

# **White (WT) 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 **White (WT)** 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











# Wt

## White IRLA Resources

### Students can already:

- Decode polysyllabic (4+ syllables) words following basic patterns.
- Demonstrate flexibility with letter sounds, trying different sounds for the letter/chunks in an unfamiliar word until the word is recognized from everyday speech.
- Use common prefixes (un-, re-, mis-) and suffixes (-ful, -able, -tion) as clues to both pronunciation and meaning of words.
- Demonstrate comprehension of independently read 2R books by discussing key ideas in the text.
- Sustain engagement and comprehension in texts with few pictures, independently finishing 2R chapter books.

### Students will learn to:

- ★ Notice unfamiliar vocabulary and provide a word or phrase that could be substituted for the unfamiliar word and retain meaning of the sentence.
- ★ Establish/affirm the reading lifestyle of a WT level reader. Regularly finish WT chapter books, one per week. Sustain engagement and comprehension in books with few or no illustrations in and out of class.
- ★ Use context clues to figure out word meanings in sentences, pages, and overall in both literature and informational text.
- ★ Distinguish shades of meaning among related words (e.g., knew, believed, suspected)
- ★ Distinguish the literal and non-literal meanings of words and phrases in context.
- ★ Demonstrate understanding of figurative language.
- ★ Notice and use common words parts (prefixes, common derivational suffixes, roots) to figure out word meanings.

## **WT Level Entry Requirements**


To enter the White level, students need to be able to finish and comprehend a WT level chapter book as well as informational book. After they have demonstrated these skills, they can be tested for the White level.

**The entry requirements for the White Level are as followed:**

- Students need to be able to fluently and accurately read a WT level cold read. They also need to be able to answer comprehension and inference questions based on the text that they read. There will also be a vocabulary question as well.
- Students will be tested on the phonics gap locator. The student will need to be able to read at least 30 of the words. These words will be 4 syllables, long and short vowels, vowel splits, and silent letters.
- Then, students will be tested on a context clues check. The students will read 10 sentences with an underline word. The students must define the underline word by using context clues within the sentence. Students need to be able to do this for at least 4 of the underline words.

## White Level Skill Card

The following images are of the WT 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.



# Wt: Skills Card

Reader: \_\_\_\_\_ Room: \_\_\_\_\_

**Range of Reading and Level of Text Complexity**

1. Finish a chapter book every week.
2. Read an hour a day, including 30 minutes at home.
3. Read something you like from each of these genres:
  - Informational text (science, history/social studies)
  - Fiction stories (realistic fiction, mystery, humor)
  - Traditional tales (fables, folktales, myths)
  - Poetry and drama

**Vocabulary & Language**

- Context Clues: notice new words or phrases and use context clues to hypothesize meaning.
- Distinguish shades of meaning among related words (e.g., knew, believed, suspected).
- Word Parts: notice and use prefixes, suffixes, and roots as clues to the meanings of unknown words.
- Figurative Language: distinguish between literal and nonliteral language.

**Comprehension:** Support answers with evidence from the text.

<b>Literature</b>	<b>Informational Text</b>
1. Describe the setting (time and place) and compare it to other stories .	1. What is the main idea and how do you know?
2. Describe the characters and how their actions influence events in the story.	2. What key facts or ideas support the main idea?
3. Retell the key events of the plot in chronological sequence.	3. Does the author state any opinions? What is the author's point of view? How do you know? How is yours different?
4. Identify the narrator. Is the story told in 1st or 3rd person?	4. What questions would you ask the author?
5. Describe the central problem and explain how it is resolved.	5. Show how you can use text features to locate information in the text.
6. What is the central message, lesson, or moral? How did the author convey it?	6. Explain how the author organizes the information (time sequence, steps in a procedure, pro/con, compare/contrast, cause/effect).
7. How is your point of view on the theme or conflict different or the same as the narrator's or the characters'?	



# Wt: Vocabulary & Language

## 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 prefixes and suffixes to figure out the meaning of words.

Prefixes		
un-	re-	mis-
not	again	wrong(ly)
<i>unhappy</i>	<i>redo</i>	<i>misbehave</i>
dis-	over-/under-	im-/in-/ill-/ir-
opposite of	over/under	not
<i>disagree</i>	<i>overdo</i>	<i>irresponsible</i>

Suffixes			
-able	-tion/-sion	-en	-ant/-ent
able to be (verb to adjective)	the act or state of (verb to noun)	to make (adjective to verb)	having the quality of/full of (noun to adjective)
<i>breakable</i>	<i>instruction</i>	<i>shorten</i>	<i>independent</i>
-ment	-less	-ful	-ish
the action of (verb to noun)	without (noun to adjective)	full of (noun to adjective)	having the quality of/ somewhat (noun to adjective)
<i>agreement</i>	<i>thoughtless</i>	<i>flavorful</i>	<i>childish</i>

## WT Level Skills to Master

The following images will help students in the White level. They are tricky words, common prefixes, and common suffixes.



### Wt Tricky Words

**Student Practice Page:** Student should be able to read most of these on entry to Wt.

Name					Date				
although		college		disease		knowledge		pigeon	
anxious		cough		doubt		language		poison	
avenue		couple		especially		league		restaurant	
blond		court		fasten		leather		route	
bruise		coyote		gradually		meadow		salad	
bury		crayon		guest		mustache		sew	
calves		crooked		guitar		myth		shawl	
cereal		cruel		health		natural		statue	
character		cozy		hoarse		nuisance		strength	
chosen		cupboard		honesty		ought		suggest	
cocoa		death		jealous		patience		sword	
collar		design		journey		persuade		wand	



# Wt Vocabulary

## Common Prefixes

### Student Practice Page

Name				Date	Total
<b>un-</b>	<b>re-</b>	<b>mis-</b>	<b>dis-</b>	<b>over-/under-</b>	<b>im-/in-/ill-/ir-</b>
<i>not</i>	<i>again</i>	<i>wrong(ly)</i>	<i>opposite of</i>	<i>over/under</i>	<i>not</i>
unfriendly	remember	mistake	dishonest	underneath	incorrect
unacceptable	return	misbehave	disrespect	underwater	inactive
unbreakable	research	misplace	disagree	underground	inappropriate
unforgettable	repay	misspell	discount	undershirt	immature
unselfish	rebuild	mistreat	disappear	undersea	incapable
unequal	refill	misjudge	disappoint	underpaid	irresponsible
uncover	rebound	mishandle	distrust	overlook	irresistible
unable	recycle	mismatch	disgrace	overcome	imperfect
unknown	recharge	mistrust	discover	overnight	illegal
unexpected	retrace	misuse	disease	overpaid	improper



