

GRADE 4



Home-School Connection



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Calendars 433

Send a calendar home at the beginning of each month with activities, events, or announcements for parents and students.

Credits 443

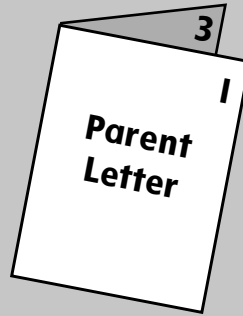
What to send home each week

- Parent Letter: in two languages
- Take-Home Story

How to assemble items to send home

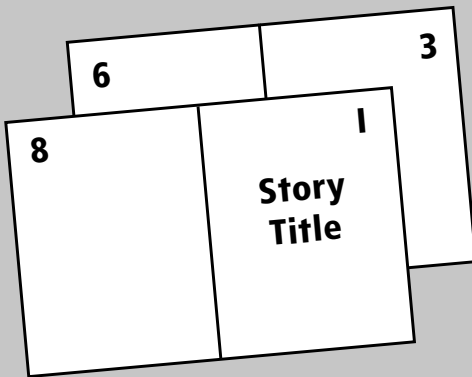
Parent Letter

Make a two-sided copy of each Parent Letter and fold.

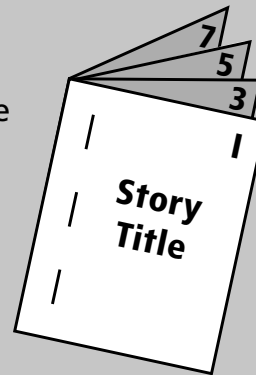


Take-Home Story

Remove the pages for the Take-Home Story and make two-sided copies. Place page 3 behind page 1.

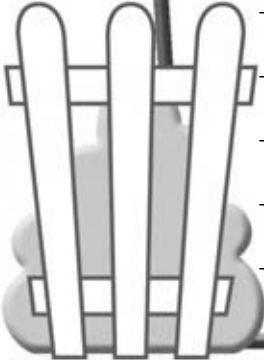


Fold and staple along the vertical line.



Letter Home

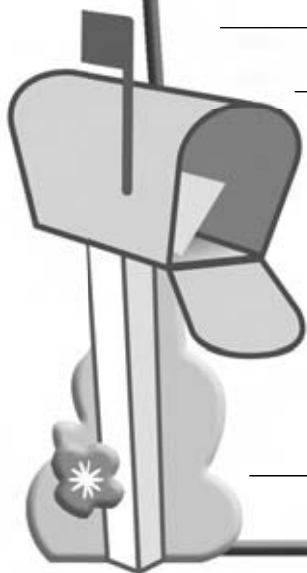
Lined writing area for the letter.



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Letter Home

Lined writing area for the letter.



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Welcome!

Dear Family Member:

Welcome! This year your child will be building important reading skills. You can help your child practice reading skills taught at school. By working together, you and your child can become partners in learning.

Each week your child will bring home:

- a **letter** that tells you about the book the class is reading that week.
- three **homework activities** that will improve reading skills and offer practice with words your child is learning.
- a **story** for the two of you to read together.

Reading is key to improving learning in all other subject areas. With that in mind, here are a few questions you may want to ask me when we meet:

- *How is my child progressing in reading?*
- *Which area is my child's strongest? Which is the weakest?*
- *How can I help my child's reading improve?*

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

¡Bienvenidos!

Queridos familiares:

Este año su hijo(a) comenzará a construir habilidades de lectura muy importantes. Usted puede ayudarlo a practicar las habilidades de lectura que aprendió en clase. Trabajando juntos, usted y su hijo pueden convertirse en compañeros de aprendizaje.

Cada semana su niño traerá a casa:

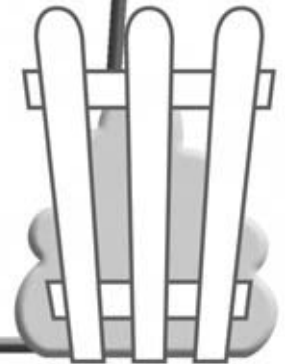
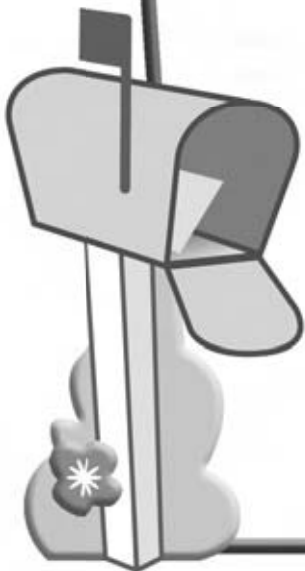
- una **carta** que le hablará sobre el libro que la clase está leyendo esa semana.
- tres **actividades de tarea** que mejorarán sus habilidades de lectura y le ofrecerán práctica de las palabras que su hijo(a) está aprendiendo.
- un **cuento** para que los dos lo lean juntos.

Leer es clave para mejorar su aprendizaje de todas las otras materias. Con esto en mente, aquí están algunas preguntas que usted tal vez quiera hacer cuando nos reunamos:

- ¿Cómo está mi hijo(a) progresando en lectura?
- ¿Cuál es el área más fuerte de mi hijo(a)?
¿Cuál es la más débil?
- ¿Cómo puedo ayudar a mejorar a mi hijo(a)?

Su interés, sus elogios y sus expresiones de ánimo seguramente conducirán al éxito de su hijo en la escuela. Estamos a punto de arrancar un emocionante año de aprendizaje.

Atentamente,





Home-School Connection

Word Workout

WORDS TO KNOW

border boycotts opportunities
unions citizen strikes

Picket Line Suppose you are new to this country and believe people are not paying you well for your work. For each word above, we'll decide how we can make a picket sign using the word.

SPELLING WORDS

sum	flat	plum	bell	grim
band	bluff	dock	blot	odd
cash	mill	past	shelf	wealth
hint	build	plot	left	crunch

Missing Vowels I'll make a list of these words leaving out the vowels. I'll give you the list. You can write in the missing vowels. Then we'll look over your list to see how many words you spelled correctly.

Dear Family Member:

Maria is afraid of what her new life will be like, and she is sad about the loved ones she will leave behind in Mexico. In *My Diary: from Here to There*, I'm reading Maria's diary. When she and her friend braid each other's hair in the park, I can tell how much her friend means to her. There is so much more information in a book than what is written on the pages.



This Week's Skills

Comprehension: make inferences

Vocabulary: word origins

Spelling/Phonics: short vowels—the vowels **a, e, i, o,** and **u**

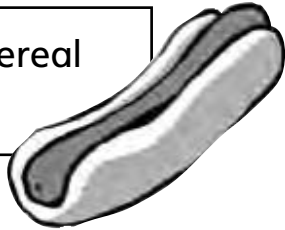
Name _____

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Where Did It Come From?

Where do words come from? Read the words in the box. Use the clues to make inferences about what each word's origin is. Choose the correct word from the box and write it on the line.

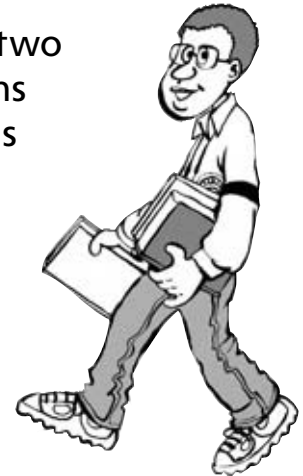
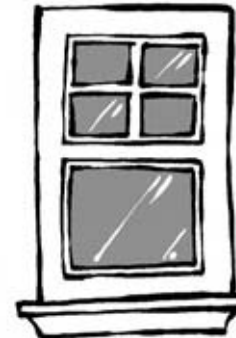
denim frankfurters cereal
sophomore window



- Sidewalk carts sell tasty sausages on the streets of Frankfurt, Germany. These delicious sausages became known as _____.
- Ceres was the Roman goddess who protected food crops. Romans offered wheat and grains to her. The wheat and grains became known as _____.



- This word originated in the Old Norse language. The Norse word is *vindauga*, which means "wind's eye." The word is _____.
- This blue fabric from which jeans are made originated in Nimes, France. It was called fabric "de Nimes" (fabric from Nimes). The word is _____.
- This word is a combination of two Greek words, *soph* which means "wise" and *moros* which means "foolish." The word is _____.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

border boycotts opportunities
 unions citizen strikes

Huelga Supone que acabas de llegar a este país y piensas que no te pagan bien por tu trabajo. Vamos a usar cada una de las palabras de la lista en un cartel para una huelga.

PALABRAS DE ORTOGRAFÍA

sum	flat	plum	bell	grim
band	bluff	dock	blot	odd
cash	mill	past	shelf	wealth
hint	build	plot	left	crunch

Sin vocales Voy a hacer una lista con estas palabras sin ponerles las vocales. Luego te daré la lista para que pongas las vocales que faltan. Al final revisaremos la lista para ver cuántas palabras has deletreado correctamente.

Queridos familiares:

María tiene miedo de su nueva vida, no sabe cómo será y está triste por los seres queridos que va a dejar atrás en México. Estoy leyendo el diario de María, *My Diary: from Here to There*. Cuando María y su amiga se trenzan el pelo la una a la otra en el parque, me puedo dar cuenta de cuánto significa su amiga para ella. Hay mucha más información en un libro que lo que está escrito en sus páginas.



Destrezas de la semana

Comprensión: hacer inferencias

Vocabulario: origen de las palabras

Ortografía/Fonética: vocales cortas como a, e, i, o y u

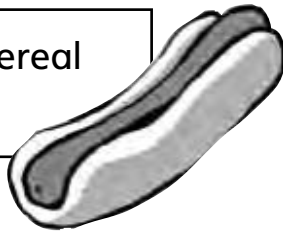
Nombre _____

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¿Qué origen tiene?

¿De dónde vienen las palabras? Lee las palabras del recuadro. Usa las pistas para hacer inferencias sobre el origen de cada palabra. Escoge la palabra apropiada del recuadro y escríbela en la línea correspondiente.

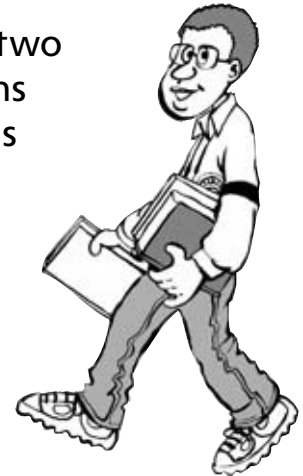
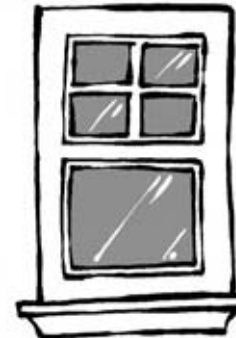
denim frankfurters cereal
sophomore window



- Sidewalk carts sell tasty sausages on the streets of Frankfurt, Germany. These delicious sausages became known as _____.
- Ceres was the Roman goddess who protected food crops. Romans offered wheat and grains to her. The wheat and grains became known as _____.



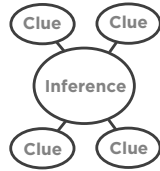
- This word originated in the Old Norse language. The Norse word is *vindauga*, which means "wind's eye." The word is _____.
- This blue fabric from which jeans are made originated in Nimes, France. It was called fabric "de Nimes" (fabric from Nimes). The word is _____.
- This word is a combination of two Greek words, *soph* which means "wise" and *moros* which means "foolish." The word is _____.



Comprehension Check

Summarize

Use an Inferences Word Web to help you make inferences about Paolo and what it was like for him to come to the United States. Then use what you have learned to summarize the story.



Think and Compare

1. Look back at pages 6-7. Why did Paolo's mother want him to stay away from the family from Calabria? **(Make Inferences)**
2. Paolo's mother was worried when she overheard another woman talking about troublemakers. Think about something you overheard. How did you feel? Did you tell anyone else? Why or why not? **(Apply)**
3. Was Paolo's mother right to warn Lorenzo not to talk about unions? Should people always be allowed to say what they think? **(Evaluate)**

PAOLO

by Bob McCall
illustrated by Paul Lee



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CHAPTER 1 ARRIVAL

Paolo stood on the deck of the steamship *SS Laconia*, which was anchored in New York Harbor. He was trying to see the island, but it was covered with morning mist. It almost seemed dangerous, lurking in the water like a sea monster. Paolo was very nervous, and the worst part was he didn't know why.

Paolo coughed. His cough was getting worse. It was the air down in steerage, he thought. Deep down in the ship was a large, open area filled with bunk beds. It was called steerage. Paolo and his parents had spent the trip from Italy in this big room. It was crowded with immigrants who couldn't afford the expensive tickets.

"That's what we like to see," said Mrs. Alfieri. "A happy ending."

"Will we have to go back to Italy?" Paolo asked his father.

"What? After all the trouble we've gone through to get here? No. We're going to be Americans now."

Mrs. Alfieri told them that first they had to finish getting their papers in order and then they were free to go.

"You're here to stay now, Paolo," laughed Mrs. Alfieri. "We'll make an American citizen of you yet!"



The worst thing was not knowing what had happened to his father. There was no one he could ask. No one spoke Italian. Paolo prayed that his family wouldn't be sent back to Italy.

Paolo was happy when Mrs. Alfieri arrived to visit him. "Paolo! The doctor tells me you are getting well."

"I'm much better," Paolo said. "What's happened to my father?"

"Your father is fine," Mrs. Alfieri said. "Your mother, too. I wanted to—"

"Did Papa get into trouble?" Paolo blurted out.

"You're worried about your papa?" Mrs. Alfieri asked. "Well get dressed, and we'll go see if we can find him."

The longest walk Paolo had ever taken was the walk back to the immigration building with Mrs. Alfieri. Then he saw his parents sitting with their bags near the entrance. His mother and his father jumped up and Paolo threw himself into their arms.

Paolo went up on deck to get a breath of air whenever he could. The air blowing in from the ocean was a relief.

Now their long journey was over. Today Paolo and his family would arrive in the United States. Paolo hurried down to see if his family was awake yet.

Paolo's mother, Maria, was getting breakfast ready. She was slicing meat and a bit of bread saved from dinner the night before.

"Where have you been?" she asked, kissing him. "Find your father, and tell him that breakfast is almost ready."

Paolo's father, Lorenzo, was talking with the other men.

"We were thrown off our land," Lorenzo was saying. The rest of the men nodded sadly. They were farmers too.

One man was cutting pieces from a wrinkled old apple. He popped the pieces into his mouth one at a time. "Why did they kick you out?" he asked.



“The landlord raised our rent,” said Lorenzo. “We couldn’t pay rent that high and eat too. So I asked other farmers to refuse to work until we got a fair deal.”

“Ah,” said the man. “In the United States, they call that a strike.”

“For that, I was thrown off the land my father had farmed—my grandfather and his father too!” Lorenzo said.

A man in a battered hat spoke up. “Here it’s better. They have something called unions.”

“What are they?” asked Paolo.



CHAPTER 4 THE HOSPITAL

When he first got to the hospital, Paolo’s whole body shook with fear. He had never been in a hospital before. He didn’t know what to expect. The hospital was crowded, but it was clean and there were windows so he could see the sun. The nurses and doctors were good to him and the other patients.

Paolo was in the hospital for three days. The boys and men on his ward came mostly from Germany. They chatted happily all day. It made Paolo feel very lonely and afraid. He reminded himself constantly of the courage his father always showed. Paolo remembered that his parents would want him to be brave. This kept his spirits up.

Lorenzo was silent for a moment. Then he turned to his son. "Don't worry, Paolo. I'll find your mother, and we'll stay here with you no matter how long it takes."

Paolo tried to look braver than he felt. "It'll be all right, Papa."

"You have to go to the legal inspection now, sir," said Mrs. Alfieri to Lorenzo.

Paolo grabbed his father's sleeve and whispered, "Papa, please tell them we'll buy whatever they want us to."

Lorenzo smiled. "Paolo, you know I won't lie." He patted his son on the head. "If they ask what I think about unions, what can I do? I'm for them. Now be brave, Paolo. Everything will be well."

Mrs. Alfieri took Paolo's hand and led him away.

"A group of workers. They stand by each other and bargain with the factory owners. I don't think the farmers have a union, though."

"We should have one, eh, Paolo?" exclaimed Lorenzo. Then he and Paolo went to get breakfast.

Paolo's mother was worried. "Lorenzo, don't talk politics. I overheard a woman saying that they don't want troublemakers here. Workers in Pennsylvania have tried to start a boycott, whatever that is."

"It's when you refuse to buy things from someone who is treating you unfairly," said Paolo.

Maria smiled and shook her head. "Not you too!" She looked at Lorenzo. "See?"

"All right," he said. "But I won't lie. If I am asked what I think, I'll tell them."

"Really, Lorenzo," Maria said. "Don't say this to the Americans on the island."

The island was called Ellis Island. A man on the ship had told Paolo it was the "Gateway to the New World."

Paolo couldn't sit still. He decided to walk around the ship and visit his friends. It would take his mind off his worries. One thing he loved about life on the ship was the opportunity to make new friends.

The ship was so crowded that he had to squeeze between people. He kept saying, "Excuse me. Excuse me." It took a long time to get from one place to another. He recognized a family from Calabria. Paolo was from Sicily. This family had two children. The adults were a little older than Paolo's parents, and they seemed very nice. At night the mother would sing for her children. She had a beautiful voice. Paolo wanted to get to know them.



Luckily, Mrs. Alfieri was right there. "Take a deep breath, Paolo."

Paolo did, making a great effort not to cough. The doctor frowned.

Mrs. Alfieri whispered into the doctor's ear. Paolo felt betrayed. The doctor nodded and took out the chalk. He marked Paolo's jacket with the letter *P*. Paolo was afraid that he had been marked to be sent back to Italy, like some old package nobody wanted.

Mrs. Alfieri said to Lorenzo, "I'm sorry, but Paolo will have to stay in our hospital for a few days."

Paolo shivered. His worst fear had come true. He was going to be sent back to Italy.

"But he's healthy," Lorenzo said. "He's never been sick."

"I'm sure it's just a bad cold," said Mrs. Alfieri. "But there's been a lot of whooping cough and other diseases going around. Paolo will stay here on the island until we're sure it's nothing serious."

The doctor quickly looked Paolo over. Then he examined Paolo's right eye. Before Paolo could say anything, the doctor looked into the other eye.

The doctor motioned for Paolo to open his shirt. Paolo obeyed. The doctor took something out of his medical bag. It had two long, black tubes with a small, bell-shaped object at the end of it. Paolo had seen this thing before. Doctors listened to your chest with it. The doctor said something in English. Paolo didn't understand. He shrugged and looked around for help.



His mother, however, had told Paolo to stay away from them. "One of the boys has a sickness in his eye," she said. "You might catch it. Sometimes they keep people out of the United States for being sick, you know." His mother was always afraid that they wouldn't be allowed into the United States.

Paolo suddenly felt like coughing. As he fought the urge his face turned red and his body shook with the effort. Finally the tickle in his chest went away. Paolo didn't want his mother to know he had a cough.





CHAPTER 2 THE GATEWAY

Paolo and his parents walked up to the main building on the island. The building was made of red bricks with a border of white stone. They walked with hundreds of people, maybe thousands. All of them were carrying everything they owned.

The day was very hot. Paolo's father laughed. "They call this hot? We're from Sicily. Now that's hot!" Paolo smiled but privately he thought he had never been so hot in his life. Maybe it was because his mother had made him wear the extra clothes that couldn't fit in the suitcases.

The ships unloaded travelers from all over the world. Paolo could tell the people were from many different countries by the languages they spoke.

When it came time for the boy to be examined, he was trembling. Paolo was afraid for him. It was a long trip back to Italy and Paolo wondered if his whole family would go back with him or if he would go alone. Paolo would hate to take the long trip by himself.

The doctor held something in his hand. He put it to the boy's face and looked at the boy's eye. Then he grunted and picked up a piece of chalk. He made a mark on the boy's jacket with the chalk.

"Eye infection," the doctor said. An officer took the boy by the arm and led him away. The boy's father followed, calling out, "What is the problem? It's nothing. A sore eye. That's all."

Paolo looked at his father. Lorenzo smiled sadly and patted his son's cheek. "Paolo, don't be afraid. Always do what you know is right and things will turn out well."

Someone called loudly, "Next!" Paolo turned and walked to the desk.



Paolo tried to see what was going on at the head of the line. When the next man's turn came, a doctor studied him. Then he did something to his face. Paolo asked his father what was happening.

"I think he's looking at his eyes," Lorenzo said.

When Lorenzo said this, the boy with the sick eye turned around. He looked very worried.

So many languages! Everyone was chattering away, wondering what would happen next. As newcomers poured into the building, the people there told them to leave their baggage in a special room. Paolo didn't like leaving his belongings with strangers, but there was no other choice.

They followed the crowds to a stairway that went up to the second floor. Here they were told they had to separate. The men went one way, the women and little children another. Maria didn't like this.

Maria pleaded, "He's only 12 years old! Can't he stay with me?" The man in charge just pushed Paolo and Lorenzo along with the other men and boys.

"Don't worry, Maria," called Lorenzo. "We'll see you soon."

Paolo was carried along by the steady stream of men. He tried to keep his mother in sight, but soon she was gone.





CHAPTER 3 CAUGHT

When Paolo walked into the Great Hall, he gasped. He had never seen such a large room. His father said, “They do things big in the United States, eh?”

Paolo was so shocked he coughed before he could stop himself. The cough was so bad that tears came to his eyes. When he stopped coughing, Paolo saw his father bending over him, looking concerned. Then Paolo saw an officer in uniform coming toward him. The officer called out to a tall young woman. She was pretty, and Paolo hoped she was also kind. The officer spoke to her in English.

The woman turned to Paolo and said in Italian, “Hello. I’m Mrs. Alfieri. He wants to know how long you’ve had that cough.”

Paolo couldn’t lie and disappoint his father. “For a week,” he said, feeling hopeless. “I caught it on the boat.”

Mrs. Alfieri said, “When you are finished with medical inspection, wait for me.” She smiled as Paolo nodded. “Don’t worry. I’m sure it’s just a cough.”

She showed Paolo and his father where to go for the medical examination. There was a long line of men and boys standing between rails. Paolo thought, “Maybe the rails are there to keep us from escaping.” Then Paolo saw that he was standing behind the boy with the eye sickness.





Home-School Connection

Word Workout

WORDS TO KNOW

curious	policy	ranged
temporary	several	frequently

Sentence Sense Let's see how many of these words we can use in one sentence. We can keep going until our sentences stop making sense.

SPELLING WORDS

pale	face	crate	clay	stray
cane	slate	bail	rail	break
ache	today	drain	faint	flame
claim	eight	steak	mane	graze

Looking for Letters There are four different ways to spell the sound of long a. Can you sort these words into four categories? Let's try.

Dear Family Member:

This week we're reading a story from *The Adventures of Ali Baba Bernstein*. The story takes place in David's classroom at school and in his home. It's about a boy named David who wants to be the best at everything. When David looks in the phone book, he finds out that there are many David Bernsteins, so he changes his name to Ali Baba Bernstein. I can understand that the character always wants to stand out from other people and that's why he picked the name Ali Baba.

This Week's Skills

Comprehension: character, setting and plot

Vocabulary: thesaurus—synonyms

Spelling/Phonics: words with long a



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Name _____

Build a Character

We'll look at each illustration and use it to paint a picture of a character. We'll think of a setting and create a plot for a story.



Character ?

Setting ?

Plot ?

Character ?

Setting ?

Plot ?



Character ?

Setting ?

Plot ?

Character ?

Setting ?

Plot ?



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

curious	policy	ranged
temporary	several	frequently

Oración con sentido Veamos cuántas de estas palabras podemos usar en una oración. Podemos seguir añadiendo palabras hasta que nuestras oraciones ya no tengan sentido.

PALABRAS DE ORTOGRAFÍA

pale	face	crate	clay	stray
cane	slate	bail	rail	break
ache	today	drain	faint	flame
claim	eight	steak	mane	graze

Cuatro grupos Hay cuatro maneras diferentes de escribir el sonido de la **a** larga. ¿Puedes agrupar estas palabras en cuatro categorías? Vamos a intentarlo.

Queridos familiares:

Esta semana estamos leyendo un cuento de *Las Aventuras de Ali Baba Bernstein*. La historia tiene lugar en el salón de clase de David y en su casa. Es acerca de un niño llamado David que quiere ser el mejor en todo. Cuando mira la guía telefónica se da cuenta de que hay muchos David Bernstein, por lo que cambia su nombre a Ali Baba Bernstein. Yo entiendo que el personaje siempre quiere sobresalir de la demás gente, y por eso eligió el nombre de Ali Baba.

Destrezas de la semana

Comprensión: personaje, ambiente y argumento

Vocabulario: tesauro—sinónimos

Ortografía/Fonética: palabras con **a** larga



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Nombre _____

Armar un personaje

Vamos a observar cada ilustración y luego la usaremos para hacer el dibujo de un personaje. Vamos a pensar en un escenario y a crear la trama para un relato.



Character ?

Setting ?

Plot ?

Character ?

Setting ?

Plot ?



Character ?

Setting ?

Plot ?

Character ?

Setting ?

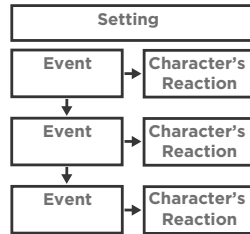
Plot ?



Comprehension Check

Summarize

Use a chart to tell about the characters and events in the story. Then use the information to summarize the story.



Think and Compare

1. Reread the book. How do the characters work with each other to solve the mystery? **(Character, Setting, Plot)**
2. Think about when you lost something. Where did you find it? What evidence helped you find it? **(Apply)**
3. Todd needed Nosey to help solve the case. Explain other ways that dogs can help people. **(Evaluate)**

The Case of the Missing Scarf

by Meish Goldish
illustrated by Stacey Schuett



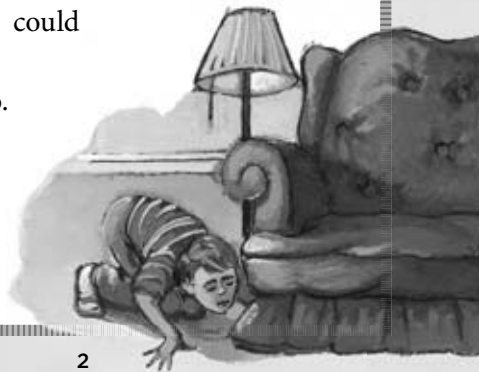
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Chapter 1 On the Case

Todd's mother had a problem. "I've lost my favorite white scarf," she said. Todd wanted to help her find it. He searched under tables and behind chairs. He looked in closets and under the beds. He didn't see the scarf anywhere.

Todd wasn't worried, however. He was curious. He had solved many cases in the past. Once he found his father's lost baseball cap behind an old paint can in the garage. Another time he found his mother's keys among the leaves of a houseplant. In fact Todd had solved every case he had ever worked on. He thought he could complete this assignment too.



2

"Mom, guess what's here!" Todd said, pulling out his mother's white scarf.

Todd's mother felt embarrassed, and her face turned red. "Now I remember what happened!" she cried. "When I drove home this morning, my scarf fell onto the front seat. I tossed it in the glove compartment. I completely forgot about it after that." Then she added, "Todd, you will never be accused of failing an assignment. You're the best detective ever!"



15

Chapter 4 A Surprise Discovery

Todd pulled Nosey out of the store. He was glad to be outside again, but he was too upset to walk home. He saw a pay phone and called his mother. He asked her to pick him up.

As he waited, Todd considered what to do next. His search had ranged from the attic to the park to the drugstore. Those were the only places his mother said she had been that morning. So where else might her white scarf be?

A few minutes later, Todd's mother drove up. Todd put Nosey into the back seat of the car, then got in next to his mother. As he sat in the parked car he began to tell her what happened in the store. Suddenly Nosey started to bark loudly. He leaped over the front seat and sniffed the glove compartment. Todd opened it and laughed.



Todd took out his handy detective notepad and pen. He asked his mother several questions, as any good detective would. "When did you last wear the scarf?" he asked. "Do you remember taking it off? Where did you last see it?"

Todd took notes as his mother replied. "I put on the scarf this morning when I got dressed," she said. "After breakfast I went up to the attic to get some blankets. Then I walked to the park and back. Later I drove to the drugstore. After I got home, I realized my scarf was missing."

Now Todd knew just where to begin his search. He led his mother up to the attic. As he looked for the scarf, he sneezed several times. His allergies were acting up because of the dust in the attic. His mother handed him a tissue.

“I wear the scarf a lot,” she said. “In fact you could find it by the smell of my perfume.” Suddenly she had an idea. She left the room and soon returned with a perfume bottle. “Here, smell this,” she said to Todd. “This is what my scarf smells like.”



With great effort, Todd finally managed to pull Nosey away. The clerk was still quite upset. Todd tried to make things better with a joke. “Well at least Nosey didn’t consume the cookies in the next aisle,” he said. The clerk didn’t even smile.



Todd considered what to do next. Suddenly he heard a loud crash and a dog barking in the next aisle. Todd immediately became suspicious. He thought it sounded like Nosey's bark. Sure enough, he found Nosey at the perfume display. The dog had gotten loose from the parking meter and had run into the store. He was sniffing perfume bottles that had fallen to the floor. Todd tried to pull the dog away.

The store clerk was very unhappy. "Dogs are not allowed in this store," he said in a strict voice. "Just look at the mess he's made. Please take your dog outside this minute!"

Todd was very embarrassed. He tugged again at Nosey's leash, but the dog wouldn't budge. It was hard to pull Nosey away. He was eagerly sniffing the same kind of perfume that Todd's mother wore. Nosey had finally located the smell that he had been taught to find. Now he wasn't willing to leave.

Todd sniffed the bottle several times. However he couldn't smell the perfume because his nose was badly stuffed. He considered what to do next. His mother had said she walked to the park earlier. So Todd decided to go to the park to continue his search. Maybe he would find the white scarf there. But if he couldn't smell it, then how could he be sure he found the right one? Todd knew a good detective had to be sure about everything.



Chapter 2 An Extra Nose

After some more consideration, Todd had an idea. "I'll use the help of a special four-legged friend," he said.

Todd walked next door to his neighbor Mrs. Rose. She owned a pet bloodhound named Nosey. She called him that because bloodhounds have an excellent sense of smell. "Good afternoon, Mrs. Rose," Todd said. "May I please borrow Nosey for some temporary help?"

"Of course you may," Mrs. Rose said with a big smile. "Todd, are you working on one of your detective assignments?" Todd smiled and nodded his head.

Mrs. Rose went to her backyard and returned with Nosey. The dog licked Todd's hand. The two always got along. Todd thanked Mrs. Rose. Then he led Nosey home. His mother was standing by the front door.



Todd entered the drugstore. A clerk stood behind the counter. "Do you happen to have a white scarf here?" Todd asked. The clerk pointed to Aisle Six.

Todd was excited as he walked down the aisle. He hoped he would find his mother's scarf there. However all he saw were several new scarves for sale.

Todd returned to the clerk. He said, "I'm sorry, but I didn't make myself clear before. What I meant was, did you find a white scarf that was lost here earlier?" The clerk checked a lost-and-found box behind the counter. He shook his head.

Chapter 3

What a Mess!

Todd took out his detective pad and read over his notes. His mother had been to the drugstore after coming back from the park. So Todd headed to the drugstore with Nosey to continue his search.

At the store, Todd saw a big sign in the window. It had a no pet policy. Todd would have to keep him outside. He saw a parking meter on the sidewalk. He tied Nosey's leash to the pole.

Todd petted the dog, and Nosey licked his hand. "You stay here while I look for the scarf in the store," Todd said.



"Mom," Todd called, "please get your bottle of perfume again."

Todd's mother brought out the bottle. Todd put it under Nosey's nose. The dog sniffed several times. "Good boy," Todd said, petting the bloodhound.

Todd then turned to his mother. "Mom," he said, "Nosey now knows what your scarf smells like. If he's attracted to a white scarf in the park, then that evidence will prove it's yours."

Todd walked Nosey to the park. Todd led Nosey all around the area. At first the bloodhound was very quiet and even seemed bored. Then, suddenly, Nosey raced to a tree and began to bark loudly. Todd ran quickly to keep up. He hoped that Nosey had found the white scarf.

Todd looked around the tree but saw no scarf. Instead Nosey was barking at two squirrels that were running up and down the tree trunk. "A fine bloodhound you are!" Todd laughed.



The two continued their walk. Nosey sniffed frequently. He sniffed the benches and the swings. He sniffed everything in sight.

Suddenly Nosey grew excited again. He ran to a pond and barked loudly. Todd quickly followed. He hoped to find his mother's scarf there. Instead he saw Nosey barking at a family of ducks.

"Another false alarm," Todd sighed. He left the park with Nosey. But he wasn't about to give up. Todd was sure he could find the missing scarf.





Home-School Connection

Word Workout

WORDS TO KNOW

enterprising identified persistence venture

Matching Words I'll give you one or two words that mean the same or almost the same as one of the words. Then you tell me which word it refers to.

undertaking

recognized

busy, enthusiastic

determination

SPELLING WORDS

tea feet three week

deed sleek beam heal

deal tease speech leak

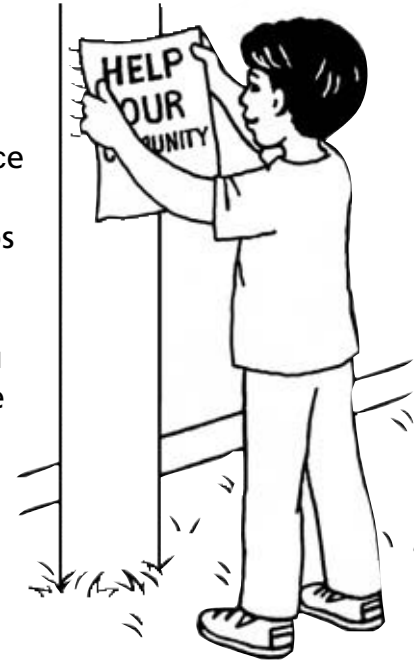
league reef thief squeak

breathe wheeze chief please

Searching for e How many spellings can you find that stand for the sound of e? Let's take each word and think of another word that has the same spelling pattern.

Dear Family Member:

"Kid Reporters at Work" is a series of articles about kids who made a difference. Terrence Cheromcka went to a UN conference of world leaders and reported on it in a magazine article. Martin Jacobs interviewed the youngest winner of a state science fair. Terrence and Martin both wanted to make a difference, even though they wrote about different things. Perhaps these articles will give me an idea of what I might do for my community.



This Week's Skills

Comprehension: compare and contrast

Vocabulary: thesaurus—antonyms

Spelling/Phonics: the sound of e spelled ea, ee, and ie

Name _____

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Lend a Hand

What could we say in a poster for the cause? How would ours be different? How would it be the same? Let's write posters for the cause.



Younger children like to listen to stories. Your idea is to work with the local library and with some friends to create a weekly story hour. During story hour you and your friends will read to young children.

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There is an empty lot in your neighborhood. It is filled with trash, old tires, and broken bottles. You have an idea of turning that lot into a playground for kids or a community garden.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

enterprising identified persistence venture

Correspondencias Te diré una o dos palabras que significan lo mismo o casi lo mismo que una de las palabras de la lista. Debes decirme a qué palabra se parece.

undertaking	recognized
busy, enthusiastic	determination

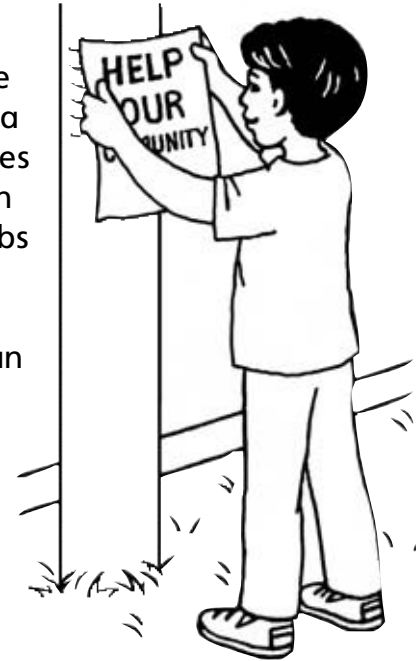
PALABRAS DE ORTOGRAFÍA

tea	feet	three	week
deed	sleek	beam	heal
deal	tease	speech	leak
league	reef	thief	squeak
breathe	wheeze	chief	please

Busca cuántas hay ¿De cuántas formas se puede escribir el sonido de la e? Vamos a ver palabra por palabra y a pensar en otra palabra que se escriba siguiendo el mismo patrón.

Queridos familiares:

“*Kid Reporters at Work*” es una serie de artículos sobre niños que se destacan. Terrence Cheromcka fue a una conferencia de líderes mundiales en las Naciones Unidas y escribió un artículo sobre el tema. Martin Jacobs entrevistó al ganador más joven de una feria de ciencias estatal. Tanto Terrence como Martin querían hacer algo importante aunque ambos escribieron sobre distintas cosas. Pienso que estos artículos me darán una idea de lo que puedo hacer por mi comunidad.



Destrezas de la semana

Comprensión: comparar y contrastar

Vocabulario: tesauros—antónimos

Ortografía/Fonética: el sonido de la e, como en ea, ee y ie

Nombre _____

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Da una mano

¿Qué podríamos decir en un cartel para las siguientes causas?
¿Cómo se diferenciaría de los carteles que vemos aquí? ¿En qué se parecería? Escojamos una causa y escribamos carteles para expresar nuestra opinión.



Younger children like to listen to stories. Your idea is to work with the local library and with some friends to create a weekly story hour. During story hour you and your friends will read to young children.

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There is an empty lot in your neighborhood. It is filled with trash, old tires and broken bottles. You have an idea of turning that lot into a playground for kids or a community garden.

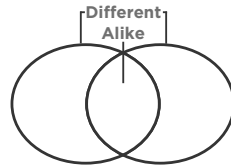
Comprehension Check

Summarize

Use the diagram to record information from the book.

What are the benefits of running your own business?

What makes owning a business difficult? Use this information to summarize the book.



Think and Compare

1. Which of the kid businesses that you read about in this book do you think would be the most successful? Use information from the text to support your answer. **(Compare and Contrast)**
2. What kind of business would you like to start? Why do you think that you would be successful? **(Synthesize)**
3. Why is it important for people to start businesses? How do different businesses help people around the world? What kind of businesses are the most important? **(Evaluate)**

Kids work

by Laura Shallop



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Introduction

It's never too early to start thinking about a job. You can get a head start by learning about different businesses.

Many people make money by working for a business that is owned by someone else. They are **employees** of that business. Other people make money by becoming **entrepreneurs**. They are people who own and work for their own business. They are in charge. Often the business is based on an idea or a product they have created.

Today many kids start their own businesses, and you can be one of them. You can begin by choosing something that interests you. If you like to make jewelry, then you can sell that. If you enjoy using the Internet, you can start a Web service company for other Internet users.

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Glossary

business plan (*BIZ-nis PLAN*) a way of thinking ahead of time about an activity to make money **(page 5)**

employee (*em-PLOY-ee*) a person who works for a person or business for pay **(page 2)**

enterprise (*EN-tuhr-prighz*) something that a person plans or tries to do **(page 4)**

entrepreneur (*on-truh-pruh-NUR*) a person who plans, sets up, and runs his or her own business **(page 2)**

marketing (*MAHR-kit-ing*) selling and promoting a product **(page 10)**

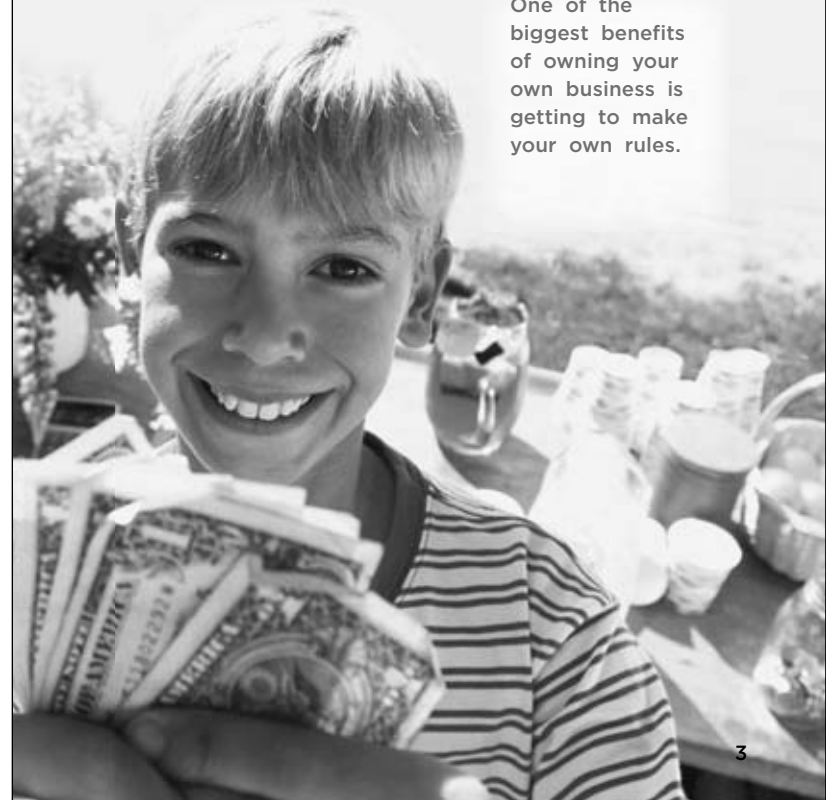
organization (*awr-guh-nuh-ZAY-shun*) a group of people that come together for a common goal; a business or company **(page 10)**

profit (*PROF-it*) the money left over after all the costs of a business are paid **(page 4)**

raw material (*RAW muh-TEER-ee-uhl*) a supply needed to create a product **(page 4)**

All you need is an idea, some business skills, and confidence. With those three things, you are on your way to becoming an entrepreneur. But be prepared for a lot of hard work. The success or failure of your company is in your hands.

One of the biggest benefits of owning your own business is getting to make your own rules.



Chapter 1

A Hobby Grows

Most kids create a business out of a hobby. Kenny Kirkpatrick liked woodworking, and he turned his hobby into a business called Ken's Pens.

Kenny saw an ad for a pen-making kit in a woodworking catalog. He decided to try it out. Over the next five years he built his own moneymaking **enterprise** selling wood-covered pens.

Kenny figures that the **raw materials** he uses to make each pen cost about \$5. He sells his pens for \$25 to \$50. He pays his advertising and shipping costs and still has plenty of **profit** left over.

Kenny makes the wood cases for his pens. He buys the inner pen parts separately.



Conclusion

What kind of business can you start? Look around your neighborhood. You will probably find someone who can use your help. If you can find someone who needs something, you can start a new business.

Be sure to research your idea and figure out how to do it safely and well. With careful planning and hard work, you can set up a business. It's never too early to make your dreams come true.



Kid Entrepreneurs Are Everywhere

Janine Licare and Aislin Livingstone live in Costa Rica near a rainforest. They started Kids Saving the Rainforest (KSTR). The girls told newspapers and magazines about KSTR. The free publicity helped spread information about the problems of the rainforest.

KSTR headquarters helps people find out about rainforests and why they are important. Today, KSTR runs an art store. The money they make helps preserve the rainforest.

The rainforest is home to many animals. Janine is holding a tree sloth.



Crystal Ann Ramous enjoyed art and design. She began arranging flowers for school and church events for free. Then she learned that people would pay her to make flower arrangements. When she was only 13 years old, she decorated a wedding party for more than 200 people. But people still thought she was too young to run a business.

So Crystal attended a summer business camp for children called BizCamp. There, she improved her math skills and learned how to write a **business plan**. A business plan helps kids figure out how to run a company. At BizCamp Crystal gained the confidence and skills she needed to run her flower business.

In 2003 Crystal's business won the camp's Bizplan competition.





Elise and Evan sell a lot of chocolate.

A Kid Chocolate Business

Elise Macmillan was only three when she learned how to make chocolate candy from her grandmother. She became good at it. So at ten, Elise started selling her homemade chocolate candies to people in her neighborhood. People kept buying her candy. So she decided to start a business.

In 1998 Elise opened The Chocolate Farm. Elise needed help so her brother, Evan, joined her. They sell their candy all over the world.

Just Do Something

Bryan Condy wanted kids at his high school to recycle. He got in touch with Do Something, a group that supports people who want to make a difference. They helped him start a recycling club and plan a recycling event.

The recycling club at his school planned another event the next year. The club wanted to raise money by recycling. Students designed recycling T-shirts. Bryan made a video to teach people about recycling. The event raised money and taught people about recycling.



Path to a Change

Megan Britton followed these steps to do something good for her community:

See It: Megan noticed that many children in her neighborhood needed food during the summer when they couldn't get free lunch at school.

Believe It: She set a goal to raise \$200 at a garage sale.

Build It: Megan planned the garage sale.

Do It: Megan sold food, books, and items donated by neighbors.

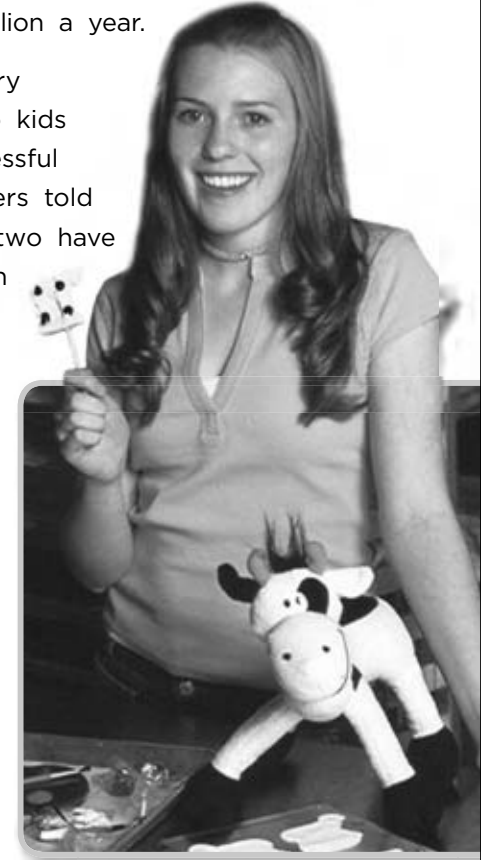
Reflect: Megan raised an amazing \$3,100 at the two-day sale! She felt great because she knew her project helped a lot of children.

Bryan's community worked all year to collect 40,000 bottles and cans. They raised \$1,320.

Elise and Evan make a winning team. She is in charge of making up new recipes, and he plans different ways to sell their candy. Today The Chocolate Farm earns more than \$1 million a year.

People are very interested in two kids who run a successful business. Reporters told their story. The two have also appeared on television. Who knew chocolate could be so good for you?

In 2001 The Chocolate Farm was named the top youth food business in the United States.



Chapter 2

Kids Have Great Ideas

Do you like pasta? Well, Erica Gluck did and that gave her an idea when she was seven. Every weekend there was a farmers market near Erica's home. People sold fresh food from booths. Erica wanted to sell pasta there. So she asked the owners of a local pasta shop if she could sell their pasta. They agreed.

Erica got her parents to help her. They bought 120 pasta packages for \$1.25 each. Then they sold the packages for twice that amount. The price of the pasta helped them make a profit.



Chapter 4

Kids Make a Difference

Many kids use their leadership skills to help others. These young go-getters work with charity groups to raise money. That's just what 11-year-old Megan Britton decided to do. Her idea for a charity garage sale helped raise money for people in her community. She saw a need and filled it. Her hard work helped others.

Megan's friends helped her sell items at her garage sale. It was a good way to help her community and get the whole community involved.



Finding Workers

Travis Keith Bruce has always loved fishing. One summer he and some friends decided to raise fishing worms to use for bait. After raising worms as a hobby, Travis did an Internet search on worms. He found out he could earn money selling some of the worms. So he launched T.K. Worm Factory. His company sells and ships earthworms all over the world.

Running the business is a lot of work so Travis hired his best friend, Decardos Maddox, to help. Together they feed the worms and find ways to make the business grow.



Top 5 Kid-Owned Businesses

Here is a list of the top 5 moneymaking kid-owned businesses in 2001:

1. Computer Products (like software or accessories)
2. Information or Entertainment for an Audience
3. Internet Business
4. Food Business
5. Computer Design Services

The family sold a lot of pasta. Before long they decided to expand, or build, the business. They would sell more things. They decided to sell olive oil and bread on the Internet. They also run a company that sells pasta cookbooks. Erica helps her dad create kid-friendly recipes for their cookbook company, Pasta Press. The whole family now works for the company.

A Kid Tech Business

At 15, Tyrone Gray started a printing business in his home. Two years later, his business had grown, and he needed more space. He moved his company into a busy part of town.

Tyrone identified the importance of **marketing** his business. Marketing is telling customers about your business and then selling your products to them. Tyrone offers a toll-free business number and a Web site to sell his products.

Tyrone also makes contacts with other businesses through the Chamber of Commerce. This is an **organization** that helps local businesses succeed. With the Chamber's help, he held a grand opening. A local newspaper ran a front-page story about his business. Those things brought in more business.

Printing services print everything from cards to manuals.

Kelsey decided to rent 8 acres (3 hectares) of the cornfield from her parents. She built her maze and hoped people would come. They did. The next year, she took a bigger chance. She decided to make her maze larger. She added 10 new acres (4 hectares) and more than doubled her business. Her risk paid off.

The maze is an ancient art that has been around for thousands of years. Today there are almost 700 corn-crop mazes in the United States.



A Kid Farming Business

Kelsey Deaton had an enterprising idea for a business. She wanted to cut a giant maze into her family's cornfield. It turned out to be a great idea. The first year, over 1,000 customers bought tickets to go through the maze.

But before she started her venture, Kelsey needed answers to some important questions. She asked her friends and neighbors if they would visit her maze and how much they would pay for tickets. Their answers helped Kelsey decide what to do.

Starting Your Own Business

Here's some advice about starting your own business:

1. Think before you make a decision.
Ask parents and friends for advice.
2. Read about other businesses like yours.
Learn the skills you need.
3. Never quit. Learn from your mistakes.
4. Don't expect quick success.



Chapter 3

Kids Love Their Work

Aaron Greenspan has liked playing with computers since he was a young boy. He took them apart and then fixed them. Soon he was fixing computers for his family and friends. Word spread about how good he was. Businesses asked him to repair their computers. A business was born. Aaron started his own company, Think Computer, at 15.



Aaron's company has a Web site. It gives information about his products and services to people around the world. Using his site, people focus on what Aaron can do and not how young he is.

Sixteen-year-old Pankaj Arora started a computer company of his own in a similar way. He began by taking apart his father's old computers. He ruined a few, but that's how he learned to fix them. His persistence paid off.

Pankaj learned an important secret of business success. When you love what you're doing, even if it's hard, it doesn't feel like work. He should know. At one time he turned down a new job paying \$100,000 a year. That's because money is not the main reason Pankaj works on computers. He does it because he likes it. And he likes being his own boss.

In 2000 Aaron created the Think Computer Foundation. It provides computers for children in Jamaica and Brazil.



Home-School Connection

Word Workout

WORDS TO KNOW

display	endless	paralyzed
realistic	sensible	protested

Good Idea Choose a word that gives you an idea for a story. We can use the words to outline the plot.

SPELLING WORDS

file	drive	pies	die	wipe
height	pride	spy	sigh	prime
sly	pry	minding	twice	slight
kite	climb	inside	shy	fright

Double Trouble Let's see if you can spell each word. Then, look at the different ways you can spell the sound of long *i*. We can look at each spelling word and find another word with the same spelling for the sound for long *i*.

Dear Family Member:

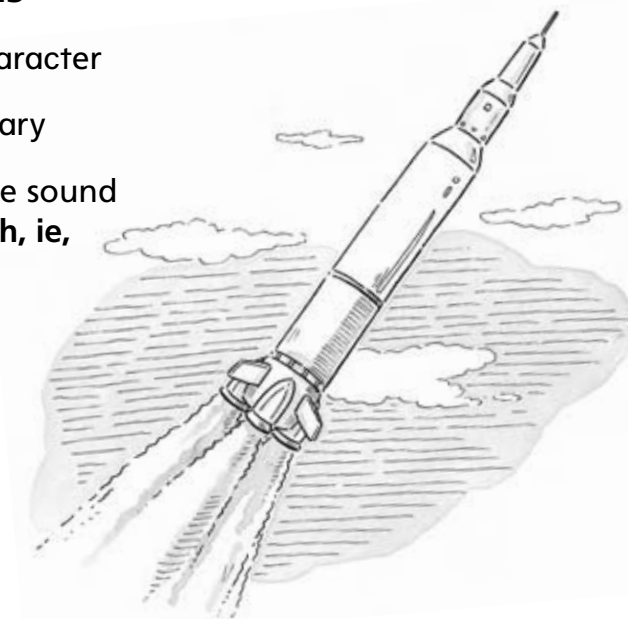
This week we're reading *The Astronaut and the Onion*. Those two things don't seem like they go together. Gloria meets Dr. Street in a supermarket. Gloria wants to be an astronaut and now she has met one. I wonder what will happen next, and how the author will tie the two characters together. I'll know more when I finish the story.

This Week's Skills

Comprehension: character

Vocabulary: dictionary

Spelling/Phonics: the sound of *i* spelled *ice, y, igh, ie, i, and ei*



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Name _____

Tell Us More

Here are some introductions to different characters. Let's talk about each character by creating traits, thoughts, physical appearances, actions, and anything else that will "Tell Us More" about each one.

Millie likes to clown around. That's because she *is* a clown. Millie performs with a circus. She does silly things that make kids and their parents laugh.



Mark is a firefighter. He goes into burning buildings to put out fires. Sometimes he saves people who are trapped in the building.



Linda is a gymnast. She practices long hours each day. She would like to be on the United States Olympic gymnastic team. She hopes that one day her hard work will pay off.



Don works at an animal rescue home. He helps take care of dogs, cats, squirrels, and birds that are injured. He nurses them back to health.



Amy prepares dinosaur bones for a museum. Using a tiny pick and brush, Amy carefully chips away at the rocks surrounding the bone. It can take Amy many weeks to clean just one small bone.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

display	endless	paralyzed
realistic	sensible	protested

Idea para un cuento Escoge una palabra que te dé una idea para un cuento. Podemos usar el resto de las palabras para hacer un bosquejo del argumento.

PALABRAS DE ORTOGRAFÍA

file	drive	pies	die	wipe
height	pride	spy	sigh	prime
sly	pry	minding	twice	slight
kite	climb	inside	shy	fright

Por partida doble Vamos a ver si puedes deletrear cada palabra. Luego, veamos todas las maneras diferentes en que se puede escribir el sonido de la *i* larga. Podemos mirar cada palabra de la lista y encontrar otra palabra en la que el sonido de la *i* larga se escriba igual.

