, retain
vid, vis	<i>see</i>	video, visual, vision, revision, supervision
voc	<i>voice</i>	voice, vocal, advocate, evoke, vociferous
vol	<i>wish, will</i>	volition, volunteer, voluntary, benevolent

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Greek Roots

Most modern English words originated in other languages. Many of our words come from Greek, the language of Ancient Greece. Learning the meaning of some of these common Greek roots will help you with English academic vocabulary.

Common Root	Meaning	Examples
ast	<i>star</i>	astronaut, astronomy, asteroid, disaster, asterisk
biblio	<i>book</i>	bibliography, Bible, bibliophile
bio	<i>life</i>	biology, biography, biopsy, biosphere
chron	<i>time</i>	chronic, chronological, synchronize, chronicle
cycle	<i>circle, ring</i>	cycle, bicycle, recycle, cyclone, encyclopedia
gram	<i>letter, writing</i>	telegram, diagram, grammar, epigram, monogram
graph	<i>draw, write</i>	photograph, phonograph, autograph, biography
hydr	<i>water</i>	fire hydrant, dehydrate, hydroplane, hydraulic
mechan	<i>machine</i>	mechanic, mechanical, mechanism, mechanize
mega	<i>large, great</i>	megabyte, megaphone, megachurch
meter	<i>measure</i>	thermometer, centimeter, diameter, barometer
oid	<i>like</i>	droid, asteroid, humanoid, factoid
path	<i>feel, hurt</i>	pathetic, sympathy, empathy, empathetic
phon	<i>sound</i>	phonograph, symphony, telephone, microphone, phonics
photo	<i>light</i>	photograph, photosynthesis, photogenic
scop	<i>look at, observe</i>	scope, microscope, telescope, horoscope, stethoscope, kaleidoscope
sym, syn	<i>with</i>	sympathy, sympathetic, symphony, synonym
tele	<i>far, end</i>	telephone, telepathy, television, telegram, telegraph
therm	<i>heat</i>	thermometer, thermal, thermostat, Thermos

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Common Core State Standard Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Vocabulary Word Share

- ❖ This is a form that your child could use when independently reading and they come to a word they do not know.
 - They could fill this Academic Vocabulary Word Share to help them with unfamiliar words.
 - This will help them to learn new words and their meanings and to keep it for future use.
 - This is like their own mini dictionary that they are able to access at any time.

Academic Vocabulary Word Share

Write Word Found In Text

What do you think it means? _____

Actual definition: _____

Illustrate the Academic Vocabulary word. Use it in a sentence.

Challenge:
Can you generate a synonym for this word?

Academic Vocabulary Word Share

Write Word Found In Text

What do you think it means? _____

Actual definition: _____

Illustrate the Academic Vocabulary word. Use it in a sentence.

Challenge:
Can you generate a synonym for this word?

Black Skill Builders: Structural Analysis

Name: _____

Structural Analysis
Root Meanings















Read the Latin roots in the box and think about their meanings. Then, write each root next to the picture that best shows its meaning. Then, write a word that uses the Latin root. You may need to use a dictionary.

~~port~~
dict
duct

ject
scrib
vis

struct
pel
aud

rupt
spect
tract

1 port portable		2 _____	
3 _____		4 _____	
5 _____		6 _____	
7 _____		8 _____	
9 _____		10 _____	
11 _____		12 _____	

Core5 Level 15

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★ Write a short story using at least three of the words you wrote above.

Name: _____

Circle the word to complete the sentence. Then, write the word on the line. Remember, the root will give you a clue about the meaning.

1	The noisy teenagers were thrown out of the museum. They were <u>ejected</u> .	ejected imported
2	The boat will carry the shipment across the ocean. It will _____ the goods.	disrupt transport
3	My brother likes to build with his blocks. He likes to _____ tall towers.	construct interrupt
4	Did you see the lava break out of the volcano? I can't believe it _____.	erupted contracted
5	For the test, our teacher will say our spelling words aloud. She will _____ the words to us.	dictate disrupt
6	The plane will be driven forward by the engine. The blades on the _____ spin quickly.	porter propeller
7	Many fans came to watch the high school football game. The team is lucky to have many _____.	scribes spectators
8	Her words were easy to understand. She has very clear _____.	vision diction
9	The famous author has written many books. I have seen some of her early _____.	manuscripts injections
10	The man helped me carry my bags to my hotel room. He is a _____ for the hotel.	dictator porter
11	It took many years to build that new hotel. It is one of the tallest _____ in the city.	structures propellers
12	The road became flooded when the underground pipe broke. They will now have to fix the _____ pipe.	exported ruptured
13	Be sure to write neatly on your test. You are not supposed to _____.	rupture scribble
14	We watched the fireworks light up the night sky. It was a beautiful _____.	spectacle traction

★ Choose three words you did not use and write a sentence for each. Then, read your sentences to a partner.



Name: _____

Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

tractor	aqueduct	expect	obstruct	rupture
dictate	perspective	reject	contract	portable
distract	scribble	audio	revise	contradict
inscribe	predict	audiology	inspect	instruct

1 a vehicle that <u>pulls</u> _____ <u>tractor</u>	2 a structure that brings water _____
3 to throw back _____	4 to build knowledge _____
5 easily carried _____	6 to tell before it happens _____
7 to look into carefully _____	8 to break _____
9 to pull together _____	10 the study of hearing _____
11 to look at again _____	12 to write carelessly _____
13 to pull attention away _____	14 to build up or block _____
15 to speak against _____	16 a way to look at something _____
17 related to sound _____	18 to write in or on _____
19 to say aloud _____	20 to look out for _____

Core5 Level 15

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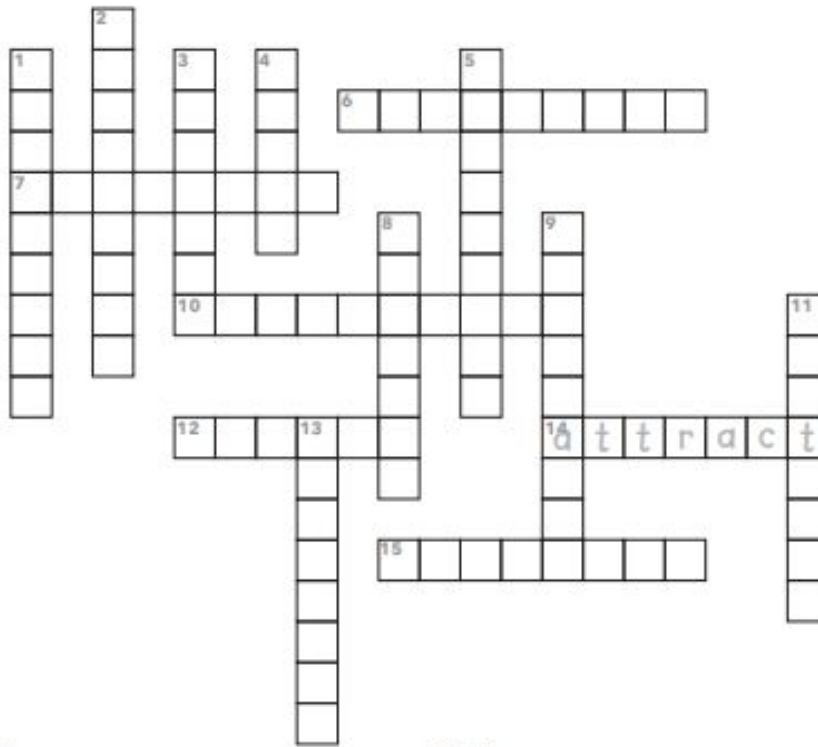
★ Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.



Name: _____

Read the list of words at the top of the page and think about the meaning of the root word in each. Then, use the clues to complete the crossword puzzle.

attract instruct eject supervise audiology
 inscribe transcribe dictate inaudible transport
 import extract spectator ruptured obstruct



ACROSS

- 6. cannot be heard
- 7. to build knowledge
- 10. to write down
- 12. to carry into
- 14. to pull toward
- 15. to write on or in

DOWN

- 1. the study of hearing
- 2. to carry across
- 3. to pull out
- 4. to throw out
- 5. to oversee
- 8. to say aloud
- 9. someone who watches
- 11. broken
- 13. to build up or block

LEVEL 10
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★ Choose three words you used in the puzzle and write a sentence for each. Then, read your sentences to a partner.