# Wt Vocabulary

## Common Suffixes

### Student Practice Page

Name					Date	Total
<b>-able</b>	<b>-tion/-sion</b>	<b>-en</b>	<b>-ant/-ent</b>	<b>-ment</b>	<b>-less/-ful</b>	<b>-ish</b>
<i>able to be (verb to adjective)</i>	<i>the act or state of (verb to noun)</i>	<i>to make (adjective to verb)</i>	<i>having the quality of/ full of (noun to adjective)</i>	<i>the action of (verb to noun)</i>	<i>without and full of (noun to adjective)</i>	<i>having the quality of/ somewhat (noun to adjective)</i>
likable	instruction	shorten	absent	entertainment	painless	stylish
adorable	selection	lengthen	excellent	equipment	painful	foolish
comfortable	inspection	fasten	ancient	compliment	helpless	selfish
valuable	exhaustion	listen	intelligent	excitement	helpful	childish
readable	interruption	moisten	independent	agreement	powerful	feverish
breakable	hibernation	awaken	innocent	disagreement	powerless	longish
agreeable	exaggeration	forgotten	patient	accomplishment	careless	pinkish
believable	participation	darken	impatient	improvement	voiceless	smallish
avoidable	combination	bitten	violent	requirement	flavorful	snobbish
curable	discussion	weaken	brilliant	achievement	faithful	amateurish

## Other Resources for WT Level

The following images are other resources that can help students move within the WT level. There is an academic vocabulary word share that will help students master new vocabulary words as they are reading. There is also a context clues checklist that students can use as they are reading. Finally, there is a series sampler challenger that students can use to record the books that they read within a series.

### 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?

# Series Sampler Challenge



Student Name \_\_\_\_\_

Date \_\_\_\_\_

Try at least 10 Series proven to turn kids into **Avid Readers**

# of Steps (see back)	Title	Series	Date	Try more? Y/N	Coach's Signature



# Series Binge Reading Record

Read Every Book in a Great Series

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Series

Series Book Title

Date

Number  
of Steps

Coach's  
Signature



Here are some recommended Hook Book series:

<b>Andrew Lost</b>	<b>JC Greenburg</b>
<b>A to Z Mysteries</b>	<b>Ron Roy</b>
<b>Judy Moody</b>	<b>Megan McDonald</b>
<b>Boxcar Children</b>	<b>Gertrude Chandler Warner</b>
<b>Magic Treehouse</b>	<b>Mary Pope Osbourne</b>
<b>My Weird</b>	<b>Dan Gutman</b>

This context clues checklist will help students determine meanings of unknown words while they are reading.

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

I	<b>Inference</b> – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
D	<b>Definition</b> – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
E	<b>Example</b> – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
A	<b>Antonym</b> – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
S	<b>Synonym</b> – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.



# Wt Skill Builders: Structural Analysis

Name: \_\_\_\_\_

Structural Analysis  
Latin Suffixes



Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

washable joyous structure miserable option  
nature election enjoyable loyal numerous  
dangerous musical departure attention magical

able

washable

tion

ous

ture

al

★ Choose one word from each group and write a sentence for each.

Core5 Level 13

Reproduction rights for PS 35-4 for use until June 30, 2020.  
Printed by Farrah Ibarra.  
This material is a component of Lexia Reading® - www.lexialearning.com  
© 2020 Lexia Learning Systems LLC

Name: \_\_\_\_\_



Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

active	manage	voyage	vacant	attentive
different	safety	empty	liberty	student
fragrant	excellent	expensive	average	elegant

active	ive	
	ty	
	ant	
	age	
	ent	

★ Choose one word from each group and write a sentence for each.



Name: \_\_\_\_\_

Read the words at the top of the page. Circle the suffix in each word. Then, write each word in the area with the same suffix.

distance	assistant	influence	visible	explosion
flexible	division	possible	expression	tenant
sentence	balance	important	evidence	allowance

<b>ance</b>		
<u>distance</u>	_____	_____
<b>sion</b>		
_____	_____	_____
<b>ence</b>		
_____	_____	_____
<b>ant</b>		
_____	_____	_____
<b>ible</b>		
_____	_____	_____

★ Choose one word from each group and write a sentence for each.

Name: \_\_\_\_\_



Circle the word to best complete each sentence. Then, write the word on the line.

1 Our long hike in the woods was quite an <u>adventure</u> .	invention <u>adventure</u>
2 The octopus is an interesting sea _____.	creature caution
3 Katie enjoys acting in school plays and wants to be _____ one day.	famous fraction
4 It has been raining for _____ days.	structural several
5 The computer has been an important _____.	invasion invention
6 My Uncle Mitch is a close _____.	relative reaction
7 We will plan a trip to see you in the _____.	fiction future
8 I need to add eggs to the _____.	mixture massive

★ Read these sentences to a partner.

Name: \_\_\_\_\_



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

nonsense      subway      contract      semicircle  
retell      prevent      millisecond      unwise

1	making <u>no</u> sense	<u>nonsense</u>
2	one thousandth of a second	_____
3	to tell a story again	_____
4	half of a circle	_____
5	not wise; foolish	_____
6	to stop before it happens	_____
7	to come together	_____
8	a train that travels underground	_____

LEVEL 14  
Reproduction rights for P5 354 for use until June 30, 2020.  
Printed by Farrah Beem.  
This material is a component of Lexia Readings® www.lexialearning.com  
© 2020 Lexia Learning Systems LLC

★ Choose three words from above and write a sentence for each.

Name: \_\_\_\_\_



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

unicorn

octopus

multiple

triangle

quintet

bicycle

quadruplets

decade

1	a creature with <u>one</u> horn	<u>unicorn</u>
2	a cycle with two wheels	_____
3	a shape with three sides	_____
4	four children born together	_____
5	a sea animal with eight legs	_____
6	a period of ten years	_____
7	a group of five people	_____
8	having many parts	_____

★ Choose three words from above and write a sentence for each.

Name: \_\_\_\_\_



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

incorrect      inhale      misbehave      expand  
supervise      repeat      transmit      disrupt

1	<u>not</u> right	<u>incorrect</u>
2	to say again	_____
3	to behave badly	_____
4	to break apart	_____
5	to spread out	_____
6	to breathe in	_____
7	to send across	_____
8	to watch over others	_____

★ Choose three words from above and write a sentence for each.