Queridos familiares:

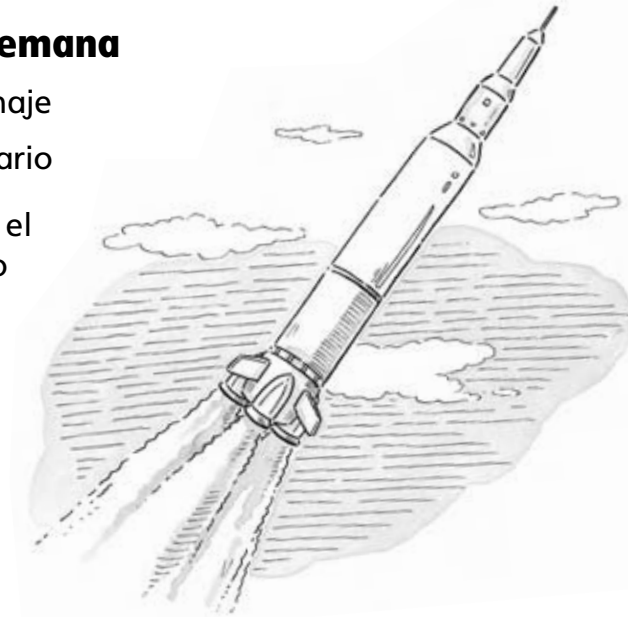
Esta semana estamos leyendo *The Astronaut and the Onion*. Estas dos cosas parecen no tener mucho que ver, pero lo que pasa es que Gloria conoce al Dr. Smith en un supermercado. Gloria quiere ser astronauta y por fin conoce a uno en persona. Me pregunto qué va a pasar después y cómo la autora va a vincular a los dos personajes. Voy a saber más cuando termine el cuento.

Destrezas de la semana

Comprensión: personaje

Vocabulario: diccionario

Ortografía/Fonética: el sonido de la *i* cuando se escribe **ice, y, igh, ie, i y ei**



(fold here)
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Nombre _____

Más información

En estas páginas se presentan diferentes personajes. Para hablar sobre cada uno de ellos vamos a crear características, ideas, rasgos físicos, acciones y cualquier otra cosa que nos dé “más información” sobre cada uno.

Millie likes to clown around. That’s because she *is* a clown. Millie performs with a circus. She does silly things that make kids and their parents laugh.



Mark is a firefighter. He goes into burning buildings to put out fires. Sometimes he saves people who are trapped in the building.



Linda is a gymnast. She practices long hours each day. She would like to be on the United States Olympic gymnastic team. She hopes one day that her hard work will pay off.



Don works at an animal rescue home. He helps take care of dogs, cats, squirrels, and birds that are injured. He nurses them back to health.



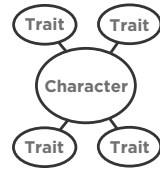
Amy prepares dinosaur bones for a museum. Using a tiny pick and brush, Amy carefully chips away at the rocks surrounding the bone. It can take Amy many weeks to clean just one small bone.



Comprehension Check

Summarize

Use a Character Web to record traits about the characters in the story. Then write a summary that tells what each character is like.



Think and Compare

1. Look back at page 14. What do you think about Shona's idea to give the alien a job? What does this decision say about Shona? **(Analyze Character)**
2. Would you like to be an astronaut and live on a space station for the summer? Why or why not? **(Apply)**
3. The children make friendly contact with an alien from another universe. Should people on Earth try to contact aliens? Why or why not? **(Evaluate)**

Summer in Space

by **Sunita Apte**
illustrated by **Jeffrey Lindberg**



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Chapter 1

The Arrival

Rahul was staring anxiously out the spaceship window. "Mom, how long 'til we get there again?" he asked.

His sister Shona laughed. "Rahul, didn't you just ask her ten minutes ago? And she said two hours?"

From her seat at the control panels, Astronaut Amla Gupta smiled. "Now kids," she said, "there's no point in arguing about it. We'll get there when we get there. Why don't you play with the other kids? I thought I saw Carlos and Keisha and Fatima playing space tag on the landing."

The Guptas were on their way to Space Station 88 for the summer with ten other families. The station had been abandoned for 50 years.

A few weeks later, Rahul and Shona were once again looking out the spaceship window. This time they were leaving Space Station 88. Now the space station gleamed in the endless darkness. It was a working space station again. And, hovering over the loading dock, was Beta 225.

"Look," Shona said. "There's Beta 225. How sweet! It came out to say goodbye."

Amla Gupta looked up from the flight deck, smiling. She had worked hard to convince Mission Control to let the alien stay on as a caretaker. "Okay, you two, it's seat belt time. We're about to blast into hyperspace."

Rahul and Shona quickly settled themselves in their seats. The spaceship gave out a giant roar as it blasted off. They were heading home.

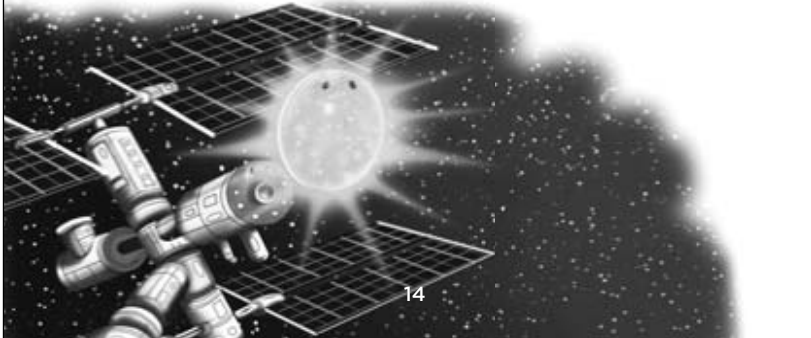


"Hmm, maybe not," Shona said. "Hey guys, I have an idea. Remember when we got here, how we were surprised that so many things were still working?" She quickly typed, "*Did you fix all the stuff here at the space station?*"

"Yes," Beta 225 answered. "*I fixed many things here.*"

"Well," said Shona, "I'll have to talk to my mom, and she'll have to okay it with Mission Control. But I think maybe we've found a new caretaker for our space station."

To Beta 225 she typed, "*Maybe we can find you a job.*"



Now the space station was needed for research. So the families would spend the summer fixing it up. In the fall, a caretaker would live there.

Rahul and Shona had left Earth before. But they had never gone so far, and for so long. What were a few trips to the moon compared to this?

Two hours later, brother and sister were back at the spaceship window. Their noses were pressed against the display. Outside, floating in a sea of endless black, was Space Station 88. It looked a little old. Pieces had fallen off and were floating nearby.



“Wow, look at that junky old station!” Rahul exclaimed.

“Yeah, I can’t believe how beaten up it looks,” Shona replied. “I guess it was difficult to send people to take care of it. Can you believe that, in the old days, most people never left Earth?”

“Yeah, I’m sure glad I didn’t live back then,” Rahul said. “I mean, they thought flying on planes was really cool. How not cool is that?”

Just then, their mother called out, “Take your seats, we’re docking.”

Rahul and Shona belted themselves in. Then the spaceship slid into the landing dock with a loud “thunk.”



“I was on a mission to explore the universe,” it continued. “I became separated from my crew. I drifted in space for a long time. Then I found this station. I like it here.”

“How long have you been here?” Shona typed.

“I’ve been here for more than 20 years. Then you monsters came. I think you might try to kill Beta 225.”

“We’re monsters?” Delores whispered. *“What is he? Prince Charming?”*

“Shh,” Shona whispered back. *“Go on,”* she typed into the computer.

“I am happy here!” Beta 225 continued. *“If more of your kind come, I will be forced to go away.”*



Chapter 4

A Job

The alien looked like a large, clear CD. It was covered in strange lights. As the kids watched, a beam shot out from one of the lights, lifting a storage box into the air.

"I guess it heard our message," Shona remarked. "Or it wouldn't be hanging out here." She flipped open the computer and turned on the alien-language software. "*Who are you?*" she typed.

The alien began beeping very loudly. More beams shot out from its lights. The beams moved over the keyboard like fingers, typing very quickly. "*I am Beta 225,*" it answered. "*I come from Planet Beta Klox.*"

Chapter 2

What's Going On?

Everyone was pleasantly surprised once they had landed.

"The electricity works!" Amla Gupta exclaimed. "And so do the controls in the landing dock. Mission Control said the station was completely run-down."

"They can only guess from Earth," Carlos's dad, Astronaut José Vasquez, said. "No one has visited here for 50 years. Maybe things are in much better shape than we thought."





After unpacking Rahul and Shona set off with Carlos and his sister Delores to explore the station's inner hallway. They stopped when they came to the storage room.

"Wow! What did they keep in here?" Delores asked. "This room is huge."

"They probably kept spare parts and food and stuff like that," Carlos replied. "The astronauts on this space station used to stay for years at a time."

"Wow—years in space without coming home," Shona said. "That must have been tough. Space travel is so much more sensible now. No one has to stay away for years at a time."

Finally, the four kids could stand it no longer. "I'm going back to the storage room," Rahul told the others.

They all decided to go with him. Shona unhooked the computer and brought it. Everyone was quiet as they reached the storage room.

Carlos went in first and flipped on the light. That's when the kids realized their efforts had paid off after all. Hovering in the middle of the room, beeping and moaning, was the alien.



“Maybe the creature is an alien,” Delores said. “Let’s try using the alien-language computer software.”

Shona nodded her head. “You mean the software all astronauts carry in case they meet an alien? How sensible—that’s really using your head. We can use the software on Mom’s computer to broadcast a message all over the station. We can say something friendly, like ‘Hello. We mean no harm.’ Let’s go talk to Mom.”

The next morning, Amla Gupta’s computer was hooked up to the space station’s speaker system. The alien-language software was working. “Hello. We mean no harm. Please meet us” was being broadcast in the station.

Everyone hoped the idea would work. By afternoon, however, there was still no sign of what was sharing the space station with them.

“Yeah, I’m happy they finally discovered hyperspace travel,” Rahul said. “I wouldn’t want to be in space for five years.”

The kids walked around the storage room. Suddenly Delores jumped back and let out a scream.

“Carlos, it’s not nice to scare me like that,” she shouted. “I’m telling Mom!”

“I didn’t do anything,” Carlos protested.

“You didn’t?” Delores looked confused. “Someone was right behind me, just now, beeping and moaning in my ear.”

“It wasn’t me,” Rahul and Shona said at the same time.

“Well then, who was it?”

No one said anything. For a moment, everyone was paralyzed with fear. Then Carlos yelled, “Let’s get out of here,” and they all ran.

Chapter 3

Who Are You?

As the weeks went by, everyone settled into life on the space station. The adults did the major repair jobs, which were fewer than expected. The kids helped paint and cook and clean.

But something strange was going on. It had started that very first day in the storage room. Now it continued.

Other people began to hear beeps and moans too. The noises seemed especially noticeable from the storage room at night.

Then things began to disappear. Someone would take something out of the storage room. The next day it would be gone. Then someone else would find it back in the storage room. No one would admit to moving it.

The kids were worried. Did the station have a space ghost? Did someone, or something, want them out of there? Rahul, Shona, Delores, and Carlos were determined to find out.

"I say we take everything out of the storage room," Carlos said. "Then we can get rid of whatever is in there."

"Be realistic," Shona said. "We can't take everything out. Where would we put it? Maybe the creature is friendly, but scared. I think we should try to communicate with it."

"Yes, but how do we do that?" Rahul asked.





Home-School Connection

Word Workout

WORDS TO KNOW

advanced	consisted	peculiar
positive	selecting	aware

Dog Words I'll choose a word from above. We'll try to make up a sentence to tell something about a dog.

SPELLING WORDS

mole	chose	shadow	fold	goal
flow	mold	stone	groan	stove
stole	foam	roasting	sole	toll
blown	bolt	quote	mows	lower

O! O! How many ways can you spell the sound of long o? Find the different ways and make a chart. Write the spelling pattern over each column. Then write the spelling words that belong under it.

Dear Family Member:

We're reading *Because of Winn-Dixie*, about a girl and her dog. We are learning that things in a story happen in order or in sequence. The first thing in the story that happens is that the girl is inside the library and her dog is outside the library looking at the girl through the window. Next, the librarian mistakes the dog for a bear. Then the elderly librarian begins to tell the girl about a time when a bear really did come into the library. The girl says her dog wants to hear the story too and asks to bring the dog in the library. I wonder what will happen next? When I have finished reading I will be able to answer that question and tell the story in the order that things happened.



This Week's Skills

Comprehension: sequence

Vocabulary: word study—connotation-denotation

Spelling/Phonics: the sound of o

Name _____

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All About Books

Look at the list of words from the story you're reading in class. Find and circle the words in the grid on the next page. Write the letters that remain, in order, in the spaces below. Then read the Chinese proverb about books.

- | | | | |
|-----------|----------|--------|-------------------|
| bear | books | dog | fiction |
| very gray | library | Naomi | Miss Franny Block |
| positive | scream | select | very small |
| snuffled | very old | window | Winn Dixie |

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



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Answer: A book is like a garden carried in a pocket!



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

advanced	consisted	peculiar
positive	selecting	aware

Cosas de perros Voy a escoger una palabra de la lista. Trataremos de formar una oración que hable acerca de un perro.

PALABRAS DE ORTOGRAFÍA

mole	chose	shadow	fold	goal
flow	mold	stone	groan	stove
stole	foam	roasting	sole	toll
blown	bolt	quote	mows	lower

¡Oh la o! ¿De cuántas maneras puedes escribir el sonido de la o larga? Piensa en las diferentes maneras y haz una tabla. Escribe el patrón de ortografía como encabezamiento de cada columna y luego las palabras que siguen el patrón.

Queridos familiares:

Estamos leyendo *Because of Winn-Dixie*, que trata de una niña y su perro. Estamos aprendiendo que en un cuento las cosas pasan en orden o en secuencia. La primera cosa que pasa en el cuento es que la niña está dentro de la biblioteca y su perro está afuera mirando a la niña por la ventana. Después la bibliotecaria confunde al perro con un oso. La anciana mujer comienza a contarle a la niña sobre una vez en que un oso había entrado de veras en la biblioteca. La niña dice que su perro también quiere oír el cuento y le pide traerlo a la biblioteca. Me pregunto qué pasará después. Cuando haya terminado de leer podré responder esta pregunta y contaré el cuento en el orden en el que pasaron las cosas.



Destrezas de la semana

Comprensión: secuencia

Vocabulario: connotación-denotación

Ortografía/Fonética: El sonido de la o

Nombre _____

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Ejercicio de palabras

Mira la lista de palabras del cuento que estás leyendo en clase. Búscalas en la cuadrícula de la página siguiente. Enciérralas en un círculo. Luego escribe en orden en los espacios en blanco las letras que quedaron fuera de los círculos. Formarán un proverbio chino acerca de los libros.

bear	books	dog	fiction
very gray	library	Naomi	Miss Franny Block
positive	scream	select	very small
snuffled	very old	window	Winn Dixie

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



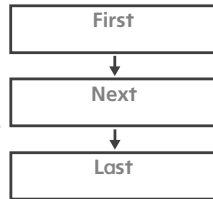
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Answer: A book is like a garden carried in a pocket!

Comprehension Check

Summarize

Use a Sequence Chart to record the events of the story. Then write a summary. Use only essential information.



Think and Compare

1. Look back at Chapter 1. What order do the events occur? **(Analyze)**
2. Think of a time when someone helped change your mind about something. What did that person do to cause you to change your mind? **(Apply)**
3. Do most people find their own hometowns exciting? Explain your answer. **(Analyze)**

Drawing Highland

by Rachel Mann
illustrated by Ashley Mims



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Chapter 1

The Drawing Contest

"Library card, please."

Nate Jasper fumbled for his library card and handed it to Ms. Kim, the librarian. He was checking out books about life in the American colonies for a social studies report. He hadn't realized it was his turn because he was distracted by a sign taped to the wall beside the circulation desk.



"I never saw that drawing," said Briana to Nate after the ceremony ended. "What made you choose it?"

"Before we started drawing together," Nate replied, "I always thought that Highland consisted of nothing but boring cows and trees. But you showed me that this town is full of exciting and unique things . . . even my own house!"

"Well, if it weren't for you, I wouldn't know anything about this town," said Briana. "I'm really glad we met."

"Me, too," said Nate.

For Nate, the best thing about the contest wasn't even winning, although that felt pretty good. Not only did he have a new friend, he felt like he had a whole new town. He appreciated Highland like he never had before.

Nate and Briana decided to start the Highland Explorers Club. Each weekend they planned to go on journeys to the special, hidden places that made their town one of a kind.

Nate caught Briana's eye across the room. They smiled broadly as Ms. Kim uncovered their drawings. The audience clapped, and Nate's and Briana's families jumped up to hug them.

Briana's drawing showed the deer standing outside the woods near the river and the old mill. Nate's drawing was of his family's white farmhouse, with a beautiful fall sunset in the background.



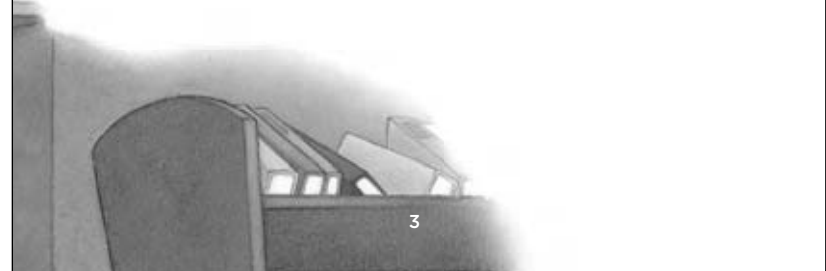
The sign read: "First Annual Highland Drawing Contest. Prizes to be awarded for drawings that best show the exciting and unique beauty of Highland, Vermont."

"I see that our drawing contest has caught your eye," said Ms. Kim. "Are you an artist?"

"Yeah, I guess I am," said Nate. "But I've never entered a contest."

"Well, why not consider making this your first?" asked Ms. Kim. "We have a Young Artists division, and we need people like you to help make the contest a success. The winning drawings will be displayed here in the Highland Public Library. Here, take a flyer and think about it." Ms. Kim handed Nate a piece of paper with the contest details.

"I'll think about it," said Nate. "Thanks." He pushed the library books and the flyer into his bookbag.



Nate went outside and sat down on the library steps to wait for his dad to pick him up. He zipped his jacket up to his neck and put his hands in his pockets to keep warm. The autumn wind whipped brown leaves around the parking lot.

"I have to enter this contest!" Nate said to himself. He had always loved making art. His room at home was covered with his sketches and drawings. His favorite gifts to receive were art supplies. He could never have too many sketchpads, pencils, charcoals, crayons, and paints.

But something about this contest troubled him: He couldn't think of anything exciting or unique about Highland. Years of living in the small Vermont town had convinced him that it was a very dull place. "There's nothing exciting about farms, animals, and trees!" he thought. "What will I draw?"



Public
Library

"Hi, Briana," Nate said. "Do you think they'll start soon?"

"I hope so," she said. "I'm nervous!"

"Me, too. Good luck!" Nate returned to sit with his family just as Ms. Kim began to address the audience.

"Welcome to the awards ceremony for the First Annual Highland Drawing Contest," she began. "The library is sponsoring this contest because we think it is important for Highland residents to appreciate the beauty of our town. What better way to capture that beauty than with art?"

"Enough talk!" thought Nate. "Who are the winners?"

"So without further ado," continued Ms. Kim, "let me now reveal the winners in the Young Artists division. We were very pleased to see so many young people with advanced artistic talent. It was such a tough decision to pick a winner that we have a tie for first place. And the winners are . . . Nate Jasper and Briana Williams!"

Chapter 4

A New Friend, A New Town

On a snowy Sunday in December, Highland residents packed the library for the awards ceremony for the drawing contest. Nate was anxious to find out the results. After many weekends of exploring and sketching with Briana, he had so many drawings that he had trouble selecting the best one to enter. Nate looked around in the crowd and spotted Briana sitting with her family. He walked over to her.



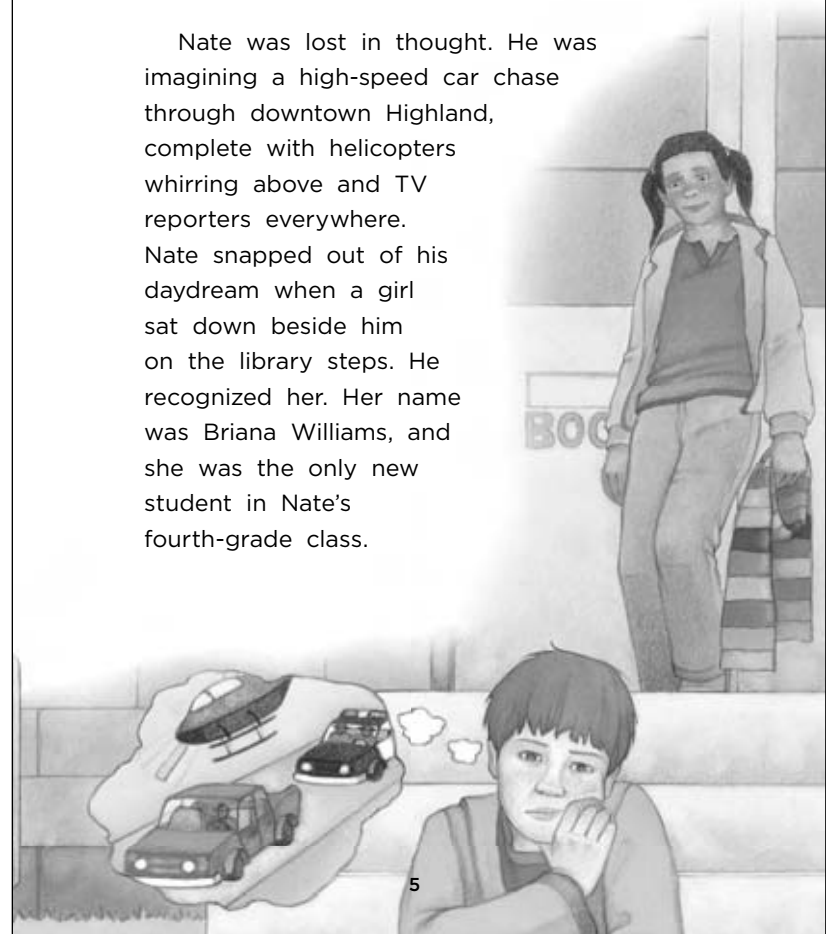
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Drawing Highland

Chapter 2

A Fellow Artist in Need

Nate was lost in thought. He was imagining a high-speed car chase through downtown Highland, complete with helicopters whirring above and TV reporters everywhere. Nate snapped out of his daydream when a girl sat down beside him on the library steps. He recognized her. Her name was Briana Williams, and she was the only new student in Nate's fourth-grade class.



"Hi," Briana said to Nate, as she wrapped a long, rainbow-colored scarf around her neck. "I saw Ms. Kim hand you one of these flyers, too." She held up the paper about the contest. "I'd really like to draw something for the contest. How about you?"

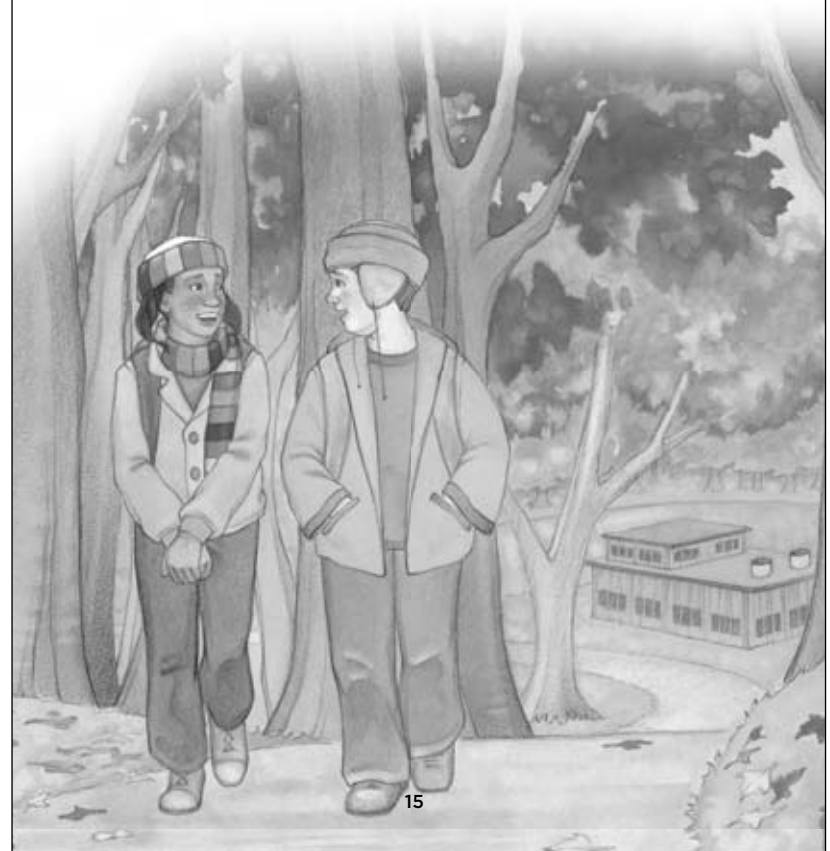
"Yeah, maybe. I'm thinking about it." Nate shrugged his shoulders. He really wished he could think of something good to draw.

"The thing is," said Briana, "I haven't been in Highland very long. My family just moved here from Texas. I still don't know the town very well."

"Well, I've been here my whole life," said Nate, "and believe me, there's really not much to see here. That's why I'm not sure about entering the contest. I can't think of anything in Highland that's exciting enough to draw!"

"I'm looking forward to next week," said Briana, as she waved good-bye to Nate. "Good luck with your drawings!"

"You, too," said Nate. He couldn't wait to start filling his sketchbooks with all his ideas for the contest.

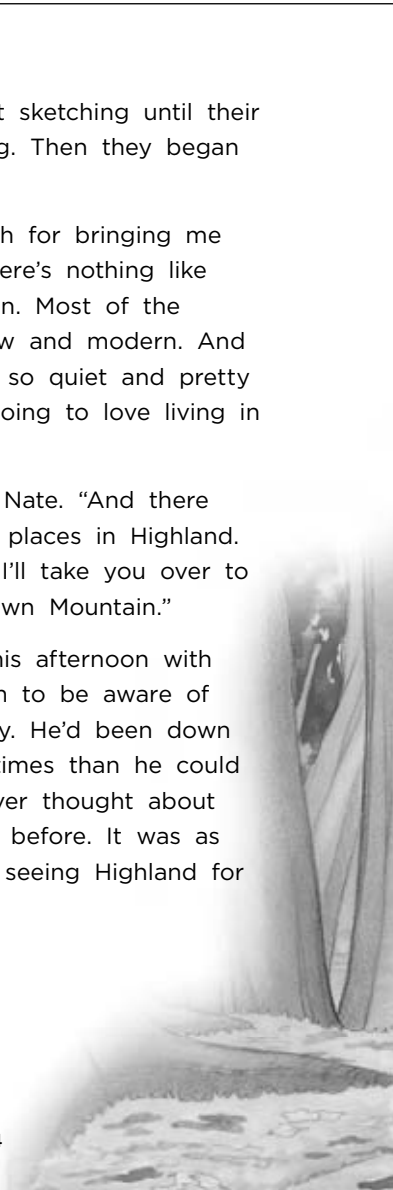


Nate and Briana sat sketching until their legs ached from sitting. Then they began to walk home.

“Thank you so much for bringing me here,” said Briana. “There’s nothing like this old mill in Houston. Most of the buildings there are new and modern. And there’s no place there so quiet and pretty as these woods. I’m going to love living in Highland!”

“No problem,” said Nate. “And there are lots of other neat places in Highland. Next Saturday maybe I’ll take you over to Dover’s Farm or to Fawn Mountain.”

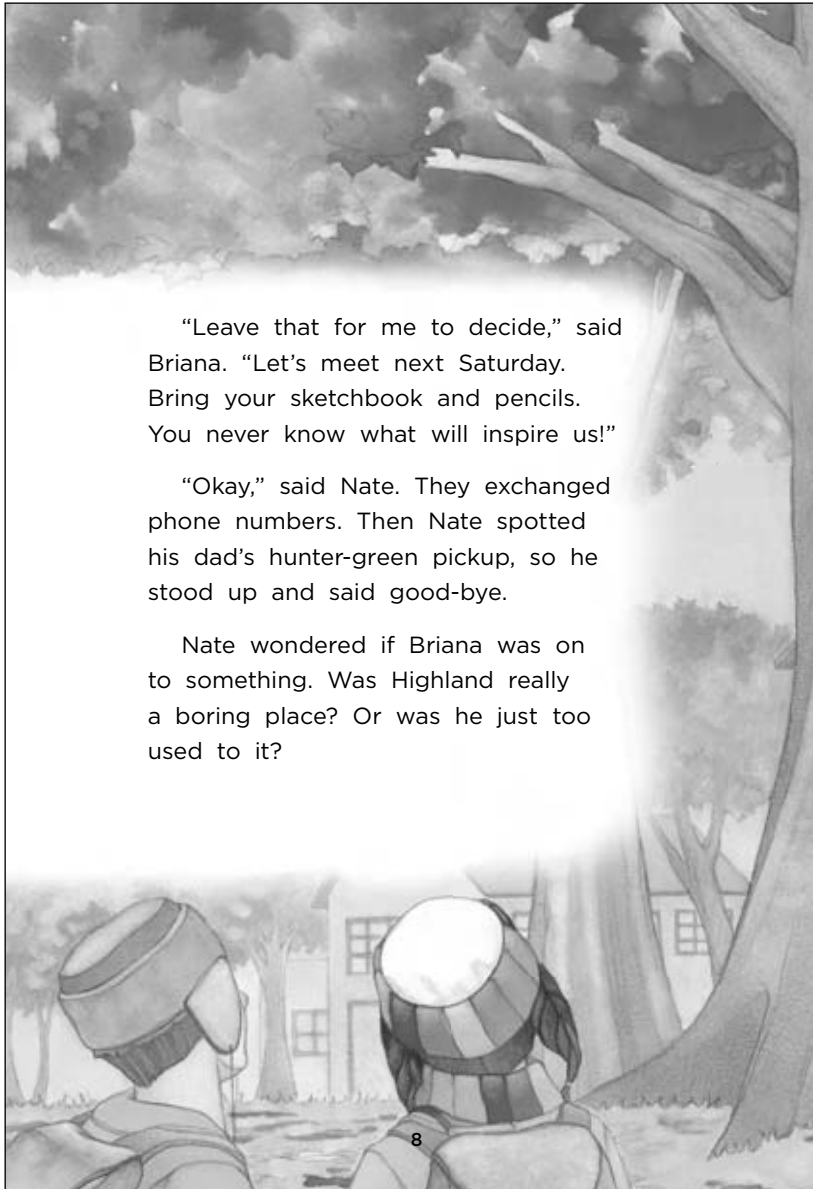
Nate realized that his afternoon with Briana had caused him to be aware of Highland in a new way. He’d been down to the old mill more times than he could count. But he had never thought about it as a beautiful place before. It was as if he, like Briana, was seeing Highland for the first time.



“Everything in Highland may seem boring to you,” said Briana, “but to me it’s all new! Maybe you could show me around. I’m positive that you know about lots of local spots that I haven’t discovered yet. I’d really appreciate an insider’s tour.”

“Yeah, I can do that—no problem,” said Nate. “But trust me, Highland is a big bore.”

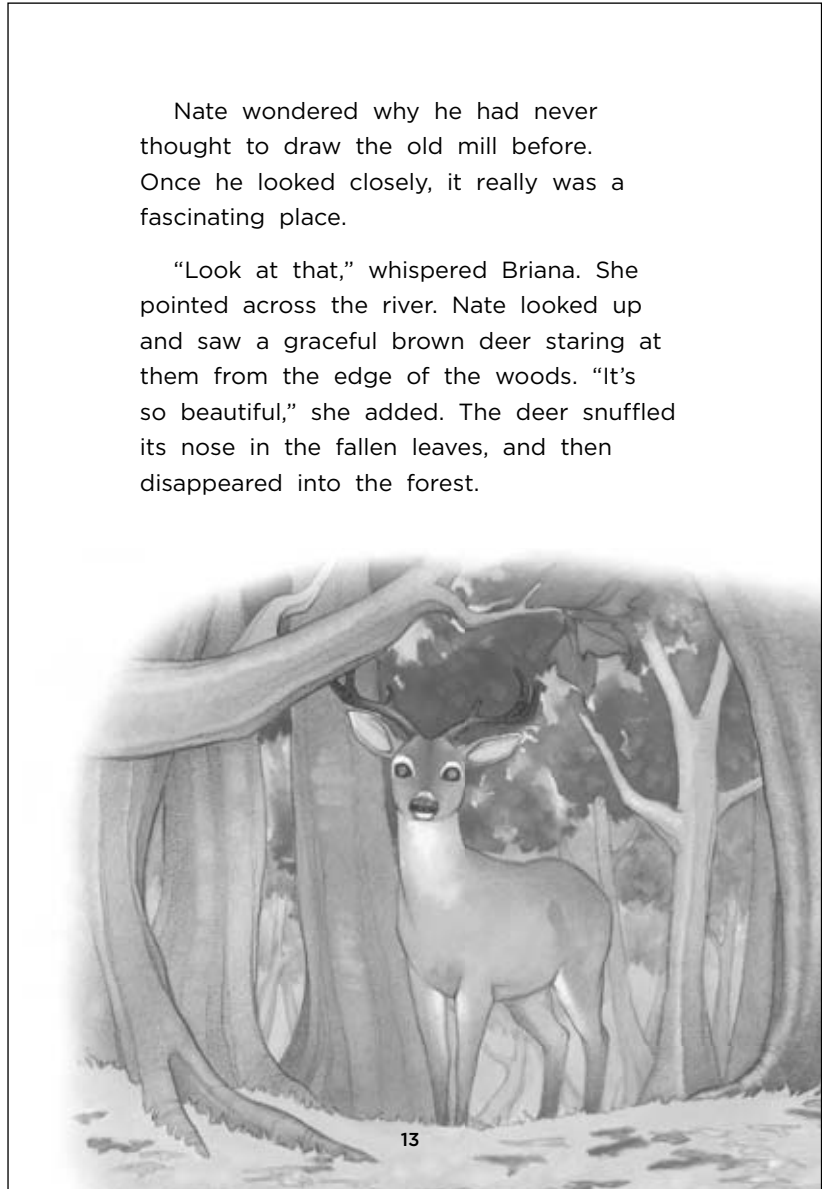




"Leave that for me to decide," said Briana. "Let's meet next Saturday. Bring your sketchbook and pencils. You never know what will inspire us!"

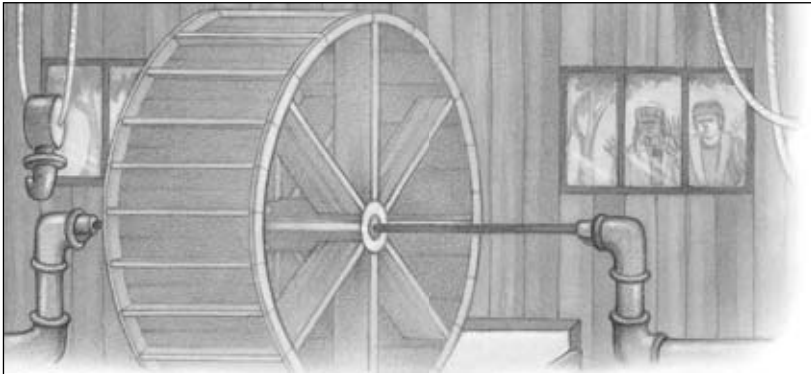
"Okay," said Nate. They exchanged phone numbers. Then Nate spotted his dad's hunter-green pickup, so he stood up and said good-bye.

Nate wondered if Briana was on to something. Was Highland really a boring place? Or was he just too used to it?



Nate wondered why he had never thought to draw the old mill before. Once he looked closely, it really was a fascinating place.

"Look at that," whispered Briana. She pointed across the river. Nate looked up and saw a graceful brown deer staring at them from the edge of the woods. "It's so beautiful," she added. The deer snuffled its nose in the fallen leaves, and then disappeared into the forest.



Briana climbed up next to Nate and gasped when she peered inside. She saw a huge wooden wheel with metal machinery attached to it.

"It's a waterwheel," explained Nate. "It was used to power the grain mill here over a hundred years ago."

"I've never seen anything like it!" said Briana. "Let's draw it!"

They found a place to sit on the riverbed, a few feet away from the mill. Nate took out his pencils. He drew the waterwheel from memory, since he couldn't see it from where he was sitting. A few times, he climbed up to look through the window again. He wanted to remind himself of the wheel's details.

Chapter 3 Seeing Highland

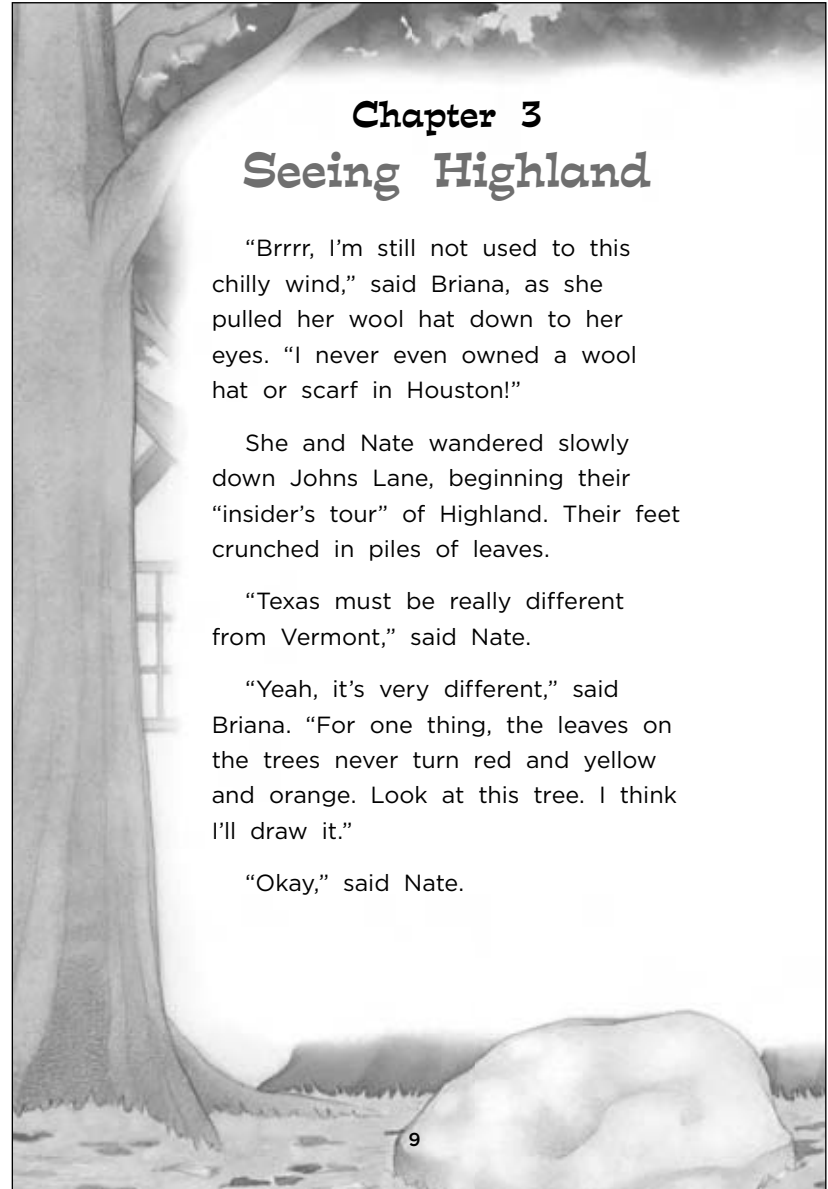
"Brrrr, I'm still not used to this chilly wind," said Briana, as she pulled her wool hat down to her eyes. "I never even owned a wool hat or scarf in Houston!"

She and Nate wandered slowly down Johns Lane, beginning their "insider's tour" of Highland. Their feet crunched in piles of leaves.

"Texas must be really different from Vermont," said Nate.

"Yeah, it's very different," said Briana. "For one thing, the leaves on the trees never turn red and yellow and orange. Look at this tree. I think I'll draw it."

"Okay," said Nate.



Briana sat down on a rock beside the tree. She pulled out her sketchbook and colored pencils. Nate decided he might as well sketch a bit, too. At first it felt weird to draw a tree he'd passed a hundred times. But soon he was completely absorbed in his drawing. He tried to capture the tree's fullness and brilliant colors.

"Do you smell that strong, peculiar smell?" asked Nate.

Briana sniffed. "Yes. What is it?"

"It's the smell of the fallen leaves returning to the earth. You can smell it in the fall, and again after the snow melts in the spring."

"I definitely never smelled that in Texas!" said Briana. After a few minutes, they decided to move on. Nate had a destination in mind. He was taking Briana to the old mill by the river. It was an easy walk from both of their homes, but it was hidden down a side street. Nate was pretty sure that Briana hadn't found it yet.

"Look at that wonderful old building!" Briana exclaimed as the large, dilapidated wooden mill became visible in the distance. "What is it?"

"Follow me," said Nate. "I'll show you."

Nate led Briana along a leaf-covered path away from the road. They walked down to the side of the building. Nate pointed to where the river ran right beneath the old structure. He climbed up on some blocks piled under a window.

"Take a look!" he said.





Home-School Connection

Word Workout

WORDS TO KNOW

ancestors injustice avoided
 segregation unfair numerous

Words and Our World Let's use the words to make sentences telling about someone that made a difference in our world.

SPELLING WORDS

unblock	recall	imperfect	overheat
unborn	relearn	indirect	subway
unchain	resell	incorrect	premix
unload	rewash	illegal	preplan
unlock	rewind	overact	supersize

A Perfect Start I'll make a list of the spelling words leaving out the prefix. I'll give you the list. You can add the prefix. Then we'll look over your list to see how many words you spelled correctly.

Dear Family Member:

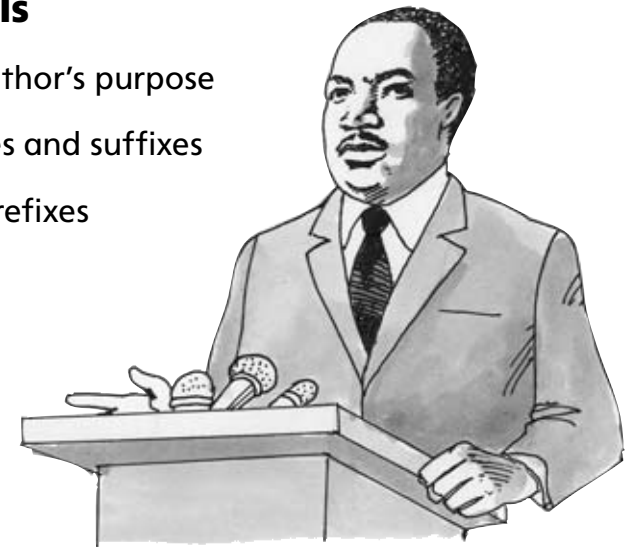
This week we are reading *My Brother Martin*. It's a story about Martin Luther King, Jr., a man who made a difference in our lives. His sister, Christine King, writes about what their lives were like growing up. She tells us what kind of boy he was. It will be interesting to learn how the events of his life influenced the kind of man he became. I guess that's what his sister wants us to know.

This Week's Skills

Comprehension: author's purpose

Vocabulary: prefixes and suffixes

Spelling/Phonics: prefixes



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Name _____

Leaders to Legends

Let's read all the facts and details for each person. Then, toss a coin and see where it lands. We can write a brief letter from that person's point of view to someone who wants to know him or her.

Bill Pickett was born in 1870. He was the first African American cowboy voted into the Rodeo Hall of Fame.



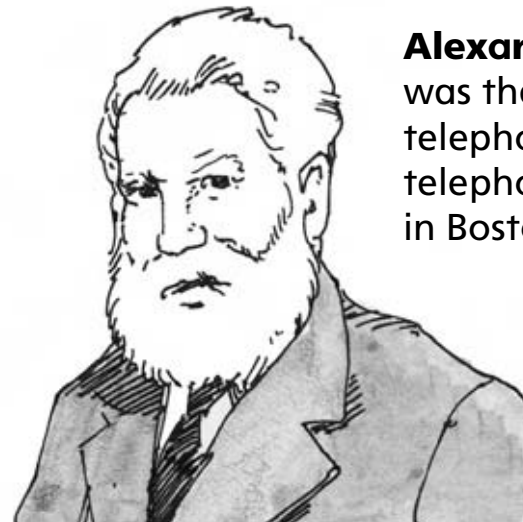
Deborah Sampson was the only woman to serve in the army during the American Revolution. She put on a uniform to hide her identity and took the name Robert Shurtleff.



Rachel Carson was a writer. In 1962 she published a book called *Silent Spring*. The book pointed out the damage pesticides caused plants. The book made people aware of the importance of protecting the environment.



Alexander Graham Bell was the inventor of the telephone. In 1876 the first telephone line was opened in Boston.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

ancestors injustice avoided
 segregation unfair numerous

Las palabras en el mundo Vamos a usar las palabras para formar oraciones que describan a alguien que haya logrado hacer un buen cambio en nuestro mundo.

PALABRAS DE ORTOGRAFÍA

unblock	recall	imperfect	overheat
unborn	relearn	indirect	subway
unchain	resell	incorrect	premix
unload	rewash	illegal	preplan
unlock	rewind	overact	supersize

Un arranque perfecto Voy a hacer una lista de las palabras de ortografía sin sus prefijos. Te daré la lista y tu puedes añadirles los prefijos. Luego veremos tu lista para ver cuántas palabras deletreaste correctamente.

Queridos familiares:

Esta semana estamos leyendo *My Brother Martin*. Es un relato sobre Martin Luther King, Jr., un hombre que hizo una diferencia en nuestras vidas. Su hermana, Christine King, escribe sobre su infancia. Nos cuenta qué clase de niño era él. Va a ser interesante saber cómo los diferentes eventos de su vida tuvieron influencia en la clase de hombre que fue. Creo que eso es lo que su hermana quiere que sepamos.

Destrezas de la semana

Comprensión: propósito del autor

Vocabulario: los prefijos y sufijos

Ortografía/Fonética: prefijos



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Nombre _____

Cartas a famosos

Vamos a leer todos los datos y detalles sobre cada persona. Luego, lanza una moneda y mira dónde cae. Después podemos escribir una breve carta desde el punto de vista de esa persona a alguien que quiere conocerla.

Bill Pickett was born in 1870. He was the first African American cowboy voted into the Rodeo Hall of Fame.

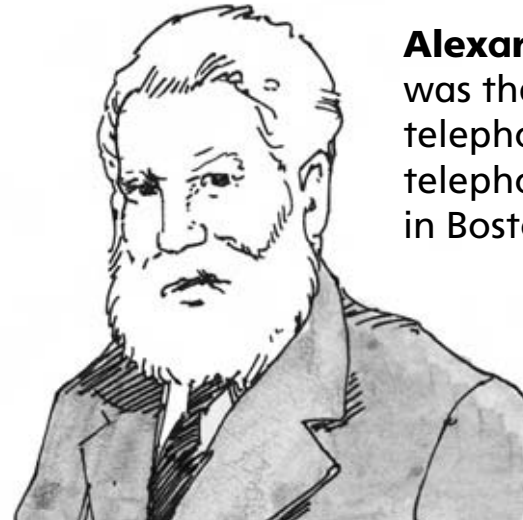


Deborah Sampson was the only woman to serve in the army during the American Revolution. She put on a uniform to hide her identity and took the name Robert Shurtleff.

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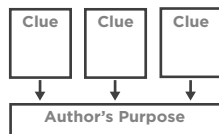


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Comprehension Check

Summarize

Why did the author write about Coretta Scott King? List some clues in an Author's Purpose Map. Then tell the author's purpose. Use the map to summarize Coretta Scott King's life.



Think and Compare

1. Look at Chapter 1. How do you think the writer feels about segregation? What facts support your ideas? (**Evaluate Author's Purpose**)
2. Do you agree that nonviolent actions are the best way to bring about change? Why or why not? (**Synthesize**)
3. Big changes in history often come from one person taking a stand. What might the history books of the future say about Coretta Scott King? (**Analyze**)

Coretta Scott King

by Robert O'Brien



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Chapter 1

The Beginning

Coretta Scott King never planned on being a **civil rights** leader. She thought she would become a teacher or a singer. Instead she became a leader in the fight for equal rights.

Coretta Scott was born in 1927 in a small town in Alabama. She walked three miles to get to school each morning. And she walked three miles back each afternoon. Every day she watched school buses drive white children to their school.

In those days **segregation** was the law in the South. African Americans could not go to certain restaurants. They could not drink from certain water fountains. They had to sit in the back of public buses. Black children and white children went to separate schools.

Coretta's father Obadiah (oh-buh-DIGH-uh) was the first African American in his county to own his own truck. Some white truckers felt that he was taking away their business. One day the Scotts came home from church to find that their home had burned down. Coretta never forgot how hard her father worked to rebuild it.

Glossary

apartheid (*uh-PAHR-tighd*) the government policy of racial segregation at one time practiced in South Africa (**page 16**)

boycott (*BOY-kot*) to refuse to buy from or deal with a person, nation, or business (**page 8**)

civil rights (*SIV-uhl RIGHTS*) the rights of every citizen of a country, including the right to vote and the right to equal protection under the law (**page 2**)

integrated (*IN-ti-gray-tuhd*) including people of all races (**page 4**)

Jim Crow Laws (*JIM KROH LAWZ*) a set of rules practiced in the United States before the Civil Rights Act of 1964 that allowed "separate but equal" facilities for African Americans (**page 3**)

protest (*PROH-test*) an organized public demonstration of disapproval or complaint (**page 13**)

segregation (*seg-ri-GAY-shuhn*) the practice of setting one race, class, or ethnic group apart from another (**page 2**)

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Coretta Scott King also worked to create a national holiday in memory of her husband. After many years of speeches and fundraising, she succeeded. In 1986 Martin Luther King, Jr.'s birthday, January 15, became a national holiday.

Coretta Scott King believed that young people must read and learn so they can better themselves. The American Library Association gives the Coretta Scott King Award in her honor.

Coretta Scott King died on January 31, 2006. She was 78 years old. At her funeral she was honored as a true hero.



As Coretta Scott King (right) looks on, President Ronald Reagan signs a proclamation making the celebration of Martin Luther King, Jr.'s birthday a national holiday.

Jim Crow Laws

Jim Crow Laws kept black and white Americans from taking part in many things alongside each other. The laws were supposed to create “separate but equal” schools, hospitals and parks. This did not happen. Public buildings for African Americans were usually in bad shape. African Americans were unable to get the education or jobs they deserved. The Civil Rights Act of 1964 made Jim Crow Laws illegal.



Signs like these were a common sight when Coretta Scott was growing up.

Obadiah Scott earned enough money to build a sawmill. One morning the sawmill was burned to the ground. Coretta's father did not meet violence with violence. He kept hauling lumber in his truck. He didn't back down. But he didn't strike back. This lesson stayed with his daughter.

Coretta Scott graduated from high school in 1945. Then she attended Antioch (AN-tee-ahk) College; an **integrated** school in Ohio. None of her ancestors had ever gone to college. Coretta studied to become a teacher. She also studied music. She had a good singing voice. And she played the violin.

The time came for Coretta to do her practice teaching. None of the schools in the area would allow an African American student teacher to practice in their schools. Coretta had to practice teach at her college.

This photo of Coretta ↻ was taken while she was a student at Antioch. It appeared alongside an article she wrote, entitled "Why I Came to College."



Nelson Mandela

Nelson Mandela (seen here with Coretta Scott King) fought injustice in South Africa using some of the same methods as Martin Luther King, Jr. Mandela spent 27 years in jail because his country's leaders feared his ideas. After he was freed, Mandela became the first black president of South Africa.

	1968	1982	1984	2006
	Martin Luther King, Jr. assassinated	Joins South Africa protest	First Coretta Scott King Award given	Dies at age 78



↻ After her husband's death, Coretta Scott King continued to fight for justice.

In 1969 Coretta Scott King wrote a book about her life with Martin Luther King, Jr. In the book she wrote about their civil rights struggles and their work together.

In 1982 Coretta Scott King joined a protest at the South African Embassy. South Africa's laws were even harsher than the Jim Crow Laws in the United States. South Africa's segregation was called **apartheid**.

After many years of speeches, protests, and boycotts of South African products, the laws were changed. Freedom was spreading to other lands, thanks in part to Coretta Scott King.

1927	1951	1953	1955
Coretta Scott born in Alabama	Coretta moves to Boston	Coretta marries Martin Luther King, Jr.	Montgomery Bus Boycott



↻ NAACP staff at work in their headquarters in the early 1930s.

The NAACP

The National Association for the Advancement of Colored People (NAACP) was started in 1909 by a group of both white and black people. They wanted to change the laws and make the country equal for all races. In the 1950s and 1960s, the NAACP helped change many laws.

It was unfair. But instead of giving up, Coretta got involved. She joined the college chapter of the NAACP. She worked with other groups to try to change what was happening.

Coretta realized she would have difficulty getting a teaching job in Ohio or many other places. She decided to work more on her singing and violin playing. She was accepted at the New England Conservatory of Music in Boston, Massachusetts.

Coretta moved to Boston in 1951. She had never lived in a big city before. There were numerous colleges there, as well as students of different races.

Coretta met other students. One of them took a special liking to her. He was a young minister studying at Boston University. His name was Martin Luther King, Jr. He was training to take over his father's church in Montgomery, Alabama.

At first Coretta was not all that impressed by Martin. She was not sure that she wanted to become a minister's wife. But Martin was smart and he was eager to work hard for social equality. That appealed to her very much.

Coretta grew to love Martin. In June 1953 she married him. Coretta and Martin moved south to Montgomery, Alabama, where Martin began his work as a minister. The unsuspecting couple had no idea what their new life together had in store for them.



📍 Martin Luther King, Jr.'s, casket was drawn by two mules through the streets of his hometown, Atlanta, Georgia.



Chapter 3

Carrying On

Leaders from all over the world came to mourn the loss of Martin Luther King, Jr.

Many people were angry that Martin had been killed. Riots broke out in many cities. Coretta remained strong. She spoke out against the riots. She asked people to remember Martin's actions, which were always nonviolent. She asked them to honor her husband by working peacefully. Her words calmed people.

Coretta Scott King had shared her husband's struggles. She knew that she had to use her voice to lead others. She had to continue the work Martin had begun. In the years following her husband's death, that is what she did.

All eyes were on Coretta Scott King ↪ as she attended her husband's funeral.



↪ This is how Boston, Massachusetts, looked in 1951 when Coretta moved there.

Chapter 2

A Turning Point

One evening in 1955, an African American woman in Montgomery, Alabama, was on her way home from work. Her name was Rosa Parks. She sat in the first bus seat she could find. Soon the bus became crowded and some white passengers came on board. The bus driver told Rosa to move to the back of the bus. Rosa refused. The bus driver had her arrested.

African American leaders wanted to protest the unfair actions of the bus company. They knew that the bus companies would lose money if African Americans stopped riding the buses. They decided to **boycott** the bus system.



© Rosa Parks at her arrest for refusing to give up her seat on the bus.

The struggle for civil rights went on. Martin started to work on other issues, like jobs for people of all races. Other leaders wanted to use more violent forms of **protest**. Martin was against this. He believed that nonviolent action was the best way to bring about change.

Coretta Scott King's life was shattered on April 4, 1968. Martin Luther King, Jr., was assassinated. Coretta was now a widow with four young children to care for.