Name: _____



1. Some common prefixes change when combined with a root to make the word easier to say. Underline the double letters in the words below, and think about the prefix that was changed to make this word.

attend	allow	support	immense	supply
collect	offer	collide	commit	account
irrigate	suffer	occur	irritate	offend
suffix	affect	immortal	command	oppose

2. Write each word from the box above in the correct column.

con-	ad-	sub-	in-	ob-
	attend			

3. Choose one word from each column above and write a sentence for each.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

★ Read your sentences to a partner.



Name: _____

Some common prefixes change when combined with a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

¹ sub + fer = _____ *suffer*
The crops will suffer if it does not rain soon.

² sub + pose = _____

³ in + mune = _____

⁴ con + mute = _____

⁵ dis + fer = _____

⁶ ex + fort = _____

⁷ sub + fix = _____

⁸ ad + fect = _____

⁹ con + lapse = _____

¹⁰ ob + fend = _____

¹¹ ad + low = _____

¹² ad + nex = _____

Core5 Level 16

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★ Read your sentences to a partner.

Name: _____

Sometimes the last letter of the prefixes *dis-* and *ex-* is dropped when added to a root to make the word easier to say. Think about this rule as you look at the prefixes and roots below. Write the complete word on the line. Then, use the word in a sentence.

¹ dis + vide = divide
She tried to divide the pizza among her friends.

² ex + rupt = _____

³ dis + rect = _____

⁴ ex + lect = _____

⁵ ex + mit = _____

⁶ ex + rase = _____

⁷ ex + vent = _____

⁸ ex + ject = _____

⁹ dis + verge = _____

¹⁰ ex + voke = _____

¹¹ ex + rode = _____

¹² dis + lute = _____

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★ Read your sentences to a partner.



Name: _____

Read the words in the box below. Use the spelling rules you have learned to spell the word that matches each clue. Then, find the words in the word search puzzle.

cliff	block	doll	match	drill
bridge	bell	clock	grill	hill
glass	badge	shell	dress	duck

- | | | | |
|----------------------------|--------------|--------------------------------------|-------|
| 1. a steep rock face | <u>cliff</u> | 9. it is used to make windows | _____ |
| 2. an article of clothing | _____ | 10. a bird that quacks | _____ |
| 3. it is used to tell time | _____ | 11. it is used to cook outside | _____ |
| 4. a wooden toy | _____ | 12. it can be found on the beach | _____ |
| 5. a pin worn by a sheriff | _____ | 13. a child's toy | _____ |
| 6. a power tool | _____ | 14. it makes a ringing sound | _____ |
| 7. it is used to make fire | _____ | 15. it is used to cross over a river | _____ |
| 8. a raised area of land | _____ | | |

M	B	F	L	Y	F	H	X	V	N	U	I	E	C
G	E	Y	V	I	D	M	A	T	C	H	I	L	L
L	L	B	U	W	S	F	E	P	U	M	O	A	C
A	L	R	R	M	G	H	U	S	C	H	D	M	D
S	F	I	G	X	Y	M	P	B	L	O	C	K	T
S	D	D	R	I	L	L	X	S	O	D	S	V	A
R	R	G	R	I	L	L	B	E	C	G	H	R	O
L	E	E	X	D	O	F	A	V	K	Y	E	C	G
F	S	K	I	H	D	Z	D	D	N	O	L	L	X
G	S	L	Z	F	O	W	G	U	V	P	L	I	Z
F	P	H	J	Q	L	E	E	C	V	N	G	F	S
Q	U	O	U	Z	L	B	N	K	I	B	B	F	Q

★ Practice spelling these words.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words.

1 drop + ing <u>dropping</u>	2 shop + er _____
3 music + al _____	4 wise + er _____
5 joke + ing _____	6 sad + est _____
7 seven + ty _____	8 rot + en _____
9 joy + ous _____	10 move + able _____
11 confuse + ing _____	12 fame + ous _____
13 love + ly _____	14 thin + est _____
15 loud + er _____	16 slide + ing _____
17 wed + ing _____	18 grab + ed _____
19 hot + est _____	20 hope + ing _____

★ Choose five words and write a sentence for each.

Name: _____



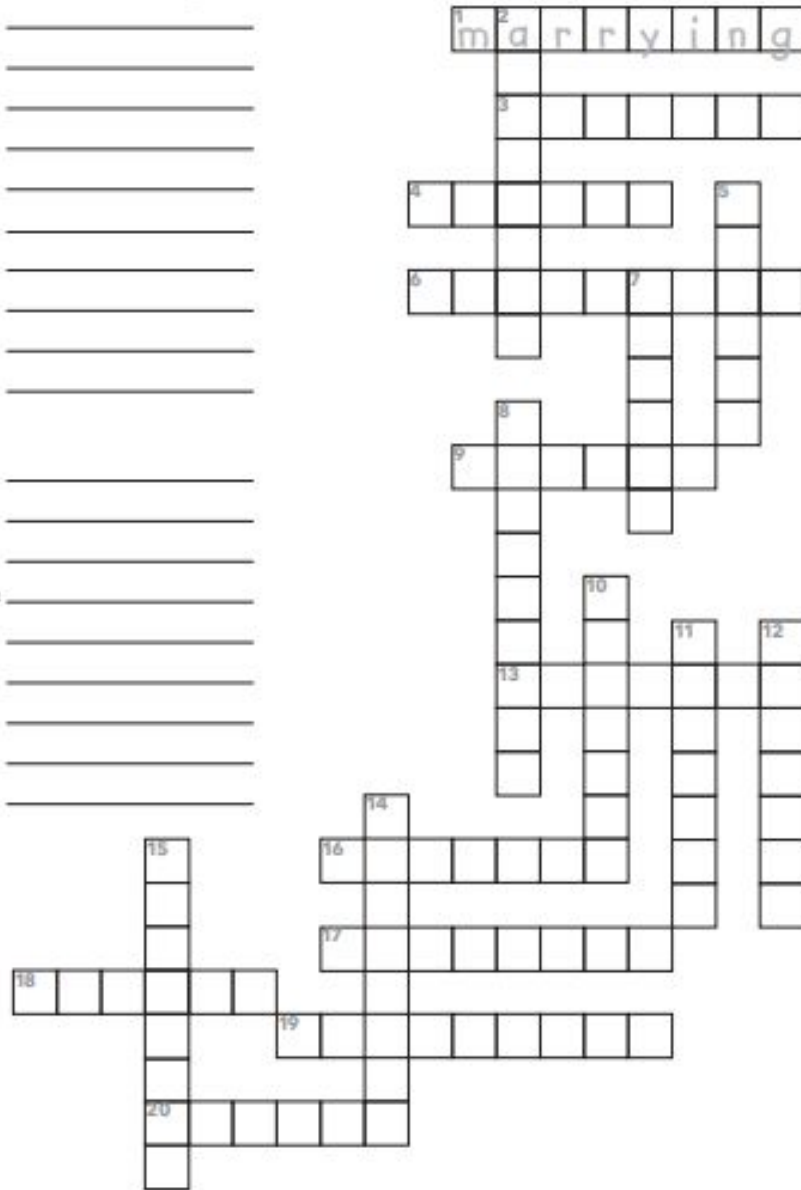
Add the suffix to the base word and write the new word on the line. Then, complete the crossword puzzle.

Across

1. marry + ing = marrying
3. party + es = _____
4. fly + ing = _____
6. penny + less = _____
9. lazy + er = _____
13. easy + est = _____
16. sunny + er = _____
17. pretty + er = _____
18. baby + es = _____
19. tricky + est = _____
20. spy + ing = _____

Down

2. apply + ing = _____
5. busy + er = _____
7. lady + es = _____
8. happy + ness = _____
10. messy + er = _____
11. rely + ing = _____
12. study + ed = _____
14. hurry + ing = _____
15. cozy + ness = _____



★ Practice spelling these words.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1 sticky + est = stickiest fly + es = flies

Flies are attracted to the stickiest messes like spilled maple syrup

2 spy + es = _____ marry + ed = _____

3 study + ed = _____ penny + less = _____

4 carry + ed = _____ rely + able = _____

5 busy + er = _____ apply + ed = _____

6 puppy + es = _____ happy + ness = _____

7 sunny + er = _____ awake + en = _____

8 easy + er = _____ fly + ing = _____

9 lazy + ness = _____ messy + est = _____

10 crazy + er = _____ party + es = _____

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★ Read your sentences to a partner.