Name: \_\_\_\_\_



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

1	They were able to <u>predict</u> the blizzard before it began.	predict connect expand
2	I hope the dentist does not _____ my tooth. I do not want him to take it out.	repaint defend extract
3	I will _____ her to a picnic. I hope she can join in.	transfer invite preview
4	When the bell rings, the teacher will _____ us. She will send us away.	refill mislead dismiss
5	In class, we had to read a _____ book. We could not read a made-up story.	nonfiction triangle bilingual
6	Tim made _____ desserts for the party. There were many to pick from.	semiannual multiple nonsense
7	It was hard to walk on the _____ path. It was not smooth.	uneven multiple premature
8	The train will _____ the boxes. It will carry them across the country.	supervise transport dismantle

**Core5 Level 14**  
 Reproduction rights for PS 154 for use until June 30, 2020.  
 Printed by Farris Ikem.  
 This material is a component of Lexia Readings www.lexialearning.com  
 © 2020 Lexia Learning Systems LLC

★ Choose three words that were not used and write a sentence for each.



Name: \_\_\_\_\_



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

1	We were <u>unlucky</u> to get stuck in the rainstorm. We did not have good luck.	unlucky independent supervisor
2	Did you see that _____ run by? It looked like it had one hundred legs!	unicorn centipede decagon
3	Can you please _____ the question? Can you say it again?	prepay subtitle repeat
4	The kids must not _____ in class. They cannot act badly.	misbehave replay connect
5	Dad will _____ us at the park. He will watch closely over us.	transfuse supervise deduct
6	The _____ will take us the other way. It will take us off course a bit.	detour millipede octagon
7	My homework is _____. I did not have a chance to finish it.	semiannual incomplete nonfat
8	The _____ is a creature that lives in the sea. It has eight legs.	octopus bicycle semicircle

**Core5 Level 14**

Reproduction rights for PS 154 for use until June 30, 2020.

Printed by Farrah Riem.

This material is a component of Lexia Readings www.lexialearning.com

© 2020 Lexia Learning Systems LLC

★ Choose three words that were not used and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 drop + ing = <u>dropping</u>	2 win + er = _____
3 sad + est = _____	4 act + ing = _____
5 land + ed = _____	6 shop + er = _____
7 help + er = _____	8 fast + est = _____
9 sit + ing = _____	10 hot + est = _____
11 bit + en = _____	12 rent + ed = _____

★ Practice spelling each word twice.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter to help you spell some of these words.

1 melt + ing = <u>melting</u>	2 sad + est = _____
3 bad + ly = _____	4 flat + en = _____
5 ship + ment = _____	6 glad + ly = _____
7 clip + er = _____	8 quit + er = _____
9 rot + en = _____	10 step + ing = _____
11 red + ness = _____	12 dim + ly = _____

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 shine + ing = <u>shining</u>	2 dive + ing = _____
3 pave + ment = _____	4 use + ful = _____
5 lone + ly = _____	6 joke + er = _____
7 wise + er = _____	8 hope + ful = _____
9 rise + ing = _____	10 like + ly = _____
11 blame + ed = _____	12 safe + er = _____

★ Practice spelling each word twice.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 ride + ing = <u>riding</u>	2 brave + ly = _____
3 state + ment = _____	4 drive + ing = _____
5 rake + ing = _____	6 hike + er = _____
7 like + ness = _____	8 bare + ly = _____
9 joke + ing = _____	10 nice + ly = _____
11 bike + er = _____	12 broke + en = _____

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about dropping the silent e to help you spell some of these words.

1 ride + ing = <u>riding</u>	2 brave + ly = _____
3 state + ment = _____	4 drive + ing = _____
5 rake + ing = _____	6 hike + er = _____
7 like + ness = _____	8 bare + ly = _____
9 joke + ing = _____	10 nice + ly = _____
11 bike + er = _____	12 broke + en = _____

Core5 Level 13  
Reproduction rights for PS 354 for use until June 30, 2020.  
Printed by Farrah Ibeem.  
This material is a component of Lexia Reading®  
© 2020 Lexia Learning Systems LLC

★ Choose three words and write a sentence for each.

Name: \_\_\_\_\_



Add the suffix to the base word. Then, write the new word on the line. Remember the rule about doubling the final letter or dropping the silent e to help you spell these words.

1 use + ful = <u>useful</u>	2 use + ing = _____
3 sad + ly = _____	4 sad + est = _____
5 ship + ment = _____	6 ship + ing = _____
7 brave + ly = _____	8 brave + er = _____
9 safe + er = _____	10 safe + ty = _____
11 dim + ness = _____	12 dim + er = _____

★ Choose three words and write a sentence for each.

# Wt Skill Builder: Fluency

Name: \_\_\_\_\_

Fluency  
Passage Fluency 2 

Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

THE READER SHOULD:	THE LISTENER SHOULD:
<ul style="list-style-type: none"><li>1 Read the words carefully and clearly.</li><li>2 Pay attention to punctuation and read with expression.</li></ul>	<ul style="list-style-type: none"><li>1 Listen closely to the reader. Is the reading smooth, clear, and easy to understand?</li><li>2 As you listen, think of a question about the passage to ask the reader when he or she has finished reading.</li></ul>

1 A tree grew next to Jaden’s house. One spring day, Jaden passed by the tree and saw a nest in it. A little blue-green bird was in the nest. It sat very still.

Jaden did not want to scare the bird, so she did not get too close. She spoke in a soft voice. “Keep your eggs warm and safe, “ Jaden said to the bird. “I want to see them hatch.”

Every day, Jaden spoke to the little bird in its nest. “When will your eggs hatch?” Jaden asked. One day, the bird was not in its nest. Jaden saw the bird on a branch. It had a large bug in its beak.

Jaden leaned in to look at the nest. Three tiny birds had their mouths wide open. “They hatched!” Jaden whispered. She stepped back so that the bird could feed its babies.

2 Kim was sick with the flu. Sometimes her fever gave her chills. Sometimes her fever made her hot. Her nose was stuffed up. “Poor Kim,” said Dad. “Would you like some soup to eat?”

“I would like to feel well,” said Kim. “Could you wave a magic wand and make me better?”

“I wish I could,” said Dad.

After Kim had been sick for a week, she felt much better. “Can my friends visit me?” she asked. “Yes, you can invite your friends over,” said Dad.

Betsy and Rosa came over and sat in Kim’s room. “What’s it like to have the flu?” asked Rosa. “It’s awful,” said Kim. “One second, I’m burning up, and the next second I’m freezing. You do not want to get the flu!”

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.