🕒 The violent death of Martin Luther King, Jr., made news all over the world.





Coretta Scott King and her husband on a march in Montgomery, Alabama, in 1965.

By 1964 Martin and Coretta had four children. For many years, Coretta had stayed at home to care for the children. But soon she felt she had to take a more active role in the fight against injustice again.

Coretta joined the Southern Christian Leadership Conference (SCLC). The SCLC was a group committed to making sure that church people of all skin colors understood why civil rights for all Americans was so important.

Though she was usually seen at her husband's side, Coretta often spoke on her own about their work. Sometimes she would speak when her husband couldn't attend an important meeting.

For 381 days African Americans avoided riding the bus. They were determined to continue the boycott until the segregation laws were changed. Martin Luther King, Jr., became their leader. His church became a meeting place. Soon Coretta was caught up in the movement as well. Meetings were held in their home. The boycott ended peacefully when the courts ruled that bus segregation was against the law.

African Americans in Montgomery showed that actions speak louder than words during the 1955 bus boycott.



Coretta and Martin were both eager to end injustice for African Americans. They knew there would be a long, hard struggle ahead of them. They didn't know how hard it would be. But they soon found out.

One morning, while Coretta was caring for their newborn baby, the house was attacked. She and the baby got out safely. She was scared for her baby, for her husband, and for herself. But she did not let fear drive her away. The house was repaired and the family stayed.



Coretta and Martin managed to raise a family while fighting for civil rights.



Martin Luther King, Jr., and Coretta Scott King outside a court in Montgomery, Alabama.

Coretta and Martin went through many difficult times together. There was always the possibility of violence against Coretta's loved ones. People phoned in threats. Martin was arrested on a false charge and sent to jail. He was released after a few days.

Martin spoke in cities all over the country. He often was away from his family for long periods of time. Coretta worked hard to keep the family together. She made sure that they ate dinner together even if her husband couldn't be there.



Home-School Connection

Word Workout

WORDS TO KNOW

flinched gaped insult
 legendary muttered snickering

The Old Ball Game Tell me what each word means. Then we can make up a sentence about a baseball game, using the words.

SPELLING WORDS

choose	kitchen	rush	thirty
touch	sketched	northern	graph
fifth	ketchup	photo	whole
headphone	chef	whirl	width
snatch	stretching	chance	pitcher

Is it This or Is it That? I'll say each word above, leaving out **ch, tch, th, sh, ph,** or **wh**. Tell me the missing letters and then spell the word. We can work together on any that you have trouble with.

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Dear Family Member:

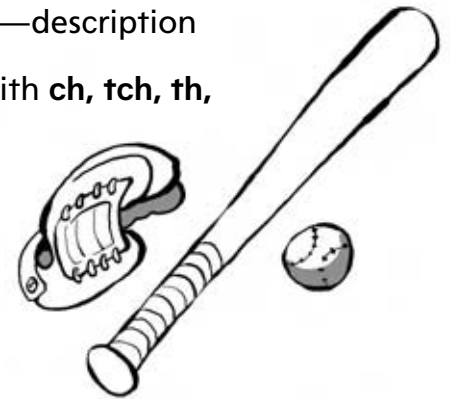
About 75 years ago, Jackie Mitchell, a pitcher for the Chattanooga Lookouts, pitched against the world famous New York Yankees. The amazing thing is that Jackie was a 17 year-old girl. That's the story we're reading about this week, *Mighty Jackie*. The author tells about Jackie's life growing up and how determined she was to be a pitcher. I think the author also wanted to tell readers about a special girl, and that if you work toward a dream, you can make it come true.

This Week's Skills

Comprehension: author's purpose

Vocabulary: context clues—description

Spelling/Phonics: words with **ch, tch, th, sh, ph,** or **wh**.



Name _____

Wonderful Writer, That's You!

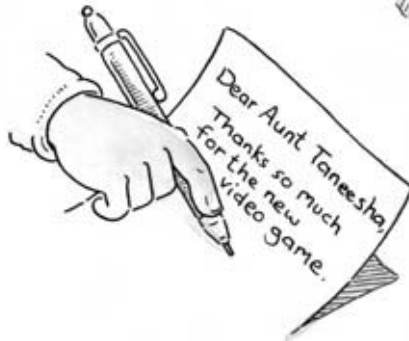
We're going to make up a story about yourself, someone you know, or someone you just imagine. We could make up a story or an article, write a letter, or a movie script, or a comic book. Let's talk about what you want your readers to know.

Who is your character?



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What kind of writing will you use?



What do you want readers to know about your character?

What events do you want readers to know about?

What is your purpose for writing?



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

flinched gaped insult
 legendary muttered snickering

Un partido de béisbol Dime lo que significa cada palabra de la lista. Luego podemos formar una oración sobre un partido de béisbol con las palabras.

PALABRAS DE ORTOGRAFÍA

choose	kitchen	rush	thirty
touch	sketched	northern	graph
fifth	ketchup	photo	whole
headphone	chef	whirl	width
snatch	stretching	chance	pitcher

¿Qué falta aquí? Voy a decir cada una de las palabras de arriba, sin pronunciar los sonidos **ch, tch, th, sh, ph** o **wh**. Dime las letras que faltan y deletrea la palabra. Podemos trabajar juntos con las palabras en las que tengas algún problema.

Queridos familiares:

Hace unos 75 años, Jackie Mitchell, un jugador de los Lookouts de Chattanooga, jugó contra los mundialmente famosos Yankees de Nueva York. Lo sorprendente es que Jackie era una joven de diecisiete años. Ése es el cuento que estamos leyendo esta semana, *Mighty Jackie*. La autora nos cuenta la infancia de Jackie y lo determinada que estaba a ser lanzadora. Pienso que la autora quiere que los lectores aprendan sobre esa joven tan especial, y que si uno se esfuerza por lograr un sueño, puede convertirlo en realidad.

Destrezas de la semana

Comprensión: propósito del autor

Vocabulario: claves de contexto—descripción

Ortografía/Fonética: palabras con **ch, tch, th, sh, ph** y **wh**.



Nombre _____

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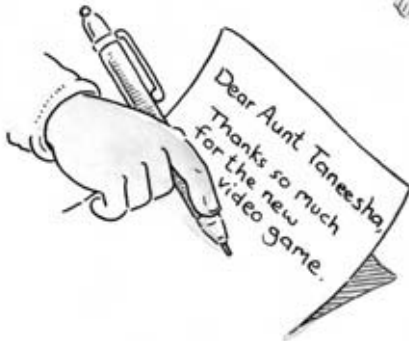
¡Un escritor de primera categoría!

Vamos a crear un cuento sobre ti, alguien que tú conoces o alguien que te imaginas. Podemos inventar un cuento o un artículo, escribir una carta, un guión de cine o una historieta. Vamos a hablar de lo que quieres comunicar a tus lectores.

Who is your character?



What kind of writing will you use?



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What do you want readers to know about your character?

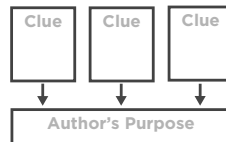
What events do you want readers to know about?

What is your purpose for writing?

Comprehension Check

Summarize

Use your Author's Purpose Map to record clues and important ideas in the book. Then summarize the book.



Think and Compare

1. Look back to page 4. How and why did Babe get her nickname? Why does the author include this information? **(Evaluate Author's Purpose)**
2. What were some of Babe's qualities? Do you admire them? Explain your answer. **(Analyze)**
3. Why do you think that Babe Didrikson was a role model for other women? **(Evaluate)**

Determined to Win:

Babe Didrikson Zaharias

by Terre Lintner



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Introduction

Today most children play any sport they like. Boys and girls play together on teams during recess or after school. This was not always true. Before the twentieth century, girls weren't allowed to play many sports.

In fact many people thought that only men were supposed to be **athletic**. According to them, women had a different role. They took care of their homes and families.



Female athletes, like these 1943 players in the All-American Girls Professional Baseball League, used to have to wear skirts when they played.

Glossary

amateur (*AM-uh-chuhr*) a person who does something for the pleasure of doing it, not for pay (**page 6**)

athletic (*ath-LE-tik*) good at sports (**page 2**)

meet (*MEET*) an athletic competition (**page 6**)

opponent (*uh-POH-nuhnt*) a person or team that is against another in a fight or contest (**page 9**)

scholarship (*SKAH-luhr-ship*) money that is given to a student to help pay for school (**page 17**)

tournament (*TOOR-nuh-muhnt*) an event at which two or more people or teams play each other (**page 10**)

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Today, women are involved in sports that people once thought were too dangerous for them. These sports include marathon running, racecar driving, and weightlifting. In 1996 the Olympics added women's soccer and softball events.

The sports world has many successful female athletes. Their lives and achievements prove, just as Babe did, that it takes determination and confidence to succeed.



↳ Tegla Loroupe



↳ Mia Hamm



↳ Serena Williams

All of my life I have always had the urge to do things better than anybody else.

—Babe Didrikson Zaharias



↳ Nowadays girls wear regular uniforms when they play organized sports.

In the early 1900s ideas about what women could do began to change. Women joined teams for baseball and basketball sponsored by clubs, schools, or their workplace. But it wasn't easy for women athletes. Many people gaped in shock at them. They couldn't understand why a woman would want to play sports like a man.

At a young age, Babe Didrikson decided to be the greatest athlete that ever lived. She didn't care about people who criticized her. She cared about playing and about winning.

Chapter 1 The Early Years

Mildred Ella Didrikson was born on June 26, 1914, in Port Arthur, Texas. Mildred's father built a gym for his children in the backyard. The children played many sports, including baseball. Mildred was a good hitter. So the boys started calling her "Babe," after the legendary baseball player Babe Ruth. Ruth was famous for hitting home runs. It was no fluke that Babe Didrikson became a good athlete.

Babe's father read newspaper articles about the 1928 Olympic Games aloud to his children. Babe was 14 years old at the time. She began to dream about competing in the Olympics someday.



↗ Babe was one of seven children.



↻ Women athletes have come a long way since the days of baseball players in skirts.

Athletes like Babe helped make a place for women in sports. In 1972 Congress passed Title IX. It was modeled after the Civil Rights Act of 1964. This legislation banned sex discrimination in athletics and academics in schools. Schools had to offer equal opportunities in sports and education to both boys and girls. Title IX also helped many women get **scholarships** to help them pay for school.

As a result of Title IX, schools have to provide the following to female athletes:

- financial aid
- equipment, practice time, opportunities for tutoring and coaching, and transportation
- athletic programs

Chapter 5 Babe's Legacy

Babe Didrikson Zaharias continues to be recognized for her achievements. In 1999 ESPN named her among the top 50 North American athletes of the past 100 years. Only seven women were on the list. Babe was tenth, and the only woman in the top ten.

There are also awards in Babe's name. The town of Beaumont, Texas, honors outstanding female track athletes each year with the Babe Zaharias Award. The Mildred "Babe" Didrikson Zaharias Courage Award is given to male and female athletes who have triumphed over hardships and gone on to be successful in a sport. The Babe Zaharias Journalism Award is given each year to a sports journalist for his or her work as a writer.



The U.S. Postal Service honored Babe with this stamp in 1981.



Port Arthur was known for its huge oil refining plants.

Babe attended high school during the late 1920s. She excelled in every sport she tried. At only 5 feet (152 cm) tall and 105 pounds (48 kg), Babe was small. But she was strong.

Some classmates laughed at Babe for playing sports all the time. But no one was snickering when she played. Babe was really good. And when she won, she boasted about it. Many people thought that girls were supposed to be modest and quiet about their achievements. Not Babe. She was different.

In 1930 an insurance company offered Babe a job. Actually, the company wanted her to play on its basketball team, the Golden Cyclones. Babe's parents knew that their daughter wanted to compete as an athlete. But she was still in high school. Babe's parents allowed her to take the job. Within the year she was named an All-American women's basketball player.

Babe also joined the insurance company's swimming and diving teams. Then she convinced the company to start a track and field team.

Instant fame came on July 16, 1932. The Golden Cyclones track team entered the national **amateur** track **meet** for women in Illinois. The team had only one member—Babe.

Track and Field

By 1928 women were finally allowed to compete in track and field events at the Olympics. Track and field events include hurdles, high jump, javelin, discus throw, and shot put.



↻ hurdles

Babe continued to play golf. She also started writing her autobiography, *This Life I've Led*. The book was published in 1955. At the end of the book, Babe thanked her many friends and the people who helped her. She wrote, "Winning has always meant much to me, but winning friends has meant the most." Babe died in 1956. She was 42 years old.



↻ Here's Babe on the final hole of the women's All-American Golf Tournament in 1950.

Won 17 straight golf tournaments including the British Amateur Tournament

1946-47

Published her autobiography, *This Life I've Led*

1955

1948

Helped create the LPGA

1954

Won her sixth Woman Athlete of the Year award

1956

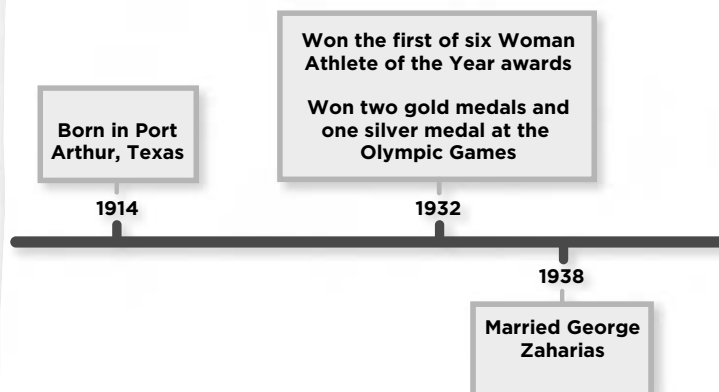
Died at age 42

Chapter 4 A New Challenge

In the early 1950s, Babe was not feeling well. But she still entered a tournament that was named after her, the Babe Zaharias Open.

Amazingly, Babe won. Soon after, she learned that she had cancer. To Babe, this was just one more challenge. She had surgery. Fourteen weeks later, Babe won her third U.S. Women's Open golf tournament. She also received her sixth Woman Athlete of the Year award.

Babe Didrikson Time Line



Babe competed in eight of the ten events, including the hurdles, high jump, javelin, and shot put. Babe scored 30 points and won first place. The team in second place had more than 20 members and scored only 22 points.

At that track meet, Babe won six first-place medals and broke four world records. At 18, Babe reached her dream. She was chosen to join the 1932 U.S. Olympic track and field team. Babe was going to the Olympics.

Babe wrote about July 16, 1932:

It was one of those days in an athlete's life when you know you're just right. You feel you could fly. You're like a feather floating on air.



shot put

Chapter 2 Early Success

The 1932 Olympics were held in Los Angeles, California. There were only five individual track and field events open to women. Each woman could enter only three of those events. Babe chose the javelin, hurdles, and high jump. She won the gold medal for the javelin event. And she set a new world record at 143 feet and 4 inches (44 m).



👉 Babe was the first woman to win medals in three Olympic events.



A reporter once wrote:

The plain fact is that Miss Didrikson is a vastly better golfer than ... any other women we have seen. She can hit the ball farther than all but a very few men.

Babe's golf career was very successful. She was named the Female Athlete of the Year for three years in a row (1945–1947). In 1946 she won 13 tournaments in a row. In 1947 she became the first American woman to win the British Amateur Tournament.

At the time, it was hard to make a living as a woman golfer. George, Babe, and other women golfers wanted to increase the opportunities for women to make a career out of playing golf. In 1948 they created the Ladies Professional Golf Association (LPGA). The LPGA Tour began in 1950. Babe became the leading player for the next few years.

Chapter 3 A New Sport and a New Life

Babe had excelled in track and field and in baseball. She was ready for a new challenge. She decided to play golf. Again, she was determined to be the best. She practiced hard. She entered a few tournaments and did very well. The male golfers would laugh to themselves when Babe arrived at the golf course. But they knew how good she was. "Okay, Babe's here," they'd say. "Who's coming in second?"

In 1938 Babe met George Zaharias, a successful wrestler. They married that same year.



© Most women golfers concentrated on being graceful as they swung, but not Babe.

Women's Participation in the Olympics 1896-2004

Year	Sports	Events	Countries	Participants
1896	0	0	0	0
1900	2	3	5	19
1912	2	6	11	57
1932	3	14	18	127
1952	6	25	51	518
1968	7	39	54	781
1988	17	86	117	2,186
2000	25	132	199	4,069
2004	26	135	202	4,885

Waiting for the hurdle event to start, Babe was so nervous that she jumped the gun. Everyone had to start over again. If she started to run before the gun fired again, she would be disqualified. She decided to be safe. She waited until everyone else had started to run before she took off. And she still won. Now she had two gold medals.

Babe wasn't as lucky in the high jump. She was tied for first place. With the bar at a new height, both Babe and her **opponent** easily jumped over it. But the judges said that Babe dived headfirst over the bar. This was not allowed. Babe's final jump didn't count. She came in second place, winning a silver medal.

Babe returned home from the Olympics a hero. Only a few American women had ever won Olympic gold medals before her. She became popular with reporters. They loved her sense of humor. And Babe was outspoken and said whatever she felt. But some people muttered that Babe was *too* outspoken.

Many people might have been hurt by this, but Babe never flinched. She didn't let insults stop her. At the end of 1932, Babe received the Woman Athlete of the Year award. She would go on to win that award five more times. But despite all of Babe's success, she didn't have many chances to make money with her talents.

At that time all Olympic athletes were amateurs. Babe was determined to make a career as an athlete. She became a professional. This meant that she couldn't compete in amateur **tournaments** anymore. But she could do other things. She became an entertainer and toured with a stage show. She ran, hit golf balls, and jumped hurdles. She even sang and played the harmonica. The audiences loved her.



But Babe missed being outdoors and playing team sports. She started the Babe Didrikson's All-American Baseball Team and toured with them for a few years. The team played against men's amateur teams and did well.

The House of David

Babe became so famous that she was asked to play baseball with a men's team called the House of David. All the men wore long beards in order to attract more attention to the team. Babe made \$1,000 a month when she played with the team. This was during the Great Depression of the 1930s, a time when many people struggled to make a living.





Home-School Connection

Word Workout

WORDS TO KNOW

similar challenges designed
 achieved varied

Try, Try Again Tell me what each word means. Then we'll make up a sentence about an athlete using the words.

SPELLING WORDS

strand	split	splashing	throne
straps	shrink	screw	shred
sprout	throb	sprang	sprawl
script	through	shriek	straighten
thrill	throat	shrimp	screech

Word Change I'll give you a word that is missing a letter or two. See if you can change my word into a spelling word.

though	raps	slashing	rang	stand
rill	crew	spit	rob	stain

Dear Family Member:

In class, we're reading the nonfiction article *Making a Splash* about Rudy Garcia-Tolson. The main idea for this nonfiction article is that Rudy is an amazing athlete who never let physical challenges get in the way of his dreams. As I read, I learn details that support the main idea. Rudy has no legs but learned to walk, swim, and run. He has broken world records for swimming, running, and biking. As I keep reading, I will learn more details about Rudy that help support the main idea.

This Week's Skills

Comprehension: main idea and details

Vocabulary: idioms

Spelling/Phonics: words with the letters **shr**, **thr**, **spr**, **scr**, **str**, and **spl**



Name _____

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Slithery Snakes

Let's read about snakes. Then we can complete each sentence to solve the puzzle.

Snakes are reptiles. They have long bodies and no legs. On land they move by sliding along on their bellies. Some snakes kill their prey with poison. Constrictors squeeze their prey to death. Snakes can't chew their prey.

Biggest, longest, and strongest are words used to describe pythons. This snake can swallow a small deer or goat. The longest python found was 33 feet long. It was discovered in a jungle in Thailand.

Across

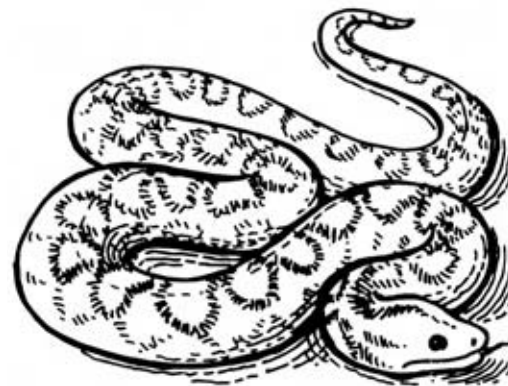
1. Snakes do not have _____.
4. Snakes are called _____.
6. *Biggest* is a word that describes a _____.
9. Constrictors _____ their prey to death.

Down

2. A python can swallow a whole _____.
3. Snakes cannot _____.
5. Snakes must swallow their _____.
6. Some snakes kill their prey with _____.
7. The longest snake was found in a _____.
8. A snake moves along on its _____.

	1		2				
						3	
4		5					
	6						
			7		8		
	9						

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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

similar challenges designed
 achieved varied

Inténtalo de nuevo Dime qué significa cada palabra. Luego haremos una oración con estas palabras acerca de un atleta.

PALABRAS DE ORTOGRAFÍA

strand	split	splashing	throne
straps	shrink	screw	shred
sprout	throb	sprang	sprawl
script	through	shriek	straighten
thrill	throat	shrimp	screech

Cambio de palabra Te voy a decir una palabra a la que le falta una letra o dos. Veamos si puedes cambiar esa palabra para que sea una de las palabras de ortografía.

though	raps	slashing	rang	stand
rill	crew	spit	rob	stain

Queridos familiares:

En clase estamos leyendo un artículo de no-ficción titulado *Making a Splash*, acerca de Rudy Garcia-Tolson. La idea principal de este artículo de no-ficción es que Rudy es un gran atleta que nunca dejó que sus limitaciones físicas se interpusieran en sus sueños. Mientras leo, conozco detalles que apoyan la idea principal. Rudy no tiene piernas, pero aprendió a caminar, a nadar y a correr. Él ha roto récords mundiales nadando, corriendo y en bicicleta. Conforme siga leyendo, aprenderé más detalles sobre Rudy que apoyen la idea principal.

Destrezas de la semana

Comprensión: idea principal y detalles

Vocabulario: expresiones idiomáticas

Ortografía/Fonética: palabras con las letras **shr**, **thr**, **spr**, **scr**, **str** y **spl**



Nombre _____

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Serpientes resbaladizas

Vamos a leer acerca de las serpientes. Luego, vamos a completar cada oración para resolver el crucigrama.

Snakes are reptiles. They have long bodies and no legs. On land they move by sliding along on their bellies. Some snakes kill their prey with poison. Constrictors squeeze their prey to death. Snakes can't chew their prey.

Biggest, longest, and strongest are words used to describe pythons. This snake can swallow a small deer or goat. The longest python found was 33 feet long. It was discovered in a jungle in Thailand.

Across

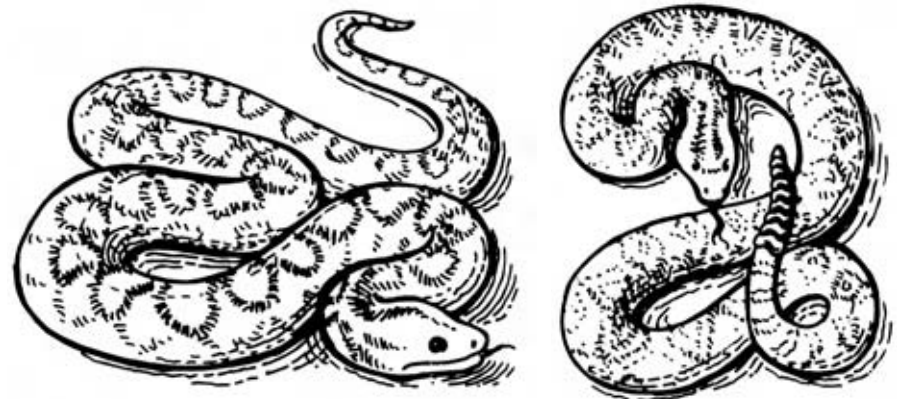
1. Snakes do not have _____.
4. Snakes are called _____.
6. *Biggest* is a word that describes a _____.
9. Constrictors _____ their prey to death.

Down

2. A python can swallow a whole _____.
3. Snakes cannot _____.
5. Snakes must swallow their _____.
6. Some snakes kill their prey with _____.
7. The longest snake was found in a _____.
8. A snake moves along on its _____.

	1		2				
						3	
4		5					
	6						
			7		8		
	9						

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Comprehension Check

Summarize

Use the chart to list main ideas and details about one of the people in the book. Then summarize the information.

Detail
Detail
Detail
Main Idea

Think and Compare

1. Reread page 9. What sentence tells the main idea? Give two details from the text that support the main idea. **(Main Idea and Details)**
2. Which person you read about in this book do you admire the most? Tell why. **(Apply)**
3. Leaders such as Al Gore make a difference by speaking out. Why is speaking out a good way to bring about change? Explain. **(Evaluate)**

Citizens at Work

by Lois Grippo



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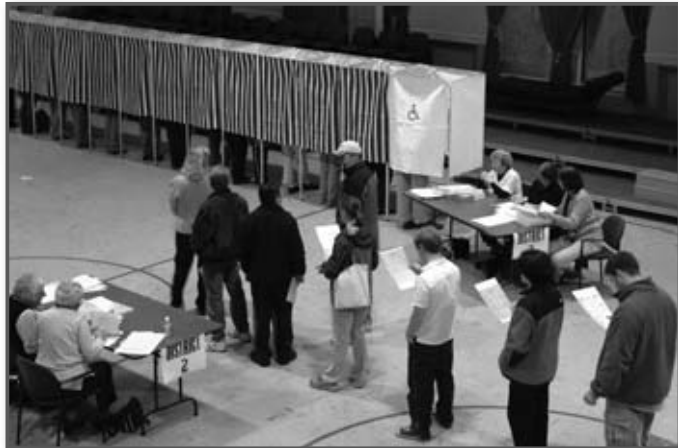
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Introduction

A community is a group of people living together in the same place and sharing the same government. A community can be a neighborhood, a state, or a country. Government's job is to keep communities running smoothly and safely. The job of all **citizens**, public and private, is to contribute to the good of the community.

How do public citizens do this? They are active participants in the government. They work to improve the community. They make hard decisions. When they face challenges they do the right thing.

Lines of people form as voters turn out for election day.



Glossary

citizens (*CIT uh zuhns*) people who live in a city, state, or nation (**page 2**)

democracy (*di MOK ruh see*) a government that is run by the people (**page 4**)

environment (*en VIE ruh nuhnt*) the things that make up an area, such as land, water, and air. (**page 16**)

nation (*NAY shuhn*) a country or community of people who live in a certain place (**page 4**)

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| Government leaders, 4, 5-13, 16 | Locke, Bianca, 17 |
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| Health Care, 14-15 | Navajo, 14-15 |
| Houston, Sam 5-6 | Wauneka, Annie Dodge, 14-15 |
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Conclusion

The people you have met in this book are public figures. They are well-known. But every citizen can participate. You are one of them.

There are many ways you can participate. Here are some ideas. Remember to check with an adult before you take any action.

Help keep your community clean. Make sure you and your family recycle paper and bottles.

Write a letter in your school newspaper or to a community paper. Share your ideas about an important issue.

Start penny drives to raise money for good causes.

If you have very long hair, cut it. Donate it to organizations that make wigs for people with cancer or other diseases.



These people are showing support for their government.

You might not think that you do these things too, but you do. You participate in civic affairs. You volunteer to help others. You pay attention to the news to know what's happening around you. You keep your community clean by recycling.

In this book, you will read about some outstanding citizens. They are public figures. Their sense of responsibility inspired them to work for the benefit of all.

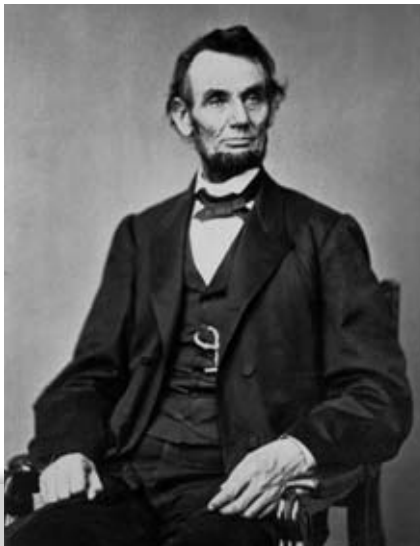
CHAPTER 1

Working in Government

Our government leaders don't always have similar views. They often have different, or varied, ideas. But they do agree on one very important thing. They believe in our **nation** and our form of government called **democracy**.

Countries need intelligent and caring leaders. Leaders help to protect a nation so that it can succeed and grow. Think of some great leaders of our country's past. Do George Washington and Abraham Lincoln come to mind? Both worked for the good of the country. Both made sacrifices to keep their fellow citizens safe.

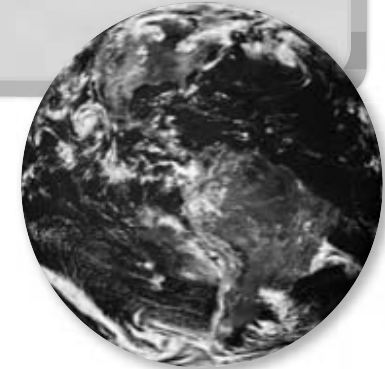
President Abraham Lincoln led the country through a critical time in history.



Bianca Locke

Bianca Locke is a young adult who lives in Pasadena, Texas. She has volunteered her time toward protecting the environment. Bianca has written two books — one about storm water and one about recycling. In 2007, she won the President's Environmental Youth Award.

Many people believe that the planet Earth needs to be protected.



Gore wrote a book called *Earth in the Balance*. People started to pay attention to what Gore was saying and writing. His film, *An Inconvenient Truth*, helped alert even more people to his concerns. The film showed environmental dangers. It showed how people could work together to save Earth.

Al Gore

Al Gore is another American who cares deeply about the health of the community. He wants to keep the planet Earth healthy.

Al Gore studied government in college. He has participated in government for many years. He worked in Congress and was vice president. Today, Al Gore's main interest is protecting the **environment**.

Al Gore began talking about environmental issues in 1980. As vice president he helped to create important programs to protect the planet.

Al Gore was awarded the Nobel Peace Prize for his work on the environment.



"Remember the Alamo" became the battle cry of Texans fighting for freedom.

Sam Houston

History has given America many hardworking public leaders. One was Sam Houston. When Texas was part of Mexico, Houston spoke out for its independence. After a great loss at the Battle of the Alamo, Houston led the Texas army to defeat Mexican forces at San Jacinto. This defeat helped Texas become independent. Sam Houston was elected the first president of the Republic of Texas. Later, when Texans agreed to become part of the United States, Houston was both a senator and the governor of Texas.

Leaders face challenges. These tests show how strong leaders are. Sam Houston faced one such challenge as governor.

At the time of the Civil War, many Texans wanted Texas to join with the Southern states to form the Confederacy. Sam Houston disagreed. But, Texas did join the other Southern states.

Houston refused to pledge loyalty to the Confederate States. He knew this move would not be popular, but he also knew that it was the right decision for him to make. He was voted out of office.

The city of Houston, Texas is named in honor of the famous General and statesman, Sam Houston.



As a young child, Annie Wauneka had seen firsthand how disease affected her community. When she was only eight, the flu killed thousands of Navajo. Many of her school friends became ill. A year later, a terrible eye infection spread among the Navajo.



In 1984, Annie Dodge Wauneka was honored by the Navajo Council.

Tuberculosis was another disease that killed many Navajo. Tuberculosis is a lung disease. It spreads quickly.

For years, members of the Navajo community had used tribal medicines to treat tuberculosis. Wauneka convinced them to use modern health methods. Through her work, tuberculosis was defeated among the Navajo.

Wauneka earned a college degree in public health. She served in government agencies concerned with public health issues. In 1963, Wauneka was the first Native American to be awarded the Presidential Medal of Freedom.

CHAPTER 2

Working in the Community

Many Americans serve as caregivers. They work in hospitals as doctors and nurses. They work in schools as teachers and aides. They care for our parks. Like our government leaders, these citizens are involved in civic affairs.

Annie Dodge Wauneka

Annie Dodge Wauneka was one such American. She was born in Arizona in 1910. Her father was a leader of the Navajo people. From him, Annie learned the importance of working for her community. She won a place for herself in the Navajo tribal council.

She was the first woman ever elected to this position. As a member of the council, she worked to help improve medical care in the Navajo nation.



A doctor checks up on a baby in a Navajo Reservation in Arizona.



This photo shows Lyndon Johnson working on the jobs-for-youth project in Texas.

Lyndon B. Johnson

President Lyndon B. Johnson was born in Texas in 1908. Even before he became president, Johnson was an active participant in civic affairs.

After college, Johnson worked as a high school teacher. He later worked as an assistant in a government office. But in 1935, President Franklin D. Roosevelt offered Johnson a new and important job.

Life was tough in the 1930s. Business was bad. Millions of Americans were out of work. Young people faced an uncertain future. Roosevelt asked Johnson to head a jobs-for-youth program in Texas. This program helped young Texans find jobs in their communities. It gave others a chance to finish high school and go to college.

After serving as a U.S. congressman and later a senator, Johnson became vice president under John F. Kennedy.

On November 22, 1963, Johnson faced the biggest challenge of his life. President Kennedy was killed. It was a terrible day for Johnson and for the entire country. As president, Johnson knew he would face difficult challenges. He got right to work.

Lyndon B. Johnson was sworn in as President on Air Force One.



In Congress, Barbara Jordan worked to extend the Voting Rights Act of 1965 to apply to more people. That made it easier for citizens whose first language was not English to vote. Jordan's service earned her great respect. In 1994, she was awarded the Presidential Medal of Freedom. This medal is one of the nation's highest honors.

Jordan spent many years in government. President Jimmy Carter offered her the job of Attorney General and U.N. Ambassador. She refused in order to stay in the Congress. In 1979, she left Congress to return to her Texas community. She taught at the University of Texas for 17 years.



Meet TV journalist Judy Woodruff. Her job is to tell viewers what is going on in our country and the world. For over thirty years she has served the public by keeping us informed. Judy Woodruff is from Oklahoma.



Barbara Jordan spoke at the Democratic National Convention in 1976.

Barbara Jordan

Barbara Jordan was born in Houston, Texas. She began her career as a lawyer, but she soon became an active participant in government. She was a volunteer who worked to help elect the team of Kennedy and Johnson. In 1966, Jordan was elected to the Texas Senate.

In 1972, Jordan became the first African-American woman from the South to be elected to the U.S. Congress.



The Great Society program helped educate all children.

He promised to improve the lives of all Americans, especially those left behind in a land of plenty. He proposed a program to fight poverty, rebuild cities, and end racial injustice. He called this program “The Great Society.” The program was designed to help make American society as great as its citizens.



In her role as First Lady and later in her life, Lady Bird Johnson devoted her energies to making our land beautiful. She achieved her goal. In 1965, lawmakers passed the Highway Beautification Act. Thanks to Lady Bird Johnson, many of our roadsides are planted with colorful wildflowers.



Johnson created programs to help needy families pay for medical care. And he created Operation Head Start which provided education for very young children. This program gave teachers and others in the community the opportunity to participate in the task of preparing children for school.

This five-year old Head Start student is excited about his lesson.



President Johnson also urged Congress to pass the Civil Rights Act. He hammered home the purpose of the Act. It was to make sure that Americans of every race, religion, color, or national origin got fair and equal treatment. Congress passed the Civil Rights Act of 1964. A few hours later, President Johnson signed it into law.



Supreme Court Justice
Thurgood Marshall

Johnson practiced what he preached. He gave important jobs to African Americans. In 1967, he appointed the first African American to the Supreme Court. That man's name was Thurgood Marshall. Marshall was a civil rights lawyer who had helped win the fight for racial equality in America's schools.

President Lyndon Johnson had all the qualities of a government leader and of a responsible citizen.



Word Workout

WORDS TO KNOW

emerge descendants fragile
habitat sanctuary threatened

An Odd Group of Words Let's look at the words and think of a topic in which we can use all of them. Then we can talk about the topic, using the words.

SPELLING WORDS

door	morning	carpet	ford	award
core	cord	smart	stormy	guard
bore	ward	warp	backyard	dart
fort	spark	charge	worn	argue

R Makes the Difference Pronounce each spelling word. Then pronounce the sound the vowel plus the r makes. Tell me how the r makes a difference in the way a vowel is usually pronounced.

(fold here)
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Dear Family Member:

This week we're reading *Wild Horses*. It's a nonfiction piece about mustang horses in the western part of the United States. Once they roamed free, but as people began to fence in areas for ranching and farming, the horses had fewer places to feed. They came closer to people's property, and soon many of them were killed by bullets. I see a chain of events here, how one thing leads to another. I'm hoping the man in the article will find a way to save these horses. I'm sure one thing will lead to another until I reach the end.



This Week's Skills

Comprehension: cause and effect

Vocabulary: context clues—paragraph clues

Spelling/Phonics: words with **ar** and **or**

Name _____

First I Was This and Now I'm That

A cause has an effect, but that effect becomes the cause of something else. Let's write a cause. Then we'll decide what effect it has. We'll keep going from there. We can play once here and once again on the next page.

Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____

Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

emerge descendants fragile

habitat sanctuary threatened

Un tema en común Vamos a mirar las palabras y pensar en un tema en que las podamos usar todas. Luego podemos platicar sobre el tema usando todas las palabras.

PALABRAS DE ORTOGRAFÍA

door morning carpet ford award

core cord smart stormy guard

bore ward warp backyard dart

fort spark charge worn argue

La diferencia que hace la r Pronuncia cada una de las palabras de arriba. Luego pronuncia el sonido que forman la vocal y la r. Dime qué diferencia hace la r en la forma en que se suele pronunciar la vocal.

Queridos familiares:

Esta semana estamos leyendo *Wild Horses*. Es un texto de no ficción sobre potros salvajes en la zona oeste de Estados Unidos. En un tiempo esos animales correteaban libres, pero cuando comenzaron a cercar propiedades para criar ganado y cultivar tierra, los caballos tuvieron cada vez menos lugares donde alimentarse. Fueron acercándose más y más a las propiedades privadas, y a muchos los mataron con rifles. Puedo ver una cadena de sucesos aquí, cómo una cosa lleva a la otra. Espero que el hombre del artículo encuentre una forma de salvar a estos caballos. Estoy seguro de que una cosa llevará a la otra hasta que llegue al final.



Destrezas de la semana

Comprensión: causa y efecto

Vocabulario: claves de contexto—claves del párrafo

Ortografía/Fonética: palabras con ar y or

Nombre _____

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Primero una cosa y después la otra

Una causa tiene un efecto. Pero, ¿sabías que ese efecto pasa a ser la causa de otra cosa más? Escribamos una causa. Luego decidiremos qué efecto tiene, y continuaremos desde ese punto. Podemos jugar una vez en esta página y otra en la siguiente.

Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____

Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____
↓
Cause: _____
↓
Effect: _____

Comprehension Check

Summarize

Use a Cause and Effect Diagram to show what happened when Spanish explorers brought horses to North America. Use the information in the diagram to summarize the book.

Cause → Effect
→
→
→
→

Think and Compare

1. Reread the Conclusion on pages 16-18. Tell what happened when the mustangs' future became threatened. **(Identify Cause and Effect)**
2. What do you think would be the most difficult thing about being a cowboy? Why? **(Analyze)**
3. What is the best way for people to treat horses? For example, should all horses be free and wild? Or should some horses do work for people? **(Evaluate)**

Cattle-Driving Horses of the Old West

by Ann Gadzikowski



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Introduction

There was a time in the history of the United States when cowboys drove cattle across rugged, open land. It was a time when a cowboy's only shelter was the wide brim of his hat. That time was called the Old West.

In the years between 1800 and 1850, pioneers were crossing the Mississippi River in great numbers. They moved west because they wanted land of their own or were looking to get rich or were just looking for a new start.

The West was suited for cattle. Cities across the country wanted the beef that the cattle supplied. The cattle had to get to these cities by train. So workers were needed to drive the cattle from the ranches to the railroads. Those workers were known as cowboys.

Cowboys needed horses to do their work. Luckily, wild mustangs roamed the plains. Cowboys often rode those mustangs.

Glossary

breed (*BREED*) a group of animals with similar features. The mustang is a breed of horse.
(page 14)

bronc (*BRAHNK*) or **bronco** (*BRAHN-koh*) a wild or half-tamed horse (page 6)

corral (*kuh-RAL*) an area with a fence around it. A corral is used to keep cattle, horses, and other animals from straying. (page 5)

foal (*FOHL*) a baby horse (page 14)

gait (*GAYT*) a way of walking or running (page 7)

lariat (*LAR-ee-uht*) or **lasso** (*LA-soh*) a long rope with a loop at one end, used to catch animals, especially cattle (page 9)

stampede (*stam-PEED*) a sudden, wild running of a frightened herd of animals (page 13)

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equipment, 8-9	sanctuaries, 18
gaits, 7	Texas, 2, 7, 11, 16, 18

Today wild mustangs can be found in wild horse sanctuaries. These sanctuaries are located in South Dakota, Montana, and Colorado, among other states. The United States government has a program called “Adopt a Wild Horse.” It takes about a year to complete an adoption. If you can show that you will give your horse everything it needs, the mustang is yours.

Time Line of Cowboy History

1800	Wild mustangs roam free across North America.
1836	Texas wins independence in the Mexican-American War, creating new opportunities for cattle ranching.
1848	Gold is discovered in California.
1870s	The railroad comes to Texas.
1882	Refrigerated train cars eliminate the need for cattle drives.



Cowboys were an important part of the cattle industry for about 100 years, from the early 1800s to the early 1900s.

The mustangs were descendants of tamed Spanish horses. Spanish explorers brought their horses to North America in the 1500s. When the Spanish retreated, they left their horses behind. These horses lived in the wild.

North America provided a good habitat for the horses. Over time, the number of horses grew greatly. By the 1800s, huge herds of wild horses were roaming the open range.

Chapter 1 Taming and Training Wild Horses

Picture this: You must catch a wild animal that can run as fast as a train. You must tame that wild animal by riding on its back. You must teach that animal to follow your every command. And you must trust that animal with your life.

That is exactly what cowboys did when they caught, tamed, and rode wild mustangs.



Mustangs can run as fast as 40 miles per hour (64 km/h).

U.S. Mustang Population

The number of mustangs in the United States has changed dramatically since 1900.

1900	2 million
1925	1 million
1971	17,000
2000	40,000



In fact mustangs almost became extinct. The land that was once their natural habitat became covered with fences and roads. Many mustangs were captured or killed.

Then, in 1971, a federal law was passed to protect wild mustangs. It is now against the law to capture or kill a wild mustang. Since the law was passed, the number of wild mustangs in the United States has increased.

Conclusion

Horses were an important part of life in the Old West. The beef industry depended on ranchers to raise cattle. Ranchers needed cowboys to herd cattle to market. Cowboys could not herd cattle without the help of horses.

Today most ranchers do not depend on horses to herd cattle. Ranch hands on motorcycles are used to round up cows. Trucks are used to bring beef to market.



The coming of the railroad brought changes to Texas.

Cattle Drives

In 1871, more than 700,000 cattle were driven across Texas. This was the last great year of cattle drives. When railroads came to Texas, cattle trails became useless.



Cowboys hid their corrals in narrow canyons or among trees.

Capturing a wild mustang was a team effort. One cowboy could not do it alone. Cowboys rode together on tamed horses in order to catch the wild mustangs. The cowboys used their fastest and strongest horses to chase the wild mustangs.

When the wild mustangs were exhausted, the cowboys drove them into a fenced **corral**. The mustangs couldn't see the fence until it was too late. Tired and thirsty from the long chase and glistening with sweat, the mustangs could run no more.

A wild animal doesn't give up its freedom easily. Today, experts believe that the use of rough treatment is not a good way to train an animal. The spirit of a horse can be a fragile thing. With time and gentle coaxing, most horses become comfortable around people.

The cowboys of the Old West did not know this. Instead, their job was to "break," or tame, wild horses. First, a **bronc** or **bronco** was tied up in the corral. Then a cowboy put a saddle on the horse's back and mounted it. When the ropes were removed, the wild horse bucked and kicked. The bronc buster tried to stay in the saddle until the horse gave up.



Staying in the saddle required more than just strength. A bronc buster had to learn to follow the rhythm of the horse.



These quarter horses are descendants of the wild mustangs that used to roam the plains of the Old West.

Some North American breeds are descendants of mustangs. The quarter horse is a mix of the mustang and horses from England. The quarter horse has the speed of a mustang and the strength of an English workhorse.

Today, race horses emerge from the starting gate at racetracks. In the early days of horse racing, there were no racetracks. Races were run on the main street of the town. The path from one end to the other was usually about a quarter of a mile.

Chapter 3

Descendants of the Wild Mustangs

Horse breeders create new **breeds** by combining existing breeds. Horses can be bred for special uses. The **foal** of two fast horses might be good for racing. A foal of strong horses might be good for farming.

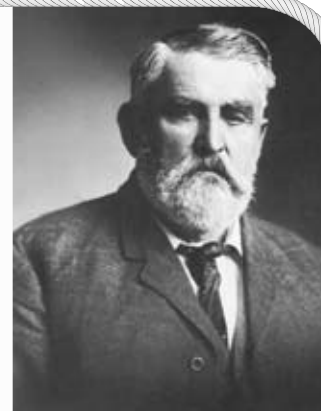
In the 1500s the mustang was the only horse breed in North America. Today there are more than 20 breeds of North American horses.



Native Americans were expert horse breeders. The Nez Perce created the breed called the Appaloosa. Appaloosas were good for buffalo hunting.

The Goodnight-Loving Trail

The Goodnight-Loving Trail was an early trail across West Texas. Charles Goodnight and Oliver Loving joined together and, with more than 2,000 cattle, blazed a trail to Denver. It was called the Goodnight-Loving Trail.



This is a portrait of Charles Goodnight.

Once the horse was tame, the cowboy taught it different ways to move. Each way is called a **gait**. A trot is a slow gait. A lope is a moderate gait. And a gallop is a fast gait. Horses are very sensitive to touch and sound. A cowboy in the saddle showed his horse what to do just by moving his knees or feet.

A cowboy trusted his horse with his life. Cowboys often had to escape quickly when danger threatened. Out on the trail, the safest place for a cowboy was in the saddle of a familiar horse.

A Cowboy and His Equipment

A horse in the Old West was outfitted with a saddle, stirrups, and a bridle. A cowboy wore boots, chaps, and a hat. Each piece of equipment and clothing had a purpose.

Saddle

A saddle is a seat usually made of leather. It makes riding more comfortable for both the horse and the cowboy.



Stirrup

Stirrups are leather or metal loops attached to the sides of the saddle for the rider's feet.

Bridle

A bridle is the headgear worn by the horse. It helps the rider control the horse. The piece that fits inside the horse's mouth is called the bit.



Most cattle drives followed a specific trail, such as the Chisholm Trail.

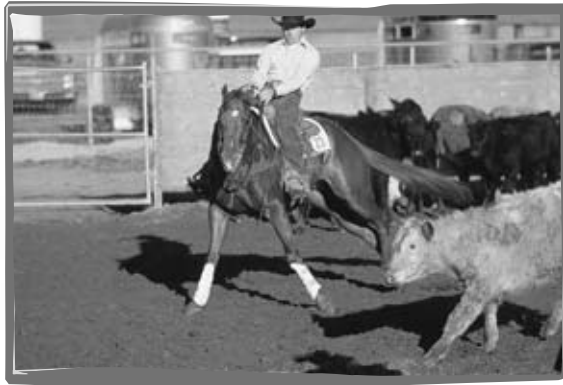
A roping horse was used when the cowboy had to rope a steer or calf. The horse had to move the rider into just the right position. Once the animal was roped, the horse had to stand its ground.

A night horse was an especially steady horse, always ready in case of a **stampede** in the dark. If one cow began to run, the others usually followed. If there was a stampede, the cowboys chased the cattle. Sometimes it took hours to turn the herd around.

A day on a cattle drive started at sunrise. To keep the cattle moving, cowboys on horseback circled the herd. This was called “riding swing.” There was always a cowboy in front “riding point.” This leader guided the cattle.

The dustiest and smelliest job was “riding drag.” Cowboys who were riding drag had to stay in the back and keep cattle from falling behind.

Horses were trained to perform specific jobs as well. A cutting horse helped the cowboy separate a calf from the herd in order to keep it safe. A cutting horse was brave, strong, and smart.



A good cutting horse was said to have “cow sense.”

Hat

Cowboy hats have wide brims that shield cowboys from sunlight and rain.

Rope

Cowboys use ropes for many different tasks. The braided rawhide rope is also called a lariat or lasso.

Chaps

Riders wear leather trouser covers to protect their legs from cow horns and rope burns.

Boots

Riders wear boots with pointed toes to make getting in and out of the stirrups quick and easy. These boots are usually made of leather.

Chapter 2

Hard Work on the Trail

A cowboy's job was to get cattle to market. Cattle are large and heavy. The only way to get them to the market was to walk them there.

This parade of cows and steers was called a cattle drive. "Driving" the cattle meant that cowboys on horseback had to direct how the cattle moved. A cattle drive might cover hundreds of miles and take as long as six months. Cattle drives began in the spring, when there was plenty of grass for the cattle and the horses to eat.



Cattle drives were dangerous and dusty work for both horses and cowboys.

The horses were better suited for the harsh conditions of the cattle drive than the cowboys were. Horses have strong builds and powerful muscles. Their nimble legs are perfect for the rugged trail. Horses eat grass and roots. Unlike cowboys, horses could find food on the way.

A good "cow horse" was smart and tough. Cowboys could not get their job done without the help of their horses.

Texas Longhorns

The Spanish brought the first longhorn cattle to America in 1493. In Texas, these cattle mixed with the cows settlers had brought and soon large herds grew.

The climate and range conditions in Texas were ideal for raising longhorn cattle.

Texas longhorns had long legs and feet. It took a good horse with a good rider to outrun a Texas longhorn.



They were tough, too. They could survive blizzards, droughts, dust storms, and attacks by other animals.

Texas was a good place to raise longhorn cattle.



Word Workout

WORDS TO KNOW

amazement loosened midst
mysterious responsibility sores

I Did Give me a sentence for each word, telling me something you do or have done.

SPELLING WORDS

sickly	wonderful	shapeless	painless
hardly	beautiful	ageless	weakness
quickly	graceful	illness	darkest
slowly	spoonful	goodness	clearest
carefully	darkness	spotless	thoughtful

Happy Endings I'll make a list of the spelling words leaving out the suffix. I'll give you the list. You can add the suffix. Then we'll look over your list to see how many words you spelled correctly.

Dear Family Member:

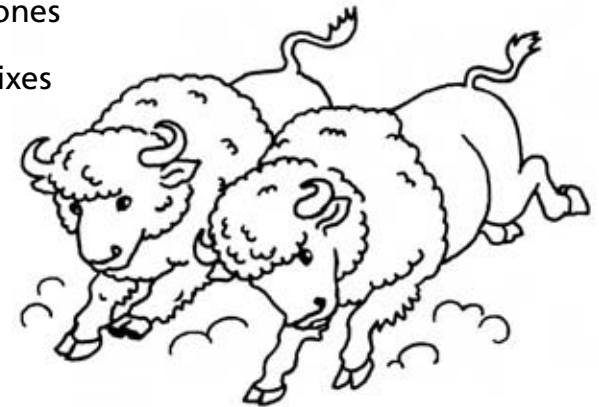
This week we are reading a Native American legend called *Mystic Horse*. It tells about a boy and his grandmother who live in a Pawnee community. The grandmother and boy are poor and have to walk whenever the Pawnee move. First, the boy finds a sickly horse. Then he decides to take care of it. If I pay attention to the order in which things happen next, I'll understand the story better.

This Week's Skills

Comprehension: sequence

Vocabulary: homophones

Spelling/Phonics: suffixes

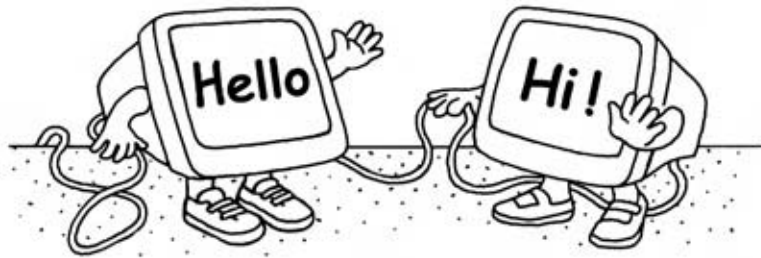


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From Here to There

Each of the situations below has a beginning and an end. Let's make up a middle and tell each story in sequence to get from the beginning to the end of each situation.



Googleen is a walking computer who is friends with Onlina, another walking computer. Googleen leaves his console and ends up quite far away at the site of Onlina's home site. How did he get there?

A skateboard with wings travels many miles to the ocean where he meets his friend the surfboard. How did he get there?



Linda is making a cake. She ended up with a 20 layer cake.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

amazement loosened midst
mysterious responsibility sores

Lo hice Forma una oración con cada palabra para decirme algo que haces o que has hecho.

PALABRAS DE ORTOGRAFÍA

sickly wonderful shapeless painless
hardly beautiful ageless weakness
quickly graceful illness darkest
slowly spoonful goodness clearest
carefully darkness spotless thoughtful

Finales felices Voy a hacer una lista de las palabras de ortografía sin los sufijos. Te voy a dar la lista. Tú vas a aña dir los sufijos. Luego volveremos a la lista para ver cuántas palabras escribiste correctamente.

Queridos familiares:

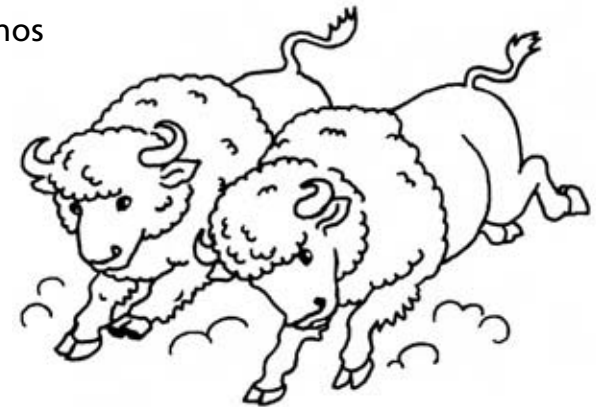
Esta semana estamos leyendo una leyenda americana nativa que se llama *Mystic Horse*. Se trata de un niño que vive con su abuela en una comunidad pauni. La abuela y el niño son pobres y deben caminar siempre que los pauni deciden cambiar de lugar. Primero el niño encuentra un caballo enfermo, luego decide cuidarlo. Si presto atención al orden en que tienen lugar los sucesos, voy a entender mejor el cuento.

Destrezas de la semana

Comprensión: orden de los sucesos

Vocabulario: homófonos

Ortografía/Fonética:
sufijos

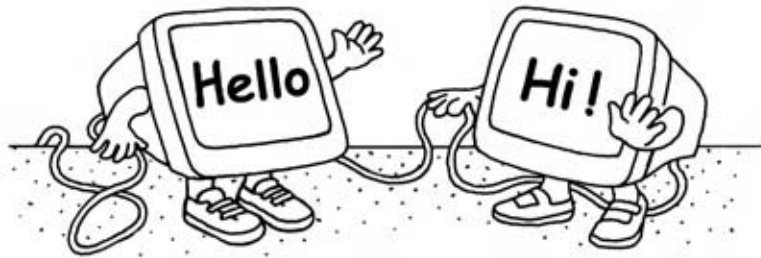


Nombre _____

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De aquí a allá

Cada situación de abajo tiene un principio y un fin. Vamos a crear distintos pasos y decirlos en orden para ir desde el principio hasta el fin de cada situación.