Name: _____



Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1	berry + es = <u>berries</u>	chomp + ing = <u>chomping</u>
<u>The bears have been chomping on berries all afternoon</u>		
2	sad + er = _____	cry + ing = _____
3	win + ing = _____	lady + es = _____
4	clap + ed = _____	skate + er = _____
5	slime + y = _____	trip + ed = _____
6	smile + ed = _____	silly + ness = _____
7	hop + ing = _____	bunny + es = _____
8	hike + ing = _____	mud + y = _____
9	shake + ing = _____	stripe + ed = _____
10	state + ment = _____	shop + er = _____

Core5 Level 16

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★ Practice spelling these words.

Black Skill Builders: Fluency

Name: _____

Fluency
Passage Fluency 4



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- 1 Read the words carefully and clearly.
- 2 Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- 1 Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- 2 As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 One night, Julia sat in bed reading a story. The story told about a prince who could understand the language of animals. It was a long story, but she wanted to finish it before she fell asleep. "It would be awesome to understand what animals are saying," Julia thought as she read. She looked at her beagle Grover. His tail was wagging. "Tell me what you're thinking," she said to Grover. "Please take me to the dog park again," said Grover. "It's been too long." When Julia awoke, she saw her open book. She remembered reading a story about talking animals. "That story made me dream that Grover talked," Julia thought. "He asked to go to the dog park." Grover looked up from his dish when Julia entered the kitchen. "Let's take Grover to the dog park," Julia said to her mother. "We haven't been there in a while." Grover trotted over to Julia. When he looked up at her, one of his eyes blinked. "Grover, are you winking at me?" Julia asked. "Yip!" barked Grover.

2 During a rainstorm, people may say, "It's raining cats and dogs." That saying is hundreds of years old. Why is heavy rain compared to cats and dogs? One reason may be that cats and dogs were symbols of storms in old tales. It's also said that long ago, dead animals such as cats and dogs washed down flooded streets after heavy rains. It might just be that a loud rainstorm reminded people of cats and dogs fighting. In fact, nobody knows why the saying began. But it has lasted a long time. It's never really "raining cats and dogs." But there have been reports of other raining animals! People have described hundreds of fish falling from the sky onto city streets. There have been stories about thousands of frogs suddenly dropping from above. Fish and frogs live in water. Maybe they are sucked up into a swirling wind called a waterspout. As the waterspout loses its energy on land, the animals could fall to the earth. But proof is still needed. Nobody has yet seen a waterspout sucking up fish or frogs.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Core5 Level 15

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Name: _____



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Have you ever seen an igloo? An igloo is a house made of snow blocks that's used as a shelter in the snow. People of the north invented the igloo. They could build one in 20 or 30 minutes. An igloo is dome-shaped. Its walls are made of large blocks of hard snow. The blocks are stacked in a spiral to form the dome. A long narrow entrance is added, big enough for one person to use. The person has to crawl. This low entrance prevents wind from getting in.

Since an igloo is a house made of snow block, how can it be warmer inside than it is outside? The snow walls actually trap heat. So if a small fire is built, the heat stays inside. There's a hole at the top of an igloo. This hole lets the smoke escape.

The walls do melt a little. But the air outside is much colder, so the melting snow freezes. It becomes an outside coating of ice. This makes the walls get thicker, keeping out more of the cold!

2 Mira's class was putting on a play. Her friends were going to play different parts in the play, but Mira was afraid to act. She was shy.

"I'll be the only one who's not in the play!" she complained to Dad.

"There's more than one way to be in a play," Dad said. "You could make costumes for the actors to wear."

"I can't sew!"

"I love the pictures you paint," said Dad. "Plays need sets."

"I have no talent for acting, but I can paint!" Mira said happily.

The one-act play took place on a farm. Mira was in charge of designing the set. She sketched a picture on a huge piece of cloth. She showed a barn with goats, sheep, chickens, and cows.

She and her team painted in the picture. When they completed the picture, they let the paint dry. The cloth was hung at the back of the stage.

The play was a hit, a real success. All the actors took a bow. Then Mira and her team came on stage while everyone clapped.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Babies must learn how to speak. No one has to teach babies to laugh. They do it on their own when they're three or four months old. We laugh when something is funny. But that's not the main reason people laugh. We laugh mainly because it feels good to laugh with others.

Children of five or six laugh more than older children or adults. This is probably because young children play more. And playing is something fun to do with others. No one laughs harder than a young child having fun.

Are human beings the only creatures who can laugh? We used to think so. But now some people believe that apes laugh, too. Chimps are apes. Their laughing is most like our laughing.

When chimps laugh, they make panting sounds. This kind of laughing is unlike the way most of us laugh. But chimps laugh at things that we would laugh at. They laugh when they're tickled. They laugh when they're playing with others or chasing one another. But chimps can't speak, so they can't laugh at each other's jokes!

2 Long ago, Deer had no horns. This story tells how he got them.

Deer was a fast jumper, and Rabbit was a fast runner. The other animals decided to hold a race to see who was faster. The prize was a fine pair of horns.

The race course went through an area of dense shrubs. Deer and Rabbit would have to run through this thicket and back.

On the day of the race, Rabbit said he wanted to take a look at the race course first. He ran off to explore. He went into the thicket to check out the race course. Rabbit was gone a long time. The animals sent a wise owl to see what Rabbit was up to.

The owl reported, "Rabbit is in there chewing on the bushes to clear a path for himself."

The animals agreed that tricky Rabbit did not deserve to be in the race at all. They gave the prize to Deer, who has worn the horns ever since.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



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THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 For more than one thousand years, fish called carp have been raised in China. In Chinese, the word for fish—*yu*—sounds like a word meaning “plenty.” Carp are symbols of long life, strength, and riches. In China long ago, carp were guarded in specially built ponds. The fish had dull colors. But once in a while, a yellow carp hatched. People began to breed these yellow carp. Over time, the carp changed. It became the first goldfish.

In the 1600s, traders from Europe came to China and were helping people in Europe discover the arts and culture of China. The traders saw goldfish ponds and the pretty fish swimming in them. There was much to admire and copy.

Back then, Europeans thought of fish only as food, not as pets. That changed when traders brought live goldfish from China. Wealthy Europeans built outdoor ponds to show off these fish and enjoy them. By the late 1800s, people in many countries were keeping goldfish in indoor tanks.

Today, there are more than 100 kinds of goldfish, including some that are red, purple and black. Goldfish are popular pets in homes all over the world.

2 Not all folks believe this, but it happened way back when the Old West was young. One day, a covered wagon crossing the desert hit a bump and a baby boy bounced out. A coyote came by, carried the boy to its den, and raised him with the other pups. The boy ran with the coyote pack until he was a teenager. Then he discovered that he had no tail. “I’m coyote-wild and coyote-tough, but I’m not a coyote,” he thought. “I guess I’ll be a cowboy.” And that was how Pecos Bill got his start in Texas.

Now, Pecos Bill was the toughest cowboy that Texas ever saw. One time, he was walking in the desert when a rattlesnake blocked his path. That rattlesnake reared up higher than a horse and showed its sharp fangs. “Out of my way,” said Pecos Bill, but the rattler just lunged forward to take a bite. Pecos Bill did a little fancy footwork. Then he gave that rattler a thrashing that made its eyes roll like wagon wheels. It fell in a heap.

Pecos Bill wrapped the dizzy snake around his arm. “You’ll make a handy rope,” he said and went on his way.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____

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THE READER SHOULD:

- 1 Read the words carefully and clearly.
- 2 Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- 1 Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- 2 As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 On a day long ago, a poor boy was bringing the family's goat to market. He saw something shiny on the road and picked it up. It was a gold coin worth far more than the price of a goat. Now the boy could bring the goat home again. His family would not have to go without the milk it provided.