CORE LEVEL 13  
Reproduction rights for PS 154 for use until June 30, 2020.  
Printed by Farrah Beems.  
This material is a component of Lexia Reading® www.lexialearning.com  
© 2020 Lexia Learning Systems LLC



Name: \_\_\_\_\_



Read the passages below with a partner. Your partner may be an adult or a classmate. 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 Have you ever seen a tennis match? A net stretches across the middle of the court. There may be one player on each side of the net or a team of two players. Each player swings a racket to hit the ball over the net. The player tries to aim the ball so that the player on the other side cannot hit it back. Tennis players run and leap to keep the ball flying.

Tennis players use their rackets in different ways. To start a game, a player serves it. To serve, the player throws the ball up, then hits it over the net. The other player swings the racket to hit the ball back. A player may make the ball drop just over the net. The other player must run fast to reach it. An overhead smash is a strong, fast shot. A smash is hard to hit back.

2 Some animals do not match their names. The glass snake is not made of glass. It is not even a snake. The glass snake is really a lizard. Most glass snakes have no legs, just like snakes. So a glass snake moves along the ground like a snake. It slithers. Snakes cannot blink, but glass snakes can blink. Snakes have long bodies and short tails. But glass snakes have short bodies and long tails.

Glass snakes live where it's hot. They hunt at night, when it's cooler. They get their names because of their tails. The tail can break off, like a handle breaks off a glass cup. The glass snake does this when being hunted. The broken tail keeps wiggling like it's alive. The hunter attacks the tail. The glass snake races away. Soon it grows a new tail. But the new tail is shorter than the old one.

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. Your partner may be an adult or a classmate. 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 Your teeth start growing before you're born. They start to come in when you're six to twelve months old. These are your baby teeth. You have twenty baby teeth in your mouth. Then these teeth start falling out, one by one. This begins to happen when you're about five. The tooth feels loose. You can move it back and forth. At last, it comes out! You have an empty space where you once had a tooth.

It takes years to lose all your baby teeth. You'll be done losing them when you're about 13. Now, you'll have adult teeth. You'll have more teeth than before. Instead of 20 baby teeth, you'll have 28 adult teeth. A few years later, most kids get four more teeth. These are called wisdom teeth. They grow at the back of the mouth. Now there are 32 teeth. These are the last teeth to grow in.

2 Ben wanted to give his mother a birthday gift she would like. But he had no money. Ben made a picture book. On each page, he drew something his mother did to help the family. He showed her going to work. He showed her helping with homework and cooking a meal. He showed her giving hugs. Ben wrote words to go with each picture. His book showed ten things on ten pages.

Ben's mother opened her birthday gifts. Poppa gave her perfume. "Thank you! I love it!" shouted Mum. Ben's sister gave her a scarf. "Thank you! I love it!" shouted Mum. Aunt Val gave her a blouse. "Thank you! I love it!" shouted Mum. Mum opened the book Ben made. It showed all the things she did to help the family. She looked at each page. She did not speak. "Thank you," she whispered. "I love it."

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. Your partner may be an adult or a classmate. 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 A log is floating in the swimming pool. The log is long and covered in carpet. Two young girls are standing on top of the log. Both girls take tiny steps to spin the log under their feet. Their legs are a blur. This is a high-speed balancing act. Each girl is trying to make the other fall off the log first. This sport is called log rolling. Strength and balance are needed to play. Log rolling is an exciting sport for girls, boys, men, and women. The sport began long ago in logging camps. The loggers showed off their skill at balancing on logs in a river. They also showed off their skill at chopping, sawing, and tree climbing.

Loggers are also called lumberjacks. Today, lumberjack contests are not just for lumberjacks. They are for anyone. In big contests, players compete for prizes. Thousands of people come to watch the events. Lumberjack sports are spreading all over the world.

2 What do some people do when an insect lands on them? They slap it or brush it away. But what if the insect is a ladybug? Many people let them stay. They might even say, "How cute!" Ladybugs are also called lady beetles or ladybird beetles. A ladybug is a small beetle with a round body. Ladybugs may be bright red or yellow, with spots of black. Pictures of ladybugs are on T-shirts, greeting cards, and other things. People just seem to like ladybugs.

Why do people like ladybugs? One reason is that ladybugs seem gentle. They don't bite or sting. Another reason is that most ladybugs are helpful. These beetles eat insects that eat farm crops. Ladybugs have been carried to farms to eat pests. A ladybug's bright colors are really a warning. The colors warn, "I taste bad." Animals that eat insects learn to stay away from ladybugs. But to people, a colorful ladybug seems to say something else. "Come close. See how pretty I am!"

**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. Your partner may be an adult or a classmate. 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 Jackson wrote a story for homework. His story was about a boy with a magic cap. The cap helped the boy fight monsters. The boy wore his magic cap to track a monster to its cave. They had a big fight, and the boy won. Jackson then printed out his story and put it away. Two days later, Jackson’s homework was due. Jackson looked for his story. “I know my story is in a safe spot,” Jackson said. “But where did I put it?”

Jackson looked for his story. He checked his backpack twice. He looked in his desk. “Where did I put that story?” he asked himself. If Jackson did not find his story soon, he would have to go to school without his homework. “I wish I had a magic cap that would help me solve this,” Jackson said to himself. Then he snapped his fingers. He ran to the closet and grabbed his story. It was just where he had left it—inside his cap.

2 Hermit crabs are strange animals. They are not really true crabs. Crabs have hard coverings all over. Hermit crabs have hard coverings on their legs, not on their bodies. But they’ve found a way to solve this problem. They use empty snail shells to protect their soft bodies. Once they find a good-sized shell, they tuck their bodies inside. Then they carry the shell around. It becomes their home. When these crabs are in danger, they hide inside their shells. Hermit crabs have five pairs of legs. The first pair of claws is for eating and for fighting off danger. Three pairs are for walking. The last pair hangs onto the shell. Hermit crabs keep growing. When they outgrow their shells, they find bigger ones. These crabs never walk around something. If they run into an object, they climb over it or dig under it. Hermit crabs can live for a long time. Some live to be thirty years old.

**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. Your partner may be an adult or a classmate. 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 Some insects live together in a kind of insect city. Insects such as ants and bees live like this. Termites do, too. Termites have strange eating habits. They like to eat wood and also eat plastic. They eat a huge amount of food every day. Termites often live underground. They travel through tunnels to get around. When their termite city gets too crowded, they grow wings and fly off. They set up a bigger home in a new place.

Some termites live where it's hot. Their underground cities rise up as mounds. Termites don't live in the mounds. They live deep underground. Some mounds are large. They look like sand castles on a beach. But they're bigger and stronger. They may be taller than a two-story house! They're made from a mix of soil and food that termites eat. Mounds have hollow pathways that wind travels through. Wind moves hot air out and cool air into their underground homes.