Googleen is a walking computer who is friends with Onlina, another walking computer. Googleen leaves his console and ends up quite far away at the site of Olina's home site. How did he get there?

A skateboard with wings travels many miles to the ocean where he meets his friend the surfboard. How did he get there?



Linda is making a cake. She ended up with a 20 layer cake.

Comprehension Check

Summarize

Use a Sequence Chart to help you record the events in one of the legends. Then use the chart to summarize the legend.

↓
↓
↓

Think and Compare

1. Reread page 5. What happened after the woman put the wolf down in the midst of other wolves?
(Identify Sequence of Events)
2. In “The Great Spirit and Thunderbird,” Thunderbird is very stubborn and will not stop hunting whales. Have you ever had to deal with someone who was being stubborn? What did you do? **(Apply)**
3. In “The Legend of Thunderbird,” the Great Chief had the responsibility of keeping his people safe. What can people do today to keep others safe? **(Evaluate)**

QUILEUTE LEGENDS

BY YOKO MIA HIRANO

ILLUSTRATED BY ARVIS STEWART



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INTRODUCTION

The present-day Quileute (also spelled *Quillayute*) people now live on the Northwest Coast of the United States. They have always hunted and fished in the sea for their food. They built canoes for fishing. The smallest canoes held two people and the largest ones could carry three tons! The Quileute traveled as far as Alaska and California to hunt for whales. They created stories about whales and also about a great mythical bird who lived near the ocean. They called this bird “Thunderbird.”



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Quileute Legends

Each time the water had risen, many people had died. The survivors got in their canoes. They went to different parts of Earth. Since there were no landmarks, the people could not see where they were going. This is why the Quileute are surrounded by people who are unrelated to them. This is why they have no known relatives.

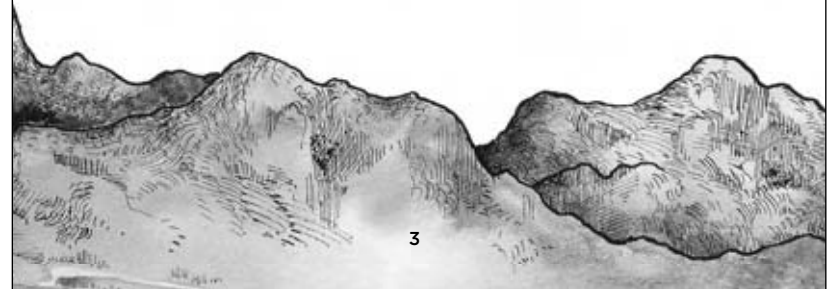


The Great Spirit made the water go back down. Thunderbird brought the water level back up. A third time, the Great Spirit made the water go down. And Thunderbird made it rise again. It rose until it covered the mountaintop. The Great Spirit told Thunderbird to stop many times. But Thunderbird wouldn't listen. Thunderbird flew with pride over the flooded lands. The Great Spirit grew very angry with Thunderbird. He finally struck Thunderbird down into the water. Thunderbird drowned. For four days, the water receded. From then on, there were no more great floods on Earth.



Many Native American tribes tell stories about thunderbirds or birds with great strength. According to the Quileute stories, Thunderbird lived in a cave in the Olympic Mountains in Washington State. Thunderbird had wings that were as long as two war canoes. When he flapped his wings, he made thunder and winds. Lightning shot out of his eyes. By blinking, he could make rainstorms.

The following tales are about the Quileute. "The Creation of the Quileute" tells how a pack of wolves became the Quileute people. "The Legend of Thunderbird" is the most famous Quileute story. It describes how Thunderbird saved the Quileute from dying of hunger. In "The Great Spirit and Thunderbird," you will read what finally happened to Thunderbird.





THE CREATION OF THE QUILEUTE

There was once a pack of wolves that lived on the plains. These wolves had no names or homes so they were unhappy. They had the spirits of humans. But they were trapped in the bodies of wolves.

One day a curious young wolf strayed off by himself. He walked a far distance and got lost. His feet became covered with sores. Before long, he fell asleep on a flat rock warmed by the sun. The rock had a strange white arrow-mark on it.

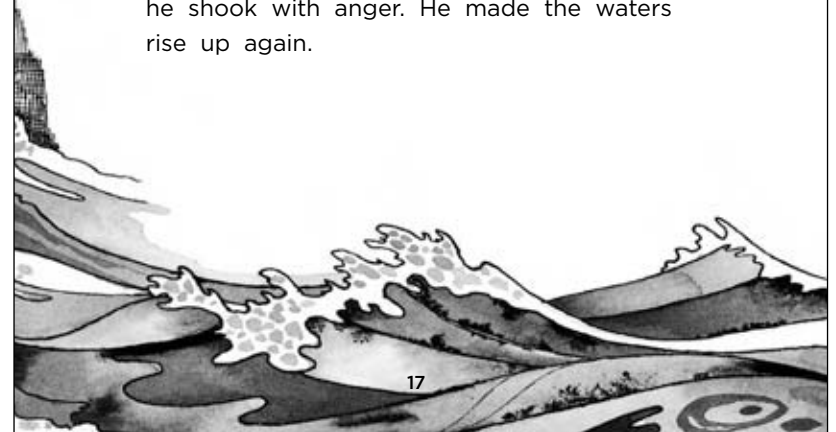


The Great Spirit came back to see Thunderbird. He said, "Thunderbird, you have power. But I have more power. Stop hunting whales, and I will not bother you anymore. If you keep hunting whales, I will keep fighting you."

Thunderbird answered, "I like hunting whales. And I am going to keep hunting."

The Great Spirit said, "Then fight me as best you can, but you will not win. Look at the water!" Thunderbird moved quickly to the mouth of his cave. He saw that the water level was going back down.

Thunderbird roared and snapped his beak a few times. The loud echoes of his beak frightened all the animals on the mountain. "Nooooo!" cried Thunderbird as he shook with anger. He made the waters rise up again.



Thunderbird walked back and forth in his cave. He had an idea. He made the waters rise up from the very deepest parts of the ocean. The waters rose and rose until the ocean almost reached the mountains. Now the water was close enough that he could step out of his cave and look for whales. Thunderbird smiled to himself. He thought, "Let's see what the Great Spirit can do now."



When the wolf awoke, it was dark out. The rock was no longer a rock. It was now a mysterious woman, holding the wolf gently in her arms. She carried the wolf quietly through the night. She reached the pack of wolves.

The woman put the young wolf down on the ground in the midst of the other wolves. The young wolf was surprised to see that he no longer had four legs. He had the two legs of a young boy! The woman had changed him into human form. One by one, the woman picked up the other wolves and turned each one into a person.

Soon the pack of wolves became a small tribe of people. "You are no longer the lost wolves of the plains," the woman said. "You are now a people. You shall be called the Quileute." The people gathered around to thank her. She said, "I must go now. I cannot stay." Then she turned and disappeared. A flat rock with a white arrow-mark appeared where she had been standing. The people took special care of this rock from that day forward.

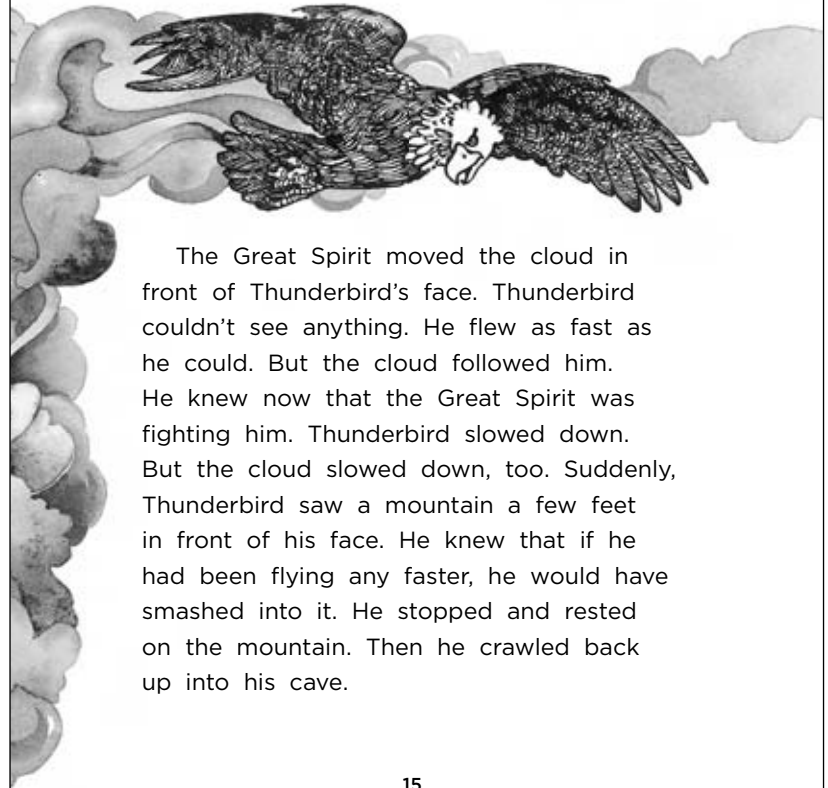


THE LEGEND OF THUNDERBIRD

Long ago, the Quileute people lived by the Quillayute River on the Olympic Peninsula in Washington State. Every day, the fishermen went out in their canoes. As the gulls flew overhead, the fishermen sang. They knew they would come home with fresh fish by the day's end. The women took care of the children, who grew strong and healthy. For many years, they were a happy, peaceful people.



The Great Spirit made a strong wind push Thunderbird down, close to the water. Thunderbird was shocked! He rose back up into the air. He flapped his wings hard. He looked around with angry eyes. He saw only a dark cloud.



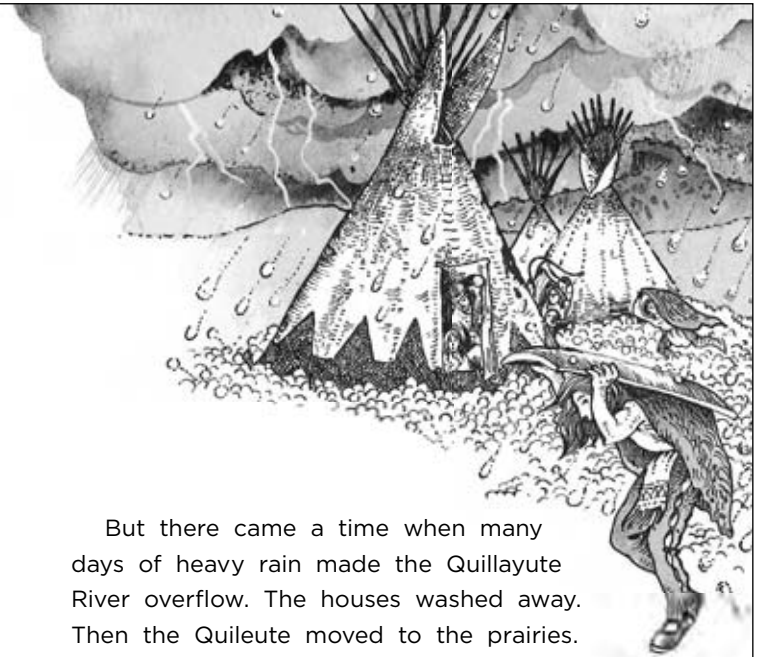
The Great Spirit moved the cloud in front of Thunderbird's face. Thunderbird couldn't see anything. He flew as fast as he could. But the cloud followed him. He knew now that the Great Spirit was fighting him. Thunderbird slowed down. But the cloud slowed down, too. Suddenly, Thunderbird saw a mountain a few feet in front of his face. He knew that if he had been flying any faster, he would have smashed into it. He stopped and rested on the mountain. Then he crawled back up into his cave.



THE GREAT SPIRIT AND THUNDERBIRD

For many years, Thunderbird ruled the ocean and the mountains. All the animals and people were afraid of him. He did whatever he wanted. Thunderbird enjoyed hunting whales. He hunted them for food. But soon he began hunting them for fun as well. The Great Spirit saw that soon there would be no whales left unless he did something. The Great Spirit asked Thunderbird to stop hunting all the whales. But Thunderbird only laughed. The Great Spirit was angry, but he did not say anything to Thunderbird.

Thunderbird forgot all about the Great Spirit. The next day, he left his cave in the mountain. He flew over the ocean, looking for whales. It was a beautiful day. The sun was shining. Thunderbird was in a good mood as he soared through the air.



But there came a time when many days of heavy rain made the Quillayute River overflow. The houses washed away. Then the Quileute moved to the prairies.

Not long after, the weather grew cold. The rain turned into hail and sleet. The fishermen could not break through the ice in the rivers to go fishing. Falling hailstones were so big that people were killed. The people grew afraid to go outside. They were running out of food. Men, women, and children were becoming weak and sick.

At this time, the Great Chief of the Quileute called a meeting of all the people in the tribe. He stood before them in a patchwork shawl made up of buffalo skins stitched together. The people begged the chief to do something. The responsibility of watching over his people weighed heavily upon him. "We will ask the Great Spirit who soars above Earth for help," said the chief. "The Great Spirit has helped us in the past. And now we have the most serious trouble ever. If we do not get food, we will all die. And if that is the will of the Great Spirit, then we must die bravely."

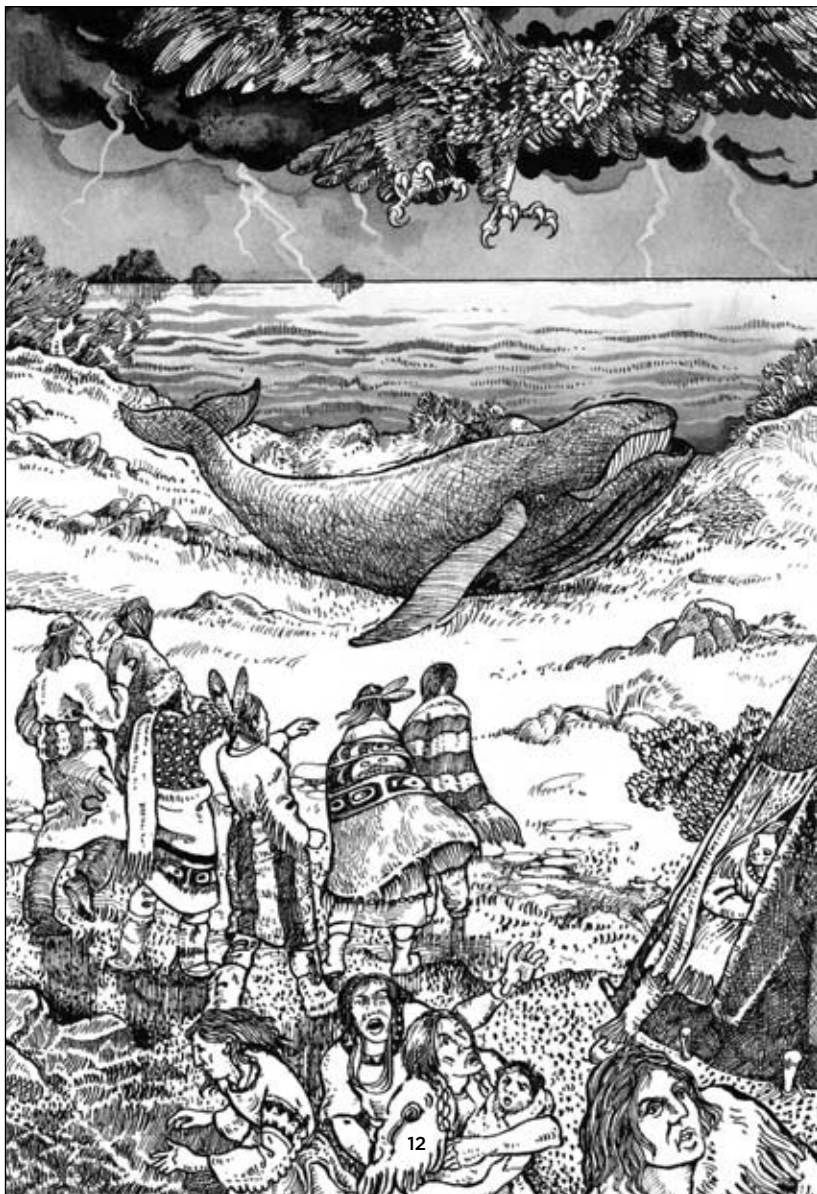
The chief prayed to the Great Spirit, who had watched over his people for hundreds of years. When his prayer was over, the chief spoke. "Now we must wait to see what the Great Spirit decides," he said. He had been the chief for many years. But he had never seen his people suffer like this. He thought that the Great Spirit was punishing them for some wrong that they might have done.



Thunderbird came closer and closer. His wings beat so hard they caused strong winds and thunder. Then Thunderbird stopped over an open spot on the ground. Only the chief and a few men stayed to watch. Thunderbird slowly loosened his grip on the whale and dropped it on the ground. Then Thunderbird rose into the air and flew back to his cave on the mountain.

When the people heard Thunderbird leaving, they turned back. They saw the whale and then they understood. The great bird had not come to fight the whale. Thunderbird had brought the whale to save them!

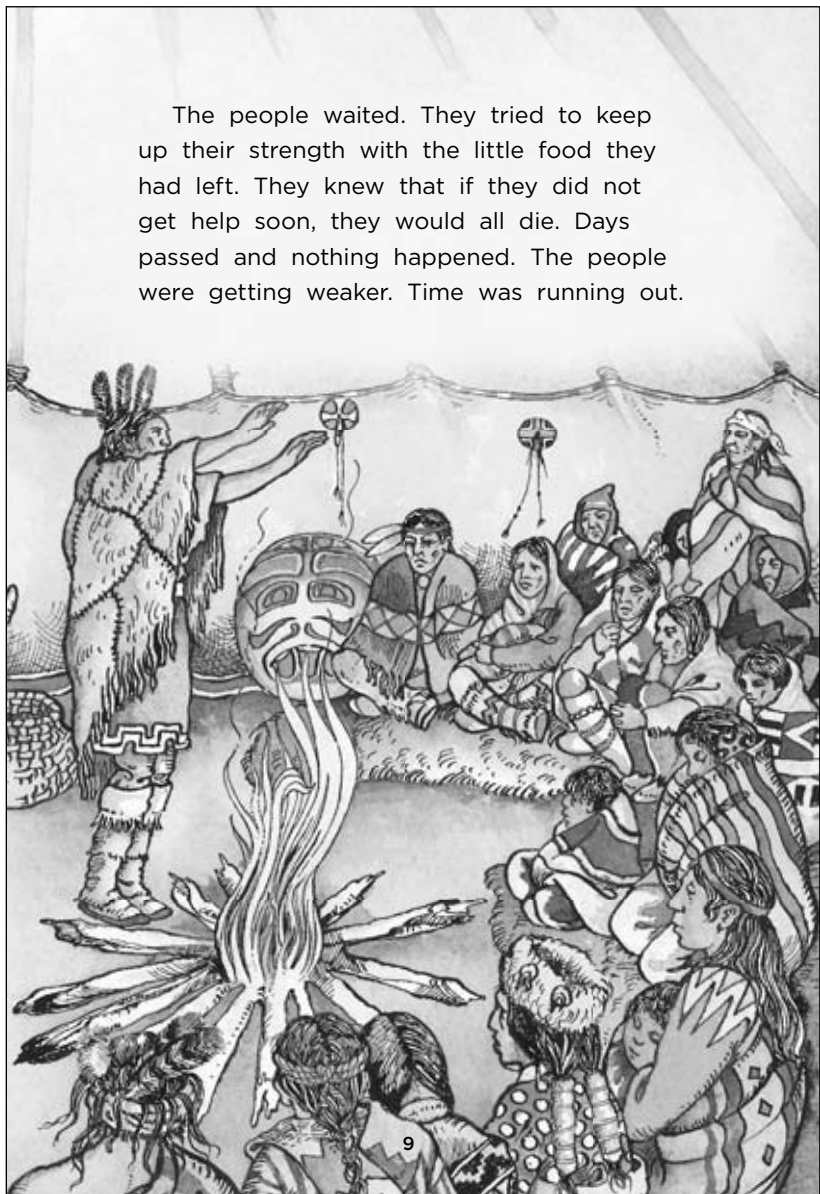
The people quietly stood in a circle around the whale. They gave thanks to the Great Spirit. Finally, they had food. Now they knew their pleas to the Great Spirit had been answered. He had called Thunderbird to bring the whale to them.

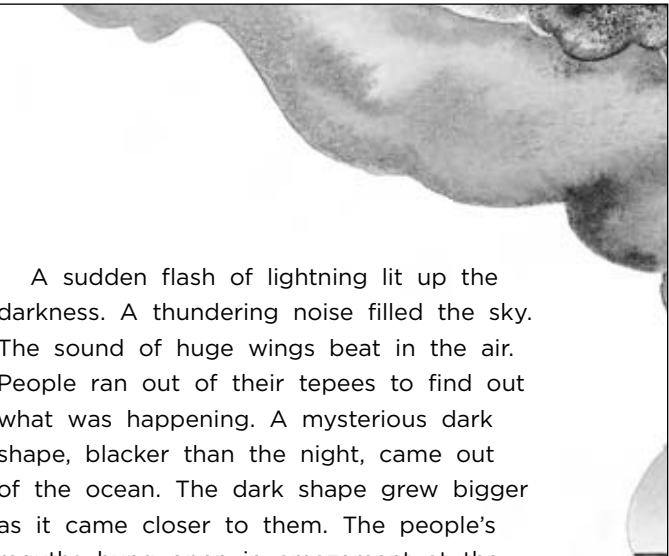


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Quileute Legends

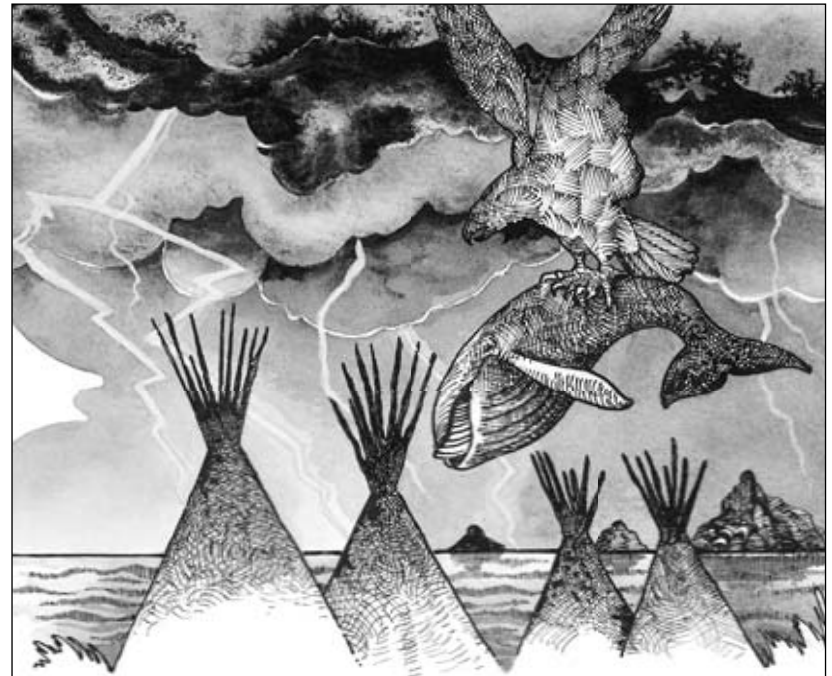
The people waited. They tried to keep up their strength with the little food they had left. They knew that if they did not get help soon, they would all die. Days passed and nothing happened. The people were getting weaker. Time was running out.





A sudden flash of lightning lit up the darkness. A thundering noise filled the sky. The sound of huge wings beat in the air. People ran out of their tepees to find out what was happening. A mysterious dark shape, blacker than the night, came out of the ocean. The dark shape grew bigger as it came closer to them. The people's mouths hung open in amazement at the sight.

As the shape became clearer, the people saw that it was a bird. It was larger and scarier than any bird they had ever seen. Its eyes looked as red and hot as lava. Just looking at the bird's eyes for a short time made the people's eyes hurt. They had to look away. The bird's beak was sharper than any knife. This was the legendary Thunderbird.



Trapped in the claws of Thunderbird was the mighty whale Kwalla. Thunderbird had tried to catch him many times. But each time the whale had escaped.

Now the people feared that Thunderbird was going to fight the whale. Everyone would be crushed if the two creatures fought. Men, women, and children ran away in all directions. They feared the end had come.



Home-School Connection

Word Workout

WORDS TO KNOW

ambulance apologize weekdays genuine
harmless slithered

I'm So, So Sorry! We can use the words to apologize for something silly we did.

SPELLING WORDS

dirty purse birth curve curb
person worse hurl herb turkey
turnip purpose blurred sternly serpent
pearl curl shirt swirl twirl

What's Missing? I'm going to rewrite each spelling word, leaving out **er**, **ir**, **ar**, or **ur**. Then you can complete each word by writing in the correct letters.

Dear Family Member:

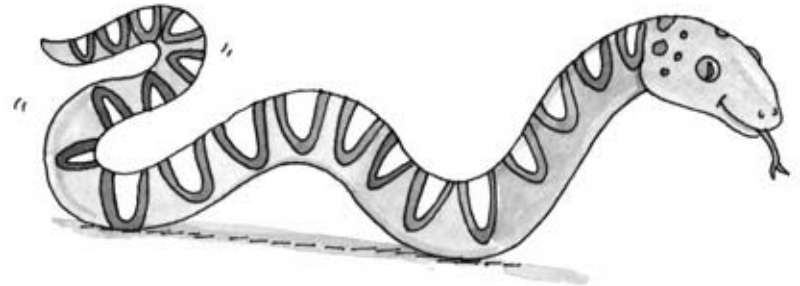
We are reading a very funny book about a girl who has to apologize to the librarian. She brought a snake to the library and it escaped! Her parents make her write a letter to say she's sorry. Although Cara keeps saying she's sorry, she also keeps telling Mr. Winston how nothing she did was her fault. As I read *When I Went to the Library* I'm practicing "reading between the lines."

This Week's Skills

Comprehension: make inferences

Vocabulary: word parts—base words

Spelling/Phonics: words with **er**, **ir**, **ar**, and **ur**

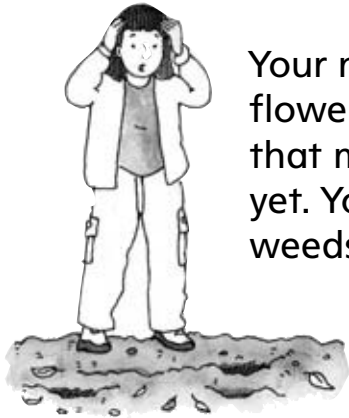


Name _____

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Silly Apologies

Sometimes we do things that just turn out wrong, even when we don't mean them to. When that happens we need to apologize. Let's look at the situations below. We'll pick one and talk about the kind of letter we would write to apologize. We'll try to think of funny things to say. If you want, we can even write the letter itself.

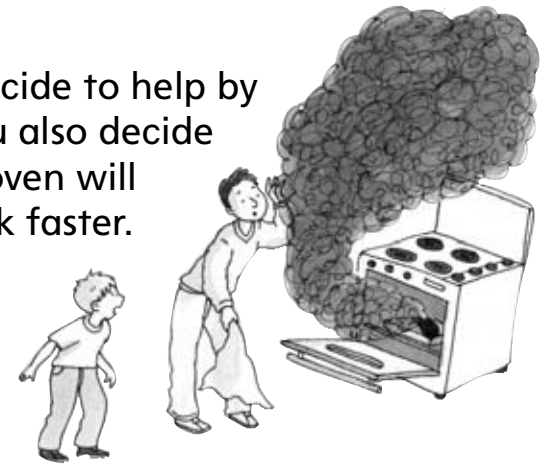


Your neighbor asks you to weed the flower garden. She doesn't mention that many flowers have not bloomed yet. You pull out flowers along with the weeds. There's nothing left.

Your aunt asks you to take her dog to the groomer for a haircut. On the way, you decide that you can save your aunt money by giving the dog a haircut yourself. You start cutting, but don't know when to stop. The dog is a mess.



Dinner is late. You decide to help by setting the table. You also decide that turning up the oven will make the dinner cook faster. Unfortunately, the dinner burns and your family has no dinner.



It's your best friend's birthday. You are all sitting around the table ready to eat the cake. Someone tells a joke and you fall off your chair laughing. Your foot hits a table leg which comes off. The cake slides off the table and lands upside-down on the floor.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

ambulance apologize weekdays genuine
harmless slithered

¡Perdón, por favor! Podemos usar las palabras de arriba para disculparnos por algo que hicimos.

PALABRAS DE ORTOGRAFÍA

dirty purse birth curve curb
person worse hurl herb turkey
turnip purpose blurred sternly serpent
pearl curl shirt swirl twirl

¿Qué falta? Voy a volver a escribir cada palabra de la lista de arriba sin usar **er**, **ir**, **ar** y **ur**. Luego tú puedes completar cada palabra poniéndoles las letras que faltan.

Queridos familiares:

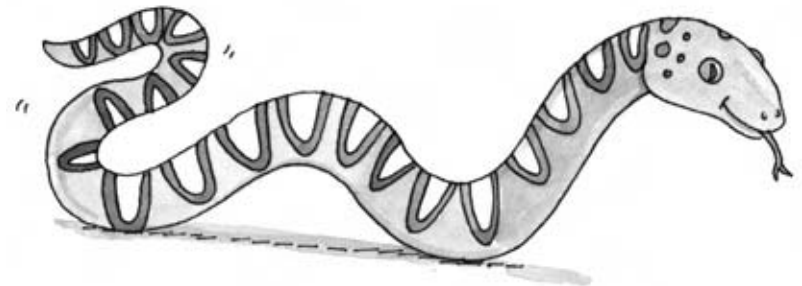
Estamos leyendo un libro muy gracioso sobre una niña que debe pedirle perdón al bibliotecario. Cara llevó una serpiente a la biblioteca... ¡y el animal se escapó! Los padres de la niña la hacen escribir una carta para pedir disculpas. Aunque Cara repite muchas veces que lo siente, también le repite al Sr. Winston que nada de lo que sucedió fue culpa de ella. A medida que leo *When I Went to the Library*, practico "la lectura entre líneas".

Destrezas de la semana

Comprensión: hacer inferencias

Vocabulario: partes de la palabra—palabras base

Ortografía/Fonética: palabras con **er**, **ir**, **ar** y **ur**

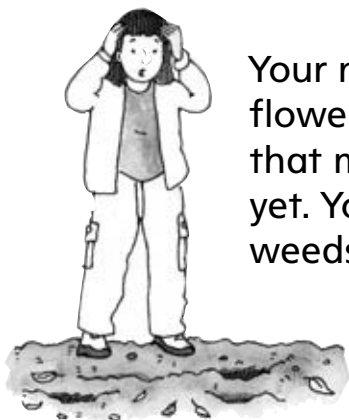


Nombre _____

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Disculpas graciosas

A veces hacemos cosas que salen mal, aunque no lo queramos. Entonces es necesario pedir disculpas. Mira las situaciones de abajo. Vamos a elegir una y a hablar del tipo de carta que podríamos escribir para disculparnos. Intentemos pensar en cosas graciosas que decir, y también, si quieres, podemos escribir la carta.

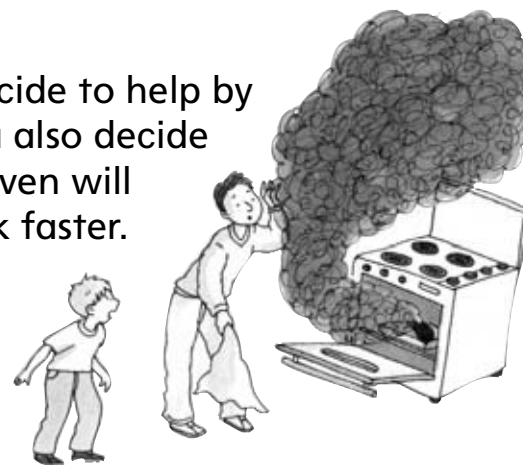


Your neighbor asks you to weed the flower garden. She doesn't mention that many flowers have not bloomed yet. You pull out flowers along with the weeds. There's nothing left.

Your aunt asks you to take her dog to the groomer for a haircut. On the way, you decide that you can save your aunt money by giving the dog a haircut yourself. You start cutting, but don't know when to stop. The dog is a mess.



Dinner is late. You decide to help by setting the table. You also decide that turning up the oven will make the dinner cook faster. Unfortunately, the dinner burns and your family has no dinner.



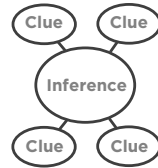
It's your best friend's birthday. You are all sitting around the table ready to eat the cake. Someone tells a joke and you fall off your chair laughing. Your foot hits a table leg which comes off. The cake slides off the table and lands upside-down on the floor.



Comprehension Check

Summarize

Use a Web to record inferences about snakes. Then use the information in the web to summarize the book.



Think and Compare

1. Look at page 7. Why do you think boas might attack people? (**Make Inferences**)
2. Can you think of other snakes with interesting names? How do you think they got those names? (**Analyze**)
3. Why is it important to know the truth about snakes and their dangers? (**Evaluate**)

Snakes in North America

by **Dina Anastasio**



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Introduction

North America is a large area of land. It contains many different climates and landscapes. Most of Mexico and the southwestern United States is hot and dry. Other areas, including the northeastern states and parts of Canada, are cool and wet. Some areas have large mountain ranges, like the Rocky Mountains in the West. Others have flat, rolling plains, like the Midwest.

Snakes can be found in just about all of these places. Snakes live in forests, canyons, and deserts. One might even be living in your own backyard. Most snakes don't do well in the cold. In fact the hardy garter snake is the only serpent that can survive in Alaska.

North America has five snake families. Two of these families are poisonous and three are not. Meet the five families. As you read this book, you will get to know them a lot better.



Glossary

adapt (*uh-DAPT*) to change in ways to survive in a particular kind of weather or environment (**page 16**)

antivenin (*an-tee-VE-nuhn*) a liquid medicine (serum) that helps stop the harmful effects of a snake's venom (**page 13**)

camouflage (*KAM-uh-flahzh*) a disguise used to hide something by making it look like its surroundings (**page 10**)

constrictor (*kuhn-STRIK-tur*) a snake that squeezes its prey until it cannot breathe (**page 6**)

hibernate (*HIGH-bur-nayt*) to spend the winter remaining very still. (**page 10**)

molt (*MOHLT*) to shed an old skin and grow a new one (**page 7**)

prey (*PRAY*) an animal that is hunted by another animal for food (**page 4**)

venom (*VEN-uhm*) the poison produced by some snakes, spiders, and other animals (**page 12**)

Index

blind snakes, 3, 4-5 garter snakes, 2, 10
boas, 3, 6-7 pit viper, 14-15
colubrids, 3, 8-11 rat snakes, 11, 17
coral snakes, 3, 12-13 rattlesnakes, 3, 8, 14-15, 16

Conclusion

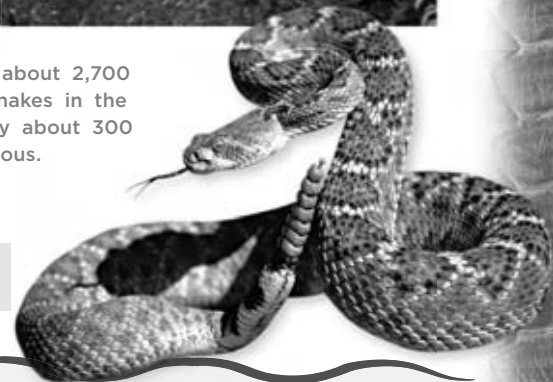
Snakes should be treated with genuine respect. Yet many people fear them. The truth is, some snakes help people. They keep the world from being overrun with rats, termites, ants, and other pests.

Although some snakes are poisonous, most are not. And most poisonous snakes will not bother you unless you bother them. But you can never be sure. It is difficult to tell a poisonous snake from a non-poisonous one. It is safest not to touch snakes.



There are about 2,700 kinds of snakes in the world. Only about 300 are poisonous.

RATTLESNAKE
(POISONOUS)



The Five Families

Blind snakes	Non-Poisonous
Boas	Non-Poisonous
Colubrids	Non-Poisonous
Coral snakes	Poisonous
Pit vipers	Poisonous

Chapter 1 Non-Poisonous Snakes

Most of the snakes living in North America are not poisonous. They use other methods to kill their **prey** and defend themselves. Blind snakes and boas live mostly in warm climates. Colubrids can be found all over North America, except in very cold places.

Sometimes it's hard to tell a blind snake from an earthworm. These smelly little snakes have found a clever way to protect themselves and keep warm. They burrow into holes in the ground.

👉 A blind snake has a powerful snout to burrow into the ground. The snout works like a shovel.



Many snakes change patterns as they grow older. The black rat snake starts out as a gray snake with dark blotches. As it ages, it becomes an all-black snake. The yellow corn snake is the color of one of its favorite hiding places—a cornfield.

Have you ever wondered why snakes have such different patterns? Snakes need to protect themselves from predators like eagles. Many snakes depend on camouflage. They blend into the background. And backgrounds can be very different.

Desert snakes may be brown and tan to match the rocks and sand. Snakes that live in the woods may be green and brown to match the trees. The eastern smooth earth snake, which lives in the woods, has different coloring from the western coral snake, which lives in the desert.

Snake Facts

- Snakes can't hear.
- Snakes can't move backward.
- Snakes swallow their food whole.

Chapter 3

Stripes, Blotches, and Cover-Ups

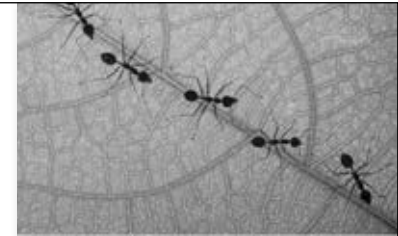
There are many kinds of snakes in North America. And each one **adapts** in its own way in order to survive. How snakes look depends a lot on where they live. Cold-weather snakes are different from snakes that live in hot canyons. Desert snakes are different from snakes that live in forests.

North American snakes come in many colors and patterns. There are even snakes with only one color. Others are covered with many colors. Some have diamond-shaped patterns or blotches. Some snakes have bands or rings.

These close-ups show off the snakes' fascinating patterns.



The eyes of most blind snakes are covered with scales. Some have no eyes at all. When an enemy comes along, these snakes hurry into a hole. They also produce a terrible smell that sends ants and other animals scurrying away.



Blind snakes help get rid of these destructive ants.

Blind snakes use their sense of smell to find worms, termites, and ants to eat. This is very helpful to humans because termites and ants can do a great deal of damage. Eastern screech owls even use blind snakes as their assistants. They pick up the little snakes and carry them to their nests. The blind snakes protect the owl's babies by eating harmful insects.

Snake Facts

- Snakes are reptiles.
- Snakes don't have legs.
- Snakes slither on their stomachs.



📍 Rosy boas live in the western United States.

Boas are another non-poisonous snake family. Boas are not poisonous, but they can be very dangerous. Boas are **constrictor** snakes. They squeeze their victim until it cannot breathe. Like many snakes, boas smell with their tongues. They will stay very still and wait until they sniff a frog, rat, bird, or lizard. Then they lunge forward and strike. The boa bites with its teeth, wraps itself around its prey, and squeezes until the creature can no longer breathe. Like other snakes, boas swallow their prey whole.

The “rattler” spends most of its time alone, sleeping or searching for food. It can usually be found in warm places, like deserts and canyons. However, some rattlers live in colder areas. These rattlers hibernate in large groups during the winter.

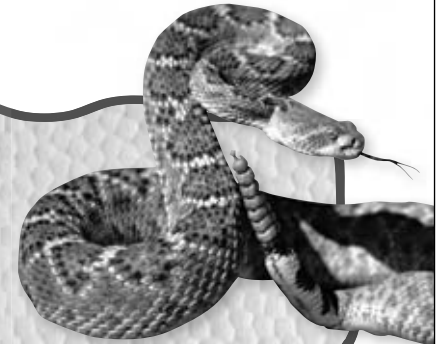
Rattlesnakes have dark V-shaped or diamond-shaped marks on their backs. And, like most snakes, they smell with their tongues. One good thing about these poisonous snakes is you can hear them coming. When they are ready to attack, they make a rattling noise with their tail.

The Rattlesnake

A rattlesnake is born without a rattle.

At one or two weeks old, the baby rattlesnake sheds its skin for the first time.

That’s when it forms its first rattle. A new rattle forms whenever the rattlesnake sheds its skin. The older a rattlesnake, the louder its rattle.



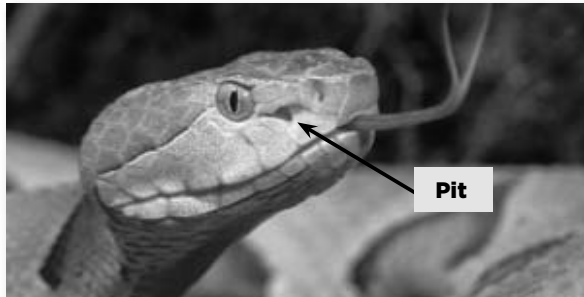


☞ Also known as the water moccasin, the cottonmouth is the only poisonous water snake.

The pit viper family includes rattlesnakes, copperheads, and cottonmouths. These snakes have triangular heads and long, curled fangs that fold back into their mouths when not in use. Between their eyes and nostrils, pit vipers have two pits that can sense the heat of their prey. When the vipers sense prey, those fangs can unfold quickly.

The rattlesnake is the most common North American pit viper. A rattlesnake can be from 18 inches (45.72 cm) to 8 feet (2.44 m) long. And its venom is very dangerous.

☞ A copperhead's pits can tell it when prey is nearby.



There are almost 100 different species of boas in the world. But there are only two kinds of boas in North America. Both the rosy boa and the rubber boa live in the western United States, where the air is warm and dry. They can be found in trees, under rocks, and in deserts.

Boas are not interested in people. They will not attack humans unless they are pestered or stepped on. They are quiet and calm, and they move quite slowly. They are one of the few snake families that can slither in a straight line.

All Snakes Molt

All snakes **molt**, or shed their skins. Before molting begins, the snake hides away. Soon its body becomes wet. The old skin begins to turn inside out as the snake slithers out. Most adult snakes shed their skins two to five times a year.

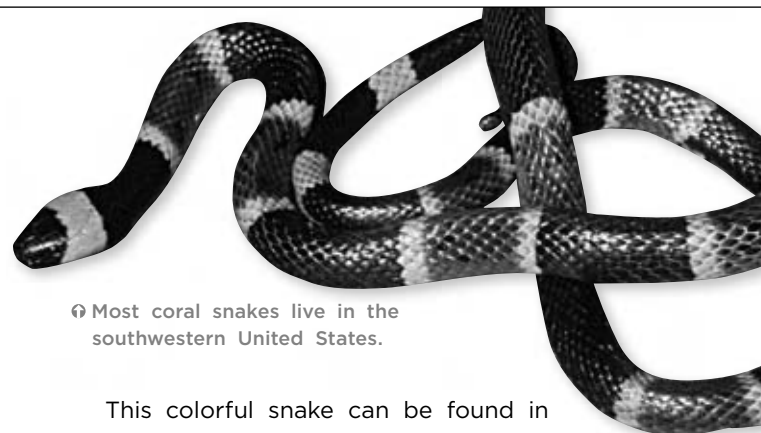


Most of the snakes in North America belong to the colubrid family. Colubrid snakes live on land, under ground, in water, and in trees. Colubrids come in all sizes. They have big heads and big stomachs. Most are medium-sized and harmless to humans. Some people call this snake family the “garbage pail.” That’s because snakes that don’t fit anywhere else are called colubrids.

Many of these snakes are common in North America. Perhaps you have seen a garter snake, a rat snake, a rainbow snake, a brown snake, or a green snake.

The Bull Snake

People often confuse the bull snake with the poisonous rattlesnake because both make a hissing sound before they strike. But the rattlesnake injects poison, while the bull snake wraps itself around its victim and squeezes.



Most coral snakes live in the southwestern United States.

This colorful snake can be found in deserts, wooded areas, and swamps. It spends most of its day hiding and resting. It searches for food at night, when the weather is cooler. Like rattlesnakes, the coral snake shakes its tail when it is bothered.



Antivenin

Poisonous snakebites are sometimes treated with shots of **antivenin**. To make antivenin, venom is collected from a snake. Shots of this venom are then given to a horse. The shots are small, so they do not harm the horse. The horse’s blood is used to make antivenin.

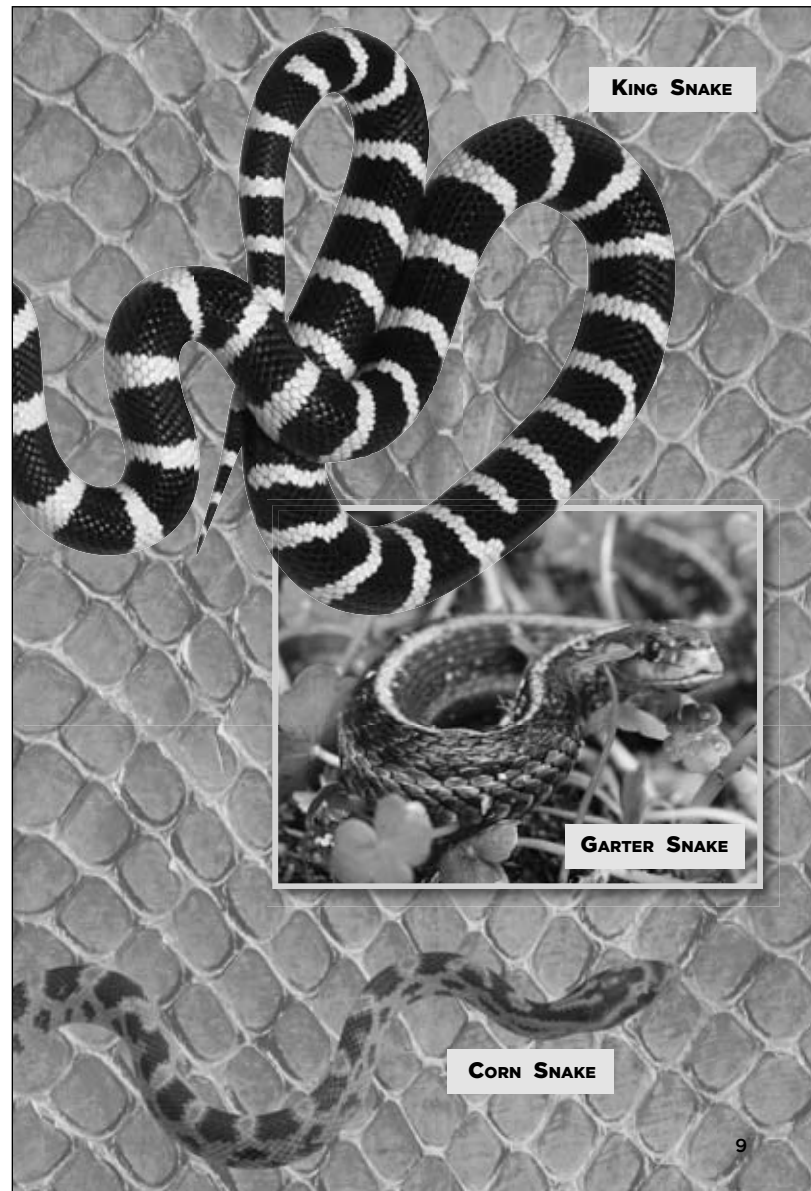
Chapter 2 Poisonous Snakes

Venom is poison. Poisonous snakes make venom in glands under their eyes. When these snakes spot prey, they grab it with their teeth. Then they inject the venom from the glands through two hollow fangs. The venom poisons the prey. There are two kinds of poisonous snakes in the United States—coral snakes and pit vipers.

The coral snake is beautiful. It is also the eighth most deadly snake in the world. Coral snakes have black, red, and yellow rings around their bodies. You can recognize a coral snake if a red ring is next to a yellow ring.

Coral Snake Venom

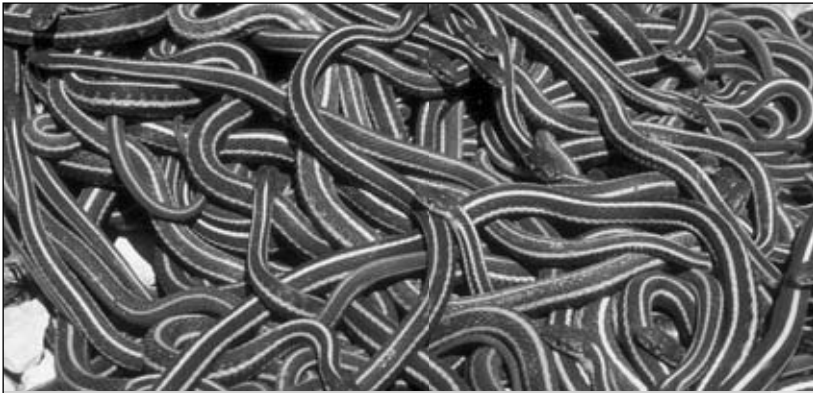
The venom of a coral snake takes longer to work than the venom of many other snakes, but it is extremely dangerous. Any snakebite calls for immediate attention. Call for help and don't apologize. Call an ambulance. Get to a hospital.



KING SNAKE

GARTER SNAKE

CORN SNAKE



📍 If you ever see a bunch of snakes with three stripes gathered together on a freezing weekday, they are probably garter snakes.

Garter snakes are found all over North America. But these little snakes can be easy to miss. Garter snakes are great at hiding. They blend into their background very well. This blending in is called **camouflage**. Garter snakes do not grow to be very large. They are usually no more than 3 feet (91 cm) long and are very thin.

Garter snakes can survive in very cold places. Their small size makes it easy for them to heat up and cool down quickly. In the winter, garter snakes **hibernate**. Sometimes hundreds of these snakes huddle together to stay warm.

Another colubrid is the rat snake. Have you ever wondered how a snake gets its name? Rat snakes are named after their favorite food—rats. These snakes also prey on rabbits and birds.

Most rat snakes are great tree-climbers. Their flat bellies help them hang on as they slither up the branches.

Snake Facts

- Snakes have forked tongues.
- Snakes are covered with scales.
- Snakes have no eyelids. Their eyes are always open.



📍 There are more than 50 kinds of rat snakes.



Home-School Connection

Word Workout

WORDS TO KNOW

appreciated desperate endured
misunderstood neglected obedience

Isn't He Silly Let's use the words to tell about a silly pet.

SPELLING WORDS

hour lambs thumbs honest answer
honesty plumber honor wrapper knives
doubt knead wriggle heir wrinkle
knew wrench kneel known combs

Shhh! No One Can Hear Me I'm going to rewrite each spelling word leaving out the silent letters. Then you can complete each word by writing in the missing letter or letters.

Dear Family Member:

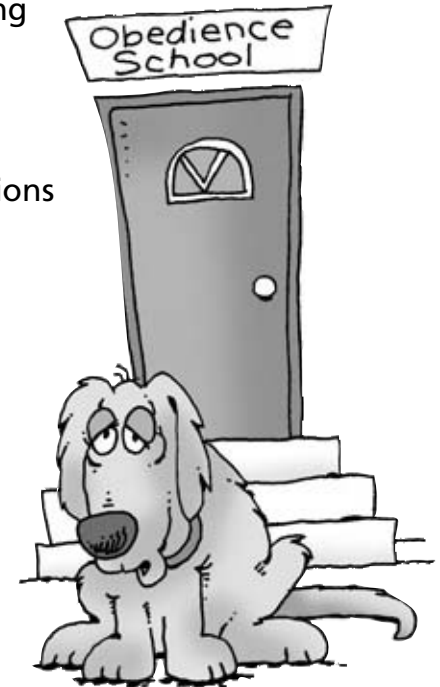
This week we are reading *Dear Mrs. LaRue*. It's about a dog named Ike who gets into a lot of mischief. His owner sends him to obedience school, but Ike writes letters back to his owner, telling her how terrible the school is. By reading and looking at the pictures, I'm deciding that Ike isn't telling the truth.

This Week's Skills

Comprehension: draw conclusions

Vocabulary: prefixes

Spelling/Phonics: silent letters



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Name _____

Funny Endings

Look at the cartoons below and on the opposite page. What do you think happened? Draw your own conclusions. Write a funny caption for each cartoon.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

appreciated	desperate	endured
misunderstood	neglected	obedience

¡Qué travieso! Vamos a usar las palabras de la lista para formar oraciones sobre un perro travieso.

PALABRAS DE ORTOGRAFÍA

hour	lambs	thumbs	honest	answer
honesty	plumber	honor	wrapper	knives
doubt	knead	wriggle	heir	wrinkle
knew	wrench	kneel	known	combs

Las letras mudas no están Voy a volver a escribir cada palabra de la lista sin las letras mudas. Luego completa cada palabra poniéndole la letra o letras que falten.

Queridos familiares:

Esta semana estamos leyendo *Dear Mrs. LaRue*. Trata de un perro llamado Ike que siempre se mete en líos. Su dueña lo manda a clases de obediencia, pero Ike le escribe cartas donde le cuenta lo terrible que es la escuela. Por lo que leo y lo que veo en las ilustraciones, me parece que Ike no dice la verdad.

Obedience School



Destrezas de la semana

Comprensión: sacar conclusiones

Vocabulario: prefijos

Ortografía/Fonética: letras mudas

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Nombre _____

Un final cómico

Mira los dibujos de abajo y los de la página siguiente. ¿Qué crees que pasó? Sacas tus propias conclusiones. Luego escribe una leyenda cómica para cada caricatura.



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Comprehension Check

Summarize

Use the chart to list clues in the story that help you draw conclusions. Then use the chart to summarize the story.

Text Clues	Conclusion

Think and Compare

1. Think about the actions Minnie and Maddie take. What conclusions can you draw from them? **(Draw Conclusions)**
2. Would you enjoy having Minnie as a pet? Explain. **(Evaluate)**
3. How can pets, even if they are not unusual, transform people's lives? **(Apply)**

Fish Tricks

by Sunita Apte

illustrated by Carolina Farias



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Comprehension Check.....	20

The Pet Store

"Come on," Maddie's Aunt Irene said to her. "Grab your coat. We're going to the pet store."

"The pet store?" Maddie mumbled, surprised. "Why? Are you getting a new pet?"

"No, my sweet, you are." Aunt Irene chuckled her surprised niece lightly under the chin. "I think my favorite niece could use a pet to keep you company until you make some new friends at school."

Maddie stole a quick glance at the older woman. Aunt Irene was her father's sister and she and Maddie shared a special relationship. Maddie appreciated the fact that Aunt Irene always seemed to know what was going on.



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Fish Tricks

"I could have sworn I heard a voice coming from the fishbowl," Aunt Irene said. "I must have been dreaming. I guess I'm tired."

She leaned over and gave Maddie a kiss. "Goodnight, honey. Sleep well."

"Goodnight." As the door closed behind her Aunt, Maddie said softly, "And thank you—more than you'll ever know."





That night Aunt Irene came over. She went into Maddie's bedroom to say goodnight.