The boy looked down the road and saw the back of a man walking toward town. "Maybe that man dropped this coin," the boy thought. "How sad he'll feel if he has lost it!" The boy ran after the man and stopped him. "I found some money on the road back there," the boy said to the man on the way to market. "Did you drop it?"

The man opened his wallet and checked. "All my money is here," said the man. "But I am curious. How much money did you find?"

The boy held up the gold coin. The man said, "You found it, so it is yours to keep." The man took two silver coins out of his wallet. "And thank you," he said, placing the coins in the boy's hand.

"For what?" asked the boy with surprise.

"For your honesty," said the man.

2 In the 1780s, two brothers in France did something never done before. The Montgolfier brothers built a huge balloon out of cloth and paper. They made the balloon rise into the sky by heating the air inside it with fire. The brothers built an even bigger balloon to send aloft by the royal palace. The king and queen of France attended this historic event in September 1783. Three passengers were on board—a duck, a rooster and a sheep. The balloon traveled about three kilometers over several minutes. Then it brought the animals safely to the ground.

In France in November 1783, two men completed the first human flight in a balloon. They floated aboard a hot-air balloon made by the Montgolfier brothers.

The craft lifted off because heating the air inside the balloon made it less dense, or lighter, than the surrounding air. The Montgolfiers did not know that at the time. They thought they had found a new gas, like one that had recently been discovered.

The newly discovered gas would later be called hydrogen. In 1783, other French inventors began using hydrogen to make passenger balloons rise high and travel far. Ballooning had begun.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____

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THE LISTENER SHOULD:

- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Between 1969 and 1972, astronauts landed on the moon and returned to Earth six times. In 2000, astronauts began circling Earth in a low orbit on the International Space Station. Astronaut crews have taken turns on the space station ever since.

What should the next step in human space travel be? Some space scientists say that astronauts should go to Mars. Sending people to Mars is not a new idea, but the details have yet to be figured out. Astronauts in a spacecraft to Mars would face bigger challenges than those on missions to the moon or to the International Space Station.

Mars is Earth's planet neighbor, but very far away for human travelers. A voyage to Mars would take about 30 months. Astronauts would have to deal with lonely, trapped feelings. They would also suffer bone loss caused by being weightless. This health problem affects astronauts who spend time in space. The most serious risk to astronauts in deep space is radiation. High-energy particles would pass through the spacecraft damaging human bodies.

Human travel to Mars and back would be costly and dangerous. For now, the only Earth travelers on Mars are robots. Mars still awaits its first human visitors.

2 The arctic is the land around the North Pole. It's a place with extremely cold winters. Two kinds of bears live here.

The first are giant polar bears, the largest of all bears. When standing, their heads would reach the ceiling in your house.

Their fur appears white because it reflects light. It's actually clear and thicker than any other bears' fur. It covers their whole body, even the bottoms of their feet.

Polar bears spend their winters hunting for seals out on the ice. They eat all the time to fatten up for the summer, when the ice is gone.

The other bears that live in the arctic are grizzly bears. These bears are huge but not quite as large as polar bears. Their fur is brown but some hairs have white tips. These tips make the bear's brown fur look a bit silvery.

Unlike polar bears, grizzlies fatten up in arctic summers. Grizzly bears will eat just about anything. They can feed on grasses, plants, roots, and berries. They will eat insects and fish, as well as large and small animals.

Just before winter comes, they dig dens. Then they hibernate, sleeping through the frozen winters of the arctic.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



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- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 This is a story about two adventures of Sinbad the sailor. He sailed on seven voyages altogether. On Sinbad's first voyage, his ship stopped beside an island. Some sailors, including Sinbad, went ashore. The men relaxed on the island and had a picnic. Suddenly, the island began to shake and tremble. The captain ordered the crew back to the ship. He saw that the island was actually a giant whale. Everyone but Sinbad made it back to the ship, and it set sail. Meanwhile, just as the whale dived, Sinbad grabbed a log and was able to float to safety.

On Sinbad's second voyage, he and his crew tied up at a large island. Sinbad fell asleep under a tree. When he awoke, everyone had left.

As he set out to explore the island, there was darkness overhead. Above him was a giant bird known as the Roc. Sinbad was curious about where it might fly. While it rested, he tied himself to its legs. When it took off, the mighty Roc carried Sinbad to an island covered with diamonds.

Sinbad collected all the diamonds he could carry. Luckily, the Roc then carried Sinbad to an island where he was rescued.

2 Cora was having a nice dream, but then she woke up. When she remembered she was in a tent, she sighed sadly.

She was on a family camping trip. Her little brother and her parents were totally enjoying themselves. "But I'm hot and bored and covered with itchy insect bites," thought Cora, scratching her arm.

She was sharing a small tent with her brother. He was asleep, snoring loudly. Her parents were in the tent beside them. They were most likely still asleep, too.

Cora hadn't slept well. She'd heard strange noises all night that sounded like bears circling their tents. "I hate camping," Cora thought. "I might as well get up." She moved quietly trying not to wake up her brother or her parents. It wasn't their fault that she was having a terrible time.

She pulled on her clothes and left the tent. She followed the short trail down to the lake. In the early morning light, the water was covered with mist. She sat on the dock and dangled her feet in the cool water. She heard a warbler singing happily nearby.

"This is lovely," she whispered to herself, beginning to feel better about the camping trip.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____

Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- 1 Read the words carefully and clearly.
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THE LISTENER SHOULD:

- 1 Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- 2 As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Birds in a flock were flying loosely together. Suddenly, they formed a tight bunch. Why? They spotted a falcon on the hunt. The falcon wanted to go after a lone bird because it could be hurt diving into a tight flock. The birds' defense worked. The falcon flew off.

Birds in groups are often safer than birds alone. Birds of different kinds may even join together for a group defense. The birds surround the hawk, owl, snake, or other enemy that threatens. They dart and dive at it until it makes its escape. This bird behavior is called "mobbing."

Grazing mammals often live in groups. Families of zebras, for example, join to form a herd. The zebras are alert to danger. If a lion or other hunter is near, the zebras run together. The hunter has trouble picking out a single zebra from the speeding herd. It's also possible that zebras' bobbing stripes make each animal even harder to see.

Groups of fish are called schools. When a whole school flashes this way and that, an attacker cannot easily find its prey.

An old saying points out, "There's safety in numbers." Flocks, herds, and schools are examples from the natural world.

2 Long ago, a cruel lion ruled the jungle, hunting day and night. The animals feared that none of them would be left alive. They invited the lion to a meeting.

King Lion," said one animal, "we have an offer. Please permit us to send one animal to your den every day. You can eat that animal, and you won't have to hunt anymore."

King Lion agreed to the plan. Every day, an animal arrived at King Lion's den and was eaten. One day, it was an old, wise rabbit's turn to go to the den. Rabbit took his time getting there.

"You're late!" King Lion roared at Rabbit. "And how dare the animals send me such a small meal!"

Rabbit bowed. "Your Majesty, I did not set out alone. Five rabbits were with me. Another lion ate them, but I escaped. That's why I'm late."

King Lion roared, "Another lion in my jungle?" He demanded to see where the other lion lived.

Rabbit led King Lion to a deep well. "The lion is down there," said Rabbit.

King Lion growled at his reflection in the water. His reflection growled back. King Lion leaped into the well to fight his rival, and drowned.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the words in the box. Use the given letters to help you fill in the blanks. Then, write the word on the line.

-earth-	answer	although	opinion	together
instead	through	either	usually	caught
though	during	danger	young	beautiful
separate	except	ocean	whose	certain

1 e a r t h _ earth _	2 y _ _ _ _ _____
3 _ _ _ w _ r _____	4 _ e _ _ _ a _ _ _____
5 w _ _ _ _ _____	6 _ a _ _ h _ _____
7 _ _ r _ _ _ _____	8 _ _ s _ _ a _ _____
9 _ l _ _ _ _ _ h _____	10 _ _ _ _ _ n _____
11 _ _ n _ e _ _____	12 t _ _ u _ _ _____
13 _ i _ _ _ _ _____	14 _ e _ _ _ _ n _____
15 _ p _ _ _ o _ _____	16 _ x _ _ _ _ _____
17 _ _ _ u _ _ _ u _ _____	18 t _ _ e _ _ _ _____
19 _ h _ _ _ g _ _____	20 u _ _ a _ _ _ _____

★ Write the words in alphabetical order. Then, read the words to a partner.