2 Once upon a time, a trap snapped shut on Fox's tail. Fox got away, but his tail was left in the trap. Fox had always been proud of his bushy tail. He felt ashamed not to have it. He hid from the other foxes for days. Then he made a plan. Fox marched before the other foxes. "Look at me!" Fox said. "I got rid of my tail. It was big and ugly. I am glad to be free of it."

Fox missed the tail he had left in a trap. But he acted as if he liked having no tail. Fox said to the other foxes, "Cut off your tails, my friends. You will feel lighter. After all, a bushy tail is so heavy. You will look better, too."

The other foxes liked their tails. One of them said to Fox, "If you still had your tail, you would not be telling us to get rid of ours."

Fox had not fooled anyone.

**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: \_\_\_\_\_



Write each word on the line. Then, find these words hidden in the puzzle below.

enough	<u>enough</u>	should	_____
touch	_____	above	_____
thought	_____	carry	_____
rough	_____	choose	_____
build	_____	ninth	_____

r	i	d	c	h	o	t	e	n	p
t	h	o	u	g	h	t	o	i	a
u	c	h	o	o	s	e	v	n	r
e	n	o	u	g	h	e	t	t	o
d	n	o	s	t	o	u	c	h	p
e	o	g	r	o	u	g	h	u	e
e	a	b	u	i	l	d	t	h	n
c	a	r	r	y	d	s	t	o	t
a	b	o	v	e	t	h	r	u	s
l	o	o	b	s	i	l	m	x	v

**Core5 Level 14**

Reproduction rights for PS 25-4 for use until June 30, 2020.

Printed by Farrah Barrin.

This material is a component of Lexia Reading® - www.lexialearning.com

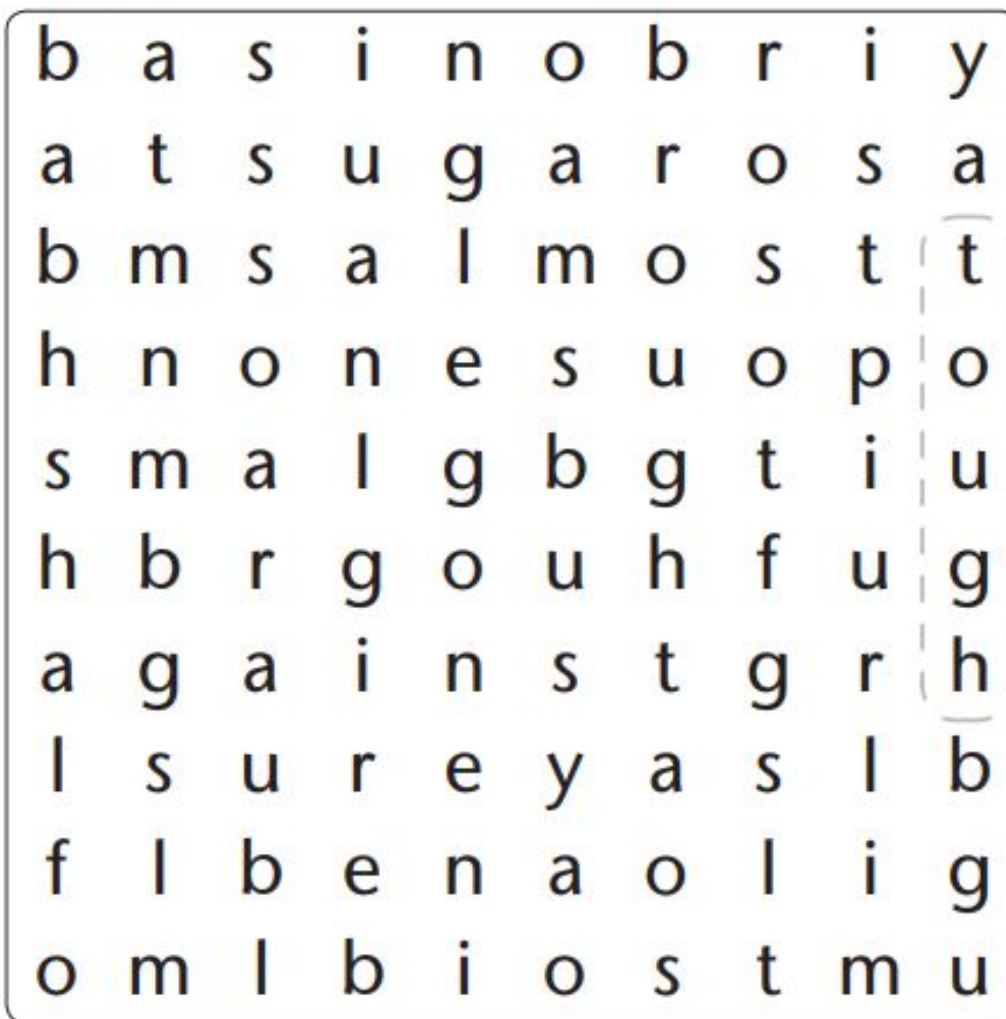
© 2020 Lexia Learning Systems LLC

★ Choose three words from above and write a sentence for each.

Name: \_\_\_\_\_

Write each word on the line. Then, find these words hidden in the puzzle below.

tough	<u>tough</u>	gone	_____
against	_____	half	_____
brought	_____	sure	_____
sugar	_____	busy	_____
almost	_____	none	_____



**Core5 Level 14**

Reproduction rights for PS 354 for use until June 30, 2021.  
Written by Sarah Baum.  
This material is a component of Lexia Reading® www.lexialearning.com  
© 2020 Lexia Learning Systems, LLC

★ Choose three words from above and write a sentence for each.

Name: \_\_\_\_\_

Circle the word to complete the sentence. Then, write the word on the line.

1 We need to be sure we have <u>enough</u> milk.	rough enough
2 Do not _____ the sharp thorns on the roses.	tough touch
3 Add half of the _____ to the cookie mix.	should sugar
4 Please lean the rake _____ the side of the shed.	against almost
5 At the end of the party, the cake was all _____.	gone none
6 We should help Dad _____ those big boxes.	busy carry
7 Are you sure we are _____ there?	above almost
8 Do we have enough sand to _____ a castle?	build busy
9 I am not _____ if I can come because I am so busy.	should sure
10 He thought I should put the sign _____ the door.	above almost

Core6 Level 14

Reproduction rights for PS 354 for use until June 30, 2020.  
Printed by Farrah Barron.  
This material is a component of Lexia ReadInG® - www.lexialearning.com  
© 2020 Lexia Learning Systems LLC

★ Read the sentences to a partner.