"Honey, I'm so glad that you've made some friends at school," she told her niece. "Your mom said they are nice girls."

"They are," said a tiny voice from the fishbowl.

"They are," Maddie said loudly, too loudly, at the same time. She smiled as her aunt looked confused, staring at the orange goldfish swimming serenely in the bowl.



It was true that Maddie was feeling lonely at school this year. She was shy and having trouble making friends. Her mother claimed it was because she was an only child and wasn't around other kids very often.

Outside the pet store, Maddie stopped her aunt. "Did you clear this with Mom?" she asked. "You know how much she dislikes pets."

Aunt Irene smiled. "I cleared it with her. I know she dislikes dogs and cats, but you aren't getting that kind of pet. You're going to get a fish."



A fish! Maddie's face fell. A fish was a ridiculous pet! You couldn't play with a fish and you couldn't pet it. All you could do was watch it swim around.

Still, Maddie couldn't help but be fascinated by all the fish in the store. She picked out a gigantic orange goldfish with a big, beautiful fishbowl, and then held the fish in its plastic bag carefully on her lap all the way home.

When the show was over and Minnie was resting in the water, the girls turned to Maddie, amazed.

"How did you do that?" Diamond cried. "That was incredible!"

"You must have worked very hard," Rosa said softly.

"I did," Maddie replied. She didn't mention that her fish could talk, since she and Minnie had agreed that it would be their little secret.

Minnie's tricks seemed to break the ice, and after that, Maddie and the other girls hung out and talked for the rest of the afternoon. Maddie forgot to be shy with them, instead feeling as if she had been friends with them forever.



Maddie made a hand signal and Minnie began swimming madly around the bowl, leaping out of the water. The other girls watched, fascinated, as Maddie made more hand signals and Minnie leapt through a hoop, fetched tiny misplaced toys from the bottom of her bowl, and did a series of back flips.



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Fish Tricks

Fish Surprise!

At home, Aunt Irene helped Maddie set up the fishbowl in Maddie's bedroom. They filled it with water and carefully poured in some fish food. "Don't overdo the food," Aunt Irene warned Maddie. "If you overfeed your fish, you can harm it, but make sure your fish is not neglected, either. Pay attention to it every day."

Maddie admired her new fish while Aunt Irene chatted with Maddie's mom in the kitchen. But she soon lost interest, since all the fish did was swim around. She had been right the first time—fish were a snooze.





Maddie sighed and sat down at her desk, thinking that she might as well begin her homework until Aunt Irene came in to say goodbye.

She bent over her math book, humming under her breath. But it was hard to concentrate. She kept getting distracted by a splashing sound. Was something falling into the fishbowl?

Maddie looked over at the fishbowl. Her goldfish appeared to be swimming in rapid circles around the bowl, but nothing strange had fallen in. Maddie sighed and returned to her math.



Several afternoons later, Maddie arrived home with her two classmates. After a quick snack in the kitchen, she led them into her bedroom.

“I got a new pet fish a few weeks ago,” Maddie said shyly. “Want to see it?”

Diamond sniffed. “A pet fish? Fish are boring. What is there to see?”

Maddie pointed to Minnie in her bowl. “This isn’t just any pet fish. Minnie is special because I taught her to do tricks.”





For the next few weeks, Maddie practiced with Minnie every day after school. Minnie endured hours of training until she could do various tricks. She could jump through a hoop and fetch miniature toys thrown into her fishbowl. She could clap her fins and do a back flip.

Eventually, Maddie and Minnie agreed that Minnie was ready to perform for others. Maddie decided to invite two girls from her class that she really liked—Rosa and Diamond.

Splash! She heard it again. Maddie looked up at the fishbowl, just in time to see her new fish leap out of the water and dive back down. Splash! Then Maddie stared, startled, as the fish waved a fin at her.

“Hey, what’s going on?” Maddie wondered aloud.

“I’m just showing you my tricks,” said a tiny voice.

A stunned Maddie leaned toward the fishbowl. “Did you just talk?”

“Yeah, that was me,” the tiny voice said again. “My name is Minnie. I was just presenting a few of my tricks. I really am a good pet, you know, because I can do all sorts of things.”





"Of course," Minnie added, "I would improve greatly with a little training. Do you think you might be interested in training me?"

"Let me get this straight." Maddie paused for a long moment. "You're a fish, but you talk and do tricks. And you think you could do even better tricks if I trained you?"

"Yeah," Minnie said eagerly. "That's it precisely. I heard you and your aunt talking in the car about the hard time you've been having in school, so I know you want to make friends. What if you trained me to do tricks and then invited your classmates over to watch? You could really impress them and make a lot of friends that way."

A Fishy Way to Make Friends

The next day, Maddie burst into her bedroom after school. "Hey, Minnie," she announced, "I got a book to train you with, but the only problem is, it's for dolphins. It's called *Dolphin Obedience Training*, but I think we can make it work."

Minnie swam eagerly up to the surface of the water. "A book of tricks? Oh, wow, I'm so excited, I can't wait. I'm desperate to get started. Let's hurry!"

"Okay," Maddie dumped her bag on the bed and opened the book up. "Chapter one—'Jumping Through Hoops.'"





Aunt Irene gave her niece a big hug. "I'm so glad, honey. I'm sorry that it couldn't be a bigger pet, like a cat or a dog, since I know fish don't do much, just swim around."

Maddie had to work hard to suppress a smile. "That's okay, Aunt Irene, I don't really mind. Goodnight."

As Maddie closed the door behind her aunt, she heard a tiny, outraged voice from the fishbowl. "Fish just swim around, huh?" Minnie sniffed. "She is so misinformed. Wait until she sees the tricks I'm going to learn to do."

The Agreement

Maddie couldn't really believe she was holding a conversation with a fish—her own pet fish, in fact. She leaned over the bowl. "No offense," she began, "But I have to say I find this talking fish tricks thing a little, well...fishy. Why should I train you?"

Minnie sighed. "We fish are so misunderstood," she muttered under her breath. She swam a little closer to Maddie. "You should train me because your classmates will be amazed by my antics. Haven't you noticed how big fish are lately?"



Minnie raised a fin and waved it in the air. "What about *Legend of the Lone Shark* or *Batfish to the Rescue*? We fish are movie stars! And, anyway, look at all the things I can already do, like the backstroke." To demonstrate, Minnie swam backwards, fin over fin.

"And I can play dead—see?" Minnie rolled over and froze in the water, belly up.

Maddie held up her hand. "All right, all right. I'll look for a book and train you, and maybe, if you master some amazing moves, I'll invite some kids over to watch you."



"Oh, thank you, thank you!" Maddie wasn't sure what super grateful fish were supposed to look like, but she was pretty confident that Minnie's expression nailed it.

Just then, Aunt Irene knocked on the door, and Maddie dove back to her desk and her math problems. For some reason, she didn't want her aunt to discover the truth about Minnie.

"Maddie, honey, I'm leaving now," Aunt Irene said from the other side of the door. "Can I come in and say good night?"

"Sure." Maddie looked up and smiled as her aunt opened the door. "Thanks for the fish, Aunt Irene. I really love it."





Home-School Connection

Word Workout

WORDS TO KNOW

dismiss interact motivate
 conceived definition

Amazing Teachers We can use the words above to talk about one of your favorite teachers. Why is he or she your favorite?

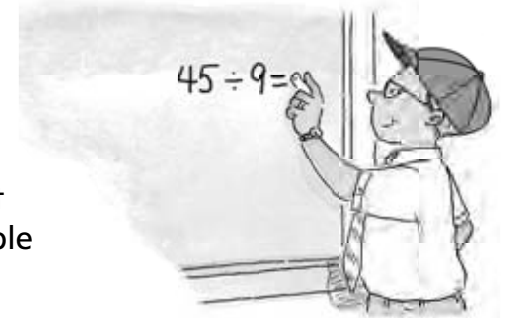
SPELLING WORDS

center	once	scene	bridge
badge	cement	glance	strange
police	certain	orange	ginger
wedge	arrange	sponge	village
ounce	germs	spice	circus

Speed Spell Let's see how many words you can spell in one minute. At the end, let's see how many words you spelled correctly. Do you want to try again to see if you can spell more words in a minute?

Dear Family Member:

This week we're reading "Words Add Up to Success," an article about a teacher who used creative ways to teach his students. I'm learning a lot of facts about how Jaime Escalante was able to make students interested and successful in math. I'm looking forward to learning more about this inspirational teacher.



This Week's Skills

Comprehension: fact and opinion

Vocabulary: Latin prefixes

Spelling/Phonics: words with soft c and g

Name _____

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Fact and Opinion Crossword

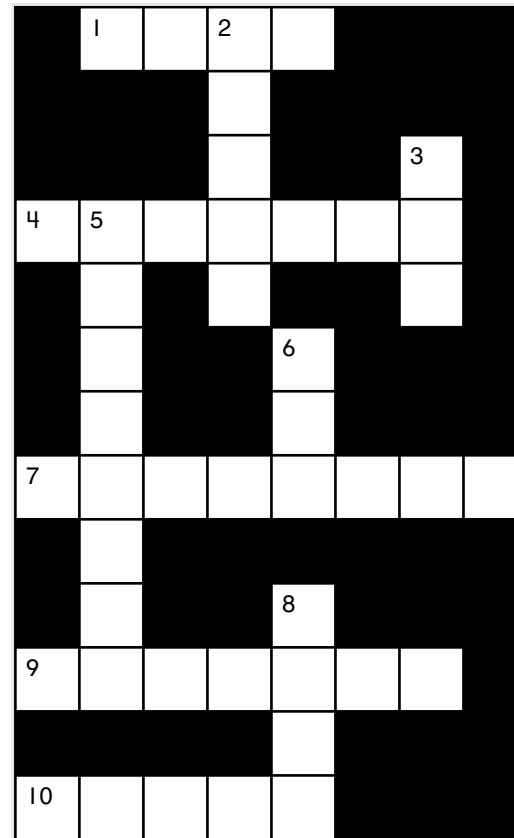


Use the words in the box to complete the sentences below. Write 'F' if you think the sentence is a fact. Write 'O' if you think it states an opinion. Then write the words in the correct spaces in the crossword puzzle.

money	temples	China	fact	opinion
ink	preserve	art	clay	heritage

Across

1. A _____ is a statement that can be proven.
4. An _____ is a statement that tells what someone thinks.
7. China has a rich _____.
9. Some ancient _____ stand next to tall skyscrapers.
10. Paper _____ was invented in China.



Down

2. _____ has the largest population of any nation.
3. _____ was invented in China.
5. We need to _____ all art in every country.
6. Some of China's _____ is buried in tombs.
8. The soldiers found in a tomb are made of _____.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

dismiss interact motivate
 conceived definition

Maestros sorprendentes Podemos usar las palabras de arriba para hablar acerca de uno de tus maestros favoritos. ¿Por qué es tu favorito?

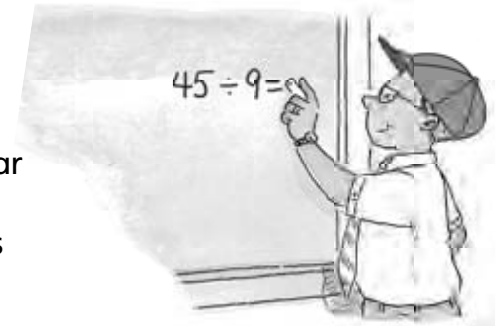
PALABRAS DE ORTOGRAFÍA

center	once	scene	bridge
badge	cement	glance	strange
police	certain	orange	ginger
wedge	arrange	sponge	village
ounce	germs	spice	circus

A toda velocidad Vamos a ver cuántas palabras puedes deletrear en un minuto. Al cumplirse el minuto, vamos a ver cuántas palabras deletreaste correctamente. ¿Quieres jugar otra vez para ver si puedes deletrear más palabras en un minuto?

Queridos familiares:

Esta semana estamos leyendo "Words Add Up to Success," un artículo acerca de un maestro que usaba formas creativas para enseñar a sus estudiantes. Estoy aprendiendo muchos hechos sobre cómo Jaime Escalante fue capaz de hacer que sus estudiantes se interesaran y triunfaran en matemáticas. Estoy ansioso por aprender más acerca de este maestro que fue una fuente de inspiración para sus estudiantes.



Destrezas de la semana

Comprensión: hecho y opinión

Vocabulario: prefijos del latín

Ortografía/Fonética: palabras con c y g suave

Nombre _____

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Crucigrama de hechos y opiniones

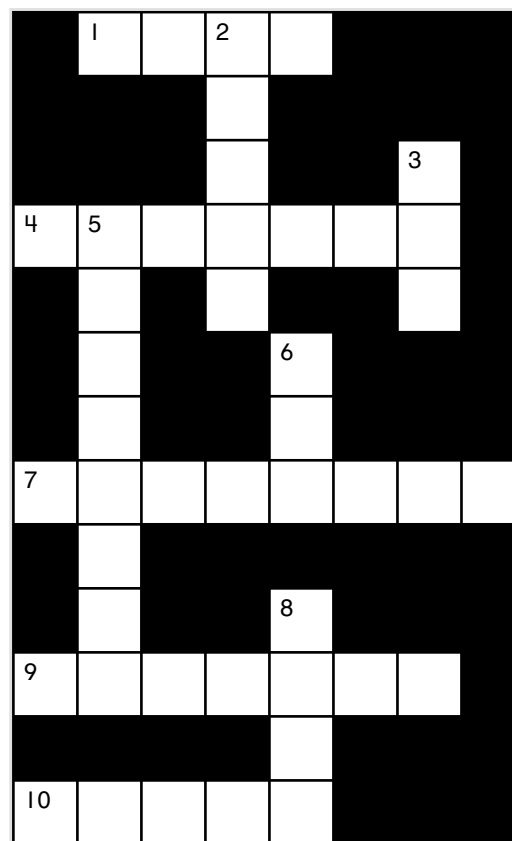


Usa las palabras del recuadro para completar las oraciones de abajo. Escribe una F si piensas que la oración es un hecho, y una O si piensas que expresa una opinión. Luego escribe cada palabra en el espacio correspondiente del crucigrama.

money	temples	China	fact	opinion
ink	preserve	art	clay	heritage

Across

1. A _____ is a statement that can be proven.
4. An _____ is a statement that tells what someone thinks.
7. China has a rich _____.
9. Some ancient _____ stand next to tall skyscrapers.
10. Paper _____ was invented in China.



Down

2. _____ has the largest population of any nation.
3. _____ was invented in China.
5. We need to _____ all art in every country.
6. Some of China's _____ is buried in tombs.
8. The soldiers found in a tomb are made of _____.

Comprehension Check

Summarize

Use the chart to record facts and opinions from the book. Then use the information to help summarize the book.

Fact	Opinion

Think and Compare

1. These statements are from page 4: "The flag is one of the most enduring symbols of America." and "The flag has 50 stars. . ." Which is an opinion? How do you know? **(Fact and Opinion)**
2. Which of the landmarks you read about in this book would you like to visit or learn more about? Why? **(Apply)**
3. Tourists often visit landmarks. Why are these places important to them? What do they learn by visiting them? **(Evaluate)**

Symbols of America

by Guadalupe V. Lopez



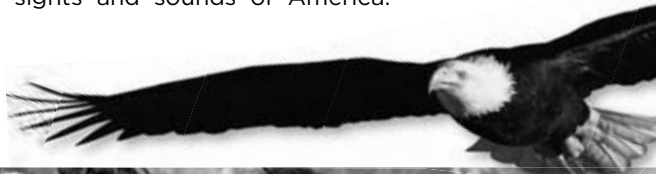
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Introduction

How do you feel at the sight of the American flag? What about the sound of the national anthem being played? What do you imagine visitors think when they first see the Statue of Liberty?

These things remind us of the place where we live. They are the symbols, objects, events, or places that stand for our country. They are the sights and sounds of America.



Glossary

allegiance (*uh-LEE-jens*) loyalty to a nation or cause
(page 7)

colony (*KOHL-uh-nee*) a place that is ruled by another country (page 4)

enduring (*en-DUR-ing*) continuing to last (page 4)

independence (*in-dee-PEN-dens*) freedom from control by another country (page 4)

landmark (*LAND-mahrk*) building or other place that is of special historical importance (page 3)

Index

- | | |
|----------------------------|--------------------------|
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| Mount Rushmore, 16–17 | Thanksgiving, 10 |
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Conclusion

Countries have flags, states have statues, schools have songs. Why? Because these symbols stand for something, such as the beauty of a place or the bravery of a people. They have lasted over the years. They help us say who we are, what we are proud of, and what we want to remember.

Think about a Fourth of July celebration. How does this red, white, and blue birthday party for America make you feel?



There are many symbols of America. Some are objects like the flag or **landmarks** like the Washington Monument. Others are the songs we hear on important days. Celebrations of events in our history are symbols that we share with friends and family.

Let's look at some of these symbols.

Chapter 1 Flags and Songs

Old Glory. The Star-Spangled Banner. Stars and Stripes. These are some names for the American flag. Look up, and there's the flag flying over a school, firehouse, or post office. Soldiers proudly wear flag patches on their uniforms. The flag is one of the most **enduring** symbols of America.

The flag has 50 stars, one for each state of the Union. The 13 stripes represent the 13 original **colonies**. But Old Glory did not start out with this design. In 1776, America won **independence** from Britain. It was a new country, and Americans wanted a new flag.

Most public buildings in the United States display the flag.



4

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Symbols of America

"Until the wind and the rain alone shall wear them away."

—Sculptor Gutzon Borglum,
describing his carving on Mount Rushmore



Mount Rushmore is in the Black Hills of South Dakota. It is a monumental carving that took more than fourteen years to complete.

Mount Rushmore depicts four of our greatest presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Each likeness is 60 feet (18.29 meters) tall. All four men saw the nation through difficult times. Each fought in his own way for the nation's security and growth.

17

Two important historic landmarks are the White House and Mount Rushmore. Both landmarks represent American leadership and democracy.

The White House, in Washington, D.C., is the official home of the President of the United States and his family. It is also where the president works. The White House was completed in 1800, and John Adams was the first president to live there. It has been the home of every president since then. The White House was not always called *The White House*. It was called at first the *President's House*. Theodore Roosevelt officially changed the name in 1902.

The White House is on Pennsylvania Avenue in Washington, D.C.

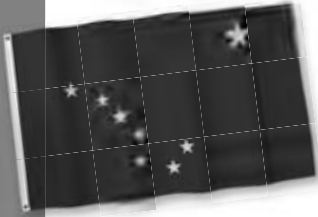


This illustration shows the design of the first American flag.

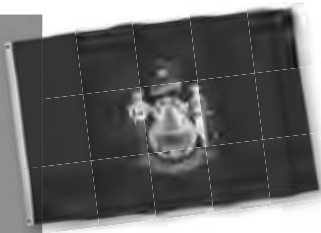
Some people believe that a seamstress named Betsy Ross conceived of the design for the new flag. Others say that Francis Hopkinson designed the first flag. He was one of the signers of the Declaration of Independence. The original flag had 13 stars and 13 stripes, to represent the 13 colonies.

Nobody knows for sure who created the original Stars and Stripes. One thing we do know: the flag has more than 13 stars now!

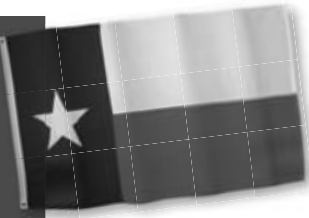
Alaska held a flag-designing contest. One motivated student took the prize. Blue is for Alaska's sky and wildflowers. The North Star represents Alaska, the northernmost state. The Big Dipper represents strength.



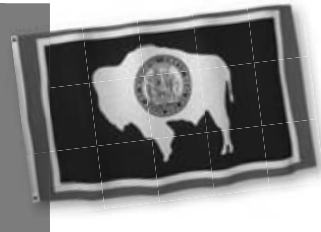
The flag of Maine was adopted in 1909. The moose represents Maine's wildlife. The pine tree stands for the forests of Maine. The farmer and seaman show that Maine is a farming and fishing state.



The flag of Texas is also called the Lone Star Flag. Its colors have the same meaning as those of the U.S. flag: blue for loyalty, white for purity, and red for bravery.



The flag of Wyoming shows a bison. Livestock, mines, grains, and oil represent Wyoming's riches. The state's motto says: "Equal Rights" since Wyoming was the first state to allow women to vote.



The Statue of Liberty is 151 feet (46 m) high and it weighs 225 tons (204 metric tons). Parts of the statue have special meanings. The torch represents enlightenment, or knowledge. The 25 windows in the crown stand for gems found all over Earth. The windows reflect light and shine like jewels both day and night. The rays of the crown represent the seven seas and continents of the world.

In 1986 Americans celebrated the 100th birthday of the statue. More than six million people came to this event.



The Statue of Liberty is a very famous American landmark. It stands on Liberty Island in New York City. For years, it stood as a symbol of welcome and hope to millions of immigrants arriving in the United States from Europe. A poem, near the entrance to the statue, begins with these words, "Give me your tired, your poor, Your huddled masses yearning to breathe free."

The statue was a gift from France, and it has also come to stand for international friendship.

The Statue of Liberty welcomes immigrants from all over the world.



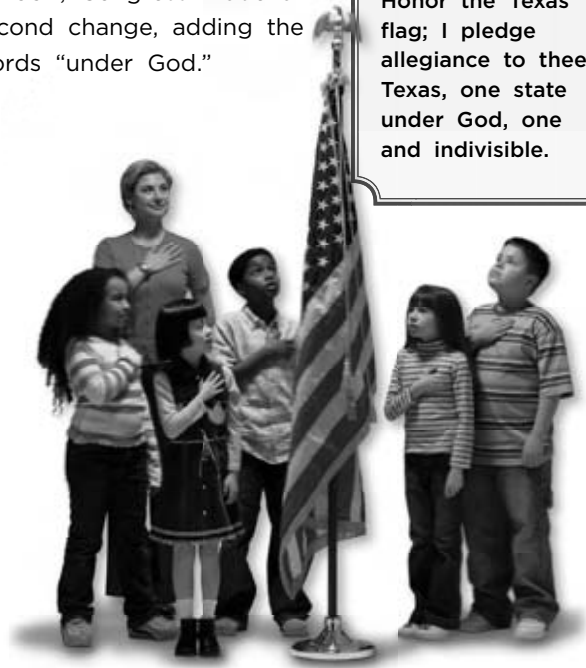
Americans show loyalty to their country by reciting the Pledge of **Allegiance**. One definition of a pledge is a promise of loyalty.

A minister named Francis Bellamy wrote the original Pledge in 1892. It went like this:

"I pledge allegiance to my Flag and the Republic for which it stands, one nation, indivisible, with liberty and justice for all." In 1923, the words were changed slightly. In 1954, Congress made a second change, adding the words "under God."

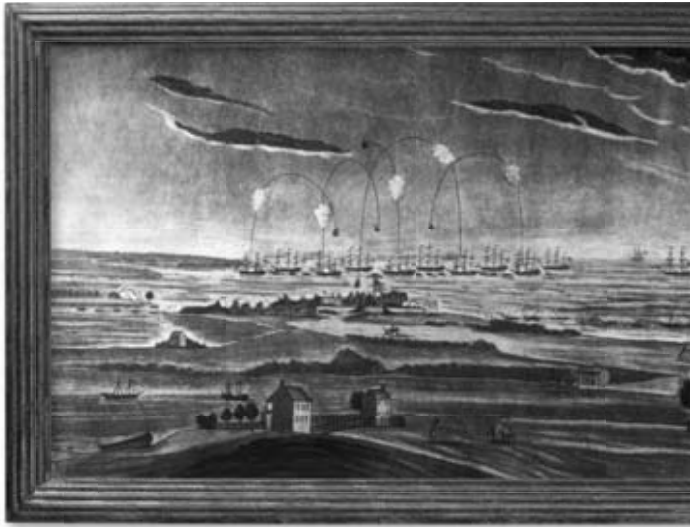
In addition to the Pledge of Allegiance, Texans recite this pledge to the Texas flag:

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.



Another way to honor the country is by singing. "The Star-Spangled Banner" is our national anthem. It was written by the poet Francis Scott Key, during the War of 1812. On the night of September 13, 1814, Key watched from a boat as the country was being attacked by the British navy. All night, he saw the rockets' red glare and heard bombs bursting in the air.

At dawn, Key saw that the American flag was still flying. He was so inspired, he wrote a poem that begins: "Oh! say, can you see, by the dawn's early light . . ." The poem was set to music, and it later became the national anthem.



Chapter 3 Landmarks

Two important landmarks remind Texans of their fight for independence. They are the Alamo mission and the San Jacinto Monument.

At the Alamo a small group of Texans fought bravely against the Mexican army. They lost the battle, but they fought until the end. This is why the Alamo means freedom to Texans.

Another important landmark in Texas is the San Jacinto Monument. It marks the site of the battle in which the Mexican troops were defeated.

The Texas Declaration of Independence was written while the Alamo was under attack.





A parade is one way to kick off Texas Independence Day.

Texas was not always part of the United States. It once was part of Mexico. Texans wanted to be free of this rule. In 1836, Texas declared its independence from Mexico.

Texans celebrate Independence Day on March 2. They celebrate much the same way as the Fourth of July, with picnics, parades, and fireworks.

“The Star-Spangled Banner” is the national anthem. Each state also has its own anthem, or state song. Texans searched for a state song for years. Someone suggested “The Yellow Rose of Texas,” but this idea was dismissed. Texans really wanted a new song. So the state decided to have a contest. In 1929, after years of listening to possible tunes, Texans chose “Texas, Our Texas.” It begins like this:

“Texas, our Texas! All hail the mighty State!

Texas, our Texas! So wonderful, so great!”

Some state songs are very familiar.

Connecticut: “Yankee Doodle”

Kansas: “Home on the Range”

Louisiana: “You Are My Sunshine”

Georgia: “Georgia On My Mind”



In 1812, the United States was at war with England.

Chapter 2 Celebrations

In the United States, someone somewhere is probably celebrating. It might be a music festival, county fair, or rodeo. These are hometown celebrations. National holidays, such as Thanksgiving, Presidents' Day, Martin Luther King, Jr., Day, and Independence Day, offer the whole country a chance to celebrate together.

National holidays celebrate important people or events in our history. For example, Thanksgiving calls to mind grateful Pilgrims giving thanks in a new land. Presidents' Day is reason to honor past presidents. On Martin Luther King, Jr., Day, we remember a great American who fought for civil rights.

Rodeos are a type of celebration in many places in the United States.



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Symbols of America



The Fourth of July is a day of picnics and parades.

Independence Day brings the biggest and most all-American of celebrations. Towns decorate in the familiar tricolors—red, white, and blue. Police close off the streets for a parade. People interact with the people marching by. They clap and dance to a marching band. They smile at clowns on too-small bicycles. In the evening, everyone watches the colorful fireworks.

11



Home-School Connection

Word Workout

WORDS TO KNOW

commotion	cranky	specialty
exasperated	famished	selfish

What's the Antonym? Let's see if we can come up with an antonym, a word that means the opposite, for each word above. If we can't think of one word, we can use phrases.

SPELLING WORDS

clams	mints	props	parents
couches	glasses	hobbies	engines
caves	babies	ranches	patches
mistakes	mosses	armies	arches
dresses	supplies	arrows	enemies

Watch Your S's and ES's I'll give you the singular form of each spelling word. Then you spell the plural.

Dear Family Member:

This week we are reading *Ranita, The Frog Princess*, a play about a talking frog and a viceroy's son. The frog asks the viceroy's son to keep a promise in return for a favor he performs. The son promises and then rushes away without keeping it. I will use these clues and keep reading to determine the theme of the story.

This Week's Skills

Comprehension: theme

Vocabulary: analogies:
synonyms and antonyms

Spelling/Phonics: plurals



(fold here)
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Name _____

Theme Them!

Let's think of a book, conversation, TV show, or newspaper article we think have themes. We can talk about them and jot down notes on these pages.

Book

Conversation

TV Show

Newspaper Article



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

commotion	cranky	specialty
exasperated	famished	selfish

¿Cuál es el antónimo? Vamos a ver si podemos encontrar un antónimo, o sea la palabra de significado opuesto, para cada palabra de arriba. Si no se nos ocurre una palabra, podemos usar frases.

PALABRAS DE ORTOGRAFÍA

clams	mints	props	parents
couches	glasses	hobbies	engines
caves	babies	ranches	patches
mistakes	mosses	armies	arches
dresses	supplies	arrows	enemies

¡Cuidado con el plural! Te voy a decir el singular de cada una de las palabras de la lista. Tú tienes que deletrear el plural de cada una.

Queridos familiares:

Esta semana estamos leyendo *Ranita, The Frog Princess*, una obra de teatro que trata de una rana que habla y el hijo de un virrey. La rana le pide al hijo del virrey que cumpla con una promesa a cambio de un favor que le hace. El hijo acepta, pero luego parte rápidamente sin cumplir su promesa. Usaré estas pistas y seguiré leyendo para descubrir el tema del cuento.

Destrezas de la semana

Comprensión: tema

Vocabulario: analogía: sinonimos y antonimos

Ortografía/Fonética: plurales



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Nombre _____

¡Dales un tema!

Vamos a pensar en un libro, conversación, programa de televisión o artículo de periódico que tengan temas. Hablemos sobre ellos y hagamos algunas anotaciones en estas páginas.

Book

Conversation

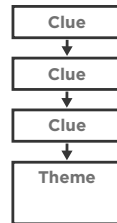
TV Show

Newspaper Article

Comprehension Check

Summarize

Use a Theme Chart to record details and a theme from the play. Then summarize the play.



Think and Compare

1. Think about the ending of the play. What lesson does the Knight learn about his behavior? Explain. **(Theme)**
2. The Queen gets cranky when she is hungry. What makes you cranky? Why? What do you do to feel better? **(Synthesize)**
3. Why does the Queen cause such a commotion when she looks for her missing daughter? Do people act like this when they don't get their way? **(Analyze)**

The Dragon's Dinner

by Rebecca Motil • illustrated by Liz Callen

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Setting:

The play is set in a distant land in Europe, in a time when dragons lived and the countries were ruled by kings and queens. It takes place in Dean Dragon's keep, or home.

Players:

Dean Dragon, a vegetarian dragon
Matthew, an 11-year-old boy and Dean's sidekick
Princess Priscilla, a woman in her late teens
Knight Never-Do-Well, a man in his twenties
Queen Quintina, Princess Priscilla's mother
King Kaspar, Princess Priscilla's father
Extras: members of the King and Queen's Court, including Knights, a Jester, and Ladies and Gentlemen of the Court

Scene 1

[In the garden, Dean Dragon and Matthew are pulling carrots out of the ground and placing them in baskets, along with lettuce and other vegetables. Princess Priscilla is tied to a tree, struggling with her bonds. Dean and Matthew haven't noticed her yet.]

Dean Dragon: Tonight we'll dine well, Matthew. I'm making my specialty, Dean Dragon's Stew.

Matthew: *(grinning)* That's my favorite!

Princess Priscilla: *(still struggling against the ropes)* Help! Somebody, please save me!



Dean Dragon: You're welcome to stay for breakfast. But my cousin Drusilla Dragon is coming to visit today. And she loves meat. *(He grins.)* Humans are her favorite.

King Kaspar: *(jumping to his feet)* Thank you, but I think we'll be going now. Princess Priscilla? Queen Quintina? Let's go!

Princess Priscilla: *(standing up)* Here I am, Father. *(She curtsies to Dean.)* Thank you for rescuing me, Dean. If there is ever anything I can do for you, please call. *(to Matthew, who is now standing next to Dean)* And you, too, Matthew.

Dean Dragon: *(bows)* You're most welcome, Princess. We bid you farewell.

[Dean and Matthew wave goodbye to their guests. Then they collapse into chairs.]

Dean Dragon: Well, Matthew, they're gone at last. What do you say to a nice simple salad for dinner tonight?

Matthew: I'll wash the lettuce if you chop the carrots!

The End



Scene 5

[Dean Dragon's garden, the next day. Dean, Matthew, and their guests are sleeping in various places around the garden.]

Dean Dragon: *(waking up and surveying the crowd, exasperated)* I'll never get rid of all these people. It's enough to make me start eating meat. *(smiles a nasty smile)* Hmmm. That gives me an idea.

[The guests start to wake up.]

King Kaspar: *(sitting up and patting his stomach)* Dean Dragon, I must say that was a delicious stew. But I'm hungry again. What's for breakfast?

Dean Dragon: *(sighing)* Don't tell me. Not another Princess!

Matthew: I'm afraid so.

Dean Dragon: Well, I suppose we'll have to rescue her.

Matthew: Yes, sir.

[Matthew hurries over to Priscilla, while Dean walks slowly behind.]

Princess Priscilla: *(standing tall and proud)* Who are you?

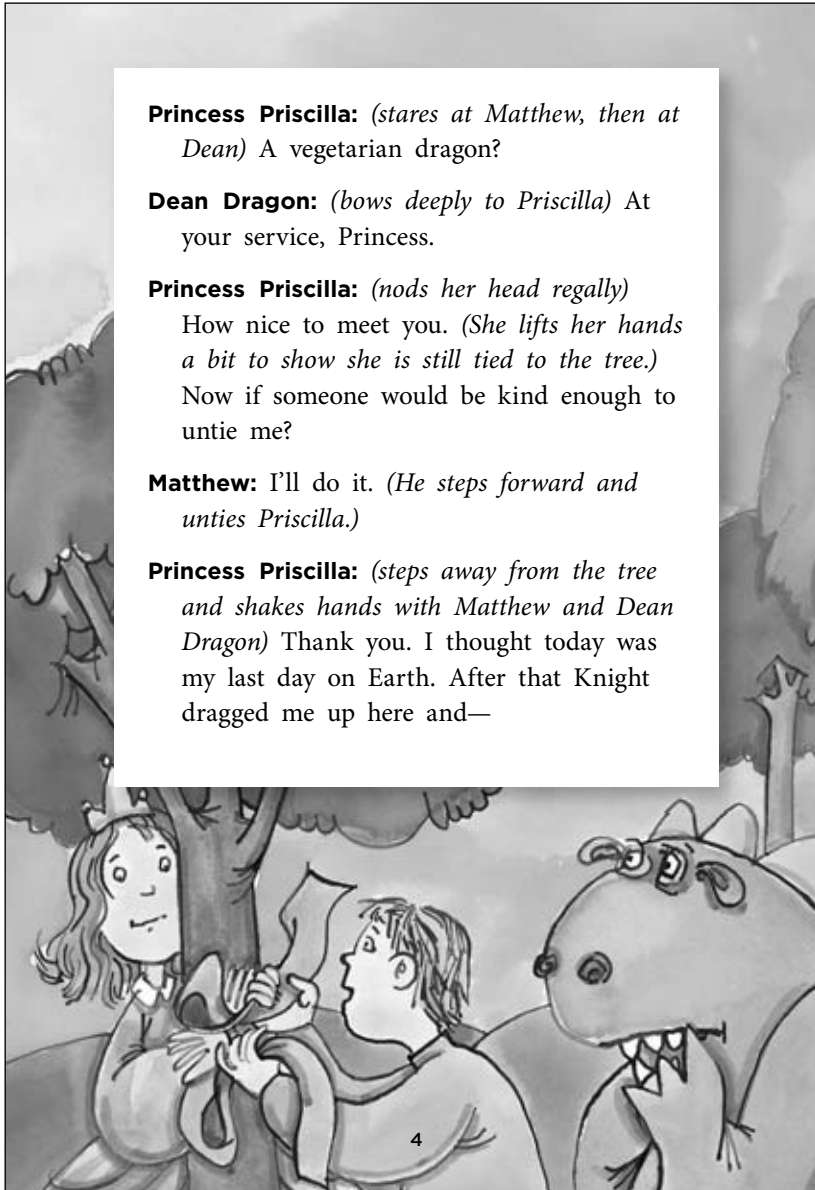
Matthew: I'm Matthew and that's Dean Dragon.

Princess Priscilla: *(looks past Matthew and speaks to Dean, still proud)* I suppose you're here to eat me. Well, hurry up.

Matthew: *(indignant)* He is not! We're here to rescue you.

Princess Priscilla: Rescue me?

Matthew: Rescue you. Dean doesn't eat people. As a matter of fact, he doesn't eat meat at all. He's a vegetarian.



Princess Priscilla: *(stares at Matthew, then at Dean)* A vegetarian dragon?

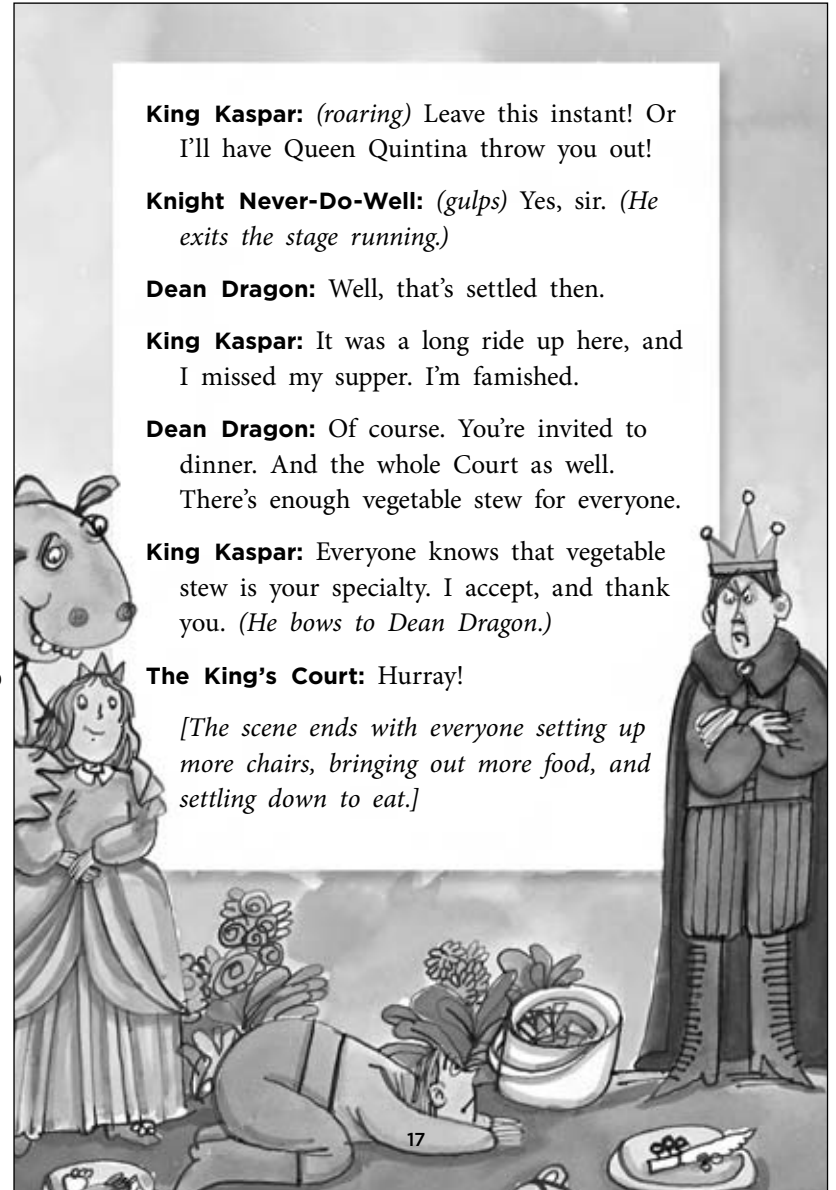
Dean Dragon: *(bows deeply to Priscilla)* At your service, Princess.

Princess Priscilla: *(nods her head regally)*
How nice to meet you. *(She lifts her hands a bit to show she is still tied to the tree.)*
Now if someone would be kind enough to untie me?

Matthew: I'll do it. *(He steps forward and unties Priscilla.)*

Princess Priscilla: *(steps away from the tree and shakes hands with Matthew and Dean Dragon)* Thank you. I thought today was my last day on Earth. After that Knight dragged me up here and—

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The Dragon's Dinner



King Kaspar: *(roaring)* Leave this instant! Or I'll have Queen Quintina throw you out!

Knight Never-Do-Well: *(gulps)* Yes, sir. *(He exits the stage running.)*

Dean Dragon: Well, that's settled then.

King Kaspar: It was a long ride up here, and I missed my supper. I'm famished.

Dean Dragon: Of course. You're invited to dinner. And the whole Court as well. There's enough vegetable stew for everyone.

King Kaspar: Everyone knows that vegetable stew is your specialty. I accept, and thank you. *(He bows to Dean Dragon.)*

The King's Court: Hurray!

[The scene ends with everyone setting up more chairs, bringing out more food, and settling down to eat.]

King Kaspar: *(waving his sword in the air)*

Return the Queen and Princess to me this instant, or I'll run you through!

Dean Dragon: *(sighs)* You'd better put another kettle of stew on, Matthew. *(to the King)* Welcome. I believe you are King Kaspar?

Princess Priscilla: *(stepping forward)* Father, the dragon saved me. It was Knight Never-Do-Well who kidnapped me.

King Kaspar: *(dropping the sword)* He did? Why would he do that?

Knight Never-Do-Well: *(throwing himself to the ground in front of the King)* Please forgive me. I thought that if I could rescue the Princess from the dragon, then you would make me First Knight.

King Kaspar: *(roaring)* You kidnapped the Princess and left her in the dragon's garden! I'm not going to make you First Knight! I'm going to banish you. Begone! If you set foot in this kingdom again, I will throw you in the dungeon!

Knight Never-Do-Well: *(standing up)* But—

Dean Dragon: A Knight tied you to the tree?

Princess Priscilla: Yes. Knight Never-Do-Well. He thought he could tie me up, then rescue me from the dragon's clutches. *(She smiles at Dean.)* That would be you, Dean. *(She continues.)* He thought my father, the King, would be so grateful that he would be made First Knight.

Dean Dragon: Don't worry. This happens every month or so.

Matthew: That Knight sounds selfish to me. What if Dean had eaten you first?

Priscilla: I suppose he knows that Dean is a vegetarian.

Matthew: Hmmph. I still think it was a dangerous plan.

Dean Dragon: Never mind all that. We're making a vegetable stew, my dear. Would you care to stay for dinner?

Priscilla: *(smiles cheerfully)* I would be happy to join you.

[Exit Dean, Matthew, and Princess Priscilla.]

Scene 2

[Dean Dragon's kitchen. Matthew is struggling to light a fire with a match under a cauldron of stew. Dean Dragon steps up and lights it with his dragon breath. Priscilla uses a large wooden spoon to stir the stew, while Matthew starts chopping carrots.]

Princess Priscilla: *(inhaling a spoonful of stew with a look of pleasure)* Mmm. That smells good already.

Matthew: Wait until it's finished. It's delicious.



Princess Priscilla: That sneaky Knight Never-Do-Well. He tied me to a tree and left me for the dragon. Lucky for me that Dean Dragon doesn't eat meat.

Queen Quintina: *(gasps)* How dare he! *(She grabs the Knight by the ear.)* You kidnapped my daughter, did you?

Knight Never-Do-Well: *(struggling to get away, but held by the Queen's grasp on his ear)* Yes, but—but I can explain!

[A trumpet sounds as King Kaspar and his Court ride into Dean Dragon's garden. Everyone stops what they're doing to turn to the King. Queen Quintina keeps hold of the Knight's ear though.]



Scene 4

[Dean Dragon's garden. Chairs and a table are set up for dinner. Dean, Matthew, the Princess, the Knight, and the Queen are carrying plates and food out to the table.]

Queen Quintina: *(setting out the plates)* My, the stew smells heavenly.

Princess Priscilla: Yes, Mother. But don't you think Father will be worried about us?

Queen Quintina: Don't worry. When I left he was taking a nap. He probably hasn't even noticed we're gone. That reminds me—why are you here, anyway?



Dean Dragon: *(smiling)* My vegetable stew is good, if I do say so myself. It's famous among dragons.

Princess Priscilla: I can see why. *(She smiles at Dean, then goes back to stirring the stew.)* I'd like to get my hands on that Knight Never-Do-Well. He woke me up in the middle of the night and told me that my family was in danger. So of course I came. Then when we got here, he tied me to the tree and told me not to worry, he'd be back to rescue me soon. I'd like to take a can opener to that shiny armor of his.

Matthew: Don't worry. If he shows up here, Dean Dragon will fix him.

[Knight Never-Do-Well can be heard shouting for the Princess from offstage. He runs into the kitchen with his sword out. The Princess keeps her back to the Knight and continues to stir the stew.]

Dean Dragon: Let me guess. You're the brave Knight who's here to rescue the Princess.

Knight Never-Do-Well: *(waves the sword around)* Let her go or I'll run you through!

Princess Priscilla: *(turns from the stew to face the Knight, still holding the spoon)*
How dare you show up here, you bumbling idiot! You left me in the garden to be eaten by the dragon!

Knight Never-Do-Well: *(gives the princess a tentative smile)* Uh, sorry.

Princess Priscilla: *(walks toward the Knight with the spoon raised)* I should—

Dean Dragon: Uh, Princess? Settle down. *(He takes the spoon from her hand.)* I know you're angry, but I have an idea.

Knight Never-Do-Well: Uh-oh. *(He starts to walk backward slowly.)* I—I'll just go home now.

[Princess Priscilla watches, still angry. Her arms are crossed. She's tapping her foot.]

Dean Dragon: *(puts a claw on the Knight's arm)* Not so fast. I want you to stay for dinner.

Knight Never-Do-Well: *(loudly)* No! No! Please. I know what dragons eat for dinner. And it rhymes with "night."

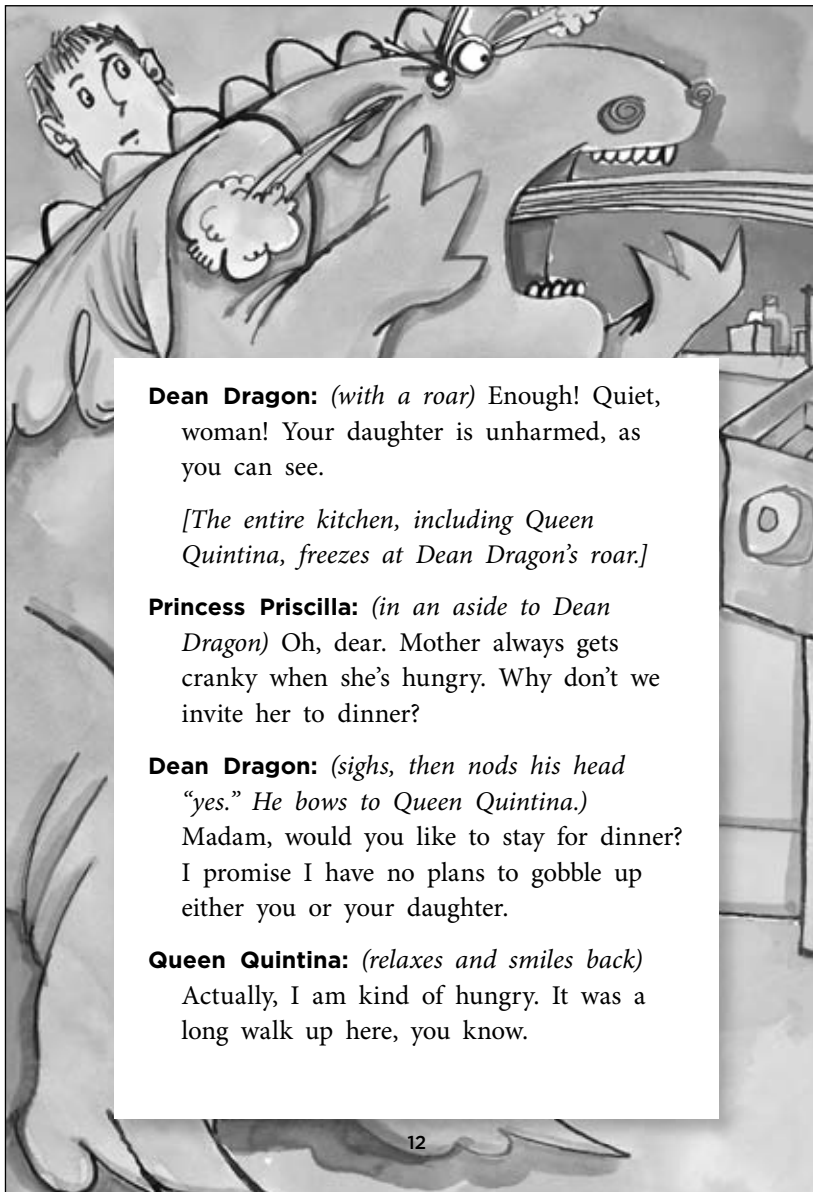


Dean Dragon: Very well. But we still need dessert. *(He hands her a basket.)* Why don't you go into the garden and pick some raspberries?

Queen Quintina: *(takes the basket and looks at it with surprise)* Pick raspberries? Me? The Queen? *(She gives a cheerful smile.)* Why not? It will be fun. I remember picking berries with my brother when I was a small girl. We always ate more than we picked. *(She walks happily toward the garden, and exits the stage.)*

Princess Priscilla: *(stares after the Queen, her mouth open in surprise)* You gave my mother a kitchen chore? I've never seen her do anything in the kitchen.

Matthew: *(smiles)* Dean Dragon has a way with women.



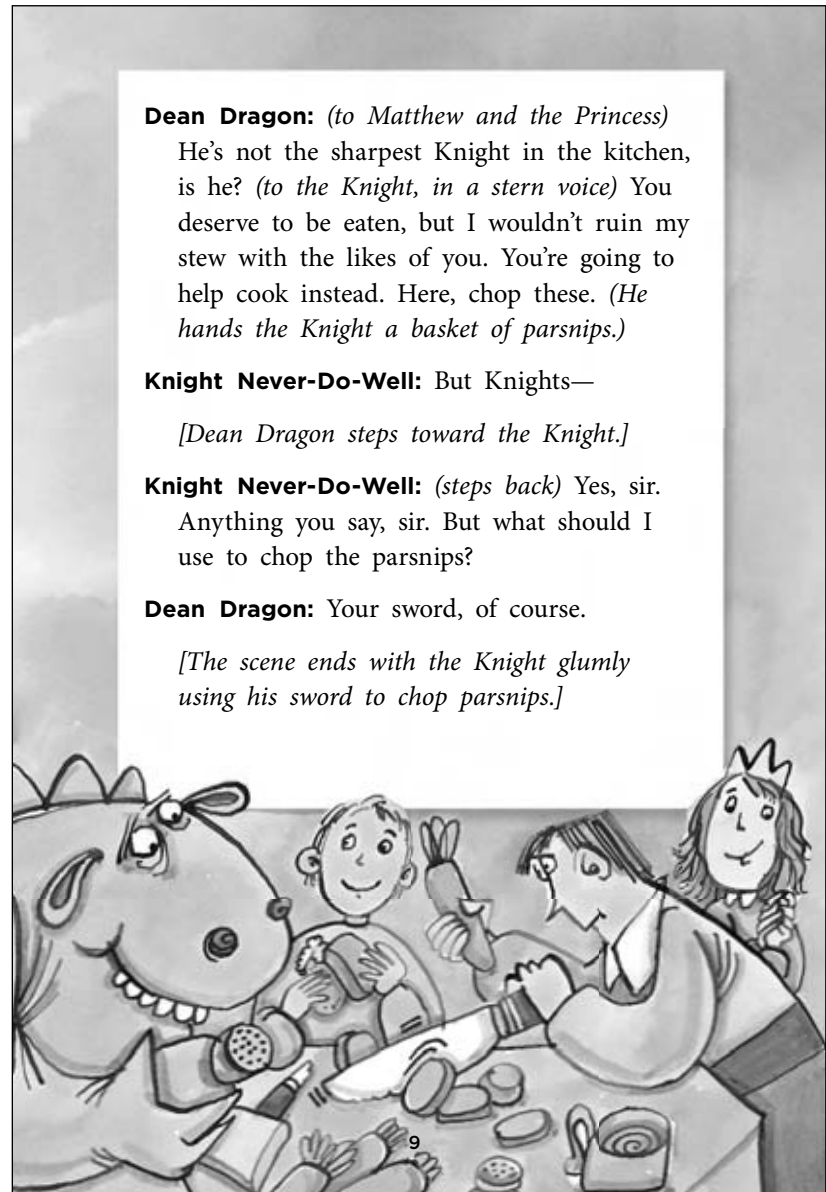
Dean Dragon: *(with a roar)* Enough! Quiet, woman! Your daughter is unharmed, as you can see.

[The entire kitchen, including Queen Quintina, freezes at Dean Dragon's roar.]

Princess Priscilla: *(in an aside to Dean Dragon)* Oh, dear. Mother always gets cranky when she's hungry. Why don't we invite her to dinner?

Dean Dragon: *(sighs, then nods his head "yes.")* He bows to Queen Quintina.)
Madam, would you like to stay for dinner? I promise I have no plans to gobble up either you or your daughter.

Queen Quintina: *(relaxes and smiles back)*
Actually, I am kind of hungry. It was a long walk up here, you know.



Dean Dragon: *(to Matthew and the Princess)*

He's not the sharpest Knight in the kitchen, is he? *(to the Knight, in a stern voice)* You deserve to be eaten, but I wouldn't ruin my stew with the likes of you. You're going to help cook instead. Here, chop these. *(He hands the Knight a basket of parsnips.)*

Knight Never-Do-Well: But Knights—

[Dean Dragon steps toward the Knight.]

Knight Never-Do-Well: *(steps back)* Yes, sir. Anything you say, sir. But what should I use to chop the parsnips?

Dean Dragon: Your sword, of course.

[The scene ends with the Knight glumly using his sword to chop parsnips.]

Scene 3

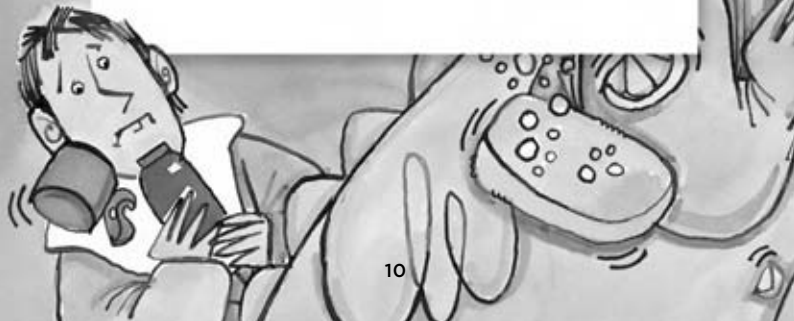
[Dean Dragon's kitchen, later the same day. Everyone but Dean Dragon is still busy preparing dinner—chopping, stirring, and getting out plates, cups, and silverware. Dean Dragon is offstage. Enter a very angry Queen Quintina, swinging a big purse and shouting.]

Queen Quintina: Where's my daughter?

Dean Dragon: *(walks on stage, yawning)*
What's all the commotion? I was trying to take a nap!

Queen Quintina: *(sees Dean Dragon)* You there, dragon! Where is my daughter? If you've harmed even a hair on her head, I'll— *(She swings her purse at Dean Dragon, who ducks.)*

Princess Priscilla: *(hurries to the Queen)*
Mother, I'm okay. I'm right here.



Queen Quintina: *(smiling)* Oh, darling, I was so worried. *(She turns back to Dean.)* But I'm still going to kill this dragon!