Name: _____

Read the words at the top of the page and think about the meaning of each. Then, choose a word to complete each sentence and write it on the line.

-beautiful-	opinion	usually	during	through
certain	together	danger	either	although
instead	caught	though	young	except

1 We enjoyed a beautiful day at the beach.

2 The class sat quietly _____ the school play.

3 The group of kids hiked together _____ the forest.

4 He was certain when he chose apple pie _____ of blueberry.

5 I _____ like to eat popcorn while I watch television.

6 The _____ boy caught a huge fish from the dock.

7 We had to write an answer to all of the questions, _____ for the last one.

8 Dad ate one more piece of cake even _____ he was full.

9 The report can be about _____ the earth or the ocean.

10 During the storm, the ocean waves became a _____.

11 I had a chance to share my _____ about the book.

12 She fished in the deep ocean and _____ many fish.

13 The class had to work _____ to answer the questions.

14 It was a beautiful day _____ it was chilly.

15 I am _____ that the answer is correct.

★ Read these sentences to a partner.

Black Skill Builder: Vocabulary

Name: _____

Circle the one word that fits into both sentences. Then, write the word on the lines.

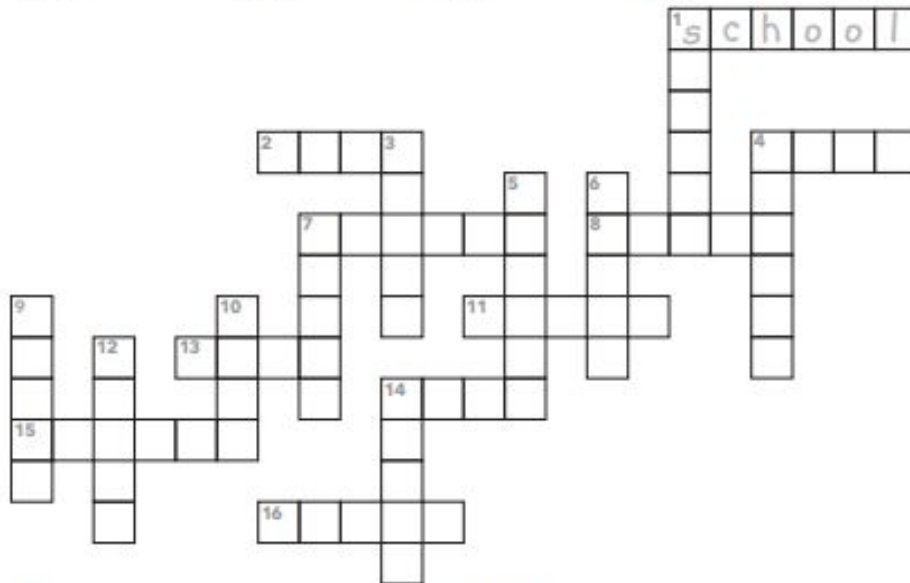
1	I will use the <u>ruler</u> to see how long the worm is. Do you think the queen is a fair <u>ruler</u> ?	<u>ruler</u> ribbon judge
2	The team scored with one _____ left in the game. Jane is the _____ girl in line for the ride.	minute last second
3	We did not have _____ on the snowy day. The shark chased after the _____ of fish.	fun school kind
4	There was a cold _____ from the cracked window. I worked hard on the final _____ of my report.	wind draft job
5	In the game, we had to _____ cards from the pile. I will use crayons to _____ a picture.	get paint draw
6	Take a _____ turn at the end of the road. Was that the _____ answer?	right sharp best
7	Can you _____ the rake against the tree? The fast dog was tall and _____.	lean leave thin
8	Please _____ to the dessert you want. The _____ on the pencil broke.	turn point tip
9	I was still thirsty so I asked for another _____ of water. The baseball shattered the _____ window.	glass cup large
10	I had to _____ my shirt after I fell in the mud. She has a lot of _____ in her pocket.	clean coins change
11	The broken ladder was not _____ to use. Only one person knew the combination to open the _____.	safe ready door
12	The drama teacher chose the _____ for the school play. My arm will be in a _____ until the bone heals.	sling music cast

★ The word set can be used as a noun or a verb. Write two sentences using these different meanings. You may need to use a dictionary.

Name: _____

Read the list of words at the top of the page and think of two different meanings for each. Then, use the clues to complete the crossword puzzle.

spring	trunk	-school-	trip	plain
point	match	rock	note	change
lean	right	shake	stick	glass
second	block	shed	litter	staple



ACROSS

1. a group OR a place where students learn
2. a journey OR to stumble
4. to tilt OR thin
7. a small piece of metal that holds paper together OR a basic item
8. opposite of left OR correct
11. a sharp end OR to show with your finger
13. to move back and forth OR a stone
14. to lose OR a small building for storing things
15. amount of money left over OR to put on another one piece of clothing
16. a thin stick used to make fire OR a game played between two teams

DOWN

1. the season between winter and summer OR to jump upward
3. no pattern OR a large area of flat land
4. a group of baby animals OR to throw trash in the streets
5. a measurement of time OR after the first
6. an elephant's nose OR the main stem of a tree
7. a drink made with ice cream OR to move up and down and from side to side
9. a wooden cube OR a rectangular area surrounded by streets
10. a sound in music OR a short letter
12. a hard, clear material OR a container to drink from
14. to join together two things OR a small branch that has fallen from a tree

Core5 Level 15

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★ Choose a word from the top of the page. Write a sentence for each meaning of the word. Then, read your sentences to a partner.

Name: _____



Read each word and think of two different meanings. Then, write one sentence for each meaning.

1 bed	<u>I made my bed this morning.</u> <u>He plants seeds in the flower bed.</u>
2 bat	_____ _____
3 cap	_____ _____
4 fan	_____ _____
5 block	_____ _____
6 chip	_____ _____
7 top	_____ _____
8 snap	_____ _____
9 shed	_____ _____
10 rock	_____ _____

★ Choose two words from above. Draw pictures to show the two different meanings of each word.

Name: _____

Read each word and think of two different meanings. Then, write one sentence for each meaning.

1 duck	<u>Duck to get out of the way!</u> <u>The duck swam in the pond.</u>
2 stick	_____ _____
3 trip	_____ _____
4 trunk	_____ _____
5 wave	_____ _____
6 foot	_____ _____
7 nail	_____ _____
8 seal	_____ _____
9 tie	_____ _____
10 plain	_____ _____

★ Read your sentences to a partner.

Name: _____

Read each word and think of two different meanings. Then, write one sentence for each meaning.

1 bulb	<u>Plant the bulb in the garden.</u> <u>Change the bulb in the lamp.</u>
2 right	_____ _____
3 spring	_____ _____
4 bark	_____ _____
5 bug	_____ _____
6 pen	_____ _____
7 ship	_____ _____
8 yard	_____ _____
9 letter	_____ _____
10 star	_____ _____

★ Choose one word from above to use in a funny short story about misunderstood word meanings.

Name: _____



Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

~~the cream of the crop~~

barking up the wrong tree

the icing on the cake

bull in a china shop

cost an arm and a leg

missed the boat

butterflies in my stomach

heard it through the grapevine

play it by ear

head in the clouds

1 That marathon runner won the race and is now considered...

the cream of the crop.

2 She does not use a cookbook when baking pies and likes to...

3 We cannot take the toddler to the art museum because he is like a...

4 I cannot afford to buy a new car because it would...

5 Ruby daydreams all of the time and has her...

6 I was not supposed to know about the surprise party, but I...

7 When it was my turn to sing on stage, I had...

8 When I asked my lazy sister for help, I was...

9 After having so much fun at the school carnival, winning a giant stuffed bear was...

10 We watched a beautiful sunrise this morning, but Marcus overslept so he...

★ Write the definitions for five of the idioms used above.