Name: \_\_\_\_\_

Circle the word to complete the sentence. Then, write the word on the line.

1 The sea was <u>rough</u> after the big storm.	rough brought
2 It was _____ to choose a present for Alex.	tough touch
3 September is the _____ month of the year.	ninth none
4 We _____ the books down from the attic.	brought thought
5 You _____ do your homework if you are not busy.	sugar should
6 Choose _____ of the crayons to use.	almost half
7 If he is too _____, we can build the shed later.	carry busy
8 Jack _____ the game was almost over.	tough thought
9 You should _____ the shirt that you like best.	choose thought
10 _____ of the flowers have bloomed yet.	Gone None

**CORES LEVEL 14**  
Reproduction rights for PS 35-4 for use until June 30, 2020.  
Printed by Florida Brain.  
This material is a component of Lexia Reading® www.lexialearning.com  
© 2020 Lexia Learning Systems LLC

★ Read the sentences to a partner.

# WT Skill Builder: Vocabulary



Name: \_\_\_\_\_

Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1 I became so tired and could not finish the long race today. I...	
2 Marty spoiled the surprise party. I can't believe he...	
3 Ivan is so funny and tells the best jokes. I always...	
4 Fred was the only one on the team with a red shirt. He...	
5 Pedro was so excited when he won the spelling bee. He...	

★ Explain the meaning of each idiom to a partner.



let the cat out of the bag    was on top of the world    ran out of steam    get a kick out of him    stuck out like a sore thumb

Name: \_\_\_\_\_

Read the sentences below. Find the idiom that best completes the sentence and glue it into the correct box.

1 Jake is so upset that his team lost. He is...	
2 I am too busy to help him today. I am...	
3 Tess is in trouble for not doing her chores. She is...	
4 Fiona has a cold and missed school today. She is...	
5 We got lost in the woods without a map. We were...	

★ Explain the meaning of each idiom to a partner.



in hot water

down in  
the dumps

in a pickle

tied up

under the  
weather

Name: \_\_\_\_\_



Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Rita was all ears when Lee told her the secret. Lee knew that Rita would not spill the beans. Rita has always been a true friend and has a heart of gold.

a Rita was all ears. What does this mean?

\_\_\_\_\_

b Was Lee worried about telling Rita her secret?

\_\_\_\_\_

c Rita has a heart of gold. What is a word that can describe Rita?

\_\_\_\_\_

2 Julia has cold feet about sledding down the big hill. Her friends hope that she does not chicken out. They had a ball when they sled down that same hill.

a Julia has cold feet. How does she feel?

\_\_\_\_\_

b What will happen if Julia chickens out?

\_\_\_\_\_

c Do you think her friends will sled down the hill again? Why or why not?

\_\_\_\_\_

★ Read each story to a partner and explain the meaning of the idioms.

Name: \_\_\_\_\_



Read each story below and look for the idioms. Then, underline the idioms in each story and answer the questions using complete sentences.

1 Max was tied up with tennis practice this afternoon and has not had much time to do his homework. If he does not finish his book report today, he will be in hot water with his teacher. He is already on thin ice since his last book report was late.

a Max was tied up with tennis practice. What does this mean?

\_\_\_\_\_

b Max may be in hot water with his teacher. How will his teacher feel?

\_\_\_\_\_

c He is already on thin ice. Why?

\_\_\_\_\_

2 Because Mindy is under the weather, she does not have to do her chores. She is off the hook! Instead, she will catch some Zs and will hopefully feel better tomorrow.

a Mindy is under the weather. What does this mean?

\_\_\_\_\_

b Mindy is off the hook and does not have to do her chores. Why?

\_\_\_\_\_

c Mindy is going to catch some Zs. What is she going to do?

\_\_\_\_\_

★ Read each story to a partner and explain the meaning of the idioms.

Name: \_\_\_\_\_



Draw a line to connect each idiom to its correct meaning.

<u>Idiom</u>	<u>Meaning</u>
<sup>1</sup> to get up on the wrong side of the bed means	to be extremely happy
<sup>2</sup> to be on pins and needles means	to wait in suspense
<sup>3</sup> to be on cloud nine means	to be in a tricky situation
<sup>4</sup> to be in a pickle means	to be in a bad mood

<u>Idiom</u>	<u>Meaning</u>
<sup>5</sup> to stay on your toes means	to tell a secret
<sup>6</sup> to sleep on it means	to pay attention
<sup>7</sup> to hit the nail on the head means	to take time to think about it
<sup>8</sup> to spill the beans means	to be right

★ Choose an idiom from above and write a sentence using the idiom.

# WT Skill Builder: Comprehension

Name: \_\_\_\_\_

Comprehension  
Passage Comprehension 2



## A New Record!

### Cast of Characters

ANNIE, a 6-year-old girl

IAN, Annie's older brother

OMAR, Ian's friend

### Scene 1

[ANNIE, IAN, and OMAR are in the kitchen. IAN and OMAR are reading a book.]

IAN. Omar, look! This guy set a record for smashing concrete blocks with his hand!

OMAR. [Reading] 90 blocks in a minute! [Pointing to another page] What did they do?

IAN. They rowed that boat all the way across the Atlantic Ocean.

OMAR. [Reading] They broke a speed record doing it!

ANNIE. What's a record?

IAN. That's when someone does something better or longer or faster than ever before. [To OMAR] Look at this picture.

OMAR. That crowd broke a record for the world's largest snowball fight! Sounds fun.

[Curtain.]

### Scene 2

[15 minutes later. ANNIE bursts in through the door. IAN and OMAR give each other puzzled looks.]

ANNIE. [Breathlessly] I did it, Ian! I did it! I broke a record! [With pride] I did three cartwheels in a row! I broke a record!

IAN. Uh, Annie, that's cool, but I don't think that three cartwheels can get someone in the record book. You'd probably have to do thousands of them.

ANNIE. [Still excited] The most I could do before was two cartwheels. Now I did three! I broke a record!

OMAR. [Shrugging] Well, she DID break her own record.

IAN. [To ANNIE] You're the champ!

[ANNIE stands tall and pumps her fists over her head. Curtain.]



Name: \_\_\_\_\_



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

**survive** (verb) To survive is to stay alive.

- 2 **Reread the informational text on the next page**, “What Happened to the Giant Kangaroo?” Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 2. **Go back to the text, and put a star (★) in the margin next to the main idea.**
- 4 **Write the main idea** below.