Princess Priscilla: *(grabs the Queen's purse as the Queen tries to hit Dean again)* Mother, calm down. I'm okay. The dragon rescued me. He invited me to dinner.

Queen Quintina: *(gives Dean a suspicious look)* He did? Oh, I get it. He invites you to dinner, and then he gobbles you up for dessert! *(She tugs on her purse and manages to pull it away from Princess Priscilla. She takes another swing at Dean.)*





Word Workout

WORDS TO KNOW

barbecue	collage	glorious
skyscrapers	strutting	swarms

Test Me Look at each word and give me a clue to what it is. If I don't know the word, give me another clue. Let's see how many clues it takes me to say the word.

SPELLING WORDS

fishbowl	lookout	backyard	undertake
campfire	overhead	waterproof	grandparent
newborn	bookcase	bedroom	blindfold
yourself	railroad	desktop	snowstorm
bedspread	overdo	clothesline	loudspeaker

Match the Parts I'll give you just one part of a compound word. Let's see if you can name the missing word in the compound and spell the entire word.

(fold here)
© Macmillan/McGraw-Hill

Dear Family Member:

This week we're reading *Me and Uncle Romie*. It's about a boy named James who goes to spend the summer with his aunt and uncle in New York City. When James meets his aunt, I can tell by all the places she takes him and from the things she says that she is a nice woman. I don't know anything about Uncle Romie yet, but I'm sure in a while what he says and does will tell me what kind of man he is.



This Week's Skills

Comprehension: character, setting, and plot

Vocabulary: context clues—definitions and examples

Spelling/Phonics: compound words

Name _____

Dear Diary

Suppose you are in a new place with a person you do not know. Let's read about each location and the person you're going to be there with. We can make up that character. What kind of person is this? How does he or she show that? What would she do? What would he say?

You've been chosen to join a group of students on a trip to a Central American rain forest. You'll spend your summer exploring the plants and animals that live there. Mr. Tanner will be your leader. When you get to the forest you are amazed at how green and beautiful it is. However, it rains every day, and soon you and everything you own are damp. You complain to Mr. Tanner.



You've loved dinosaurs your entire life, so when you're invited on a summer dinosaur dig, you jump at the chance. You are with a small group of paleontologists in a desert, and you share a tent with two other young people. It is very hot and you tire easily. You carefully dig hour after hour, but find nothing.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

barbecue	collage	glorious
skyscrapers	strutting	swarms

Ponme a prueba Mira cada palabra y dame una pista para indicarme qué es. Si no sé de qué palabra se trata, debes darme otra pista. Vamos a ver cuántas pistas necesito hasta descubrir cuál es la palabra.

PALABRAS DE ORTOGRAFÍA

fishbowl	lookout	backyard	undertake
campfire	overhead	waterproof	grandparent
newborn	bookcase	bedroom	blindfold
yourself	railroad	desktop	snowstorm
bedspread	overdo	clothesline	loudspeaker

Una parte y la otra Te voy a dar sólo una parte de una palabra compuesta. Vamos a ver si puedes decirme la palabra que falta y luego deletrear la palabra completa.

Queridos familiares:

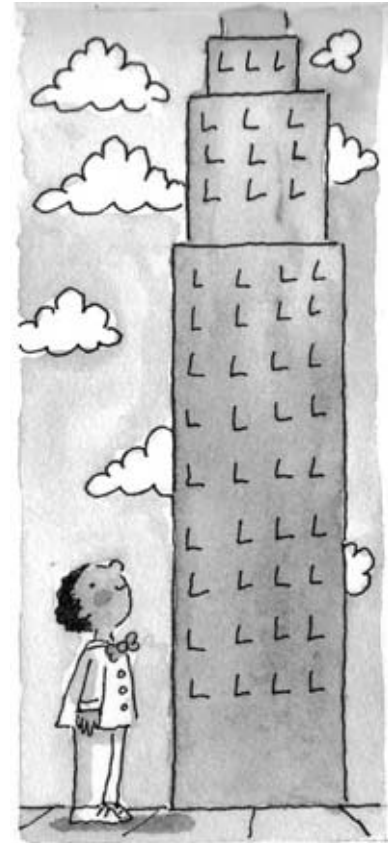
Esta semana estamos leyendo *Me and Uncle Romie*. Se trata de un niño llamado James que va a pasar el verano con su tía y su tío en la ciudad de Nueva York. Cuando James conoce a su tía, por los lugares adonde ella lo lleva y por lo que le dice, puedo ver que es una buena mujer. No sé nada sobre el tío Ramie todavía, pero con toda seguridad lo que él diga y haga me va a indicar qué clase de hombre es.

Destrezas de la semana

Comprensión: personaje, ambiente y argumento

Vocabulario: claves del contexto— definiciones y ejemplos

Ortografía/Fonética: palabras compuestas



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Nombre _____

Querido diario

Supón que estás en un lugar nuevo con una persona que no conoces. Leamos sobre cada lugar y la persona con la que estarás. Podemos crear ese personaje. ¿Qué clase de persona es? ¿Cómo lo demuestra? ¿Qué hace esa persona? ¿Qué dice?

You've been chosen to join a group of students on a trip to a Central American rain forest. You'll spend your summer exploring the plants and animals that live there. Mr. Tanner will be your leader. When you get to the forest you are amazed at how green and beautiful it is. However, it rains every day, and soon you and everything you own are damp. You complain to Mr. Tanner.



You've loved dinosaurs your entire life, so when you're invited on a summer dinosaur dig, you jump at the chance. You are with a small group of paleontologists in a desert, and you share a tent with two other young people. It is very hot and you tire easily. You carefully dig hour after hour, but find nothing.

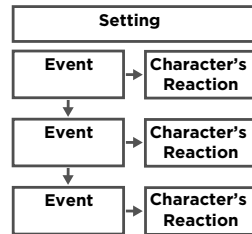


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Comprehension Check

Summarize

Use a graphic organizer to record information from the book. Then use the information to summarize the story.



Think and Compare

1. Look back at page 14. How does Carly change as she tries to figure out the secret of the photographs? Where does this take place? **(Analyze Character, Setting, and Plot)**
2. Carly enjoyed photographing the sights around Fort Peck Lake. If you were taking pictures of Fort Peck Lake, which subjects would you photograph? Why? **(Apply)**
3. Look at the Margaret Bourke-White photographs in Chapter 3. How do photographs sometimes make ordinary things look glorious? **(Evaluate)**

Beautiful or Not

by Kirsten Anderson
illustrated by Matthew Archambault

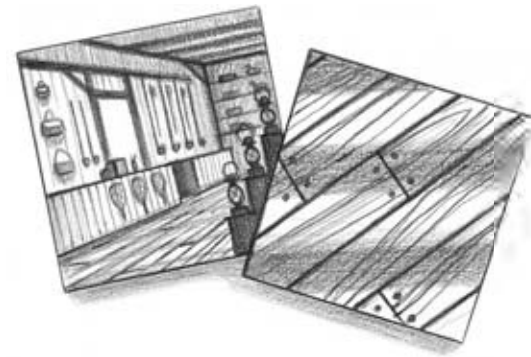


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Chapter 1

The Perfect Picture

Carly held her breath as the broad-tailed hummingbird fluttered near the cluster of wildflowers. She stared into her camera, waiting. A fly landed on Carly's arm. She flicked it away with a finger. The bird flew near a flower. The flower wasn't red enough, though. Carly waited. The bird flew to another flower. This one was too small. Finally the bird hesitated over the largest, reddest flower. Carly began to snap pictures. She was certain that these would be some of the best pictures she had ever taken.



2

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Beautiful or Not

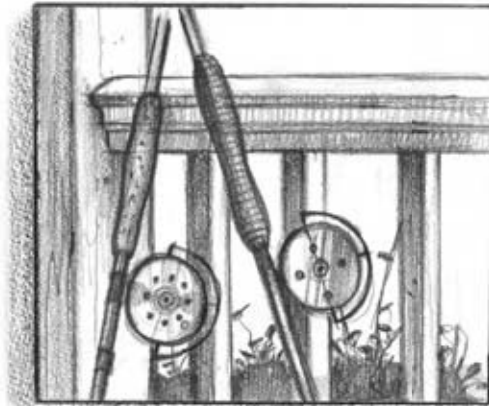
“Yes,” Carly said.

“They look like they’re big enough to hold up a building. That’s good,” he said.

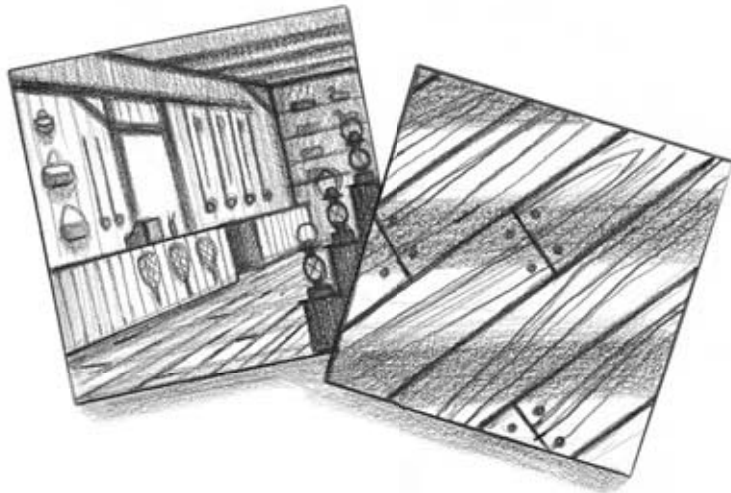
“Ugly things in dull places,” Carly reminded him.

She printed out the pictures she liked, and pinned them next to the collage of Margaret Bourke-White photos.

“It’s not what it is, I guess,” Carly wrote in her photo journal. “It’s how you see it. You can see something a million different ways—and that can be better than one beautiful way.”



19



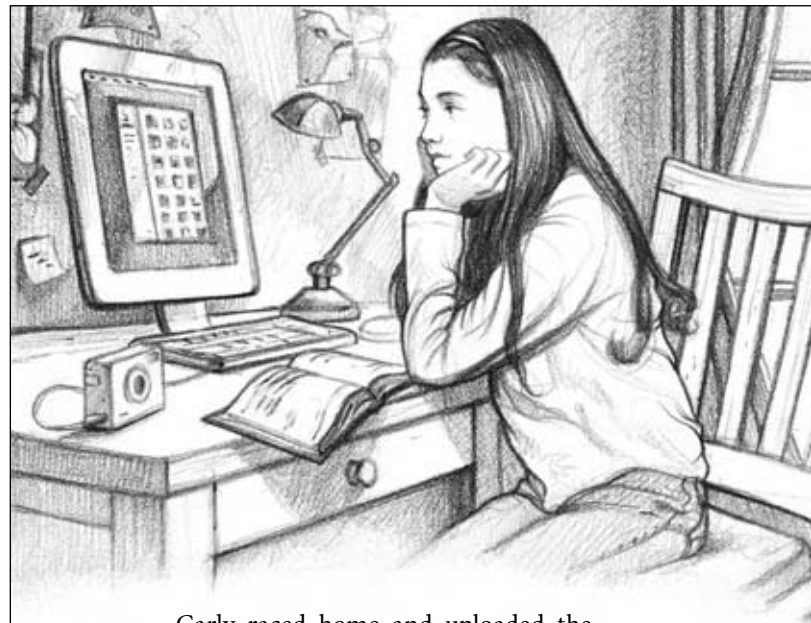
“What are you doing?” Dad asked.

“Trying something new,” Carly said.

When Carly went home, she uploaded her pictures. Some weren't very good. Others definitely were different. The fishing poles looked gigantic. The floorboards had contrasting patches of sun and shadows. They might have been part of a railroad track.

Carly called Brad in to look at the pictures.

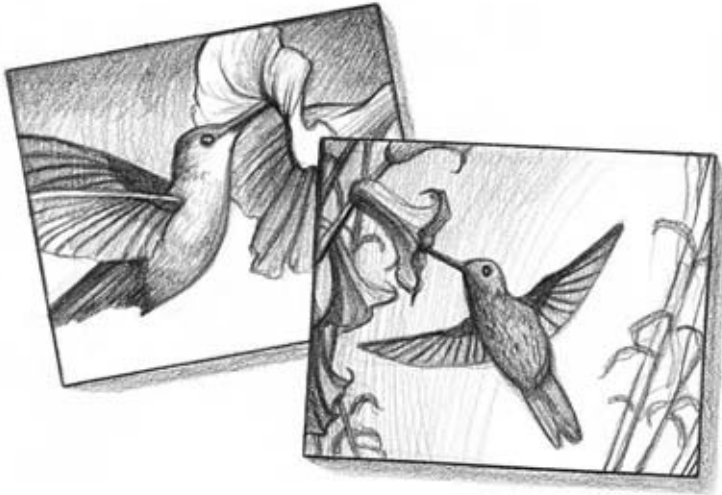
“Are those fishing poles?” he asked, staring closely at one picture.



Carly raced home and uploaded the pictures onto her computer. She couldn't wait to see the results.

But when the pictures came up on the screen, she was disappointed. Carly studied them, then opened her photo journal. She wrote: “Hummingbird pictures: The bird's wings are a blur, not enough detail on flower, bird isn't close enough to the flower in any shot. Why aren't these the way I thought they would be?”

“Carly, Mom says it's time for dinner.”



Carly's brother Brad stood in the doorway, drumming his fingers on the door. He played the drums, and he practiced on everything.

"Look at these." Carly pointed to the computer screen.

"They're nice," he said.

"That's it," sighed Carly. "They should be more than nice. It's a beautiful day. The bird is exciting and the flowers are gorgeous but they're just boring. Here." She handed Brad her camera. "You can have it. I'm done with photography."

"Thanks," said Brad, taking the camera.

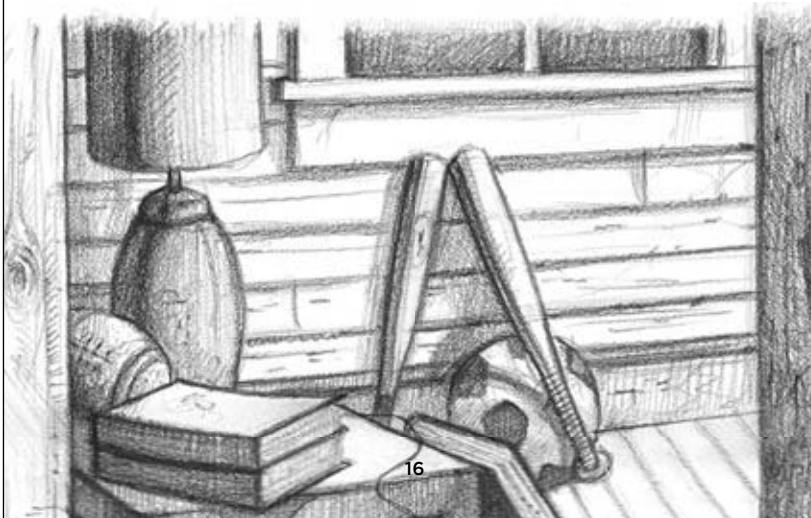
Carly kept her camera out as she walked to the store. She took pictures of cars, gates, and the empty pathways and streets. She took pictures of puddles and rocks, from close up and from far away. When she got to the store, she picked out a group of fishing poles. She brought them out on the porch and leaned them up against a wall. Then she took picture after picture of them. She went into the store and took pictures of the counter. She knelt down on the floor and took pictures of the floorboards.



Chapter 4 The Perfect Picture, Part II

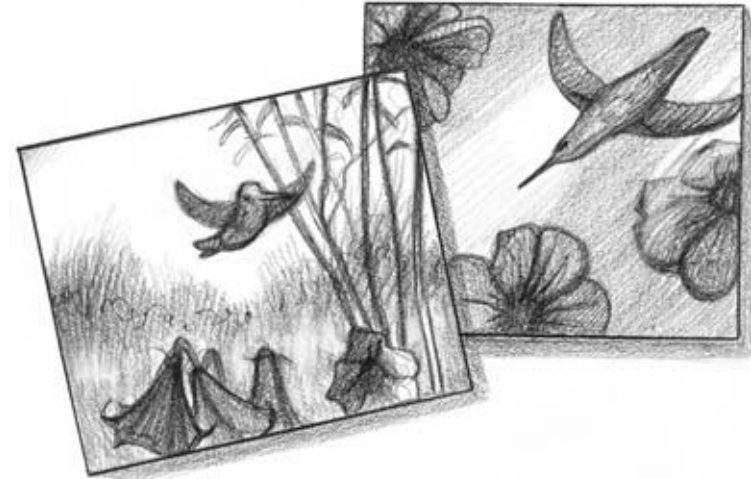
The next morning Carly took her camera and ran out to the front porch. The family had been cleaning out the cellar and attic. The whole jumble was now on the front porch. There were games, books, lamps, and equipment for a variety of sports. The dogs, Rusty and Scout, slept in the middle of it all.

Carly knelt down. She took pictures of everything. She tried different angles. She looked for shadows and blocks of sun.



© Macmillan/McGraw-Hill

Beautiful or Not



Carly stared at him nervously. Brad waited a moment, then handed it back.

“You quit photography almost every day,” he said. “Don’t worry.”

“I just want to take beautiful pictures of beautiful things in wonderful places,” Carly said, shaking her head.

“Maybe you should take ugly pictures of ugly things in dull places,” Brad said.

“Very funny,” Carly said.

“I’m about to feed your barbecue to Rusty and Scout,” Mom called.



Brad rushed out the door.

Carly looked at the hummingbird pictures again. She had always been fascinated by cameras and photographs. Her father had let her take pictures with his camera as soon as she could hold one. At first it was just fun. She took pictures of anything. Now Carly wanted something more.

“I want to take the kinds of pictures that make people stop and look,” she thought.

“Rusty’s eating your dinner!” Brad yelled.



The pictures that fascinated Carly the most were some of the least glamorous. Margaret had taken a series of pictures of a Cleveland steel factory in the late 1920s. It wasn't a particularly exciting subject—it was just the factory at work. Still, Carly loved the pictures, especially the one of a giant ladle pouring liquid steel. The light, shadows, and bigness of everything made it all seem somewhat glorious.

Carly cut out the Margaret Bourke-White photographs she had found. She taped them on a corkboard and made a collage. She stared at them, trying to figure out the secret.

"Maybe," she wrote, "great pictures aren't just about looking for beautiful things. Maybe it's looking for the beauty in everyday things that is important."

Carly looked back at the collage and smiled. She was ready to start over.

Chapter 2

A Tip from a Visitor

"I'm going to the stockroom, Carly," Dad said. "Call me if you need help."

"Sure," said Carly.

Carly's family lived near Fort Peck Lake in Montana. Her parents owned a fishing tackle and camping supply store. During the busy summer season, swarms of tourists came to fish at the lake and camp in the Charles M. Russell National Wildlife Refuge. Carly and Brad helped their parents in the store.





Carly loved talking to visitors about the area. Fort Peck Lake was so big that she couldn't see where it ended. Ducks skimmed across the surface of the lake. Geese strutting along the shore were a regular sight. Kingfishers sat on the rocks at the water's edge. In the forested areas, Carly saw deer, raccoons, owls, and even foxes. She spent hours looking for subjects for her pictures. Each season everything changed, and she was never bored.



Carly searched for other Margaret Bourke-White pictures. Many were of things that Carly wouldn't usually have found very interesting: ordinary bridges, towers, buildings. But these pictures caught her attention somehow.

"Maybe it's that they're in black and white," Carly wrote. She looked at some of her own pictures on her computer. She changed them from color to black and white, but they looked pale and faded. That wasn't the answer.

Chapter 3

Learning from the Past

When Carly got home that afternoon, she looked online for the Fort Peck Dam picture. She printed it and looked at it closely.

Carly wrote in her photo journal: "It isn't that the dam is beautiful. I think it has something to do with the angle of the picture. Maybe it's the clouds. Did she wait for the perfect day, with the perfect piece of sky, to take the pictures?"



12

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Beautiful or Not

Carly had visited her cousins in Seattle many times. The streets were filled with cars, and the houses were close together. Carly wondered what it must be like in Chicago or New York, where people were packed into apartment buildings, and skyscrapers blocked the sun. She looked at pictures of cities, and thought the big, gray buildings were dull. Carly thought it must be hard to be a photographer in the city.



9

A young couple came into the store. The man went to get some batteries. The woman told her that they were on their way to Fort Peck Dam. The dam had been built in the 1930s. It had blocked off the Missouri River, creating Fort Peck Lake.

Carly made a face. “Really? The dam’s pretty boring.”

“Oh, not at all!” the woman said. “Look.”

She pulled a magazine out of her knapsack. She opened it and handed it to Carly.

Carly looked at the photograph. She had never seen the dam like this before. It looked like a giant castle. Its towers seemed to brush the clouds in the sky. At the bottom of the picture were two tiny figures. They made the dam look even bigger and more impressive.

“Who took this?” Carly asked.

“Margaret Bourke-White,” said the woman. “It’s from 1936.”

Carly looked at the picture again, and wrote the photographer’s name on a slip of paper. She couldn’t wait to find out more about the photographer.





Home-School Connection

Word Workout

WORDS TO KNOW

acquaintance	eavesdropping	jumble
logical	scornfully	route

Fill in the Blanks I'll give you words that mean the same as the words above. Can you give me the word?

mixed	road	listening
friend	making sense	with disrespect

SPELLING WORDS

tasted	ripping	flipping	tapped
forced	scared	flagged	ripped
tapping	saved	skipping	flagging
forcing	discussing	flipped	skipped
scaring	tasting	discussed	saving

What's the Rule? I'll read a word and ask you to spell it. Then you can tell me the rule for adding **ed** and **ing**.

Dear Family Member:

This week we're reading *The Cricket in Times Square*. It's a fantasy about a mouse and a cricket who meet up in New York City. The cricket is from Connecticut, but gets trapped in a picnic basket and is carried to New York. The mouse befriends him. A theme is an overall message from an author. I think the theme of this book might be that strangers can become friends and help one another.



This Week's Skills

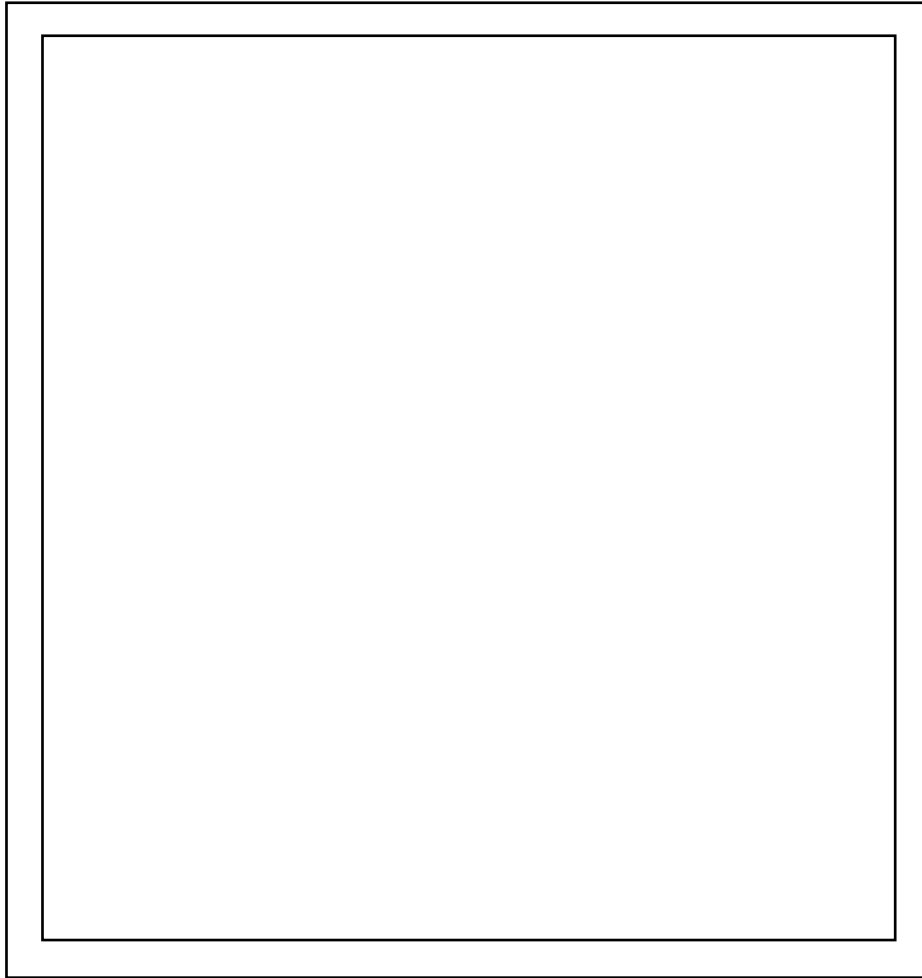
- Comprehension:** theme
- Vocabulary:** context clues—paragraph clues
- Spelling/Phonics:** words ending in **ed** or **ing**

Name _____

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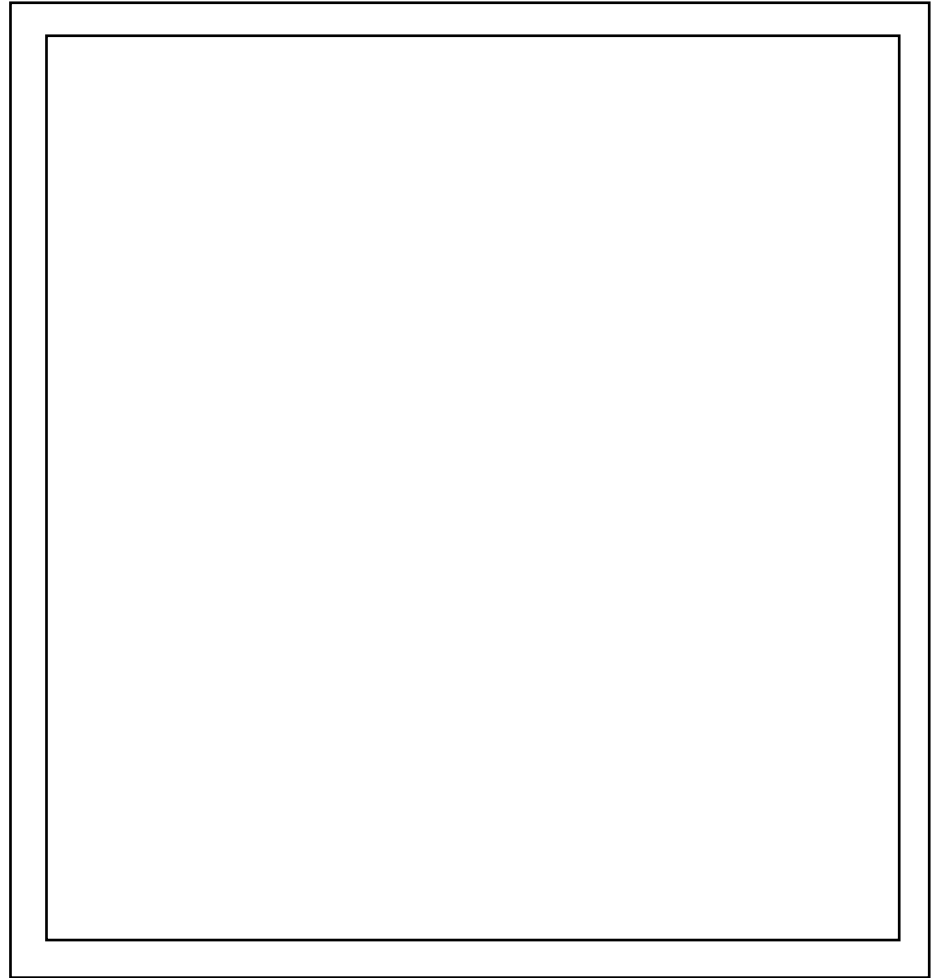
So This Is the City!

Can we put ourselves in the shoes of a country cricket new to a big city? What would things look like? How would we feel? Let's write a letter from a cricket to a friend in the country telling about life in the city.



So This Is the Country!

Can we put ourselves in the shoes of a city mouse new to the country? What would things look like? How would we feel? Let's write a letter from the mouse to a friend in the city telling about life in the country.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

acquaintance	eavesdropping	jumble
logical	scornfully	route

Correspondencias Te diré palabras que significan lo mismo que las de la lista anterior. ¿Cuál es la palabra?

mixed	road	listening
friend	making sense	with disrespect

PALABRAS DE ORTOGRAFÍA

tasted	ripping	flipping	tapped
forced	scared	flagged	ripped
tapping	saved	skipping	flagging
forcing	discussing	flipped	skipped
scaring	tasting	discussed	saving

¿Cuál es la regla? Voy a leer cada palabra y a pedirte que la deletrees. Después me puedes decir cuál es la regla para agregar **ed** e **ing** al final.

Queridos familiares:

Esta semana estamos leyendo *The Cricket in Times Square*. Es un cuento fantástico sobre un ratón y un grillo que se encuentran en la ciudad de Nueva York. El grillo es de Connecticut, pero queda atrapado en un cesto de picnic y va a parar a la ciudad. El ratón le ofrece su amistad. Un tema es un mensaje que quiere transmitir un autor. Probablemente el tema de este libro sea que los extraños pueden hacerse amigos y ayudarse entre sí.



Destrezas de la semana

Comprensión: tema

Vocabulario: claves de contexto—claves del párrafo

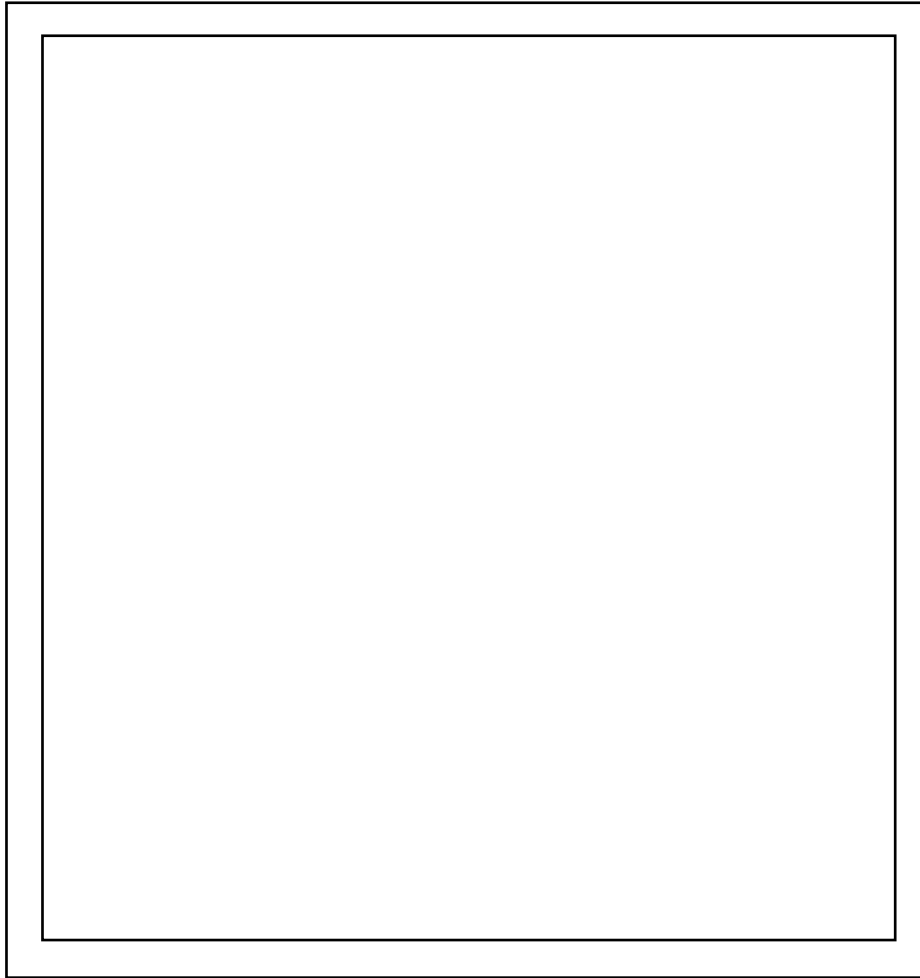
Ortografía/Fonética: palabras que terminan en **ed** o **ing**

Nombre _____

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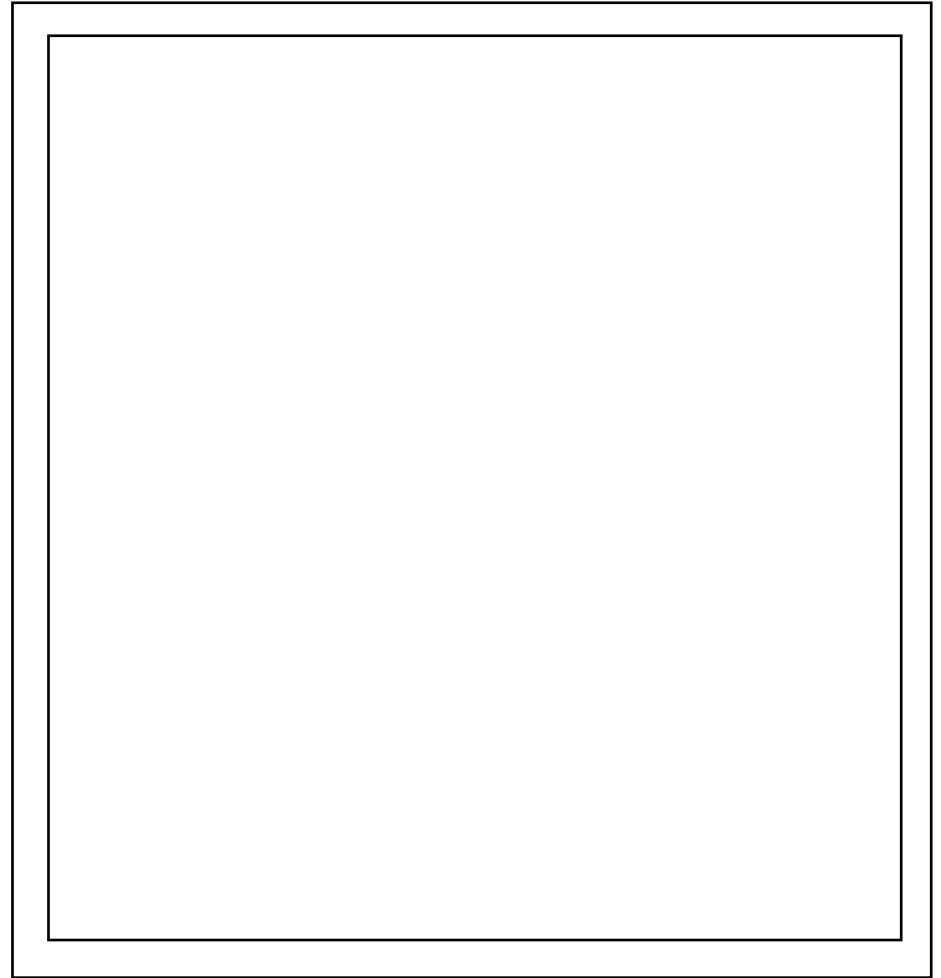
¡Así que esta es la ciudad!

¿Podemos ponernos en el lugar de un grillo de campo, recién llegado a la gran ciudad? ¿Cómo nos parecería todo? ¿Cómo nos sentiríamos? Vamos a escribir una carta que el grillo le envía a un amigo del campo contándole sobre la vida en la ciudad.



¡Así que este es el campo!

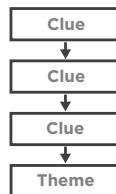
¿Podemos ponernos en el lugar de un ratón de ciudad, recién llegado al campo? ¿Cómo nos parecería todo? ¿Cómo nos sentiríamos? Vamos a escribir una carta que el ratón le envía a un amigo de la ciudad contándole sobre la vida en el campo.



Comprehension Check

Summarize

Use a Theme Map to record clues about the theme of the story. Then use the information in the map to summarize the story.



Think and Compare

1. Look back at page 18. What did Asha learn about tigers? **(Analyze Theme)**
2. Asha was afraid that Kartik would hurt her because he was a tiger. Think about a time you judged a person based on how he or she looked. Were you correct? Explain. **(Analyze)**
3. Is it right for people to wear fur coats? Why or why not? **(Synthesize)**

The Tiger-Stripe Potion

by Rebecca Motil
illustrated by Elizabeth Sayles



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Chapter 1 The Leopard in the Cave

“Gee, am I glad to see you, Stripes!” Jani said. She dropped her schoolbooks on the kitchen table. “I miss you when I’m gone all day.”

Stripes raised his eyes and blinked at Jani. He was a lovely striped cat. Jani thought he looked like a little tiger. She picked the cat up. She sat with him on a chair, stroking his head. “You’ll never believe what we learned in school today,” she told Stripes.

Stripes looked up at her with wise green eyes. “People used to make leopard-skin coats,” she told him. “Some people still do. A coat made from a cat, Stripes. It makes me so mad!”

Jani could not be sure, but she thought that Stripes scrunched up his nose in disgust.



Jani gave Asha a hug. She said goodbye to the other leopards. Then Jani walked into the cave. She could see her bedroom in the distance. It looked as if it were behind a curtain of gray fog.

Jani walked through the fog and back into her bedroom. The clock said midnight. She’d been gone only five minutes! She looked at Stripes. “Was I really there?” she asked. “Or was it all a dream?”

Stripes just gave her a quiet cat-smile.

The leopards purred their thanks to Jani. She put out a hand and softly rubbed each leopard's head. "You have beautiful fur," she said. "It belongs on you, not as part of a human's coat."

Meanwhile, Asha and Kartik walked a little way into the forest. Kartik said, "You're not so bad, for a spotted cat."

Asha smiled. "You're not so bad either, for a striped cat. If you ever need my assistance, I would be honored to help you."

"As a friend," Kartik said.

"Yes," Asha said. "As a friend." The two cats rubbed heads, and then Kartik walked off into the forest. Asha watched him go, then sighed wistfully. "I hope to see you soon, friend," she whispered. She walked back to the other leopards.

After Asha had returned, Jani said, "I must go home. My family will be worried."

Asha's mother nodded. "Perhaps you will visit us again someday."

"I hope so," Jani said. "I really hope so."

That night, Jani fell into a restless sleep. She tossed and turned. She dreamed about animals who could talk. In her dream she hid nearby, eavesdropping on their conversation. The animals were in danger. And they needed help. Suddenly she woke up. It was almost midnight, but there was a light in her room. "Who's there?" she asked.





There was no reply. The light glowed in the distance. Jani glanced at the clock. It was 11:55 P.M. She looked at the light again. Why did it seem so far away? She climbed out of bed. Instead of her soft rug, the floor was cold beneath her feet. Jani slowly walked toward the light.

As her eyes adjusted to the dark, Jani caught her breath. She was in some kind of science lab. Jani shook her head. "I must be dreaming," she whispered. She put a hand out and touched a metal table. She was definitely not in her own room anymore.



Kartik bowed his head. "You're welcome."

The leopards turned to Jani. "Is this another friend?" asked Asha's sister.

"Yes," Asha said. "This is Jani. We owe her our thanks, too. She made the potion that I used to save you."

Chapter 4 Home Again

“We’re safe!” Asha turned to her mother and sister and licked their faces happily.

“Thank you, my daughter.” Asha’s mother rubbed her cheek against Asha’s.

Asha purred and purred. “I missed you both,” she said.

“Hurry,” said Kartik. “We can’t rest here. The guards will be after us soon.”

Jani and the leopards nodded. They followed Kartik deep into the forest. When they were almost to the scientist’s cave, they stopped.

Asha’s mother looked at Kartik. “I owe you thanks, tiger,” she said.

“You’re welcome.”

“This is Kartik,” Asha said. “He is an acquaintance of mine. No, he is a friend.”

Asha’s mother smiled. “Thank you again, Asha’s friend.”

Jani stopped. “This is a dream,” she told herself. “So I may as well find out what’s going on.”

When Jani reached the light, she saw a leopard sitting on the floor. The leopard’s head hung sadly. “What’s the matter?” Jani asked. She didn’t expect an answer. After all, leopards can’t talk. But then, this was a dream, wasn’t it?

The leopard raised her head. “My mother and sister have been kidnapped,” the leopard said. “The people who took them will kill them for their fur. Tomorrow they will die. I have lost hope.”

Jani sat down next to the leopard and stroked her back. “We have to do something.”

The leopard sighed. “The scientist in this lab invented a potion. The potion turns leopard spots into tiger stripes. That is why I am here. But the scientist is gone. She will return next week. But by then, I’m afraid, it will be too late!”

“Why would you want to make them look like tigers?” Jani asked.

“Because the poachers only want leopard skins, not tiger skins,” the leopard replied. “If they think my mother and sister are tigers, they might let them go.”

Jani looked around. “Did the scientist leave directions for making the potion?”

“I don’t know,” the leopard said.

“Well, let’s look.” Jani stood up. “What’s your name, anyway?”

“Asha.”

“Asha. That’s pretty. I’m Jani. Let’s look in the scientist’s notebook. Maybe she wrote the directions in there.”

“That’s logical.” Asha stood up. She had a hopeful look on her face. “The notebook is on that table over there.” She walked toward the notebook and pushed it with her nose.

Jani opened the notebook and turned a few pages. She smiled. “Here is the potion!”

The guard came running back with three other guards. They chased the cats and Jani through the marketplace. People scurried to get out of their way. Carts of food and other goods were knocked over. The jumble of villagers, police officers, food, baskets, and animals allowed the cats and Jani to escape.

Jani paused to catch her breath. She realized they had reached the forest just in time. The five leopards were already showing their spots again.



Asha took the potion. Her spots changed to stripes again. Then Asha, Kartik, and Jani walked to the cage without any trouble. Kartik strolled up to the guard and smiled. He had a mouthful of sharp teeth. The guard backed away. "Go back to the forest, tiger," he said nervously.

Kartik just smiled. The guard turned and ran away. Jani poured the potion into a bowl for Asha's mother, sister, and the other two leopards. "Quick," Asha said. "Drink this potion. It will make you look like tigers so you can escape."

The four leopards lapped up the potion. They were amazed to see their spots turning into stripes. "But what do we do now, Asha?" asked her mother. "We are still locked up in this cage."

Asha thought fast. Then she ran after the guard. Asha snatched the key where it hung from the guard's belt. She ran back and gave the key to Jani. Jani unlocked the cage as fast as she could. The four cats ran out of the cage and down the road. The others were close behind.

Then Jani frowned. "There is only one problem," she said. "The potion wears off after 15 minutes. We'll have to be quick."

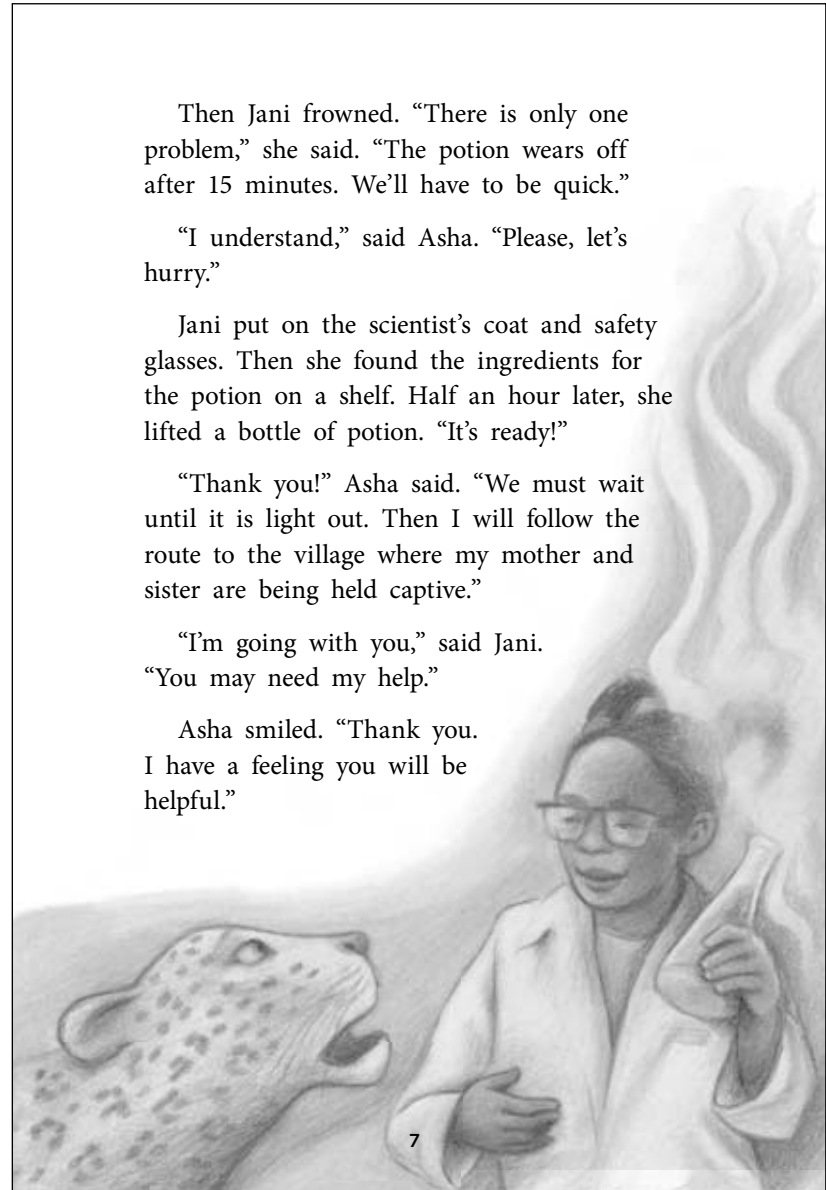
"I understand," said Asha. "Please, let's hurry."

Jani put on the scientist's coat and safety glasses. Then she found the ingredients for the potion on a shelf. Half an hour later, she lifted a bottle of potion. "It's ready!"

"Thank you!" Asha said. "We must wait until it is light out. Then I will follow the route to the village where my mother and sister are being held captive."

"I'm going with you," said Jani. "You may need my help."

Asha smiled. "Thank you. I have a feeling you will be helpful."



Chapter 2 The Tiger in the Forest

Morning came. Jani bottled the potion tightly. She slipped the bottle into her backpack. Then Jani and Asha set out for the village to find Asha's mother and sister.

Jani and the leopard walked through a dark forest with tall, green trees. Asha said that they were in India. It was hot and dry. They came to a small stream. Jani knelt to take a long drink of water. Asha lapped water beside her.

Suddenly, they heard a scuffling sound behind them. Asha and Jani spun around just in time to see two men running through the trees toward them. One of the men was waving a large net.

"Quick!" Asha said. "Give me the potion." Jani pulled the tiger-stripe potion from her backpack. Then she gave Asha a small sip.

Jani stood tall as the poachers ran toward her. Then she put her hands on her hips.



"I'll walk with you," Jani said. "You can pretend that you belong to me. That way you can walk right up to the cages."

Kartik nodded. "It's a good plan," he said. "I think it will work."

Chapter 3 The Rescue

After a long, hard walk, Asha, Kartik, and Jani reached the forest's edge. The road into the village lay before them. Asha, Kartik, and Jani looked down the road. They could see four leopards in a cage behind a guard.

"That's them!" cried Asha. "That's my mother and sister. And my mother's two best friends."

Kartik stared at the people walking on the village streets. "Do you have a plan?" the tiger asked.

"Yes," said Asha. "Here's my plan. I'll drink the potion so that I look like a tiger too. Then you can keep the guard busy while I give the potion to my mother and sister. I hope there's enough to give some to those other poor leopards too."



"What do you want?" she asked the men scornfully.

"We aren't going to hurt you," one of the men said. "We just want that leopard."

Jani looked around. "What leopard?"

"That leopard." The man pointed, then stopped. Where Asha had sat, there was now a striped tiger. The man blinked. "We thought we saw a leopard."

"Maybe you need eyeglasses," Jani said. "There's no leopard around here."

“Whew,” said Jani after the men left.
“That was a close call.”

“Yes,” said Asha. “Let’s get out of here before I change back into a leopard.”

The two friends ran through the forest. Suddenly, a large tiger appeared on the path before them. Asha and Jani screeched to a halt. They fell down in a jumble of animal paws and human legs. The tiger stood over them. Jani swallowed hard and said, “Uh, nice kitty ...”

The tiger ignored her to look at Asha. “I’m Kartik. I don’t think I’ve ever seen you here before.”

“No,” said Asha. She swished her tail at him. Then she looked down at her legs.



The tiger stripes were changing back to leopard spots. Asha looked up at Kartik. She had heard that tigers did not like leopards. Her mother always said, “Stripes and spots never mix.” Now Asha said, “Uh-oh.”

“You’re a leopard!” Kartik said. A surprised look appeared on his furry face.

“Yes,” Asha said. “You’re not going to hurt us, are you?”

“No. But what are you doing here in my forest?”

Asha explained that she was on her way to rescue her family from poachers. “They want to make my mother and sister into coats,” she said.

“Very well,” Kartik said. “I will show you the fastest way to the village. No tigers will bother you as long as I’m with you. And then I will help you with the rescue.”

“Thank you,” Asha said. “I didn’t know tigers could be kind to leopards.”

The three of them set off together.



Home-School Connection

Word Workout

WORDS TO KNOW

prehistoric	communication	investigates
territory	nutrients	solitary

Look Out Let's choose one of the words as the subject of a book we want to write. We can talk about what we want to say in the book, using the words above. We'll try to use description when we talk about our book.

SPELLING WORDS

funnier	families	varied	marries
carries	easily	silliest	jumpier
emptier	merrier	pennies	cozily
sorriest	lazier	happiest	dizziest
worried	replied	applied	prettily

Spelling Change I'll read a base word and tell you the ending I want. For example, I might say *story* with the ending *s*. You would tell me the word is *stories*.

Dear Family Member:

This week we're reading *The Life and Times of the Ant*. It's a nonfiction piece about the insects. I'm learning a lot of facts about ants. I never knew they were such fascinating insects.

I really like the way the author describes how the ants work and what their homes look like. As I read I'll look for more description because it helps me better understand the subject.



This Week's Skills

Comprehension: description

Vocabulary: Greek and Latin roots

Spelling/Phonics: words with *y* that change to *i*

Name _____

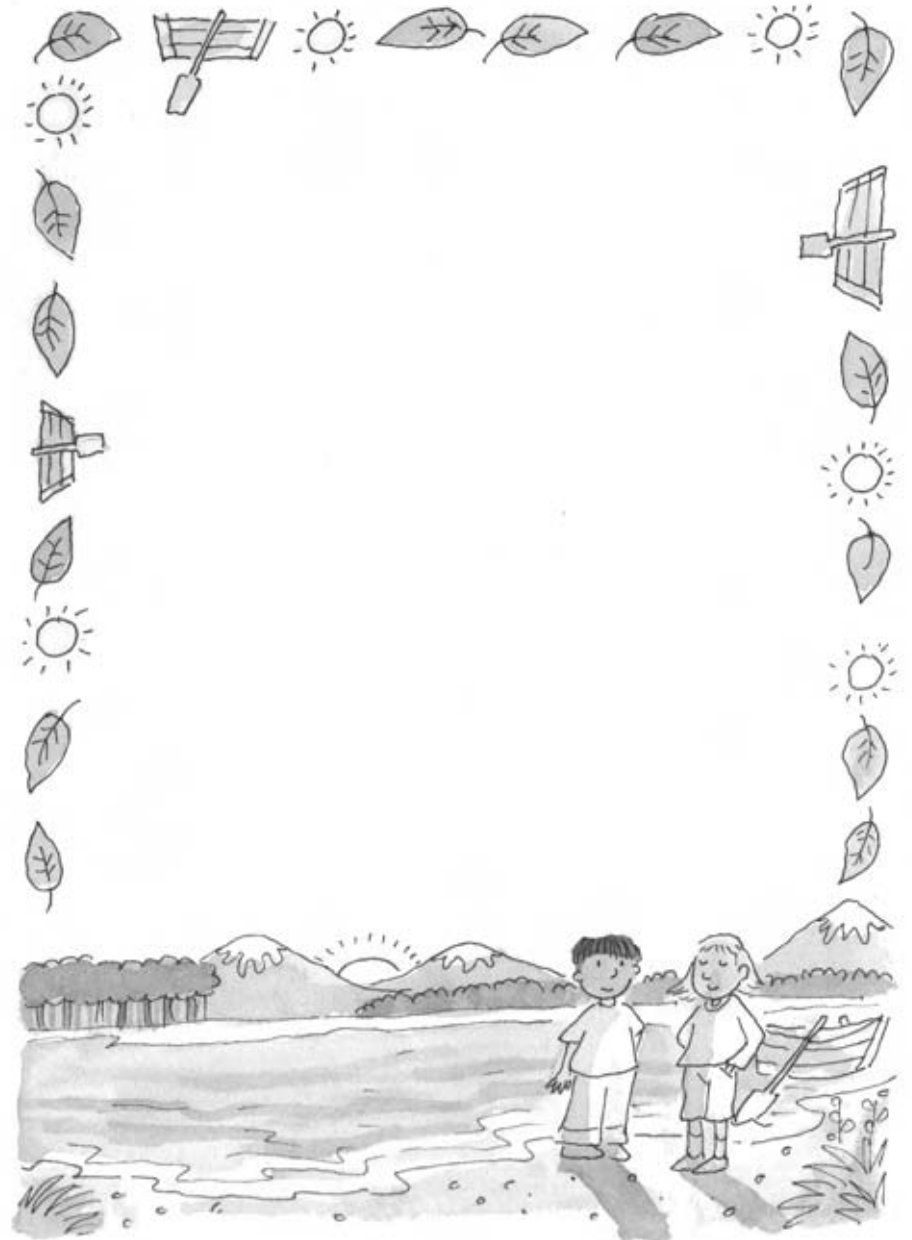
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Take a Look

Description makes writing come alive. Let's look at each picture and talk about how we would describe each one. What do they look like? What are they doing? Where are they? We can decide just what we want to describe, and we can make a few notes about our description.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

prehistoric communication investigates
territory nutrients solitary

¡Cuidado! Vamos a escoger una de las palabras de arriba como tema de un libro. Podemos usar el resto de las palabras para hablar sobre el libro. Vamos a tratar de emplear descripciones cuando hablemos sobre nuestro libro.

PALABRAS DE ORTOGRAFÍA

funnier	families	varied	marries
carries	easily	silliest	jumpier
emptier	merrier	pennies	cozily
sorriest	lazier	happiest	dizziest
worried	replied	applied	prettily

Terminaciones variadas Te voy a leer una palabra base y a decirte cuál es la terminación que quiero. Por ejemplo, si yo te digo *story* con la terminación *s*, tú debes decirme que la palabra es *stories*.

Queridos familiares:

Esta semana estamos leyendo *The Life and Times of the Ant*. Es una obra de no ficción sobre las hormigas. Estoy aprendiendo muchas cosas sobre esos insectos. No sabía que eran tan fascinantes. Realmente me gusta la manera en que el autor describe cómo trabajan las hormigas y cómo son los lugares donde habitan. A medida que lea buscaré más descripciones, porque eso me ayuda a entender mejor el tema.