Name: _____

Read the sentences below. Find the idiom that best completes each sentence and write it on the line.

to-face-the-music	came out of the blue
going out on a limb	once in a blue moon
throw in the towel	opened a can of worms
see eye to eye	learn the ropes
drive him up the wall	bent over backwards

1 I knew I would be punished for breaking the vase, but it was time...
to face the music.

2 The constant pain from his toothache was starting to...

3 It will be easier at my new school once I...

4 Before the game was over, the losing team seemed to...

5 In warm climates it only snows...

6 The old friends get along well and always...

7 We were having fun at the park when a storm...

8 To help us with the project, our teacher...

9 When the shy student ran for class president, she was really...

10 I tried to help with the disagreement between my friends but saw that I had...

★ Write the definitions for five of the idioms used above.

Name: _____

Read the idiom in the left column and think about its meaning. Then, find the correct meaning and write the letter on the line.

<u>Idiom</u>	<u>Meaning</u>
1. <u>D</u> to come out of the blue	A. to love something very much
2. _____ to be a wet blanket	B. to be undecided
3. _____ to learn the ropes	C. to have things in order
4. _____ to be like a fish out of water	D. to happen suddenly
5. _____ to turn over a new leaf	E. to agree with someone
6. _____ to be all thumbs	F. to be out of place
7. _____ to move mountains	G. to be careless in a fancy place
8. _____ to throw in the towel	H. to give up
9. _____ to have your ducks in a row	I. to be negative about something
10. _____ to be the tip of the iceberg	J. to hear something but quickly forget it
11. _____ to be nuts about something	K. to achieve something very difficult
12. _____ to go in one ear and out the other	L. to have a fresh start
13. _____ to be on the fence	M. to be clumsy
14. _____ to be a bull in a china shop	N. to be a small part of a bigger problem
15. _____ to see eye to eye	O. to figure out how to do something

★ Write a short story using three of the given idioms.

Name: _____



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Dad bit off more than he could chew when he thought he could paint the room by himself. He was about to throw in the towel but Aunt Tina offered to help. She always bends over backwards to help others.

a. Dad bit off more than he could chew. What does this mean?

b. Did Dad give up? How do you know?

c. In your own words, how can you describe Aunt Tina?

2 Max is going out on a limb and trying out for the basketball team. The coach only chooses the cream of the crop for the team, but Max enjoys playing basketball and is ready for a challenge. I hope he does not get butterflies in his stomach!

a. Max is going out on a limb. What does this mean?

b. In your own words, describe the kind of players that the coach chooses.

c. Do you think Max will have butterflies in his stomach? Why or why not?

★ Write your own short story using these idioms: to see eye to eye, to take the cake, to learn the ropes.

Name: _____



Read each passage below and underline the idioms. Then, answer the questions using complete sentences.

1 Once in a blue moon, Jack's uncle visits us in the city. When he is there, he feels like a fish out of water because he lives in a quiet, country town. After a few days, the noise of the city begins to drive him up a wall and he heads back home.

a. Does Jack's uncle visit the city often? How do you know?

b. In your own words, explain how Jack's uncle feels when he visits the city.

c. The noise of the city drives him up a wall. What does this mean?

2 This season, our football team started off on the wrong foot and we lost our first three games. Then we turned over a new leaf and started working harder. Our coach was proud that we did not throw in the towel.

a. In your own words, explain how the football season started out.

b. The team turned over a new leaf. What does this mean?

c. Why was our coach proud of us?

★ Write your own short story on the back of the page using these idioms: *to rain cats and dogs*, *time flies*, *to wing it*.

Black Skill Builder: Comprehension:

Name: _____

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

climate (noun) Climate is what the weather is usually like in a certain area.

- 2 **Reread the informational text on the next page, "Tropical Snow."** Informational texts give facts about a topic. Explore the diagram to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 3. **Put a star (★) next to the main idea.**
- 4 This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

main idea	
key detail 1	
key detail 2	
key detail 3	
key detail 4	

- 6 **Underline the last sentence in Paragraph 8. Explain the comparison.** Use quotation marks for any direct quotes from the text.
- _____
- _____
- _____
- 7 **Write a summary of the text** on another page. Use information from your chart and information from the diagram to help you.

- ★ **Work with a partner to research a region in the world with an extreme or unusual climate. Create a poster that illustrates and explains what you learn.**



Tropical Snow

- ¹ An imaginary line divides planet Earth halfway between the North and South poles. The line is called the equator, and it passes through regions called the tropics. In the tropics, the sun rises high in the sky. Tropical lands generally have warm to hot temperatures all year. People who live in the tropics never see snow. Almost never, that is.
- ² The country of Tanzania (TAN-zuh-NEEuh) lies in the tropics of eastern Africa. Along the coast of the Indian Ocean, the Tanzanian climate matches what the word tropical suggests: hot and humid. But in northern Tanzania, the land rises. There are mountains here, including Mount Kilimanjaro (kil-uh-mun-JAR-oh), a dormant volcano. Kilimanjaro is the tallest mountain in Africa. Its highest peak rises 19,340 feet (5,895 meters) above sea level.
- ³ Mountain climbers from all over the world come to tackle Kilimanjaro. It takes several days to reach the top. **On their way up the mountain, climbers encounter changing climates.**
- ⁴ The low hills at the base of Kilimanjaro receive the most rain, along with water that streams down the mountain. The rich volcanic soil is good for farming. Above these foothills, thick forests grow on the mountainside.
- ⁵ Higher up, wild grasses replace the forest trees. The wind becomes stronger, and less rain falls at this height. It can be very hot during the day, but night temperatures may drop below freezing.
- ⁶ At about 13,000 feet (4,000 meters), the mountainside becomes a desert. Little rain falls. The days are hot, the nights cold.
- ⁷ Higher than about 16,000 feet (5,000 meters), ice fields cover the slopes. Snow falls here. Temperatures drop well below freezing. At the summit are glaciers. The thick ice is massive, though the glaciers have been shrinking in recent decades.
- ⁸ Every year, thousands of people take guided hikes up Mount Kilimanjaro. This unique adventure has been compared to climbing from the equator to the North Pole.

Name: _____



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

theme (noun) A theme is a central message or lesson in a story, play, or poem.

- 2 **Reread the folktale on the next page**, "The Crowded House." A folktale is a story told by a group of people and retold over time.
- 3 Go back to the folktale, and **put a box around the setting**.
- 4 **Circle the names of the three main characters**.
- 5 One character gives advice to help the others solve a problem. This problem is in bold print in Paragraph 1. **Put a star (★) in the margin next to the problem**.
- 6 The characters solve their problem in a series of events. Three major events are underlined in the story. **Put a checkmark (✓) in the margin next to each major event**.
- 7 **Complete the chart in your own words**. Use the markings you made on the text to help you paraphrase the text.

main characters	
setting	
problem	
major event 1	
major event 2	
major event 3	

- 8 What lesson about life does this folktale teach? **Write a complete sentence to state this theme.**
- _____
- 9 Use information from your chart to help you **write a summary of the folktale** on another page. Use the words *first*, *then*, and *finally* to describe the major events.
- ★ **Create a board game based on the folktale you read. Include key details about characters, setting, and events, as well as the theme.**



The Crowded House

¹ Long ago, eight members of **the Rubin family lived in a little house that seemed terribly cramped and crowded**. Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They complained unhappily that one day they might burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

² Reb Solman stroked his beard thoughtfully as he listened. Then he said, "Yes, I can help you, but you must do exactly as I say, no questions asked." Papa and Mama eagerly agreed.

³ "The first thing you must do," Reb Solman told Mama, "is to invite your sister and her family to visit."

⁴ "But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons, so how will five more people in our crowded house solve our problem?"

⁵ Reb Solman replied, "Remember, you promised to obey and ask no questions."

⁶ So the five relatives arrived, and everyone was elbowing each other and tripping over feet, and the walls trembled as if about to explode. After several days, Papa ran back to Reb Solman and pleaded, "Oh, it is unbearably crowded and noisy now. Please, what should we do?"

⁷ Reb Solman said, "Bring your chickens, goat, and cow into the house." Papa blinked hard when he heard that, but he had promised to obey, so he did as he was told.

⁸ A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, "The noise, the smells, the crowding, the situation is impossible."