<b>main idea</b>	
------------------	--

- 5 A cause is a reason why something happens. An effect is what happens. Why did the giant kangaroo die off? Two possible causes are underlined in the informational text. **Put a checkmark (✓) in the margin next to each cause.**
- 6 In your own words, **explain the two possible causes** below.

<b>cause 1</b>			<b>effect</b>  Giant kangaroos died off over 40,000 years ago.
<b>cause 2</b>			

- 7 **How might both possible causes be true?** Use your notes and key details from the text to support your answer. Write on another page.

★ **Work with a partner to research an animal in danger of becoming extinct, such as the mountain gorilla or the red panda. Create a poster that illustrates and explains the causes of its struggle to survive.**





### What Happened to the Giant Kangaroo?

- 1 Australia was once home to a giant kangaroo that had hoof-like toes with claws. As it roamed the forests, it easily reached up into trees and grabbed leaves to eat. Giant kangaroos died off over 40,000 years ago. Why? Little evidence has been found. But **scientists have offered two theories about what killed off the giant kangaroos:**
- 2 • **Climate change made them extinct.** Fossil evidence shows that giant kangaroos struggled through bad droughts. These long periods of time without rain killed off the plants that the kangaroos ate. In between droughts, there were huge floods. Flooding destroyed more of the plants and killed off kangaroos weakened by drought.
- 3 • **Humans made them extinct.** Fossil evidence also shows that the first humans arrived in Australia about 43,000 years ago. They cleared away forests to plant crops. So giant kangaroos had less and less to eat. Meanwhile, humans hunted and killed them. Before long, giant kangaroos were wiped out.
- 4 In 2010, an Australian scientist named Gavin Prideaux argued that both theories could be true: The droughts killed off many kangaroos. Those left were soon killed off by humans. Scientists continue to search for evidence. Maybe they'll finally solve the mystery!

#### GLOSSARY

**extinct** (adjective) Extinct means no longer living or existing.

**droughts** (noun, plural) A drought is a long period without rain.

**crops** (noun, plural) Crops are plants that are grown for food.

**theories** (noun, plural) A theory is an idea based on facts that might explain something.

Name: \_\_\_\_\_



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

**moral** (noun) The moral of a story is the lesson it teaches about life.

- 2 Reread the fable on the next page, “The Donkey and the Salt.” Fables are short stories with a moral.
- 3 Fables have characters—people or animals in the story. Go back to the fable, and circle the two characters.
- 4 The major events in the fable are underlined. Put a checkmark (✓) in the margin next to each major event.
- 5 In your own words, describe each major event below.

major event 1	
major event 2	
major event 3	

- 6 Fables also have a lesson about life called a moral. Put a star (★) next to the moral of the fable.
- 7 Write the moral in your own words.

moral	
-------	--

- 8 How do the characters and events show the moral of the fable? Use your notes and evidence from the fable to support your answer. Write on another page.

★ Try writing your own fable. First, think of two characters. Next, think of a lesson that one of the characters will learn. Then, describe what each character says and does. Finally, include a moral at the end of your fable.



### The Donkey and the Salt

- 1 Long ago, a merchant bought big sacks of salt at the market. He loaded the sacks onto his donkey's back, and the two set off for home.
- 2 They came to a stream and began to wade across it. The heavy burden caused the donkey to lose his balance. He slipped and fell into the water. When the donkey stood up again, his load was much lighter. Most of the salt had dissolved in the water.
- 3 The merchant returned to the market and bought salt again. Once again, he loaded the sacks onto the donkey's back. When they came to the stream again, the donkey remembered how to lighten his burden. He purposely fell into the water. The salt melted away, and the donkey rose to his feet without the weight of his load.
- 4 The merchant watched with a knowing look. Then he led the donkey back to the market. This time, the merchant did not buy salt. He bought a load of sponges. When the donkey came to the stream, he quickly lay down. The sponges filled with water. Back on his feet, the donkey was surprised to find that his load was much heavier than before.
- 5 The moral is *The same trick will not work if it is played too many times.*

Name: \_\_\_\_\_

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

**motivate** (verb) To motivate is to give a reason to do or say something.

- 2 **Reread the story on the next page**, “Nikki’s New Shoes.” It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 The main character is the most important person or animal in a story. Go back to the story, and **circle the name of the main character**.
- 4 The main character in a story is usually motivated to accomplish a goal or solve a problem. The main character in this story states her goal in Paragraph 1. **Put a star (★) next to the goal**.
- 5 What the main character says and does creates a series of events. Four major events are underlined in this story. **Put a checkmark (✓) in the margin next to each major event**.
- 6 The main character accomplishes her goal in the resolution, or end of the story. **Put a smiling face (☺) next to the resolution** in Paragraph 8.
- 7 **Complete the chart below**. Use the markings you made on the text to help you.

main character	
goal	
major event 1	
major event 2	
major event 3	
major event 4	
resolution	

- 8 **How does the story show this central message: *It takes effort to accomplish a goal?*** Use details from your completed chart and the story to support your answer. Use commas and quotation marks to set off any dialogue and quotation marks for any direct quotes. Write on another page.
- ★ **Use your completed chart to retell the story and explain its central message to a partner.**



### Seeds on the Move

A maple tree is growing by the roadside. Nobody planted it here. Nearby are yellow dandelions. Nobody planted them either. How did these plants get here?

Maple trees and dandelions grow from seeds. Most plants make seeds. Each seed holds a future plant. That new plant can grow only if the seed finds a spot with the right soil, sunlight, and water. To reach those spots, seeds must travel.

Many plants rely on the wind to carry off their seeds. Maple trees produce seeds that glide through the air on flat parts that act like wings. Some plants, like dandelions, produce seeds with light hairs attached. The hairs keep the seed aloft in the breeze.

Plants also rely on animals to carry seeds to new places. Some plants make seeds that have fatty parts attached. Ants bring the seeds to their nest, eat the fatty parts, and throw out the seeds. Squirrels bury seeds for later eating, but some seeds stay buried. Birds carry off berries and drop the seeds after eating the fruit.

Some plants, such as cocklebur and sticktight, make seeds that have hooks and spines. These seeds cling to fur, feathers, and clothing. The seeds take long-distance rides.

Some plants make seeds that float. Streams carry the seeds to new shores. Coconut seeds are ocean voyagers. They can float for years.

There are even plants with exploding seeds! It's easy to see why the plants called touch-me-nots have that name. If a ripe seedpod is touched, the seeds shoot out. Other plants explode their seeds, too. The record holder may be the sandbox tree. It can shoot its seeds as far as the length of three school buses.