Destrezas de la semana

Comprensión: descripción

Vocabulario: raíces del griego y latín

Ortografía/Fonética: palabras con *y* que cambian a *i*

Nombre _____

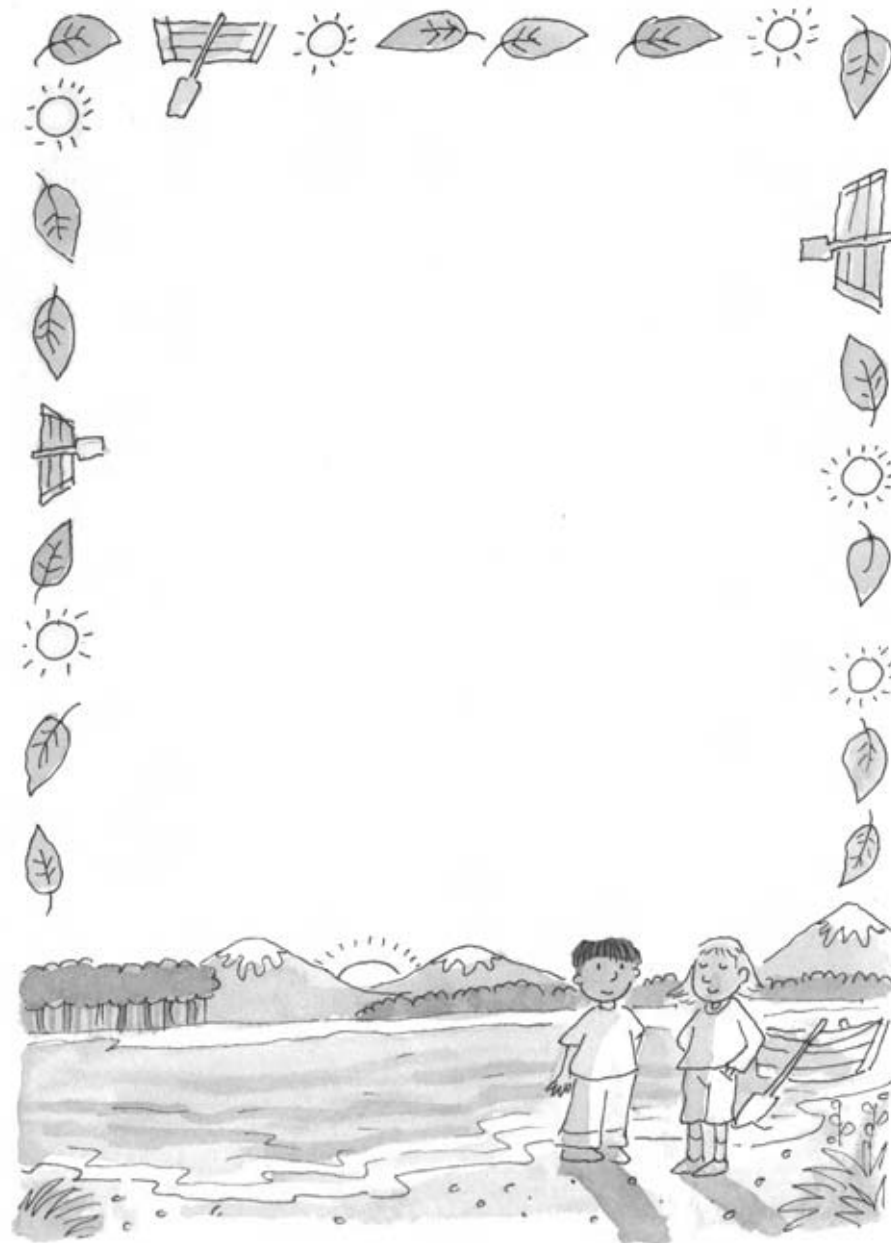
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Mira con atención

La descripción hace que un texto cobre vida. Vamos a mirar cada ilustración y a hablar de cómo las describiríamos. ¿Qué apariencia tienen? ¿Qué están haciendo los personajes? ¿Dónde están? Podemos decidir qué es lo que queremos describir y tomar algunas notas de nuestra descripción.



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Comprehension Check

Summarize

Use a Description Chart to list words from this book that describe butterflies and moths. Then use the chart to summarize the information in the book.

↓
↓
↓

Think and Compare

1. Skim page 13. What are some of the different ways butterflies and moths protect themselves from their enemies? (**Identify Text Structure: Description**)
2. Butterflies and moths rely a great deal on their different senses. Which of your senses do you use the most? Why? (**Apply**)
3. Many butterflies and moths are losing their habitats. If butterflies and moths disappeared altogether, how would it affect the world around us? (**Analyze**)

Butterflies and Moths

by Susan Ring



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Introduction

They swoop and flutter. They fill our lives with bright colors. But how much do you really know about butterflies and moths? There are about 20,000 different kinds of butterflies in the world. And there are more than 250,000 different types of moths.

Butterflies and moths are found on every continent except Antarctica. They live on mountains and in meadows. Some thrive in cold climates. But most butterflies and moths prefer warm places, like rain forests. Both butterflies and moths begin life as tiny eggs that hatch into caterpillars. Rain forests have plants for these caterpillars to eat. There are also a lot of flowers in rain forests. Adult moths and butterflies sip on the sweet nectar of these flowers.

Butterflies and moths play an important role in nature. They take pollen from flower to flower. They are also food for many other creatures, such as lizards, spiders, and birds.

Glossary

abdomen (*AB-duh-muhn*) the rear part of an insect's body
(page 4)

antennae (*an-TEN-ee*) a pair of long, thin feelers that allow an insect to sense its surroundings; the singular is **antenna** (*an-TEN-uh*) (page 4)

chrysalis (*KRIS-uh-lis*) the hard outer protection made by a caterpillar that protects it as it changes into a butterfly
(page 14)

cocoon (*kuh-KEWN*) a silky covering that a caterpillar spins around itself to protect it while it changes into a moth
(page 16)

larva (*LAHR-vuh*) the newly hatched form of some insects and some animals. A caterpillar is the larva of a moth or butterfly. The plural is **larvae** (*LAHR-vee*). (page 14)

molt (*MOHLT*) to grow out of, or shed, old skin and grow new skin
(page 14)

pupa (*PYEW-puh*) the development stage during which a caterpillar changes into a butterfly or moth
(page 14)

thorax (*THAWR-aks*) the middle part of an insect's body
(page 4)

Index

body parts, 4, 8-9, 11, 12-13 senses, 12
enemies, 2, 13 size, 5, 10
migration, 6-7 stages of life, 14-17

Conclusion

For many years people collected butterflies and moths. Today it is against the law to capture many kinds of insects. It is important to protect them from dying out.

One way you can enjoy butterflies and moths is by making a butterfly garden. Butterflies and moths like to visit certain flowers and bushes. You can also have plants where the female insects can lay their eggs. With this garden you will be able to observe these extraordinary insects and help them survive.



The word *butterfly* comes from this yellow butterfly, called a Brimstone. Years ago people called it a "butter-colored fly."

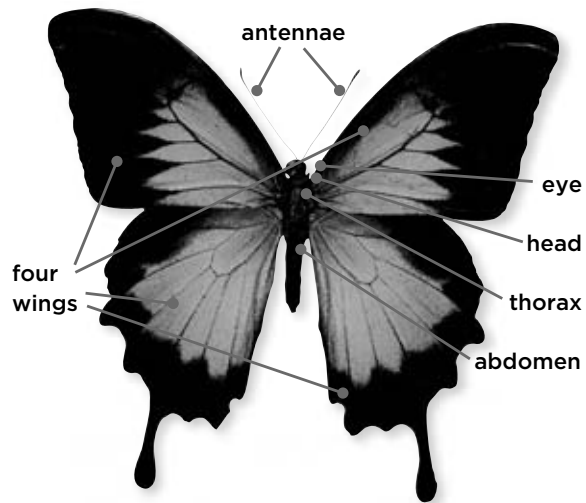




Chapter 1

Butterflies

Like all insects, butterflies have three body parts. The parts are called the head, the **thorax**, and the **abdomen**. Attached to the head are two **antennae** with round knobs at the end. Antennae help the butterfly sense its surroundings. Butterflies also have six legs and four wings. The wings are made up of tiny scales. Wings are strong but light. Some butterflies can fly as fast as 30 miles per hour (48 km/h).



Some moth cocoons—like this one—blend in with tree bark or dead leaves. Others blend in with green leaves. Either way, camouflage helps the pupa stay safe.



Finally, when the moth is ready, it must force its way out of the cocoon. The cocoon can be very hard. Some moths cut their way out with a special organ on their bodies. Others soften the walls with a special liquid.



Moths go through incredible changes too. Like butterflies, female moths lay eggs that hatch as larvae—also called caterpillars—that grow and molt over time.

When a moth caterpillar is ready to become a pupa, it spins a **cocoon**. The cocoon covers the caterpillar while it changes into a moth. Some moth caterpillars make their cocoons underground. Others make them in trees. A cocoon gives good protection. It can even help a pupa overcome cold weather.

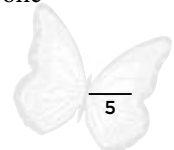


© Some female moths lay hundreds of eggs. These eggs take about two weeks to hatch.



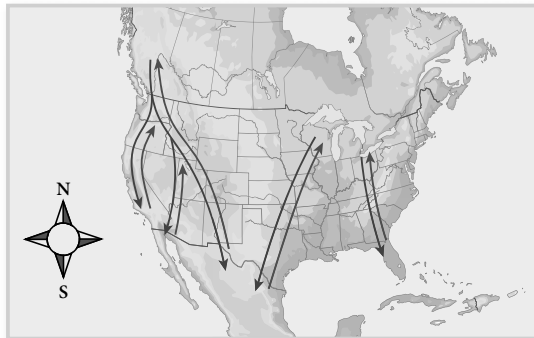
📍 The Queen Alexandra is the largest butterfly in the world. It lives in rain forests in southeast Asia.

Butterflies come in many shapes, sizes, and colors. The largest butterfly in the world has a wingspan that is almost as wide as a 12-inch (30.48 cm) ruler. The smallest butterfly is about the size of a bee. Its wingspan is less than one inch (2.54 cm).



You may know that some birds fly south in the winter. Many butterflies and moths do too, but only one kind of butterfly truly migrates. Monarch butterflies fly south when it gets cold in the north. They return to where they started later in the year. These butterflies can cover 1,000 miles (1,609 km) in a few days. In all, the trip can be more than 4,000 miles (6,437 km) long.

Monarch Migration Routes



📍 Astronomers and other scientists think that monarchs might use the sun to help them find their way as they migrate.

MONARCH
BUTTERFLY



The caterpillar eats until its next stage of life. It doesn't sip nutrients like an adult butterfly does. It has jaws made for munching leaves.

The caterpillar keeps growing. But its skin does not grow at the same rate. The caterpillar must molt—shed its skin—as it grows. The caterpillar molts about six times in all. Before its last molt, it attaches itself to a stem. At this stage the caterpillar is called a pupa. The pupa hangs on without moving. But changes are happening inside. Finally a butterfly appears.

4. The butterfly breaks through the chrysalis.



5. The butterfly dries its wet, crumpled wings in the air.



6. A few hours later, the butterfly has spread its wings. It is ready to fly.





Chapter 3 Changes

A caterpillar looks nothing at all like an adult butterfly. So how does this change occur? First a female butterfly finds the perfect place to lay her eggs. When each butterfly egg hatches, a tiny **larva** crawls out and immediately starts eating. This larva is called a caterpillar.



1. The caterpillar molts.



14

2. The caterpillar spins a silk knob to attach itself to a stem.



3. The butterfly forms inside the **chrysalis** during the **pupa** stage.

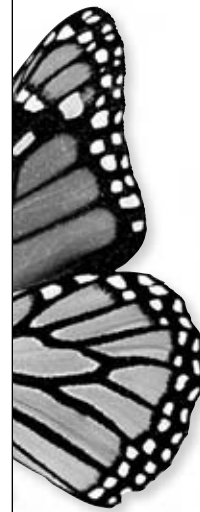


Butterflies and Moths

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Some butterflies are solitary. But monarchs travel in large groups.



But that's not the only interesting thing about their journey. Monarch butterfly eggs hatch in the South during the warm winter months. The caterpillars grow into adult butterflies. It is these new monarch butterflies that make the trip back north. These butterflies know exactly where to go and when to fly even though they have never made the trip before. They visit the same territory as the butterflies that went before them.

7



Chapter 2 Moths

Moths have the same three body parts as butterflies. Some moths have simple straight antennae. Others have antennae that look like feathers.

Some moths eat crops and can destroy a farmers' fruit trees. But most moths help flowers grow. Like butterflies, moths fly from flower to flower, spreading pollen.

👉 This moth investigates its surroundings with its large, feathery antennae.



ROBIN
MOTH

Birds, monkeys, and lizards all like to eat butterflies and moths. So the insects must find ways to protect themselves. And they do it in some very clever ways.

Camouflage helps some butterflies and moths blend in with their surroundings. Some moths have one color on top of their wings and another color beneath. That way they can blend in with a leaf or a twig.

Color is also used for communication. Bright colors often warn enemies that a butterfly or moth is poisonous or tastes bad.



👉 Some moths have huge eyespots on their wings. The eyespots of the Polyphemus moth look like the eyes of a larger animal.



Senses and Defenses

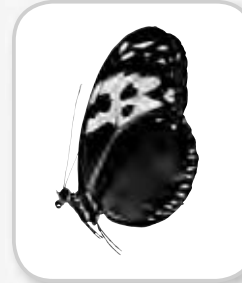


PAINTED LADY
BUTTERFLY

Butterflies and moths have taste buds on their tongues. But female butterflies and moths also taste with their feet. Before she lays her eggs, this butterfly tests the plant with her feet. She makes sure that her young will be able to eat the plant as soon as they hatch.

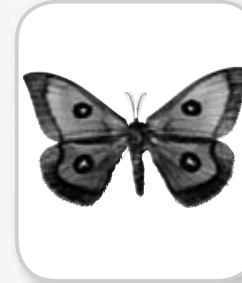
Moths and butterflies also rely on their sense of smell. But they don't have noses. They pick up different scents with their antennae. A male luna moth can pick up the scent of a female moth from 5 miles (8 km) away!

Butterfly or Moth?



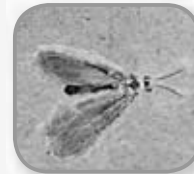
Butterflies

- Active during the day
- Rest with wings folded up behind their backs
- Have slim bodies
- Have antennae with round knobs at the ends



Moths

- Active at night
- Rest with wings open flat
- Have fat bodies
- Have straight or feathery antennae



Moths have been on Earth for millions of years. They were flying around the dinosaurs during prehistoric times.



MADAGASCAN
SUNSET MOTH



👉 Most moths fly at night. These moths are less colorful than butterflies. But some brightly colored moths fly during the day.

Most large moths live off food that was stored in their bodies when they were caterpillars. This food lasts into their adult lives.

The atlas moth is the 🌐 largest moth in the world. It is the size of a dinner plate!



Did You Know...

A large group of butterflies is called a kaleidoscope, a swarm, or a rabble.

Moths that do eat have very long tongues. The tongue stays rolled up under the insect's head. When it is ready to eat, the moth unrolls its tongue and sticks it into a flower. Then, using its tongue like a straw, the moth sips the sweet nectar.

👉 This hummingbird moth is using its long tongue to feed from a milkweed flower.





Home-School Connection

Word Workout

WORDS TO KNOW

decayed electrical fuels globe

Matching Phrase I'll give you one or two words that describe one of the vocabulary words. Then you tell me what the vocabulary word is. For example, if the word were *palace*, I might say *mansion*.

SPELLING WORDS

wool	food	tunes	move
used	mood	brooks	crew
spool	stool	stew	suits
grew	group	stoop	you'll
should	cookie	huge	zoom

Missing Letter I'll rewrite the spelling words leaving out the vowels. You can fill in the correct vowels and spell the word.

Dear Family Member:

This week we are reading "Energy." It's a series of articles that tell about the ways we use energy. There are a lot of facts presented that point out the need for people to conserve and use energy wisely. That's the point I think the authors want to get across. Their purpose is to persuade people that energy conservation is important.

This Week's Skills

Comprehension: author's purpose

Vocabulary: context clues: definitions

Spelling/Phonics: words with the sound of u

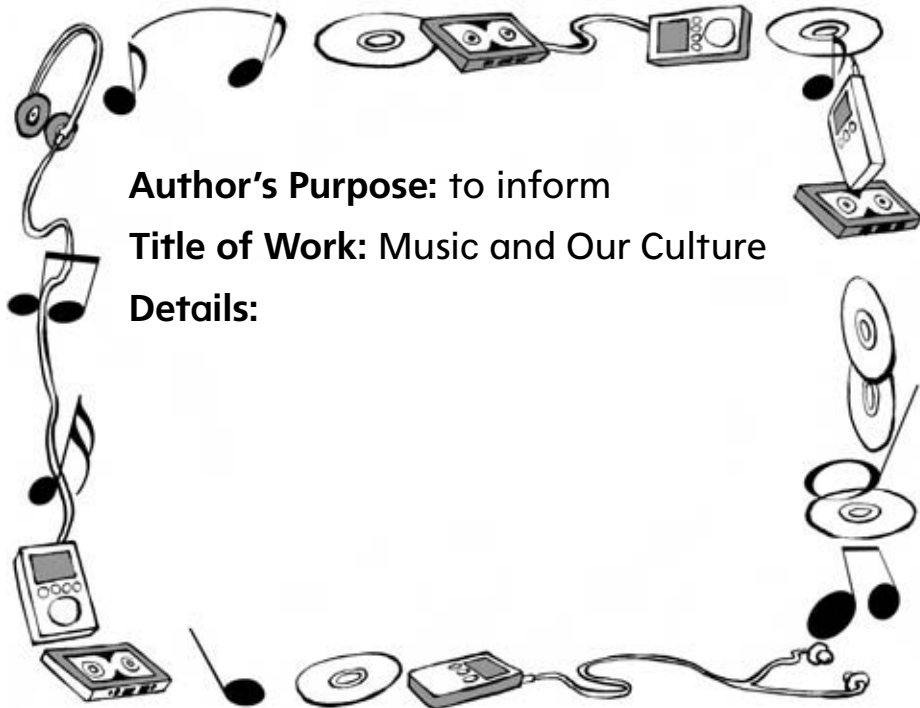


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Name _____

And the Purpose Is...?

Let's list some details the authors might include in the following books.

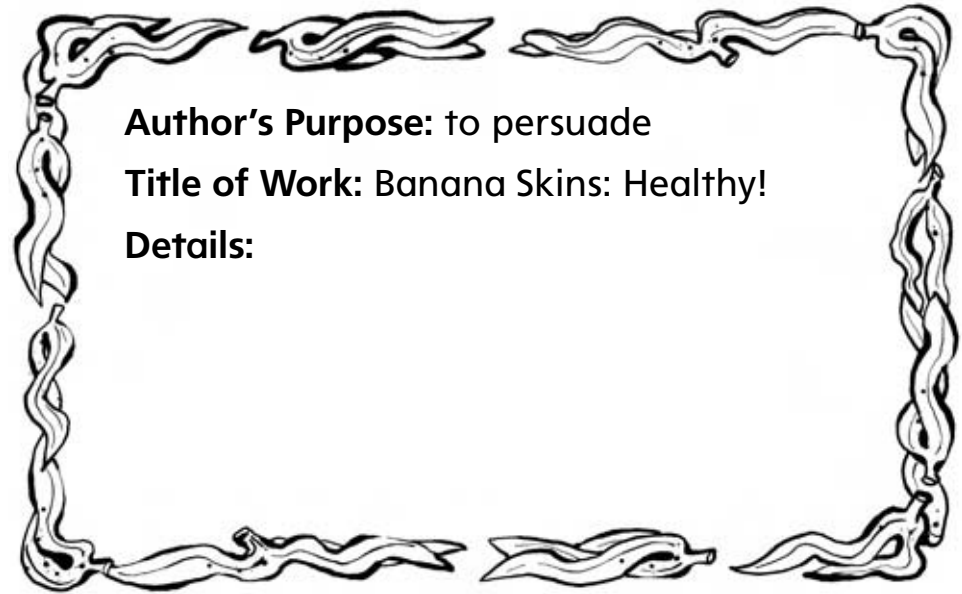


Author's Purpose: to inform

Title of Work: Music and Our Culture

Details:

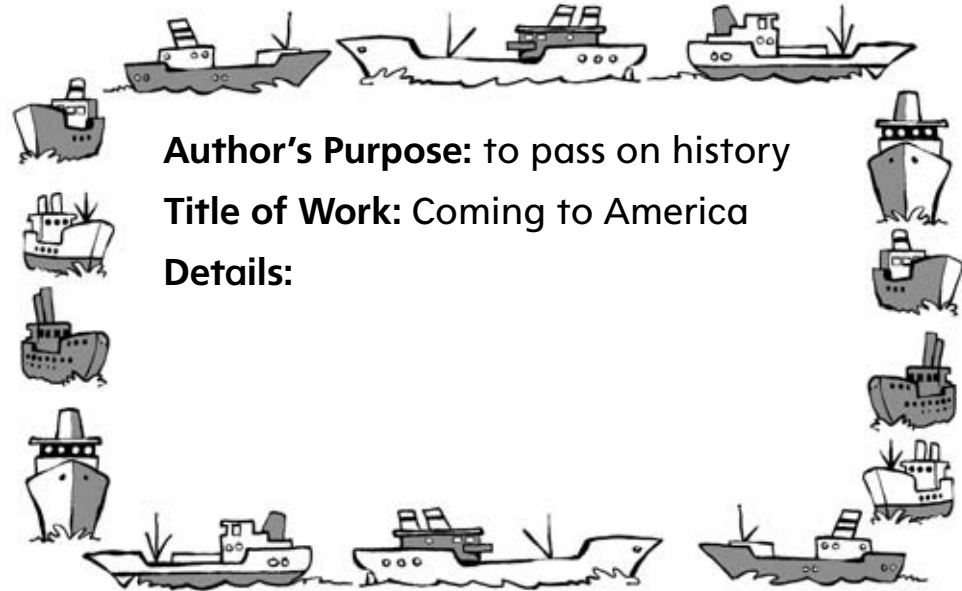
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Author's Purpose: to persuade

Title of Work: Banana Skins: Healthy!

Details:



Author's Purpose: to pass on history

Title of Work: Coming to America

Details:



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

decayed electrical fuels globe

Asociaciones Te voy a decir una o dos palabras que describan una de las palabras del vocabulario. Tú debes decirme de qué palabra se trata. Por ejemplo, si la palabra fuera *palace*, yo podría decirte *mansion*.

PALABRAS DE ORTOGRAFÍA

wool	food	tunes	move
used	mood	brooks	crew
spool	stool	stew	suits
grew	group	stoop	you'll
should	cookie	huge	zoom

Faltan letras Voy a volver a escribir las palabras de ortografía, pero sin las vocales. Tú puedes sugerir las vocales apropiadas y deletrear la palabra.

Queridos familiares:

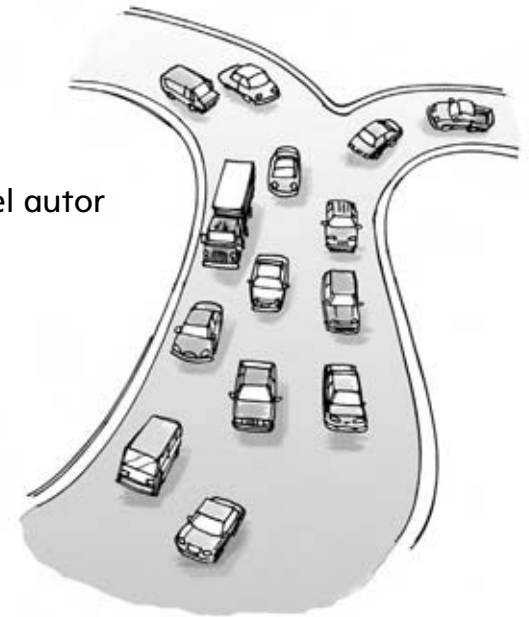
Esta semana estamos leyendo *Energy*. Es una serie de artículos que hablan sobre la forma en que usamos la energía. Se presentan muchos datos que indican la necesidad que tenemos de usar y conservar la energía prudentemente. Ésa es la idea que creo que los autores desean comunicar. El propósito de los autores es persuadir a la gente que la conservación de energía es importante.

Destrezas de la semana

Comprensión: propósito del autor

Vocabulario: claves del contexto—descripción

Ortografía/Fonética: palabras con el sonido de la u

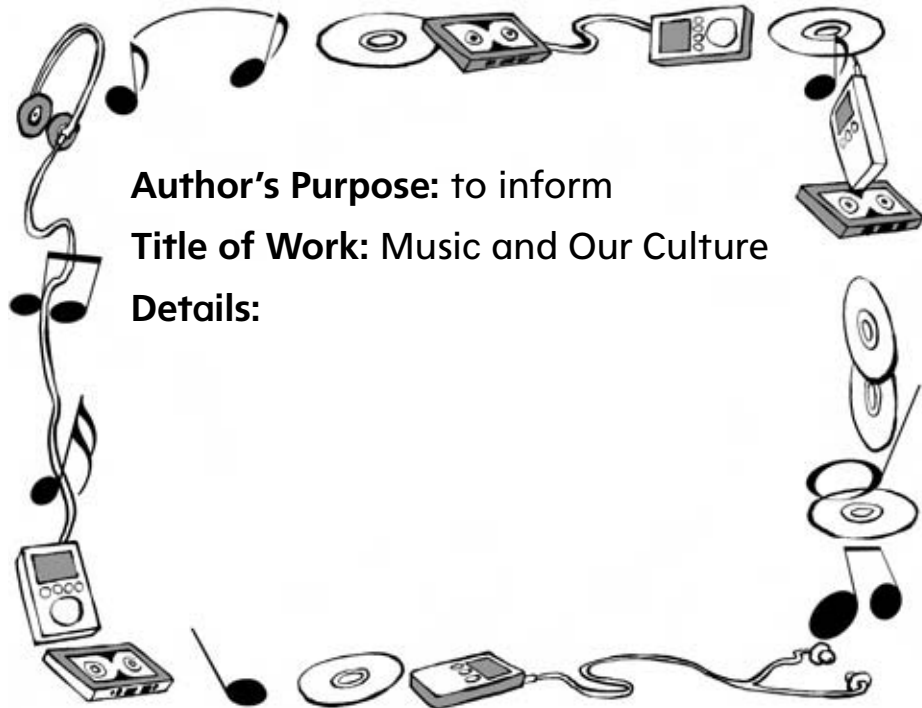


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Nombre _____

¿Y el propósito es...?

Hagamos una lista de algunos detalles que los autores podrían incluir en los siguientes libros.

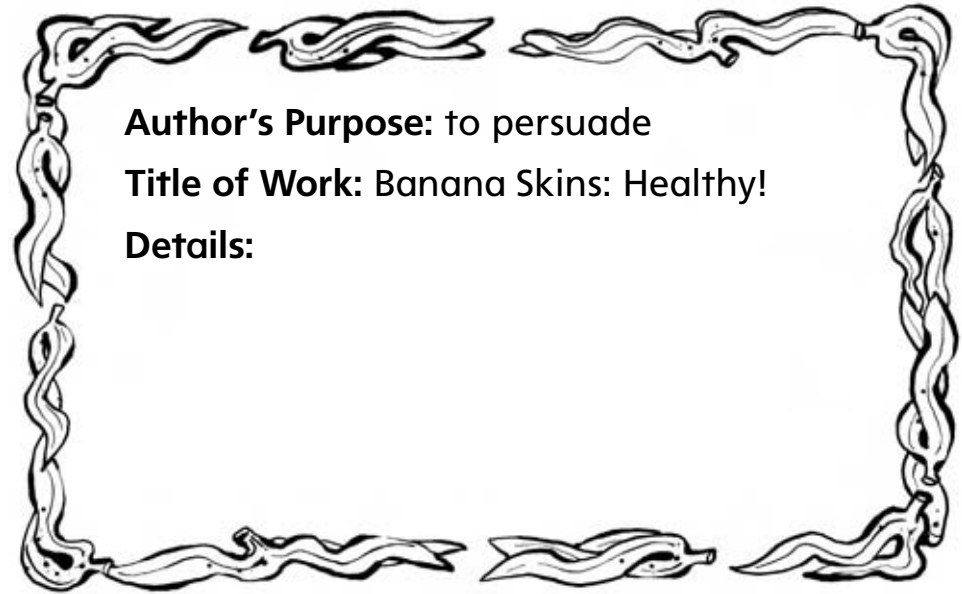


Author's Purpose: to inform

Title of Work: Music and Our Culture

Details:

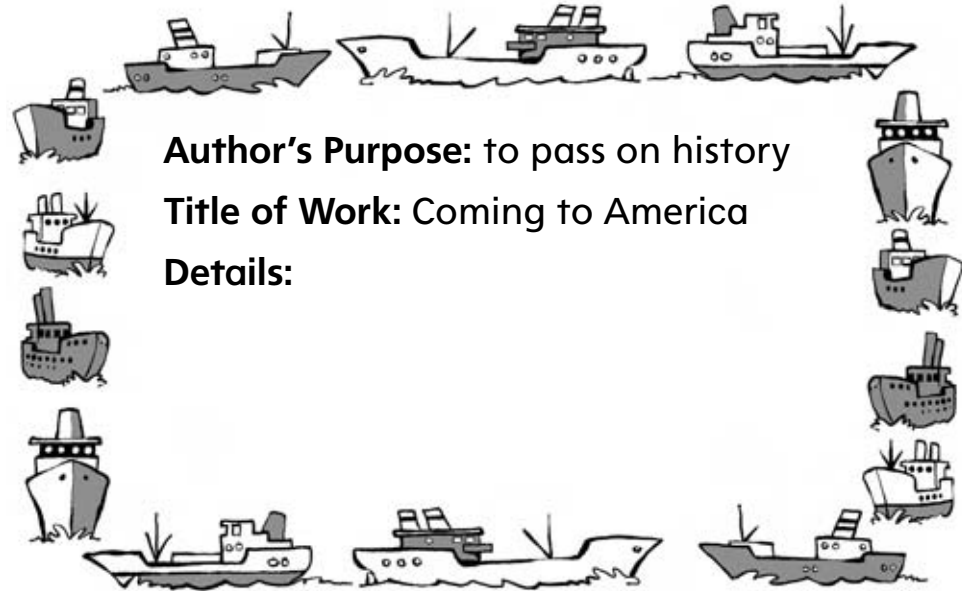
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Author's Purpose: to persuade

Title of Work: Banana Skins: Healthy!

Details:



Author's Purpose: to pass on history

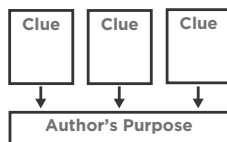
Title of Work: Coming to America

Details:

Comprehension Check

Summarize

Use the chart to record clues about the author's purpose. Then summarize the book.



Think and Compare

1. Reread pages 20 and 21. Why does the author tell about wind energy? **(Author's Purpose)**
2. Would you want a wind farm in your neighborhood? Why or why not? Use evidence from the book to support your answer. **(Analyze)**
3. How would people around the world benefit from having wind farms? What problems might wind farms cause for them? **(Evaluate)**

THE POWER OF WIND

BY MANUEL ALEMÁN



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INTRODUCTION

What would happen if we didn't have electricity or gasoline? Our cars would not run. People living in cold places might have to burn wood to keep warm. At night, streets and homes would be dark.

We use fuels such as petroleum and coal to run the things we use in our lives. Those fuels come from plants and animals that decayed millions of years ago. The fuels cause **pollution**. The fuels are also **nonrenewable resources**. That means they will run out someday.

This smoke comes from burning coal.
The smoke causes pollution.



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Glossary

energy source (*EN-ur-jee SAWRS*) where we get energy to make electricity, such as sun water, and wind (**page 3**)

generator (*JEN-uh-ray-tur*) a machine that makes electricity (**page 11**)

kilowatt (*KIL-uh-waht*) one kilowatt equals 1,000 watts; one megawatt equals 1,000,000 watts. Watts, kilowatts, and megawatts are used to measure electricity. (**page 13**)

nonrenewable resource (*non-ri-NEW-uh-buhl REE-sawrs*) something that can only be used once. It will eventually run out because it cannot be used again. (**page 2**)

pollution (*puh-LEW-shuhn*) the result of putting harmful substances into the environment (**page 2**)

wind farm (*WIND FAHRM*) a place where wind turbines are arranged closely together to make electricity (**page 13**)

wind turbine (*WIND TUR-bighn*) a tall metal tower with metal blades. It catches wind and sends the energy to a generator that is attached to it. The generator makes electricity. (**page 11**)

windmill (*WIND-mil*) a tall tower with oars or sails that uses wind power to grind grain or pump water (**page 7**)

Can we find an **energy source** that won't run out and does not pollute? We already use the power of the sun and water to make some electricity. But did you know that we can also use the wind?

In this book, you'll learn about wind. You'll find out how people first used the power of wind and how we use the wind today.

Hoover Dam

Dams use water power to make electricity. Hoover Dam is a huge dam on the Colorado River. It makes electricity for parts of California, Arizona, and Nevada.



Chapter 1
**SAILBOATS AND
WINDMILLS**

Long ago people had their own ways to explain where the wind came from. Ancient Greeks believed that the wind came from caves. They said the weather changed when the god of wind let the wind blow out of those caves.

The Chinese believed that the wings of a dragon god stirred up the wind. People of India said that a god of storms and wind brought windstorms. And sailors of Finland had a god they turned to if they wanted good winds for sailing.

Caves can be very windy. This cave in New Mexico is one of the windiest caves of all.



People have used wind power for many years. They built sailboats to travel the globe. They built windmills to grind grain and pump water. Today people use wind farms to make electricity.

As scientists make new discoveries, wind farms will cost less. Then we will be able to make electricity without using fuels that pollute the earth. It's possible that wind energy will become our main source of energy in the future.

In the future, we may be able to power large cities without polluting the environment.



CONCLUSION

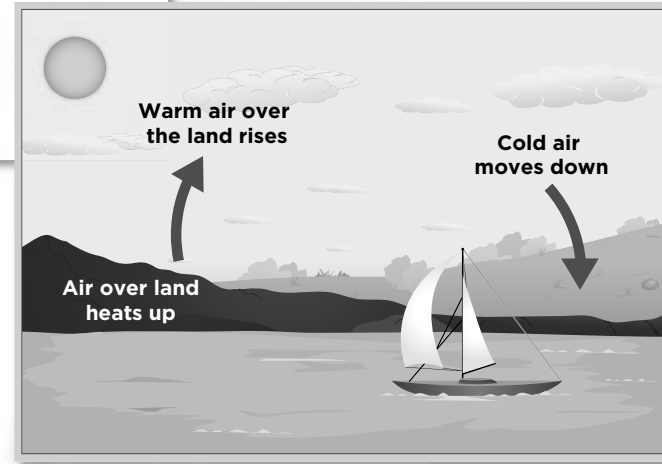
We use electricity and gasoline to cook, heat our homes, and power our cars. Today a lot of electricity comes from fuels such as petroleum and coal. These fuels are nonrenewable resources that pollute the environment.

We do have other sources of energy such as sun and water power. But the best source of energy may be wind power. Wind power will not run out. It does not pollute the environment.



Windmills have changed over time.

What Causes Wind?



The movement of hot and cold air causes wind.

When scientists began to study the wind, they found out that wind is the movement of air. But why does air move? The answer is simple.

During the day, the sun heats up the earth and the air around it. When air is heated up, it gets lighter and rises. The warm air moves up and pushes down the heavy cold air. This movement of hot and cold air is wind.

People have always wanted to use the power of the wind. One of the first ways people used wind was for sailing. Before sailing, people rowed boats across the water. When sailboats were invented, it was easier and faster for people to travel on the water. The wind pushed the sails and the sails moved the boat. The wind did most of the work!

Sailors learned a lot about the wind as they traveled around the globe. In the late 1400s, Portuguese sailors figured out how to use the winds to cross the ocean. They shared what they knew with the country of Spain. The information helped explorers such as Columbus.



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The Power of Wind

Wind farms can also help people save money. If towns had wind farms, they wouldn't have to buy high cost fuel or electricity from other places.

Small wind turbines have been sent to some poor communities around the world. An entire unit, called a village power system, can be shipped in a container. The system costs less than fuel. It works very well and is better for the environment.

Some of the electricity in Texas comes from wind farms like this.





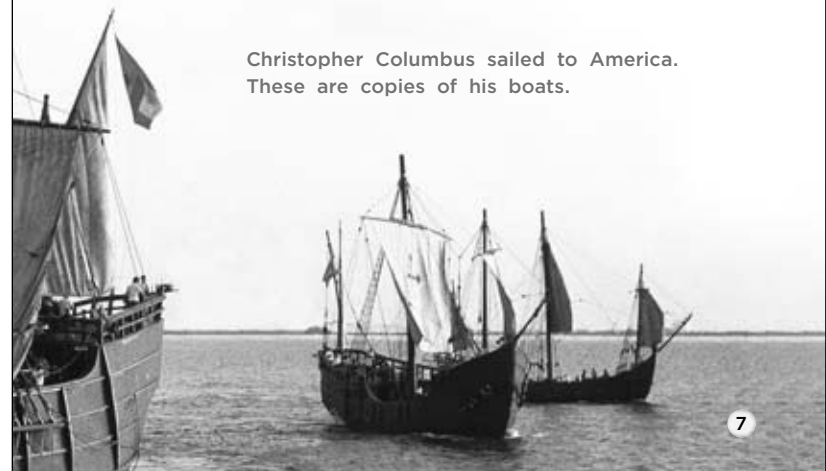
Wind turbines don't take up a lot of room. Farmers can raise cattle or grow crops around the turbines.

Why should we use wind energy if it causes so many problems? There are many reasons why energy from the wind is good.

Wind farms do not burn fuels to make electricity, so they do not pollute. Also, the land on wind farms can be used for other things as well. Farmers can grow crops or raise livestock around the turbines on a wind farm.

As time went on, people found other ways to use the wind. They invented the **windmill** to grind grain into flour for bread and other foods. Before the windmill, grain was ground by hand. It was hard work.

The first windmills had wooden shafts, or long poles. Small sails were attached to the shafts. When the wind blew, the sails caught the wind and the shafts turned. The shafts moved a heavy stone that ground the grain.



Christopher Columbus sailed to America. These are copies of his boats.

The small sails on the first windmills didn't catch a lot of wind. So more efficient, or better working, windmills were designed. Instead of sails, the windmills had large wooden oars. The wooden oars caught more wind.

Like the first windmills, these windmills were also used to grind grains. Later they were used to pump water for farming. Some were even used to make spices, paints, and clay.

In the 1700s the Dutch found another use for windmills. Much of their land is below sea level. The Dutch had built dikes, or high walls, to hold back the sea from the land. But during storms, seawater often broke through the dikes. So the Dutch built windmills along their shores. The windmills pumped storm water back into the sea.

This is one of the windmills that the Dutch built on their shores.



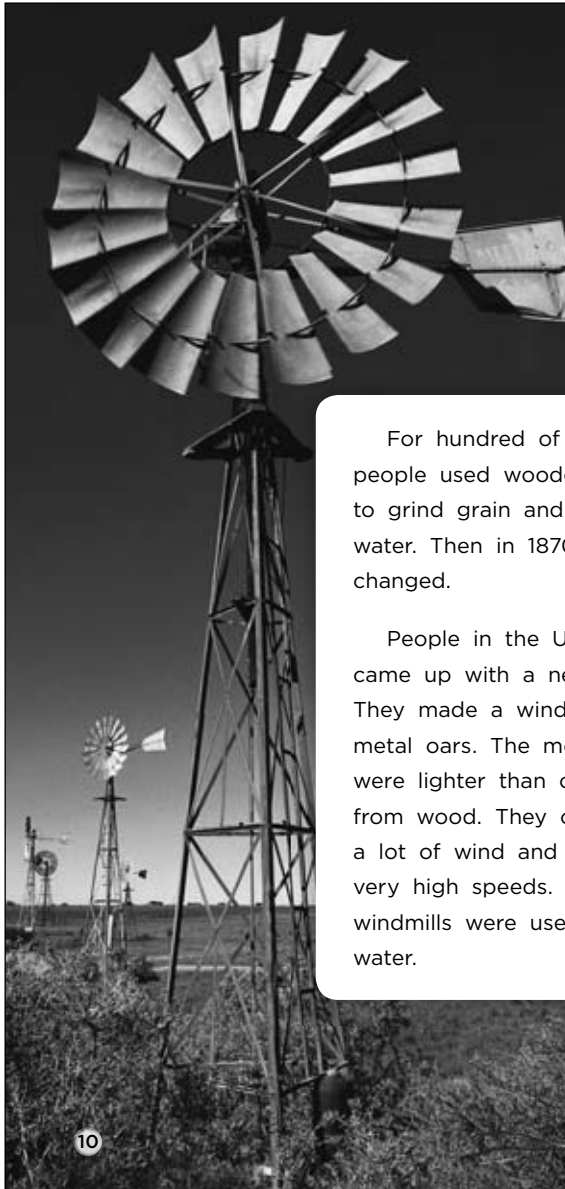
Sometimes it can be hard to find a good place for a wind farm. Large cities usually don't have flat open spaces for wind farms. But large cities are just where wind power is needed most!

Wind farms have other problems, too. The noise from the turbine blades can scare wildlife. Some people believe that the tall turbines ruin scenic views.

Another problem is that the spinning blades sometimes kill birds. Most of the birds that are killed are raptors, or birds of prey. Scientists are working to solve this problem. Wind turbine blades are being made with patterns or bright colors. If the blades stand out, the birds might stay away from them.

The bright red color on this turbine keeps birds from flying into the blades.





Millions of windmills were put up in the United States after 1850.

For hundred of years, people used wooden windmills to grind grain and pump water. Then in 1870, windmills changed.

People in the United States came up with a new idea. They made a windmill with metal oars. The metal oars were lighter than oars made from wood. They could catch a lot of wind and spin at very high speeds. The new windmills were used to pump water.

Chapter 3

WIND ENERGY

There are many good reasons to use wind energy, but there are some problems. Right now it cost a lot to build a wind farm. Inventors are finding new ways to bring down the cost.

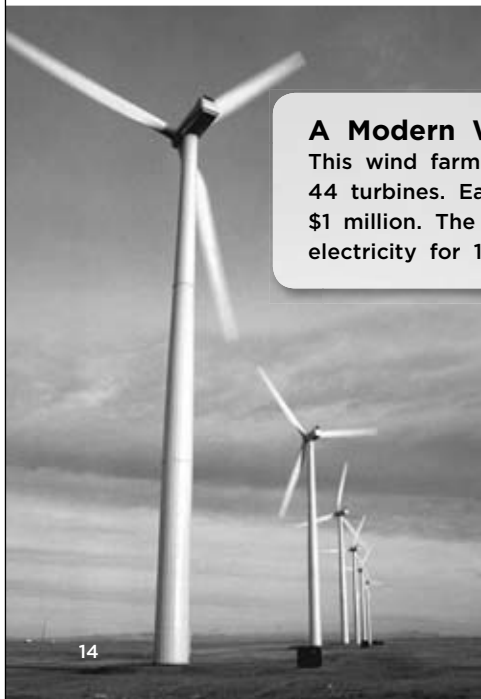
Another problem is that the wind doesn't always blow. Scientists are looking for ways to make electricity even when the wind is calm.

These workers are fixing a wind turbine. They work inside the top of the turbine.



Where are wind farms built? The wind blows freely when there are no mountains or hills in the way. So flat land is the best place for wind farms. People who build wind farms also look for high wind zones, or places where there is a lot of wind.

In 1994 a company in Minnesota started using wind farms to make some of its electricity. Today there are large wind farms in other states as well.



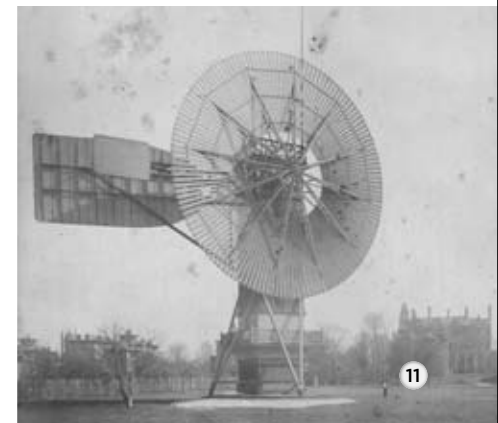
A Modern Wind Farm

This wind farm in Colorado has 44 turbines. Each turbine costs \$1 million. The wind farm makes electricity for 10,000 people.

Chapter 2 WIND TURBINES AND WIND FARMS

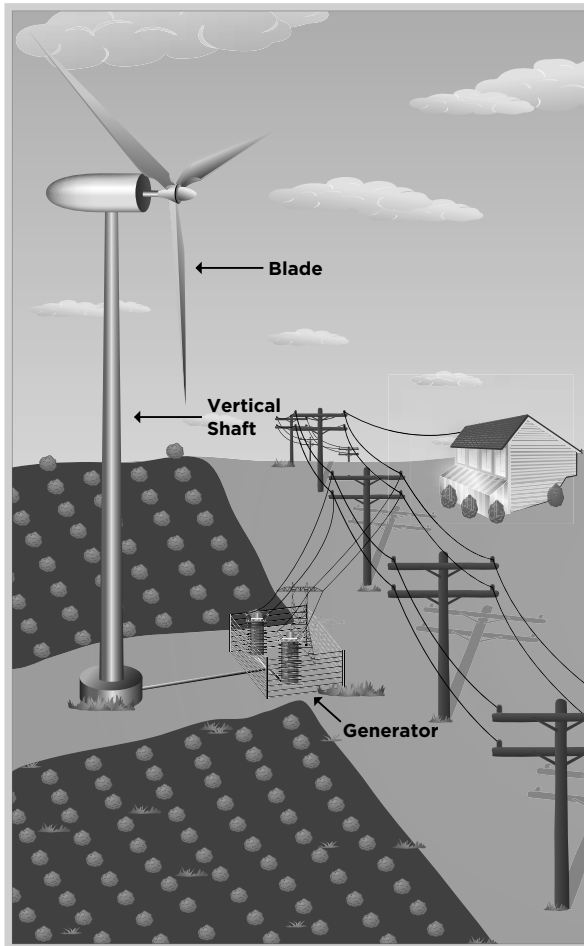
People continued to find other ways to use wind power. One invention called the **wind turbine** was designed to make electricity.

A wind turbine works like a windmill. It has a metal tower that looks like a long pole. It has metal blades like the oars on a windmill. When the wind blows, the metal blades turn very fast. The energy from the blades goes to a **generator** to make electricity.



Charles Brush built this wind turbine in 1888. The turbine had many blades.

How a Wind Turbine Works



Wind turns the blades. The blades spin the shaft. Energy goes to a generator to make electricity.

12

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The Power of Wind

Wind turbines usually have two or three blades. The biggest turbines can be 180 feet (55m) wide. They can turn out between 50 and 3,000 **kilowatts** of electricity.

Sometimes wind turbines are set up together to make a lot of electrical power. This set up is called a **wind farm**. Wind farms can have a few turbines or hundreds of turbines.

These are another type of wind turbine. The turbines look like huge eggbeaters.



13



Home-School Connection

Word Workout

WORDS TO KNOW

anticipation encouraged enormous
glanced released slender

The Same As Tell me which of the following matches one of the words above.

inspired huge let go
expectation looked thin

SPELLING WORDS

flower voices tower cough pouch
cowboy gown frown howling hound
noises wound grouch mound grown
voyage south annoy pound thousand

Speed Spell I'm going to time you for two minutes. I'll give you the words. At the end of two minutes, let's see how many words you spelled correctly.

Dear Family Member:

This week we're reading historical fiction.

Ima and the Great Texas Ostrich Race is about a girl named Ima and her pet ostrich, Ossy. Ima has two older brothers, Will and Tom, who make fun of Ossy for being silly looking, but Ima wants to prove to them that Ossy is the fastest racing bird in all of Texas.

I wonder how Ima will prove this. I think that the author will provide clues about Ima so that I can draw conclusions about her character.



This Week's Skills

Comprehension: draw conclusions

Vocabulary: analogies: synonyms and antonyms

Spelling/Phonics: words with **oi**, **oy**, **ou**, and **ow**

Name _____

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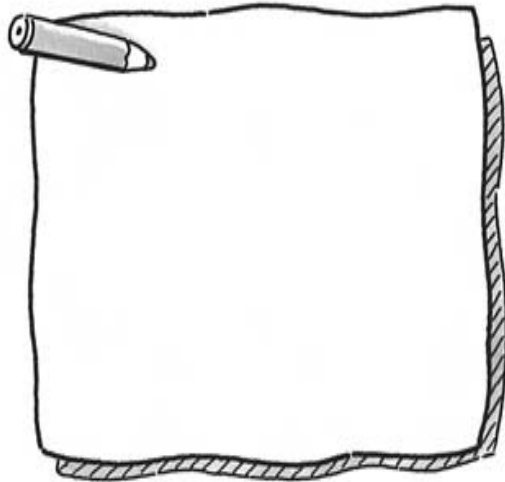
Clueless? Nope!

We can read each set of clues and see what conclusions we can draw from them. Let's write our conclusions in the boxes.

Clues

Everyone had an umbrella.

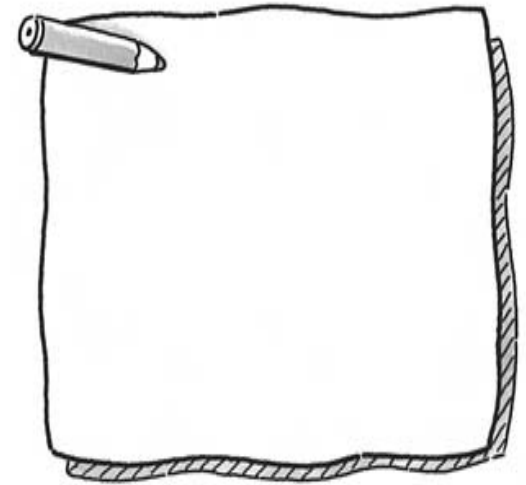
Ben ran to the bus so he wouldn't get too wet.



Clues

Jamal's family moved, and he hadn't made any friends.

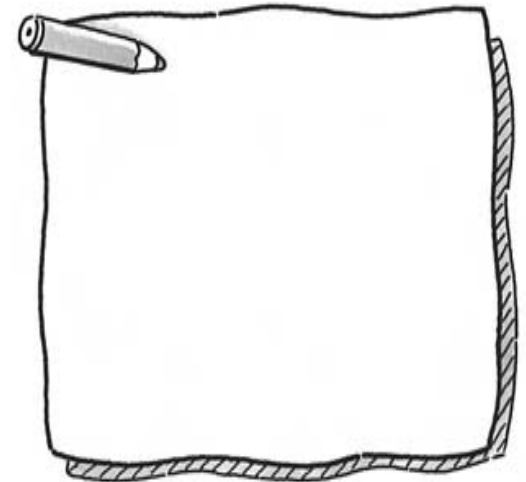
He stood in front of the pet store window.



Clues

The tires always needed air, and the bike chain was broken.

Ben wondered how much money he had.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

anticipation	encouraged	enormous
glanced	released	slender

Asociaciones Dime qué palabra de abajo corresponde a qué palabra de arriba.

inspired	huge	let go
expectation	looked	thin

PALABRAS DE ORTOGRAFÍA

flower	voices	tower	cough	pouch
cowboy	gown	frown	howling	hound
noises	wound	grouch	mound	grown
voyage	south	annoy	pound	thousand

Deletreo veloz Te voy a dar algunas palabras. Tendrás dos minutos de tiempo para deletrearlas. Al final de los dos minutos vamos a ver cuántas palabras deletreaste correctamente.

Queridos familiares:

Esta semana estamos leyendo *Ima and the Great Texas Ostrich Race*, un relato de ficción histórica. El relato es acerca de una niña y Ossy, su mascota avestruz. Ima tiene dos hermanos mayores, Will y Tom. Ellos se burlan de Ossy por su apariencia chistosa. Ima quiere demostrar que Ossy es el pájaro más rápido de todo Texas. Me pregunto, ¿cómo lo va a demostrar? Creo que el autor va a darnos pistas sobre Ima para que podamos sacar conclusiones sobre su carácter.



Destrezas de la semana

Comprensión: sacar conclusiones

Vocabulario: analogía: sinónimos y antónimos

Ortografía/Fonética: palabras con oi, oy, ou y ow

Nombre _____

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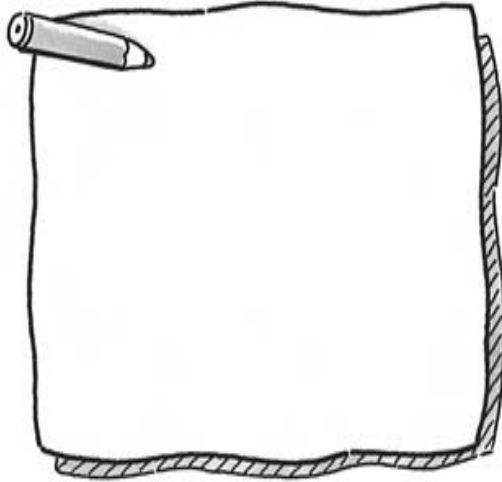
¿Sin pistas? ¡No!

Podemos leer cada grupo de pistas y ver qué conclusiones podemos sacar a partir de las mismas. Escribamos nuestras conclusiones en los recuadros.

Clues

Everyone had an umbrella.

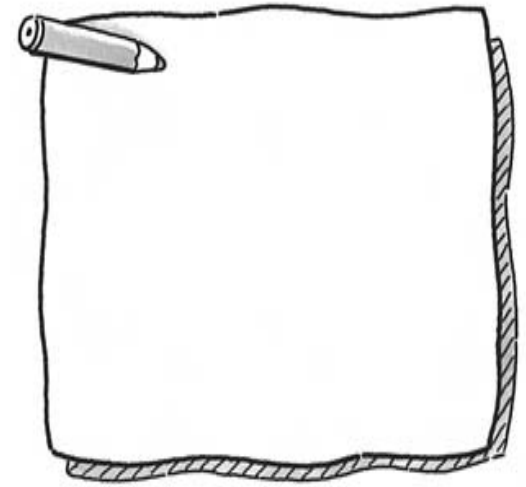
Ben ran to the bus so he wouldn't get too wet.



Clues

Jamal's family moved, and he hadn't made any friends.

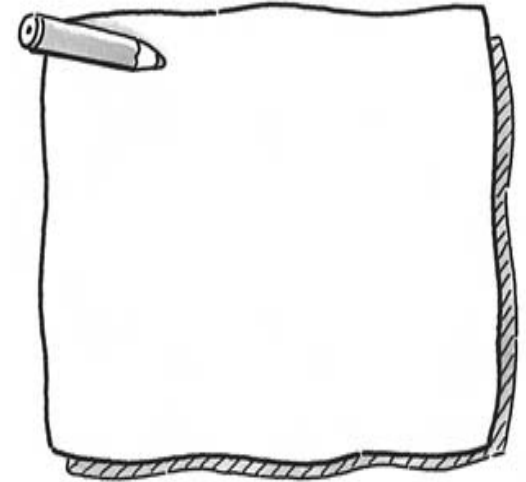
He stood in front of the pet store window.



Clues

The tires always needed air, and the bike chain was broken.

Ben wondered how much money he had.