⁹ Reb Solman said, "Send your relatives home, and put the animals outside."

¹⁰ So the visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. "I never knew that our house could feel so big and spacious," said Mama as she looked around.

¹¹ "It certainly feels as if our house has grown bigger," said Papa. "Reb Solman is a very wise man." And everyone, smiling in agreement, relaxed in their remarkably roomy house.

Name: _____

- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

impression (noun) An impression is an opinion about someone or something.

- 2 Reread the story on the next page, "A Change of Heart." It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 Flora's first impression of Otis, the dog who lives next door, is in Paragraph 1. Her final impression of Otis is in Paragraph 10. Put a star (★) in the margin next to these two different impressions.
- 4 A series of events causes Flora to change her impression of Otis. Four major events are underlined in the story. Put a checkmark (✓) in the margin next to each major event.
- 5 Complete the chart in your own words. Use the markings you made on the text to help you paraphrase the text.

first impression	
final impression	
major event 1	
major event 2	
major event 3	
major event 4	

- 6 The story has a central message about first impressions. Write a complete sentence to state this theme.

- 7 On another page, describe the sequence of events that causes Flora to change her impression of Otis. Use your chart and details from the text to support your answer. Use quotation marks for any direct quotes from the text.

- ★ What if the story had been told from another character's point of view? What first impression might Manny have formed about Flora's dog? Rewrite the story from Manny's point of view.



A Change of Heart

¹ When Flora walked her little dog, Bella, past the house of the new family next door, she made sure to stay as far away as possible. A Rottweiler was living at that house, and Flora knew that Rottweilers were a fierce breed, trained to guard and protect. The dog's sharp teeth, muscular body, and enormous size made Flora shudder. In addition, Bella always barked when she glimpsed the Rottweiler sitting silently and menacingly on the front porch, so Flora tried to hurry her dog past the danger zone.

² One time, the Rottweiler stood up as Flora walked Bella, and seemed to be heading their way. Flora let out a yelp and ran home as fast as she could. That night, she had a nightmare about the big dog. It sat beside her, growing ever more gigantic.

³ On one walk, a boy approached Flora and asked if he could pet Bella. As he patted the little dog, he introduced himself. "I'm Manny, and we just moved in," he said, pointing to the house with the scary dog. "Does your dog want to play with Otis?"

⁴ "Is Otis your Rottweiler?" asked Flora. When Manny said yes, Flora said, "That dog could eat Bella for breakfast."

⁵ "Otis?" said Manny, laughing. "He just looks fierce, but he's very obedient and well-behaved." Then he called out, "Otis, come!" The monstrous creature bounded from the porch toward them, making Flora gasp in horror.

⁶ But Bella seemed delighted, and the two dogs began play-fighting. Otis was careful to treat Bella gently, and Flora was impressed by how the big dog knew his own strength. "He seems so smart!" she blurted.

⁷ "He's our gentle giant," said Manny. "He loves people." As if on cue, Otis stepped over to Flora, wagging his tail, and looked up at her with smiling eyes. Before she knew it, Flora was stroking his sleek back. Otis had won her over.

⁸ "I met the family who moved in next door," Flora told her mother that evening.

⁹ "The ones with that huge, nasty guard dog?" her mother asked.

¹⁰ "Oh, that's just Otis," said Flora breezily. "He's a big sweetie-pie."

- 1 **Read and underline the definition of the word below.** Knowing this word and its definition will help you complete the following activities.

detect (verb) To detect is to notice or discover something.

- 2 **Reread the informational text on the next page, "Sniffing the World."** Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 1. **Put a star (★) in the margin next to the main idea.**
- 4 This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the text.

main idea	
key detail 1	
key detail 2	
key detail 3	
key detail 4	

- 6 A diagram supports information in the text. Look back at the diagram, and **circle the three labels.**
- 7 **Explain how the diagram supports the information in the text.**

- 8 **Write a summary of the text** on another page. Use information from your chart to help you.

★ **Research an animal with an extraordinary sense, such as sight or hearing, that helps it survive. Create a poster or presentation to share the information you find.**

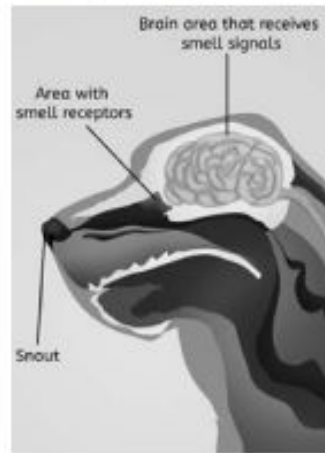


Sniffing the World

1 Whenever dogs go for a drive, they love sticking their heads out the car window. Why? The most likely reason is that they're sightseeing—or rather, **smellsniffing**. **Sniffing smells is how dogs get information about the world.**

2 The human sense of smell is fine for detecting rotten food or enjoying perfumed blossoms. But no human nose could detect a teaspoonful of sugar dissolved in a tank of water the size of two Olympic pools. That's what a sniffing dog could identify, according to scientist Alexandra Horowitz. Some scientists say that a dog's sniffing ability is at least ten thousand times stronger than a human's.

3 Dogs are stupendous sniffers because of their nose design. Each doggy sniff brings air through the nostrils into the snout. As the air flows through the moist snout, it is cleaned. The air carries odor molecules. They reach an area at the back of the snout. Here, special cells catch and sort the odor molecules. The molecules are picked up by nerve-cell structures called smell receptors. A dog has hundreds of millions of smell receptors. (Humans have about six million.) The nerves connect to the brain. The brain interprets the signals from the smell receptors. The whole process happens quickly. The dog "knows" what the combination of odors means. "Hey, a squirrel ran across this lawn!"



4 The connections between a dog's nose and brain make for some amazing achievements. Trained dogs help rescue people buried in snow or in earthquake rubble. They follow a trail to a criminal or a lost child. They locate illegal material in luggage. Some dogs even identify diseases.

5 Of all dogs, the bloodhound is the best at tracking a scent. Bloodhounds put their noses to the ground. Their floppy ears stir up odor molecules for the dog to sniff. A trained bloodhound can follow a scent that is more than 10 days old. It can follow a trail for more than 100 miles (160 kilometers). Somehow, it is not distracted by countless other odors. It's no wonder that a bloodhound has been called "a nose with a dog attached."

Name: _____



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

ecosystem (noun) An ecosystem is all living, and nonliving things in an area.

- 2 **Reread the informational text on the next page, "Keystone Species."** Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 1. **Put a star (★) next to the main idea.**
- 4 Bullet points with information about keystone species are included in a text box. Use this information to **write a definition of a keystone species in your own words.**

.....

.....

- 5 The information in this text shows a cause and effect relationship. The cause is underlined in Paragraph 4. **Put the letter C in the margin next to the cause.**
- 6 Three effects are underlined in Paragraph 5. **Put the letter E in the margin next to each effect.**
- 7 **Complete the chart by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the text.

main idea	
cause	
effect 1	
effect 2	
effect 3	

- 8 **Write a summary of the text** on another page. Use information from your chart and the diagram on the next page to help you.

★ **Work with a partner to research another keystone species. Create a multimedia presentation using video, photos, or diagrams to explain what you learn.**

Keystone Species

1 Ecosystems are filled with connections. An ecosystem is all the plants, animals, and nonliving things in a particular area. **One connection that can have a big impact on an ecosystem is the link between predator and prey animals.**

What to Know

- Keystone species are living things that have a major impact on how an ecosystem works.
- If you take a keystone species away, the whole ecosystem suffers.
- They are often a predator. (They eat prey animals.)



- 2 Take the example of sea otters and sea urchins. Sea otters are mammals that live in the North Pacific Ocean. They are supremely suited for marine life. Their flipper-like hind feet help them swim. They sleep and eat while floating on their backs, often among the large seaweeds called kelp.
- 3 Sea otters eat an enormous amount of food. The animals they eat are called prey animals. A preferred prey animal is the sea urchin. Sea urchins are small, spiny animals with round bodies. They live on the sea bottom, eating algae and kelp.
- 4 During the 1700s and 1800s, it was a profitable business to hunt sea otters for their wonderful fur. Otter-fur hats and coats were popular. Overhunting brought sea otters to the edge of extinction. Not until the twentieth century did laws protect them. By then, damage to marine ecosystems had already been done.
- 5 Without sea otters to prey on them, the numbers of sea urchins grew nonstop. Sea urchins munched on kelp plants. They kept gobbling until the kelp forests disappeared. The giant green plants were central to the ecosystem where they grew. Kelp provided not just food but also shelter. When the kelp vanished, so did the fish and shellfish that needed it to survive.
- 6 Biologists have a name for an animal that plays a key role in the health of its ecosystem. It's called a *keystone species*. Sea otters are a keystone species.