Seeds are built for travel, but only some of them will have a successful trip. These seeds will put down roots. They may grow into plants that make seeds of their own.

#### GLOSSARY

**attached** (verb, past participle) Attached means joined to something.

**rely on** (verb) To rely on is to need.

**theories** (noun, plural) A voyager is someone who travels a long way.



### Nikki's New Shoes

Nikki had brand-new shoes. They were bright white, and she loved looking at them. "I'm going to be so careful with these shoes," Nikki announced to Momma. "I promise I won't get a speck of dirt on them."

"You can try," Momma replied. "But you'll have to be very careful."

Outside, Nikki watched where she stepped on the sidewalk. Her head was down, so she did not see the little boy with the ice cream cone. BUMP! Nikki danced back fast. A blob of strawberry ice cream landed on her shirt. But nothing had dripped on her shoes.



Nikki walked on with care. When she came to a puddle, she stepped around it. At that moment, a girl on a bike sped through the puddle. SPLASH! Wet splotches of mud spread across Nikki's shorts. "I'm lucky that nothing splashed on my shoes," Nikki said to herself.

Nikki reached her friend Kayla's house. They ate lunch together. Nikki sat with her feet tucked under her. She squirted mustard on her sleeve by mistake.

The girls played outside. Kayla's backyard had a grassy hill that was perfect for tumbling. Nikki took off her shoes. As she rolled down the hill, the grass stained her socks and clothes.

When Nikki came home, her mother looked at her in surprise. Nikki's clothes had pink, brown, yellow, purple, and green stains on them. "I thought you were going to be careful," her mother said.

"I was careful," Nikki said proudly as she pointed to her feet. Her shoes were still bright white.

Name: \_\_\_\_\_

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

**form** (verb) To form is to make something.

- 2 **Reread the informational text on the next page, "Glaciers: Rivers of Ice."** Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3 Informational texts often have subheadings that can help you identify the main idea in different parts of the text. This text has four subheadings. **Put a star (★) next to the subheading of Paragraph 3.**
- 4 Informational texts also have key details that support a main idea. Four key details are underlined in Paragraph 3. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart below.** Use the markings you made on the text to help you.

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

- 6 **Use the words *first*, *next*, *finally*, and *causes* to explain how glaciers form.** Use information from your chart and the diagram to support your answer. Write on another page.

- ★ **Work with a partner to find photographs of glaciers around the world. Create a presentation or bulletin board to share your research.**



### Glaciers: Rivers of Ice

Thousands of years ago, during the Ice Age, most of the world was covered with ice. Then, roughly 11,000 years ago, Earth began to warm. These days, you must travel to the North or South Pole or to high mountains to see what's left from the Ice Age. This is where ice fields and glaciers can be found.

#### ***What Is a Glacier?***

Glaciers are huge masses of ice. A glacier is like an ice field except for one big difference: movement. Glaciers flow! But most move extremely slowly.

#### ***How Does a Glacier Form?***

Glaciers form when more snow falls in winter than melts or dries up in summer. Snow builds up year after year, forming layers. Each new layer pushes down on the layer beneath. This pressure causes last year's snow to turn into grain-like pellets called firn. As more layers form, creating more pressure, the firn turns into ice. The ice finally becomes so thick and heavy it begins to move downhill.

#### ***How Does a Glacier Move?***

The whole glacier slowly spreads out as it moves. This general movement of a glacier is called creep. But some parts of the glacier move faster than others. The fastest moving are the top and middle layers, where ice is sliding over ice. The bottom, which rubs against the land, moves more slowly.

#### ***What Does a Glacier Do?***

As a glacier moves, it changes the land. Its movement wears down the rock surface underneath, slowly carving out valleys. The icy bottom of the glacier also catches on cracks in rock. The heavy, moving ice rips out sections of rock and carries them along. As it continues to flow, the glacier peels back layer after rocky layer. It takes a river of ice to rip up rock!





Name: \_\_\_\_\_



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

**technology** (verb) Technology is a tool invented to make life easier.

- 2 **Reread the story on the next page**, “The Invasion.” It is science fiction—a story about imaginary future technology.
- 3 Go back to the story, and **circle the name of the main character**.
- 4 The setting of a story is where and when the events happen. The setting of this story is described in Paragraph 1. **Put a box around the setting**.
- 5 What the main character says and does creates a series of events. Three major events are underlined in this story. **Put a checkmark (✓) in the margin next to each major event**.
- 6 The main character accomplishes his goal of reading animals’ thoughts, but there is a surprise resolution at the end of the story. **Put a smiling face (☺) next to the resolution** in Paragraph 8.
- 7 **Complete the chart below**. Use the markings you made on the text to help you.

main character	
setting	
major event 1	
major event 2	
major event 3	
resolution	

- 8 **How does the story show this central message: *Technology does not always make life easier.*** Use details from your completed chart and the story to support your answer. Use commas and quotation marks to set off any dialogue and quotation marks for any direct quotes. Write on another page.

- ★ **Create a board game based on this science fiction story. Write questions and answers about key events and details in the story to challenge players in the game.**



### The Invasion

It was exactly 16 minutes past noon. Time for Dr. Marvel to test his Critter-Twitter machine that he had been experimenting with in his basement for years. He put on the headphones and picked up the mind-microphone. His eyes sparkled with excitement as he aimed the mind-microphone at his pet cat, who was sitting on the bookshelf, cleaning her fur.



The scientist turned on his machine, and through the headphones, he heard a low, purring voice: “Clean my leg. Keep cleaning and keep cleaning. What else? Clean my other leg. Keep cleaning and cleaning.”

“Ha! Ha! Ha!” Dr. Marvel snickered happily. “I’ve done it! My machine can read an animal’s thoughts!”

He turned the mind-microphone on his dog, who was lying on the floor looking up at him. He heard a whiny voice: “Food, am I getting food? No, no. Play, are we going to play? No, no. Out, am I going out? No, no...”

Suddenly the headphones screeched, and Dr. Marvel pointed the mind-microphone at the window while he adjusted his machine.

Strange whispering noises filled his headphones. “It was such a long journey, but we’re here! Our invasion was successful, and we can take over this place!”

Dr. Marvel ripped off his headphones and looked around in terror. “Yikes, I’m getting messages from space! I’m hearing creatures from another planet, and they’re invading Earth! I must pack up my car and head for the mountains, where I’ll live in my cabin. But those invaders won’t get my machine!”

He smashed his Critter-Twitter machine to pieces and then scrambled upstairs with his pets. He never noticed the long line of ants crawling in from the window. They were invading his basement.