Name: _____

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

perceive (verb) To perceive is to notice something.

- 2 **Reread the story on the next page**, "Lost on the Trail." It is fantasy—a story about magic, unrealistic events, and imaginary creatures.
- 3 Go back to the story, and **circle the names of the two main characters**.
- 4 The setting where the fantasy takes place is described in Paragraph 1. **Put a box around the setting**.
- 5 The main characters face a problem, which is described in Paragraph 1. **Put a star (★) in the margin next to the problem**.
- 6 The main characters try to solve their problem in a series of events. **Put a checkmark (✓) in the margin next to the three major events** (Paragraphs 2, 5, and 8).
- 7 The problem is solved in the resolution, near the end of the story. **Put a smiling face (☺) next to the resolution**.
- 8 **Complete the chart below in your own words**. Use the markings you made on the text to help you.

main characters	
setting	
problem	
major event 1	
major event 2	
major event 3	
resolution	

- 9 On another page, **write a summary of the story**. Use information from your chart to help you.

★ **Create a board game based on the story you read. Include key details about characters, setting, and events.**



Lost on the Trail

- ¹ Clyde and his friend Ajay often walked on Pine Lane, a dirt path beside a wooded area known as the Enchanted Forest. One day, the boys were walking with Clyde's dogs, Bric and Brac. Suddenly, both dogs barked excitedly and ran into the woods. Clyde called after them again and again, but when the dogs did not return, he told Ajay, "We'll have to go and get them."
- ² The two boys entered the woods and called loudly for the dogs. There was no sign of Bric or Brac, but there was a sign on a board nailed to a tree. The boys walked right past it. They didn't notice that it read, "Magic Wish Trail."
- ³ After calling vainly, Clyde said, "There are so many trees and shrubs, we'll never be able to see Bric and Brac. Too bad we're not dogs because we could track those pups in no time. We'd just use our amazing sense of smell."
- ⁴ Ajay rolled his eyes and said, "Yeah, I wish!"
- ⁵ At once, a breeze ruffled the boys' hair. "I feel strange," each said simultaneously. Looking at each other, both cried out, "You're a bloodhound!"
- ⁶ The bloodhounds shouted at each other for a while, using their low, hoarse voices to howl their shock and alarm. But then, without thinking, they both began sniffing the ground. "A fox must have taken this trail," said Ajay.
- ⁷ The two bloodhounds trotted along, sniffing and commenting on the aromatic information that creatures had left behind. They detected the moist fragrance of frogs, the damp smell of rodents, and the wispy perfume of insects.
- ⁸ "And here is the route that Bric and Brac took," said Clyde confidently. "They were chasing a squirrel, but it climbed that tree over there, so they gave up and went this way." The bloodhounds followed the scent until they reached the edge of the Enchanted Forest. Before them, on Pine Lane, Bric and Brac stood waiting.
- ⁹ Stepping out of the forest and onto the path, the bloodhounds passed through an invisible wall. They transformed instantly into human boys.
- ¹⁰ "Oh, look," Clyde said to Ajay. "Bric and Brac came out of the woods on their own."
- ¹¹ "I'm glad we didn't have to go into the Enchanted Forest," added Ajay. "I've heard that weird things happen there."

Name: _____



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

develop (verb) To develop is to improve.

- 2 **Reread the drama on the next page**, “Talent Show Tryouts: A Skit in One Act.” Dramas, or plays, are stories that are performed by actors.
- 3 Go back to the drama, and **circle the cast of characters**.
- 4 Dramas also have stage directions—information about the setting and directions for the actors that are not spoken aloud.
- a **Put a box around the stage directions that describe the setting.**
- b **Underline the stage directions that describe the Director.**
- 5 The words that actors read aloud in a drama are called lines.
- a The Director’s first lines show that he is motivated to accomplish a goal. **Put a star (★) in the margin next to the Director’s lines that describe his goal.**
- b The Director’s lines at the end of the drama show that he did not accomplish his goal. **Put a smiling face (☺) in the margin next to the Director’s lines in the resolution.**
- 6 **Complete the chart below in your own words.** Use the markings you made on the drama to help you paraphrase the text.

main characters	
setting	
goal	
resolution	

- 7 What does the Director learn about developing a skill? **Write a sentence to state this theme.**

- 8 **Write a summary of the drama** on another page. Use information from your chart to help you.

★ **Read the drama aloud with a partner. Remember that the stage directions are not read aloud.**

**Talent Show Tryouts: A Skit in One Act****Cast of Characters****DIRECTOR** **VINCE**, a mind reader

[The DIRECTOR is sitting on a chair in a dark auditorium. VINCE walks confidently onto the stage.]

DIRECTOR. Welcome to the tryouts for the Stixville Talent Show. I'll be directing the show, and I want to find the most talented acts in town. What is your name and your talent?

VINCE. I'm Vince the Mind Reader.

DIRECTOR. *[Skeptically]* You can tell what I'm thinking?

VINCE. Sure! Right now, you're thinking that I can't really read minds.

DIRECTOR. True, but too obvious. Let's get a sample of your act.

[VINCE takes a deck of cards out of his pocket and shuffles the cards.]

VINCE. Pick a card, any card, and I'll tell you what it is.

DIRECTOR. OK, I've picked a card.

VINCE. Now put it back in the deck, anywhere at all.

[As the DIRECTOR puts the card back in the deck, VINCE leans over to view the card]

DIRECTOR. *[Surprised]* Hey, you just looked at it before I put it back!

VINCE. No, I didn't.

DIRECTOR. Yes, I saw you look right at it!

VINCE. OK, OK, I had to take a peek because I haven't perfected the trick yet.

DIRECTOR. *[Sighing]* Go home and practice—for a long, long time.

[VINCE sulks and exits.]

DIRECTOR. *[Thoughtfully]* Directing a talent show is a lot harder than I thought it would be. Of course, it is my first time. I might need more practice.

Name: _____

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

reflect (verb) To reflect is to send something, like light, back.

- 2 **Reread the poem on the next page**, “City Lights” by Lee Bennett Hopkins. Poets use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poems often have words that rhyme. The rhyme in this poem connects the descriptions of city lights. **Circle two words in the poem that rhyme.**
- 4 The vivid words in this poem help readers form pictures in their minds. **Put a checkmark (✓) in the margin next to three words that describe how city lights look or what they do.**
- 5 Alliteration is the repetition of beginning sounds in words. **Underline three pairs of repeated beginning sounds in the poem.**
- 6 **Complete the chart.** Use the markings you made on the poem to help you.

rhyming words	
vivid words	
words with alliteration	

- 7 The rhythm of a poem is like a drumbeat that goes with groups of words. **Read Lines 2 to 9 aloud, and listen for the rhythm. Then, describe the rhythm.**
- _____
- 8 The poem has a central message, or theme, about what keeps the city “awake all night.” **Write a sentence to state this theme.**
- _____
- 9 The city lights described by the poet most likely have different sources, including light that is reflected off skyscraper windows. On another page, **draw the scene you imagine after reading the poem.**

- ★ **What is your city or town like at night? Write your own poem to describe its sights, sounds, smells, tastes, and/or feelings. Try including rhyme, rhythm, and alliteration in your lines.**

Name: _____



City Lights
by Lee Bennett Hopkins

- 1 Blazing lights
- 2 flicker
- 3 flash
- 4 glitter
- 5 gleam
- 6 twinkle
- 7 sparkle
- 8 bedazzle
- 9 beam
- 10 so
- 11 brilliantly
- 12 bright.
- 13 Reasons
- 14 why
- 15 city
- 16 stays
- 17 awake
- 18 all
- 19 night.