Comprehension Check

Summarize

Find clues in the text that help you draw conclusions. Record them in the chart. Use your conclusions to summarize the book.

Text Clues	Conclusion

Think and Compare

1. Reread page 6. What conclusions can you draw about Sam Houston? (**Draw Conclusion**)
2. What period of Texas history would you most like to have experienced? Explain. (**Evaluate**)
3. Think about the histories of these four states. What do the states have in common? (**Synthesis**)

The Southwest

by Mae Greene



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Introduction

Imagine an enormous area of land. At one end, people swim in the blue ocean. At the other end, cactus with slender green spines stand tall in a dry desert. In between are canyons, rivers, and mountains.

In the east, this area stretches to the Gulf of Mexico. In the west, it touches the state of California. Though filled with big empty spaces, the area is growing quickly. It has some of the biggest cities in the country.



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Glossary

economy (*i-KAHN-uh-mee*) the goods and services a place produces (**page 10**)

immigrant (*IM-i-gruhnt*) someone who moves to live in a new place (**page 20**)

ranching (*RANCH-ing*) starting and running large farms where cows or other animals are raised (**page 9**)

reservation (*rez-ur-VAY-shun*) an area of land set aside for Native Americans to live on (**page 19**)

settlers (*SET-lurz*) people who make their homes in another place (**page 3**)

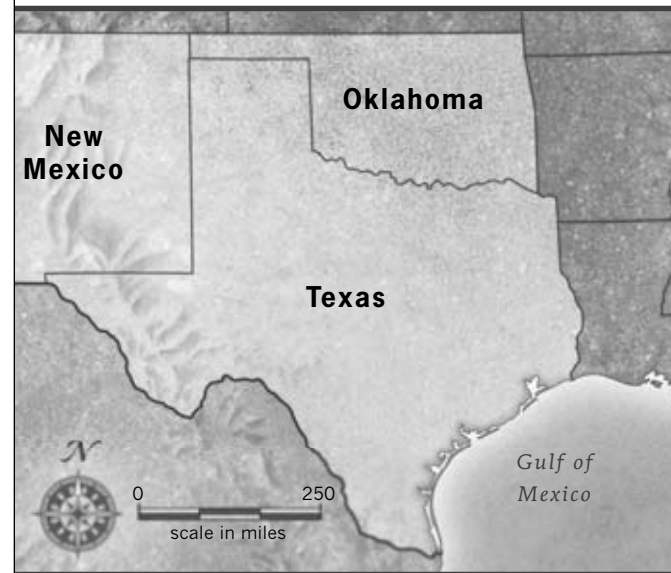
territory (*TER-uh-tawr-ee*) land area (**page 11**)

tourism (*TOOR-izm*) going to visit places away from home for fun (**page 10**)

transport (*TRANS-pawrt*) move or carry something from one place to another (**page 16**)

This is the Southwest. It includes four states. They are Texas, Oklahoma, New Mexico, and Arizona. Each state is very different. However, they share a similar history and some important geographic features. Many of their problems are similar, too.

The first **settlers** in each state were Native Americans. In New Mexico and Arizona, their settlements go back over 10,000 years. These first Americans were hunters. Later they lived by growing crops like corn and beans.



Life wasn't easy for these early settlers. Water is needed to grow food. The Southwest is very dry. When rain didn't fall in one place, people left. They had to find wetter areas.

In the 1500s, Spanish explorers arrived in the Southwest. At first, they came looking for gold. Soon they built churches and towns. Later, the area became part of Mexico. In time, each of these places became a state.



Conclusion

The southwestern states have much in common. They are all large states. They are home to ranches and factories. Their land is harsh, dry, and beautiful. Today, having enough water is still important, just as it was in the past.

The states share much history as well. They all began as part of Spain or Mexico. The Civil War hurt all of them. Cattle ranching helped build the economy back up.

Today, the Southwest is still growing. More and more people are moving there. No one knows what the future will bring.

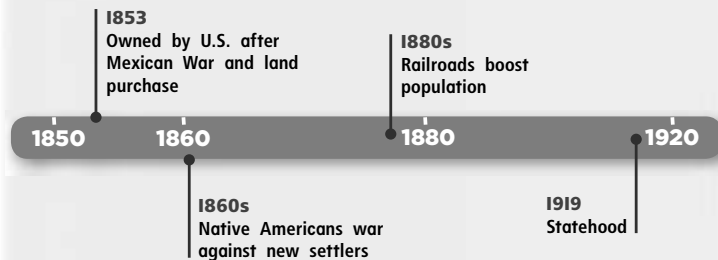


Arizona Today

In 1919, Arizona became the 48th state. Today, most of its people live in or near its biggest cities. Arizona's warm, dry weather draws people from colder places. For decades, Arizona has been one of the fastest-growing states. In 1940, it had fewer than half a million people. Now it has over six million.

Like other Southwestern states, Arizona has many Hispanic Americans. Hispanic people make up a quarter of the state's population. Some have lived in Arizona for years. Others are recent **immigrants** from Mexico.

Arizona Timeline



Texas is the second-largest state in the United States. Size isn't the only reason it is special. Texas was once a country.

The first Spanish explorers came to Texas in 1519. For three hundred years, Texas was ruled by Spain. In 1821, Texas became part of Mexico.



Stephen F. Austin, leader of the Texas settlers

That same year, people began moving into Texas. They were encouraged by the Mexican government. Mexico offered them land. By the 1830s, there were over 25,000 settlers in Texas. Their leader was Stephen F. Austin.

◀ This photograph shows a Spanish Mission Church from the 16th Century.

Austin and the Texas settlers wanted more freedom. Mexico wouldn't give it to them and Austin was put in jail and later released. On October 2, 1835, the Texas Revolution began.

The Alamo

General Sam Houston was the leader of the Texas army. In February, 1836, a group of Texans took over the Alamo, a Mexican fort. Houston learned that Mexican troops were coming to take the Alamo back. In anticipation of a defeat, he sent an order to the men. The Texans should leave. Instead, they stayed. They fought for almost two weeks. In the end, the Texans died in battle.

Six weeks later, General Houston and his men attacked Mexican forces. "Remember the Alamo" was the cry at the Battle of San Jacinto. The Texans won the battle.



Geronimo, leader of the Apaches, surrendered once and for all in 1886.

By the 1870s, the U.S. Army had won. Most Native Americans were moved onto **reservations**. The Apaches, however, kept on fighting until 1886.

Around the same time, the railroads came. They brought a wave of growth in Arizona. Ranchers came to raise cattle. Farmers came to grow cotton. Miners were drawn by Arizona's gold, silver, and copper.



Arizona

Arizona, just west of New Mexico, is the sixth largest state. Like New Mexico and Texas, it was once Mexican territory. In 1846, the United States took over northern Arizona. The U.S. bought the rest from Mexico in 1853.

A Tough Place to Settle

Settlers had tried to ranch in Arizona. Many were driven away by Apaches. Arizona's Native Americans fought against outsiders. After 1846, fierce battles took place between them and the U.S. Army.

The Saguaro cactus blooms in Arizona.



Statehood and the Civil War

The war ended. Texas was now free. In October of 1836, Sam Houston became president of the new country. The Republic was free, but it still had problems. It was a small country with little money. Leaders worried about Mexico. Would there be another war? In 1845, Texas joined the United States.

The Alamo still stands today in San Antonio, Texas.





Many young Texans enlisted in the Confederate Army. This young soldier died in a prison camp at the age of 16.

As the Civil War drew near, Texas was split. Some Texans wanted to stay part of the Union. Others wanted to leave. In 1861, Texas left.

Few Civil War battles took place on Texas land. However, Texan soldiers fought for the South. Texas also gave food and other goods to the Confederate Army. The Union Army blocked travel to and from Texas' Gulf coast.

After the war, in 1869, Texas rejoined the Union.

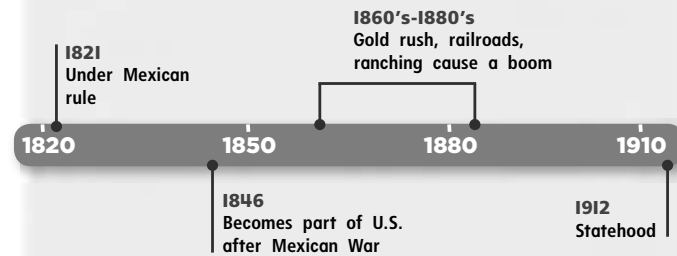
New Mexico Today

Today, ranching and mining are still important in New Mexico. The state is also a center of research. The first atomic bomb was created at Los Alamos, New Mexico, in 1945.

New Mexico draws many visitors. They come to see the famous caves of Carlsbad Caverns. They tour ancient Native American villages.

The Spanish influence is still strong. Today, people with Hispanic roots make up more than a third of the population.

New Mexico Timeline



New Mexico's governor asked for volunteers to form an army. Some 4,000 men signed up. These volunteers helped drive the Confederates out of New Mexico.

In 1867, gold was found, and many miners came. Then, in 1880, the railroad arrived.

As in Texas and Oklahoma, New Mexico's land was good for raising cattle. The railroad made it easy to **transport** the cattle. Ranches sprang up. New Mexico grew. In 1912, it became the 47th State.

The railroad brought many settlers to the Southwest.



The Rise of Cattle Ranching

The Civil War left Texas poor. Cattle **ranching** helped bring money back into the state. Texas' big, open fields were perfect for cows to feed on.

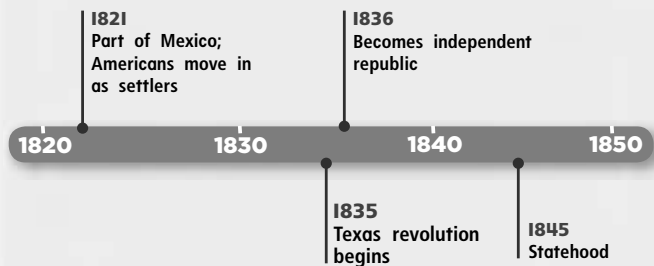
These cows were worth more outside of Texas than in Texas. So the cattle drive was born. Cowboys led huge herds out of the state. These herds could have thousands of cows.

The cowboys who led these drives had to be brave. Cattle drives were dangerous. One big danger was a stampede. Frightened cows would run wild. A stampeding herd could crush anything in its way.

Goodnight-Loving Trail

One of the biggest cattle trails was the Goodnight-Loving Trail. It was named for Charles Goodnight and Oliver Loving, two Texas cattle ranchers. The path ran through West Texas, crossed New Mexico, and ended in Denver, Colorado.

Texas Timeline



Texas Today

In the 1900s, oil was discovered in Texas. The discovery created new jobs and new towns. Many Texans, with oil beneath their land, got rich. Today cattle, cotton, and oil are still big parts of the Texas **economy**. However, **tourism**, technology, and research are also important.

The Texas cities of San Antonio, Dallas, and Houston are three of the country's biggest. Austin, the Texan capital, is a center for high tech jobs. Texas' deserts, mountains, and beaches draw many tourists.

New Mexico

New Mexico is west of Oklahoma and Texas. It's the nation's fifth largest state. Like Texas, it was once part of Mexico.

In 1821, the Santa Fe Trail opened up. This wagon route ran through New Mexico. Traders used it to carry goods between Missouri and the far Southwest.

Two Wars

In 1846, after the Mexican War, the United States took over New Mexico.

When the Civil War began, Texan soldiers moved into New Mexico. The Confederates hoped to take over the Santa Fe Trail.

This is an engraving on a metal plate. It shows families in covered wagons crossing the plains.



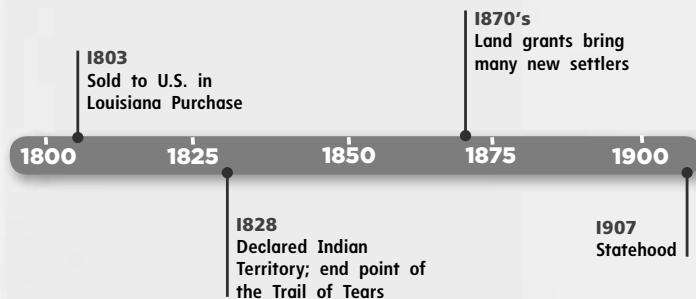
Oklahoma Today

In 1905, oil was found. The discovery brought even more people to Oklahoma.

Oklahoma became a state in 1907. Oil and cattle are still important there. Manufacturing is important as well. Oklahoma makes everything from cars to computers. Tourism also helps the economy. Visitors come to see rodeos. They visit the National Cowboy Hall of Fame. They travel to the Oklahoma State Fair.

Many people in Oklahoma have Native American roots. Over a quarter of a million Native Americans live there. That's more than in any other state.

Oklahoma Timeline



Oklahoma

Oklahoma is north of Texas. The **territory** joined the United States in 1803. That's the year President Thomas Jefferson made the Louisiana Purchase. He bought an enormous amount of land from France.

The Trail of Tears

In 1828, Congress set aside land in Oklahoma for Native Americans. Two years later, Native Americans in eastern states were forced off their land. About 100,000 made a long trip to Oklahoma. Thousands died along the way from disease or lack of food. This sad journey is called the Trail of Tears.

The Louisiana Territory added 800,000 square miles (2 million square km) to the country.



A Golden Age

In Oklahoma, Native Americans worked to rebuild their lives. Tribes like the Cherokee started farms. They built schools.

Then, around 1860, this Golden Age came to an end. The Civil War split the nation. Many lives were lost. After the war, Native Americans found their land being taken away.

African Americans in Oklahoma

Not everyone who walked the Trail of Tears was Native American. African Americans made the trip as well. Some were slaves of Native Americans. Others were free, but had lived with Native American tribes. They made up a large portion of Indian Territory's people.



Land Runs

As in Texas, cattle ranching boomed after the Civil War. Oklahoma land was great for raising cows. Soon ranches dotted the land. If one glanced in any direction, there were cowboys and cattle.

Then, in the 1870s, the railroad arrived. Now settlers could travel easily to Oklahoma. In 1889 thousands of people raced there to claim land. That year, the U.S. government gave away about 10,000 homesteads, or plots of land.

A person who saw the 1889 land run said "men jumped from the roofs of the moving cars at the risk of their lives . . . (they) fell over each other in heaps . . ."





Home-School Connection

Word Workout

WORDS TO KNOW

applauded	assured	headlines
hoisting	unstable	assembled

What a New Story! Let's use the words to make up a news story about the first successful flight of Wilbur and Orville Wright.

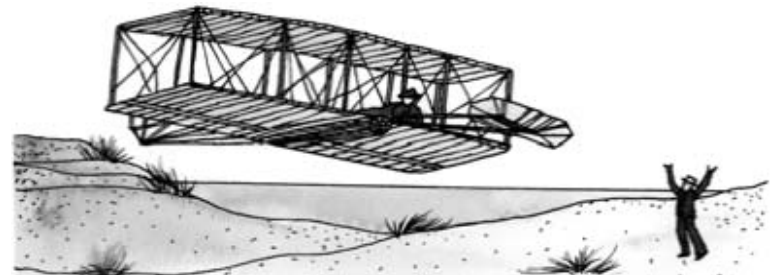
SPELLING WORDS

walker	chalk	laws	stalk
bald	caught	halt	strawberry
fought	caller	half	straw
small	thought	awe	talking
squall	drawn	false	shawl

Spelling Bee I'll give you the words to spell. Let's see how many words you spelled correctly in one minute. Try again and see if you improve. Then, we can group them by the words' vowel patterns.

Dear Family Member:

This week we're reading *My Brothers' Flying Machine*. It's about the Wright brothers and their attempts to make a successful airplane. The story's told from the point of view of their sister. She sounds so proud of them, from the time they were boys to the time they flew their machine. Besides learning about these two fascinating men, I'll look for clues that will help me understand more about the author's perspective.



This Week's Skills

Comprehension: author's perspective

Vocabulary: suffixes

Spelling/Phonics: words with **au, aw, ou, al, all,** and **alt**

Name _____

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News of the Day

Orville and Wilbur Wright were amazing inventors. We can tell about them in a newspaper article. Imagine that you are a reporter watching their first successful flight. How would you write the article from your own perspective? Let's try writing it. When we're done, we can have a family member or friend read the article.

Wright Brothers Fly! - Extra!

What is the story about? In the end, how do you think the Wright brother's invention will change the world?

Who are the people in the article? How do you see them, what do you think about them?

Where does the story take place? How do you see the place?

Wright Brothers Fly! - Extra!

When does the story take place? Is it daytime or nighttime? What does the day look like?

Why do you think the Wright brothers were able to make a flying machine?



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

applauded	assured	headlines
hoisting	unstable	assembled

¡Qué noticia! Vamos a usar las palabras para crear una noticia sobre el primer vuelo exitoso de Wilbur y Orville Wright.

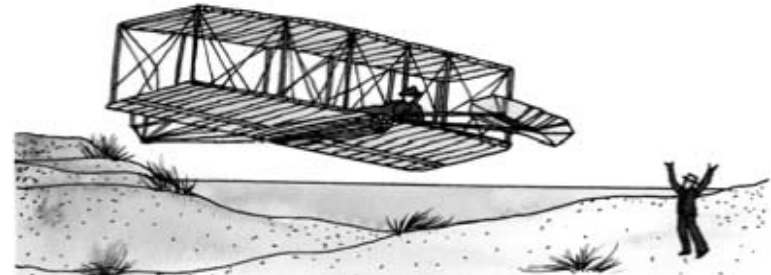
PALABRAS DE ORTOGRAFÍA

walker	chalk	laws	stalk
bald	caught	halt	strawberry
fought	caller	half	straw
small	thought	awe	talking
squall	drawn	false	shawl

Concurso de deletreo Te daré palabras para deletrear. Al cabo de un minuto vamos a ver cuántas palabras has deletreado. Intenta otra vez, para ver si mejoras. Luego podemos agrupar las palabras de acuerdo a los patrones que forman las vocales.

Queridos familiares:

Esta semana estamos leyendo *My Brothers' Flying Machine*. Trata de los hermanos Wright y de sus intentos para construir un aeroplano que funcionara. El relato está narrado desde el punto de vista de su hermana. Ella parece estar muy orgullosa de ellos, desde la época en que eran niños hasta cuando volaron en su avión. Además de aprender acerca de estos hombres fascinantes, buscaré en el libro pistas que me ayuden a entender más sobre la perspectiva del autor.



Destrezas de la semana

Comprensión: perspectiva del autor

Vocabulario: sufijos

Ortografía/Fonética: palabras con **au, aw, ou, al, all** y **alt**

Nombre _____

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Noticias del día

Orville y Wilbur Wright fueron inventores extraordinarios. Podemos escribir un artículo de periódico sobre ellos. Imagina que eres periodista y que estás observando el primer vuelo exitoso de los hermanos. ¿Cómo escribirías el artículo desde tu propia perspectiva? Intentemos escribirlo. Cuando terminemos, se lo daremos a un miembro de la familia o a un amigo para que lo lea.

Wright Brothers Fly! - Extra!

What is the story about? In the end, how do you think the Wright brother's invention will change the world?

Who are the people in the article? How do you see them, what do you think about them?

Where does the story take place? How do you see the place?

Wright Brothers Fly! - Extra!

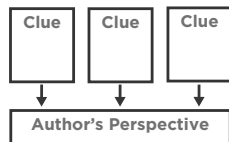
When does the story take place? Is it daytime or nighttime? What does the day look like?

Why do you think the Wright brothers were able to make a flying machine?

Comprehension Check

Summarize

Use a chart to record clues about the author's perspective. Then write a sentence stating the author's perspective. Use the information in the chart to summarize the book.



Think and Compare

1. Look back at page 7. What does the author tell you about the Wright brothers' character?
(Author's Perspective)
2. How do you think Charles Lindbergh might have felt as he flew across the Atlantic? Use facts from pages 10–11 to support your answer.
(Analyze)
3. Early pilots and astronauts were heroes to people all over the world. Identify a public person today who is a hero to you. Why do you admire this person? **(Apply)**



From Gliders to Rockets

by Sarah Jane Brian

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Introduction

Up, up, and away! On June 5, 1783, two brothers from France showed off a new invention. It was the first hot air balloon.

Joseph and Etienne Montgolfier (mon-GOLF-ee-ay) filled their balloon with hot air and smoke. A crowd watched as the balloon flew over a mile in the blue sky. Later the brothers flew another balloon. Hoisting a rooster, a sheep, and a duck into the air, the balloon traveled two miles. Soon, two men agreed to go up in a hot air balloon. Finally, people could fly!



The Montgolfier brothers' hot air balloons were painted blue and gold.

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Glossary

astronaut (*AS-truh-nawt*) a person who travels into space (**page 17**)

glider (*GLIGH-duhr*) an aircraft that flies without a motor by riding on air currents (**page 3**)

Mach 1 (*MAHK WUN*) the speed of sound, faster than 650 miles per hour (**page 15**)

parachute (*PAR-uh-shewt*) a device that allows a person attached to it to be dropped slowly and safely from an airplane (**page 10**)

propeller (*pruh-PEL-uhr*) a device with blades that spin like a fan, creating force by pushing against air (**page 15**)

satellite (*SAT-uh-light*) an object that orbits around Earth, the moon, or another large body in space (**page 16**)

simulator (*sim'-yə-LA'-tor*) a machine that imitates an environment or condition (**page 19**)

zeppelin (*ZEP-uh-lin*) a large airship filled with a lightweight gas that makes it float (**page 13**)

Hot air balloons were exciting and fun. But balloons were hard to steer. People needed better ways to fly.

In 1804, Sir George Cayley assembled the first **glider**. A glider has wings like an airplane. But it has no engine. It uses wind to float through the air.

Another pair of brothers read about the glider. Their names were Wilbur and Orville Wright. The brothers would soon become two of the most important people in the history of flight.



In the 1890s Otto Lilienthal made his own gliders. He took more than 2,000 test flights.

Chapter 1
The Wright Brothers

In 1899, Wilbur and Orville Wright ran a successful bike shop in Ohio. But the two men had a dream. They wanted to invent a machine that could fly.

The Wright brothers read everything they could find about flight. They learned all about gliders.

Soon, the brothers began thinking of ways to build a better glider. No one had ever built a glider with controlled steering. Wilbur had an idea. He wanted to try bending the tips of the wings. He thought that might help him steer.



The Wright brothers built bicycles in this workshop. The bicycles gave them ideas about how to design aircraft.

Important Dates in Flight

- 1783 — First flights in hot air balloon
- 1804 — Sir George Cayley invents first glider
- 1903 — Wilbur and Orville Wright pilot first powered, controlled flights
- 1914-1918 — World War I fought; Planes play important role
- 1927 — Charles Lindbergh flies across Atlantic Ocean
- 1932 — Amelia Earhart flies across Atlantic Ocean
- 1937 — *Hindenburg* explodes
- 1939-1944 — World War II fought; First jet fighters appear
- 1947 — Chuck Yeager flies faster than speed of sound
- 1957 — Soviet Union launches *Sputnik*
- 1965 — Johnson Space Center opens
- 1969 — Neil Armstrong and Buzz Aldrin land on moon
- 1981 — Space shuttle *Columbia* blasts off

Conclusion

Brave people have explored the skies for hundreds of years. They have gone up in balloons, floated in gliders, and flown in planes. Over the years they have flown farther and faster. Finally they rocketed into space. U.S. astronauts have gone to the moon six times.

Spacecraft without astronauts on board have traveled to Mars. Scientists learn more about space with each trip. Someday they hope to send people to Mars.



The space shuttle *Columbia* blasts off on April 12, 1981.



Mae Jemison became the first African American woman in space in 1992



Orville, left, and Wilbur, right, almost always wore suits and ties, even when testing their designs in hot weather.

In July 1899, the men built a small glider to test Wilbur's idea. The glider had a short wingspan. It flew like a kite.

A person on the ground held the strings. The strings controlled the glider by bending its wings. Wilbur's idea worked.

The Wrights decided to build a much larger glider. This time a man would ride in it. The brothers set to work.

For months, Wilbur and Orville worked hard on their new glider. They needed a place with plenty of strong, steady wind to test it. They found the perfect place. Orville and Wilbur would test their glider on the beaches of Kitty Hawk, North Carolina.



Wilbur didn't give up after his failed flight on December 14, 1903. The next day, Wilbur sent a telegram home. "Success assured," he wrote.

Try, Try Again

In July 1900, Wilbur and Orville arrived at Kitty Hawk. The brothers camped out in a tent. The beach was windy, sandy, and empty. It was perfect for test flights.

The Wright brothers worked on aircraft designs for the next three years. Each summer, they came back to Kitty Hawk to test their designs.

At first, the gliders were unstable and hard to control. But finally Orville fixed the problem. Now they needed to give their aircraft power. To do that, they would add an engine.

All the engines for sale at that time were too heavy. So Wilbur and Orville built their own engine. In September 1903 they were ready to test their new aircraft with an engine. They called the aircraft the *Wright Flyer*.

Today astronauts are trained at the Johnson Space Center in Houston. At the center they practice living in space suits. They learn scuba diving and parachute jumping. **Simulators** help them experience life in space. Every astronaut learns how to deal with emergencies on land and on sea, and in outer space.

JSC is also the home of mission control. It directs all space missions carrying astronauts. All communication from space goes to Mission Control in Houston.

An astronaut experiences zero gravity at the Johnson Space Center.



Apollo 11 blasted off in 1969. On July 20, Neil Armstrong stepped out onto the moon. He spoke these words to Mission Control in Houston, "That's one small step for man, one giant leap for mankind."

Armstrong and Buzz Aldrin planted a U.S. flag on the moon.

A Houston Space Center

In the 1960s the Lyndon B. Johnson Space Center (JSC) was built in Houston, Texas. It is the center for all human space flight activities. The space shuttle is controlled in Houston.



Soon the weather at Kitty Hawk grew cold, but Wilbur and Orville would not give up. On December 14, the brothers were ready. They tossed a coin to see who would make the first flight. Wilbur won. But seconds after it took off, the *Wright Flyer* fell back into the sand. They would have to try again.

Next, it was Orville's turn. On December 17, 1903, he started up the *Wright Flyer's* engine. The plane climbed into the air and flew 120 feet (36.5 meters). Orville was the first person to fly a plane with an engine.

Orville takes his historic first flight as Wilbur watches. The brothers flew three more flights that day. Each flight was longer than the last.



Heroes of the Skies

The Wright brothers kept working. By 1908, they built a plane that could fly 100 feet (30 meters) high. It stayed in the air for an hour.

The Wright brothers began selling their planes. Other inventors built planes, too. Flying races and contests became popular. Flying was dangerous. Many planes crashed. But people kept on flying.

This plane crashed at a flying contest. Crashes were common in the early days.



Astronaut Ed White took a spacewalk outside his Gemini spacecraft.

Project Apollo

Project Apollo was another step in the journey to the moon. Early Apollo flights got close. Then came the most exciting flight of all. Soon a human would land and walk on the moon.

To Space and Beyond

Scientists had a new goal after World War II. They wanted to go into space.

In 1957, the Soviet Union launched *Sputnik*. *Sputnik* was the first manmade **satellite**.

Explorer 1 was launched in 1958. It was the first U.S. satellite. That same year Project Mercury started. The project aimed to send a man into space. But the Soviets were first again. They sent Yuri Gagarin into space in 1961.

Soon the U.S. sent a man into space, too. **Astronaut** Alan Shepard blasted off on May 5, 1961. Project Gemini followed.

These were America's first astronauts. They were called the Mercury Seven.



The Red Baron

In 1914 World War I broke out. Airplanes were an important part of the war. The most famous pilot was Baron Manfred von Richthofen of Germany. His plane was painted bright red. People called him the "Red Baron." He shot down 80 planes during the war. The Red Baron's plane was shot down in 1918.



The Red Baron flew this plane during World War I.

Cal Rodgers was the first to fly across the U.S. He made the trip in 1911. It took him 84 days. Rodgers crashed many times. He had to replace almost every part of his plane.

Harriet Quimby was the first female American pilot. In 1912 she flew across the English Channel. She was the first woman to make the trip. The English Channel is a body of water between England and France. People like Rodgers and Quimby were famous heroes.



Charles Lindbergh poses with the *Spirit of St. Louis* before his historic trip.

Charles Lindbergh

Charles Lindbergh was a great hero of flight. In 1927 he decided to fly from New York to Paris, France. No one had ever done this before. The first person to make this trip would win a \$25,000 prize.

Lindbergh's small plane was called the *Spirit of St. Louis*. Lindbergh didn't carry a radio or a **parachute**.

Lindbergh had to fly more than 3,500 miles (5,600 km). He needed a lot of fuel. That made his plane heavy. At first, the plane flew very low. It had trouble flying over some telephone lines.

Lindbergh sat in this small cockpit during his $33\frac{1}{2}$ -hour trip. His only food was a bag of sandwiches and some water.



Older planes use spinning **propellers** for power. But newer jets don't use propellers. Instead, a jet engine mixes air with burning fuel. The jet blasts the air out of the back of its engine. This pushes the plane forward. Most planes today have jet engines.

Breaking the Sound Barrier

Chuck Yeager had been a fighter pilot in World War II. Like many pilots after the war, he wanted to fly faster than **Mach 1**, or the speed of sound.



Chuck Yeager named his plane *Glamorous Glennis* after his wife.

On October 14, 1947, Yeager sped through the air in a plane with a rocket engine. Yeager made the plane go 700 miles (1,126 km) per hour. He had flown faster than Mach 1!

In 1953, Jackie Cochran flew faster than the speed of sound. She was the first woman to fly that fast. Cochran lived in Florida. She set 69 flying records. That's more than any other pilot.

Flying in World War II

The United States entered World War II in 1941. Airplanes were some of the most important weapons in this war.

Faster planes were needed to help win the war. Back home, designers worked hard to make faster aircraft. They built new planes that could fly more than 400 miles (640 km) per hour.

In 1944, a new German fighter plane took to the skies. This plane could fly 550 miles (885 km) per hour. It was the first jet fighter.

Benjamin O. Davis led the first African American fighter pilots in World War II.

World War II airmen often decorated their airplanes. Airmen painted these American P-40 planes to look like sharks.



Lindbergh had to fly in the right direction on his long journey. He used a magnetic device called a compass. The points of a compass are north, south, east, and west. A needle uses Earth's magnetic pull to show which way is north. With that information, Lindbergh could travel east across the Atlantic.

Lindbergh flew through fog and ice. But his biggest problem was sleepiness. Lindbergh couldn't sleep the night before his trip. Now he could hardly stay awake.

Lindbergh flew for $33\frac{1}{2}$ hours. At last he arrived in Paris. He was the first person to fly alone across the Atlantic Ocean. More than 100,000 people came to watch him land.

The trip made headlines in newspapers everywhere. Millions of people applauded Lindbergh at a parade in New York City.

Amelia Earhart

Amelia Earhart was a famous pilot. She was the first woman to fly alone across the United States. She also set many speed records.

Earhart was the first woman to fly alone across the Atlantic Ocean. She made the trip in 1932. Earhart ran into bad storms on her trip. Some of her equipment broke. At one point, her plane suddenly dropped! But Earhart landed safely.

Fans all over the world admired Earhart. They thought she was very brave. "Please know that I am quite aware of the hazards," she wrote. "I want to do it because I want to do it. Women must try to do things as men have tried."

Earhart made the first flight alone from Hawaii to California. Thousands of people met her plane.



Amelia Earhart poses with the plane in which she tried to fly around the world.

In 1937 Earhart set out on the biggest journey of her life. She planned to fly around the world. Sadly, she never made it. Her plane went down in the Pacific Ocean. No one ever found Earhart, her plane, or her crew.

The Hindenburg Disaster

Large airships traveled the skies in the 1920s and 1930s. The airships were called **zeppelins**.

Zeppelins were filled with a lightweight gas. The gas made the airships float. But the gas burned easily. On May 6, 1937, an airship called the *Hindenburg* caught on fire. It crashed to the ground. There were 97 people on board, and 35 of them died.





Home-School Connection

Word Workout

WORDS TO KNOW

climate	eerie	lumbering
shimmer	silken	lurk

In the Desert Let's imagine we are giving a talk about life in the desert. We'll use the words to tell about it.

SPELLING WORDS

dinner	blanket	willow	welcome
dipper	foggy	thriller	ticket
picket	witness	slender	planner
member	fossil	blossom	plastic
summer	swallow	nodded	rumbles

Missing Letters I'll rewrite the spelling words for you. I'll leave out the consonants in the middle of the words. You can write in the missing consonants. Then we'll look at the words you wrote.

Dear Family Member:

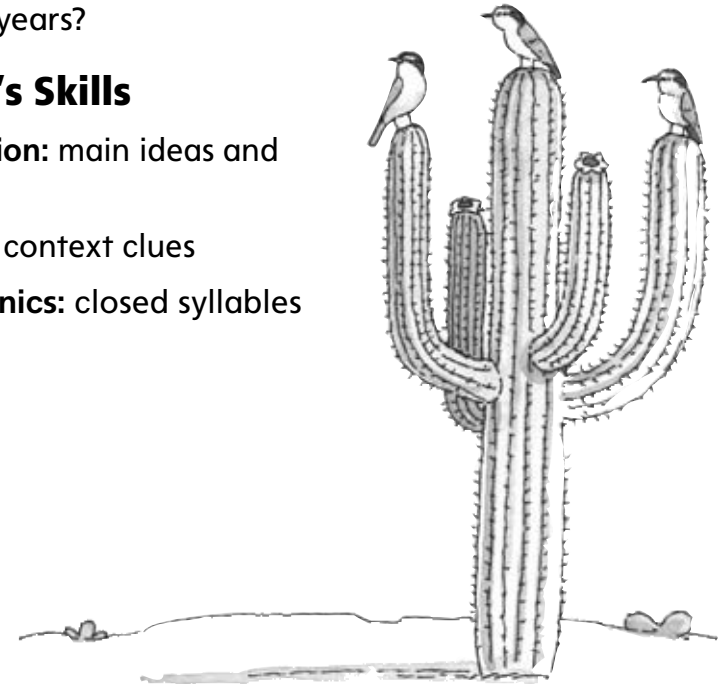
The desert is a very interesting environment. This week our class is reading *A Walk in the Desert*. The main idea is how different plants and animals make the desert their home. Details, or facts, tell me all about the main idea. Did you know that a cactus can live 200 years?

This Week's Skills

Comprehension: main ideas and details

Vocabulary: context clues

Spelling/Phonics: closed syllables



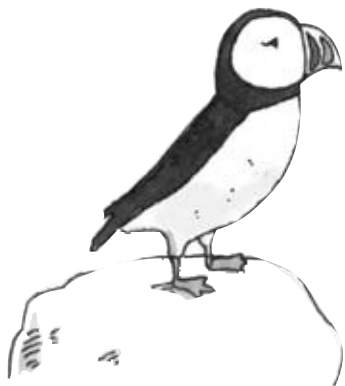
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Name _____

Brrrrrrr!

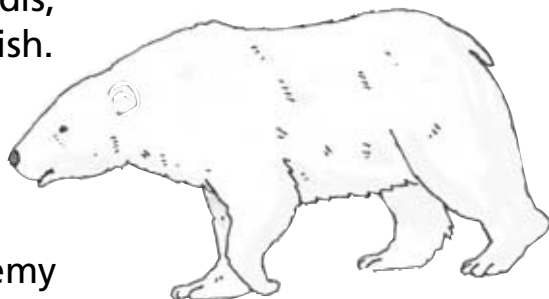
Let's read about the Arctic and talk about the main idea. Then we can use the details to solve the crossword puzzle.

The Arctic is a desert even though it is cold. Deserts get less than ten inches of rain a year. The Arctic gets only five inches of snow.

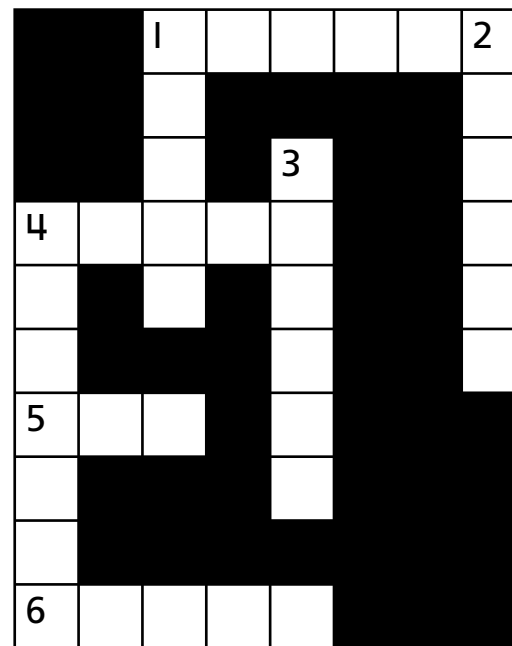


Puffins are birds that come to the Arctic in the spring. They build nests on the cliffs. The puffins guard their nests from the Arctic foxes, who like to steal the eggs.

Polar bears hunt seals, walruses, and even fish. Their webbed feet help them to swim long distances in search of food. The polar bear's only enemy is the killer whale.



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Across

Down

- | | |
|--|---|
| <p>1. The polar bear has _____ feet.</p> <p>4. The _____ bear is at the top of the Arctic food chain.</p> <p>5. The Arctic _____ likes to steal puffin eggs.</p> <p>6. Polar bears like to hunt _____.</p> | <p>1. The killer _____ is an enemy of the polar bear.</p> <p>2. A _____ gets less than 10 inches of rain a year.</p> <p>3. The _____ is a cold desert.</p> <p>4. _____ are black and white birds.</p> |
|--|---|



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

climate	eerie	lumbering
shimmer	silken	lurk

En el desierto Vamos a imaginarnos que estamos dando una charla sobre la vida en el desierto. Vamos a usar todas las palabras de la lista para hablar del tema.

PALABRAS DE ORTOGRAFÍA

dinner	blanket	willow	welcome
dipper	foggy	thriller	ticket
picket	witness	slender	planner
member	fossil	blossom	plastic
summer	swallow	nodded	rumbles

Faltan letras Voy a volver a escribir cada palabra de la lista de arriba, pero sin las consonantes en la mitad de la palabra. Tú puedes escribir las consonantes que faltan. Después veremos cómo están las palabras que escribiste.

Queridos familiares:

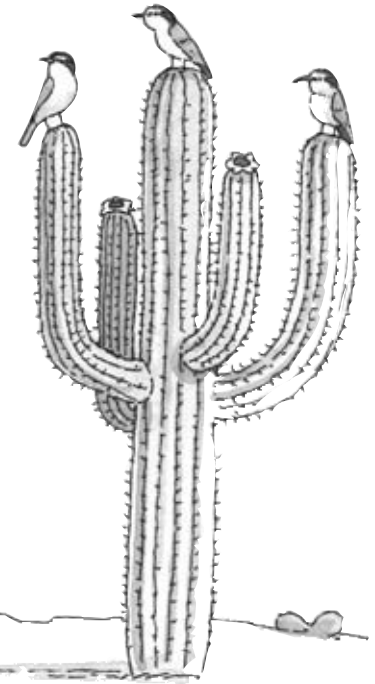
El desierto es un medio ambiente realmente fascinante. Esta semana estamos leyendo *A Walk in the Desert*. La idea principal es cómo diferentes plantas y animales crecen y viven en el desierto. Detalles, o datos, ilustran la idea principal. ¿Sabían que un cactus puede vivir 200 años?

Destrezas de la semana

Comprensión: idea principal y detalles

Vocabulario: claves de contexto

Ortografía/Fonética: sílabas cerradas



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Nombre _____

¡Qué frío!

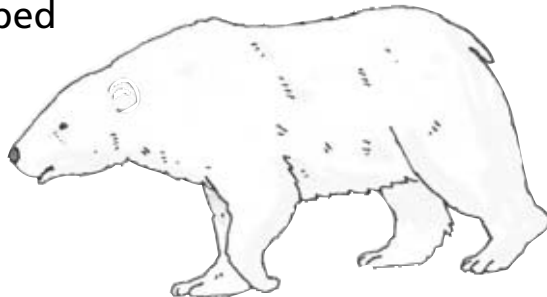
Vamos a leer sobre el Ártico y hablar de cuál es la idea principal. Luego podremos usar los detalles para resolver el crucigrama de la página siguiente.

The Arctic is a desert even though it is cold. Deserts get less than ten inches of rain a year. The Arctic gets only five inches of snow.

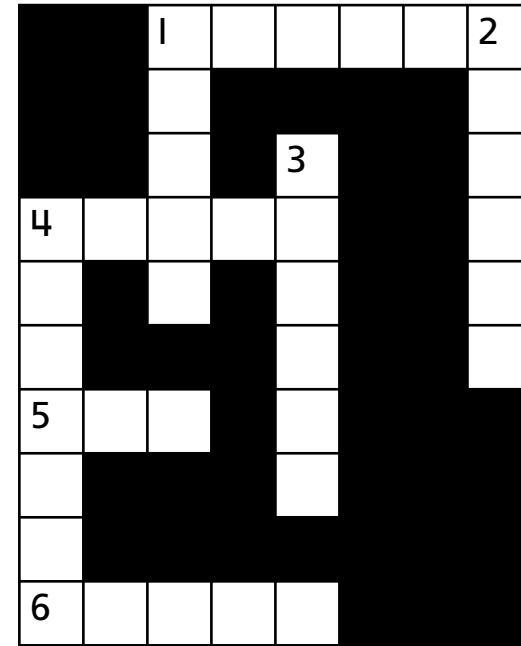


Puffins are birds that come to the Arctic in the spring. They build nests on the cliffs. The puffins guard their nests from the Arctic foxes, who like to steal the eggs.

Polar bears hunt seals, walruses, and even fish. Their webbed feet help them to swim long distances in search of food. The polar bear's only enemy is the killer whale.



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Across

Down

- | | |
|--|---|
| <p>1. The polar bear has _____ feet.</p> <p>4. The _____ bear is at the top of the Arctic food chain.</p> <p>5. The Arctic _____ likes to steal puffin eggs.</p> <p>6. Polar bears like to hunt _____.</p> | <p>1. The killer _____ is an enemy of the polar bear.</p> <p>2. A _____ gets less than 10 inches of rain a year.</p> <p>3. The _____ is a cold desert.</p> <p>4. _____ are black and white birds.</p> |
|--|---|

Comprehension Check

Summarize

Use the chart to list details and main ideas about the plants, animals, and people in this book. Then use the chart to summarize the information.

Main Idea _____

Detail 1 _____

Detail 2 _____

↓
Summary _____

Think and Compare

1. Turn to page 7. Tell ways that the jerboa can escape predators that may lurk nearby.
(Main Idea and Details)
2. Tell a way in which you can survive in the climate where you live. How is it similar to or different from the ways people can live in the Sahara? **(Apply)**
3. Bringing water from deep under the ground has changed some parts of the desert. Is this a good thing? Why or why not? **(Evaluate)**

Survival in the Sahara Desert

by Kathy Kinsner

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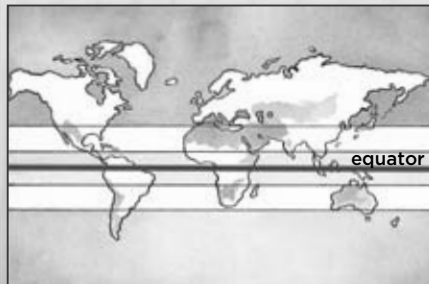


Introduction

The sun blazes overhead. There's not a cloud in the sky. The temperature climbs to 100°F (38°C). Welcome to the Sahara Desert—one of the hottest places on Earth.

The Sahara is the world's largest desert. It is nearly the size of the United States. The Sahara extends over 10 countries in northern Africa. Like all deserts, it is a dry place that gets fewer than 10 inches (25 cm) of rain a year.

In parts of the Sahara Desert, you can see nothing but sand for miles. A sand dune forms when wind carries sand over a large rock. The sand drops, and gradually a hill of sand grows.



Most of the world's deserts are located in two bands above and below the equator.

Glossary

adaptation (*a-dap-TAY-shuhn*) a change so that a plant or animal can survive in its environment
(page 8)

conserve (*kuhn-SURV*) to keep and protect from harm, loss, or change (page 4)

nomad (*NOH-mad*) someone who moves from place to place (page 11)

oasis (*oh-AY-sis*) a place in the desert where water and plants are found. The plural is oases. (page 5)

predator (*PRE-duh-tuhr*) an animal that hunts other animals for food (page 7)

qanat (*KA-nat*) an underground tunnel that brings water from a spring to a well (page 13)

reservoir (*RE-zuh-vwahr*) a place where water is stored (page 13)

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Conclusion

To survive in the Sahara, many plants and animals have adapted to the hot, dry climate.

People must adapt to the desert climate by wearing clothes and building homes that protect them from the desert heat.

People can also change the desert in ways that other animals cannot. They can create tools to bring water to the surface. But not every change is good for the desert. It is important to use desert resources wisely.

In order to preserve life in the desert, people must think about how their actions will affect its future.

When people pump water from deep under the ground, they may be using up water that can't be replaced.



Not all of the Sahara Desert is covered with sand. These rock formations add an eerie look to the desert view.

However, about 80 percent of the world's deserts are not sandy. This is true in parts of the Sahara. Deserts begin as rock. The rock is worn away and broken apart by wind, rainstorms, and changing temperatures. Over time, the rock is broken into smaller and smaller pieces. The rock breaks down first into boulders, then into stones, and finally into sand. In some areas, the Sahara is made up of huge rocks and gravel and sand.

CHAPTER 1

Plants: Finding the Water

In a dry desert climate, some plants have adapted ways to collect and **conserve** water.

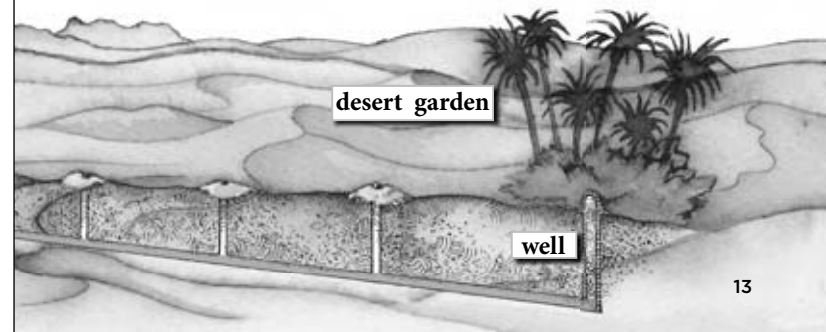
The acacia tree can live in parts of the Sahara that get as little as 1 inch (2.5 cm) of rain per year. It survives there because it has thorns, leaves, and roots that are perfect for life in the desert. The acacia's leaves protect the tree's bark from the dry desert wind. It has roots that help it reach water that is deep in the ground or many feet away.



The thorns of the acacia tree discourage animals from eating it.

In some parts of the Sahara, people dig underground tunnels called **qanats** to bring water to the desert. The water comes from a spring near the mountains and flows downhill through the qanat. At the end of the qanat, people dig a well to store water and bring it to the surface.

In other places in the Sahara, people use modern methods to turn the desert from brown to green. In the deserts of Farafra, Egypt, there is a **reservoir** of fresh water far below the ground. The Egyptian government built deep wells to bring this water to the surface. Now people can live and farm in a place that was once a barren desert.



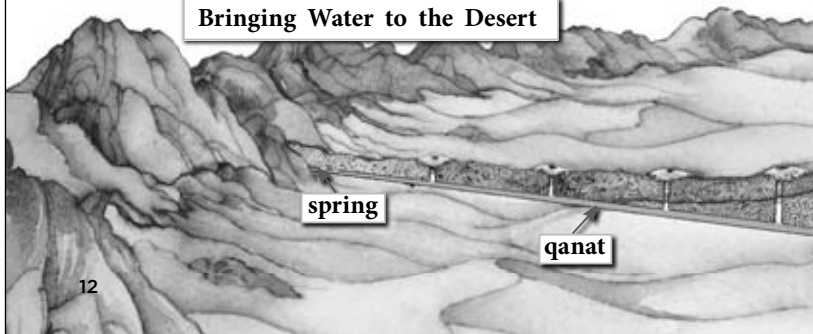
In some parts of the Sahara, people escape the heat by building homes under the ground. For example, in the deserts of Matmata, Tunisia, people have been living in underground homes for 2,000 years.



Bedouin tents provide protection from the desert sun.

In other parts of the Sahara, people live in tents. The Bedouins move their tents from place to place so their herds can graze on desert plants. The tent sides can be lifted so air can pass through. When the Bedouins move on, they carry their homes with them.

Bringing Water to the Desert



A Welcome Sight

An **oasis** is a welcome sight for desert travelers. It's a place where underground water reaches Earth's surface. The far-off date palms in an oasis shimmer in the sun. They alert thirsty travelers that there is water nearby.

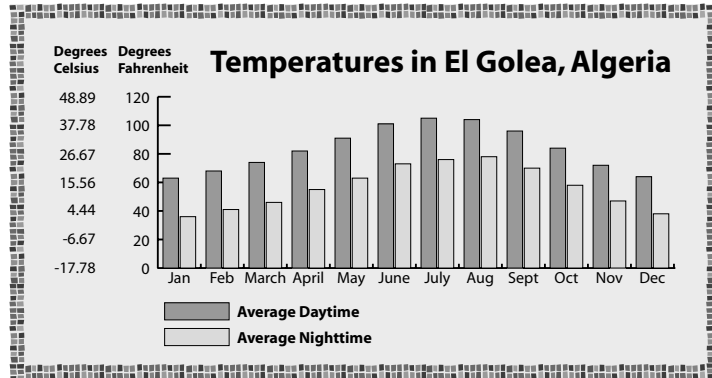
Almost every part of the date palm is useful. Its fruit can be eaten. Its seeds can be ground up and used for camel feed or as a substitute for coffee. Its wood and leaves can be used to make fuel, rope, and building materials. Leaves from a date palm can be used for huts, fences, baskets—even sandals. And the sap of the date palm is drinkable.

CHAPTER 2

Animals: Beating the Heat

Like plants, animals that live in the desert must be able to survive with very little water. And they must be able to adapt to the intense desert heat.

Temperatures in the Sahara often rise to around 100°F (38°C) during the day. At night, the desert cools off quickly to around 36°F (2°C).



Compare the average daytime and nighttime temperatures in the Sahara. It's easy to see why many animals are active at night.

The People of the Veil

One million Tuareg people live on the edges of the Sahara. The Tuareg people are **nomads**. They move from place to place. They herd sheep, goats, and camels.

The name *Tuareg* means "people of the veil." Silken, loose-fitting robes protect the Tuareg people from sun, thorns, and desert dust.



In most deserts, water is too scarce to support human life. Most desert people have to live near an oasis or a river.

Some people live at the edges of the desert where conditions are not so harsh. There they keep herds of animals. But plants are scarce and the people must move their animals from place to place in search of food.

CHAPTER 3

People: Changing the Land

Like plants and animals, people must find ways to survive in the desert. They need to find ways to collect and conserve the water they need to survive. And people have to protect themselves from the desert heat.



The town of Ghardaia, Algeria, grew up near an oasis, where the people could get water.



The fennec fox loses heat through its large ears.

Some animals adapt to the daytime heat by sleeping during the day. They become active hunters at night when it is cooler.

The fennec fox and the jerboa are two Sahara animals that are active at night. The fennec digs a long burrow under the dunes. It stays cool in this burrow during the day. At night, the fennec emerges to begin a long search for food.

The jerboa escapes **predators** that lurk nearby in the desert by running up to 22 miles per hour (35 km/h) and by leaping up to 10 feet (305 cm) in the air.



A desert monitor may travel up to 3 miles (5 km) in search of food.

The desert monitor is a lizard that can grow up to 5 feet (152 cm) long. Its nostrils are close to its eyes. This **adaptation** keeps it from getting dirt into its nostrils when it burrows into the soil to cool off.

Unlike the jerboa, the desert monitor is active during the daytime. Each morning it sets off in search of food. When it finds an animal asleep in a burrow it digs in and grabs the animal with its sharp teeth and claws.

Tiny silver ants escape the heat by climbing on desert plants a few inches above the ground where the air is cooler. Silver ants can survive temperatures up to 128°F (53°C). They exist by eating insects that have died in the heat.

The silver ant has an enemy called the ant lizard. The ant lizard can't survive outside in the intense desert heat. When it gets too hot, the ant lizard slips into its burrow. Then silver ants have a short time to look for food without being swallowed themselves.



Built for the Desert

Camels don't really carry water in their humps. But they can go a week without drinking. Some camels can go more than a month without water. A camel actually stores body fat in its hump. When the camel has to go without food, it uses the stored fat for energy.

The lumbering camel's long legs keep its body away from the heat of the ground. Its broad feet keep it from sinking into the desert sand. The camel can even close its nostrils during a sandstorm.



Home-School Connection

Word Workout

WORDS TO KNOW

agile	awkward	guardian
interfere	proclaimed	convinced

Tessie's Tale How could we make up a story about an old woman named Tessie and her grandson Eric? Let's use the words and try.

SPELLING WORDS

river	radar	wiper	stolen	level
limit	habit	razor	never	famous
bison	pity	talent	cabin	cider
easel	diver	finish	spoken	promise

Speed Spell Let's see how many words you can spell in one minute. I'll give you words to spell. At the end of a minute, let's see how many words you spelled correctly. Want to try again?

Dear Family Member:

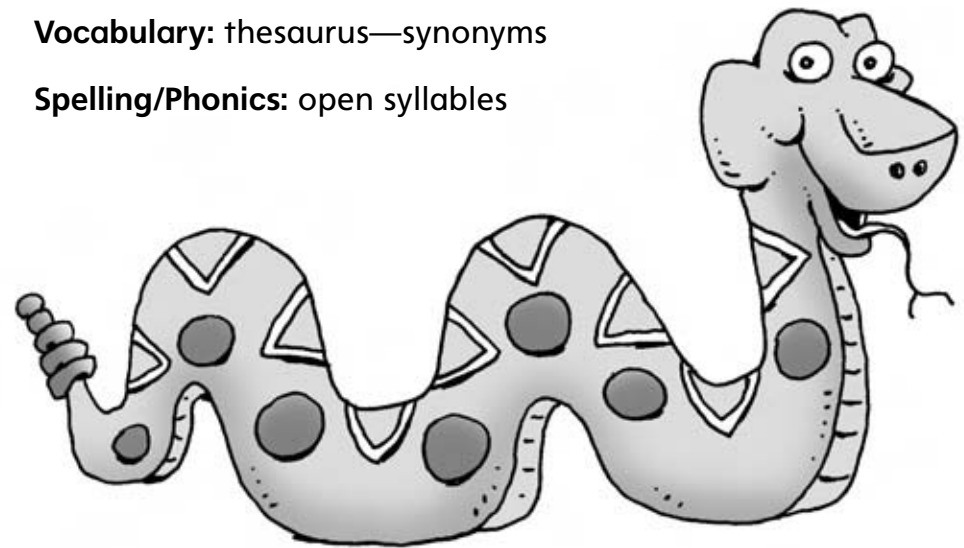
This week we are reading *Roadrunner's Dance*. Snake is a bully and is frightening people. He won't let them use the road. Desert Woman gave snake a rattle so that others would know when he was nearby. I will keep reading to find out if this solution was successful.

This Week's Skills

Comprehension: problem and solution

Vocabulary: thesaurus—synonyms

Spelling/Phonics: open syllables



Name _____

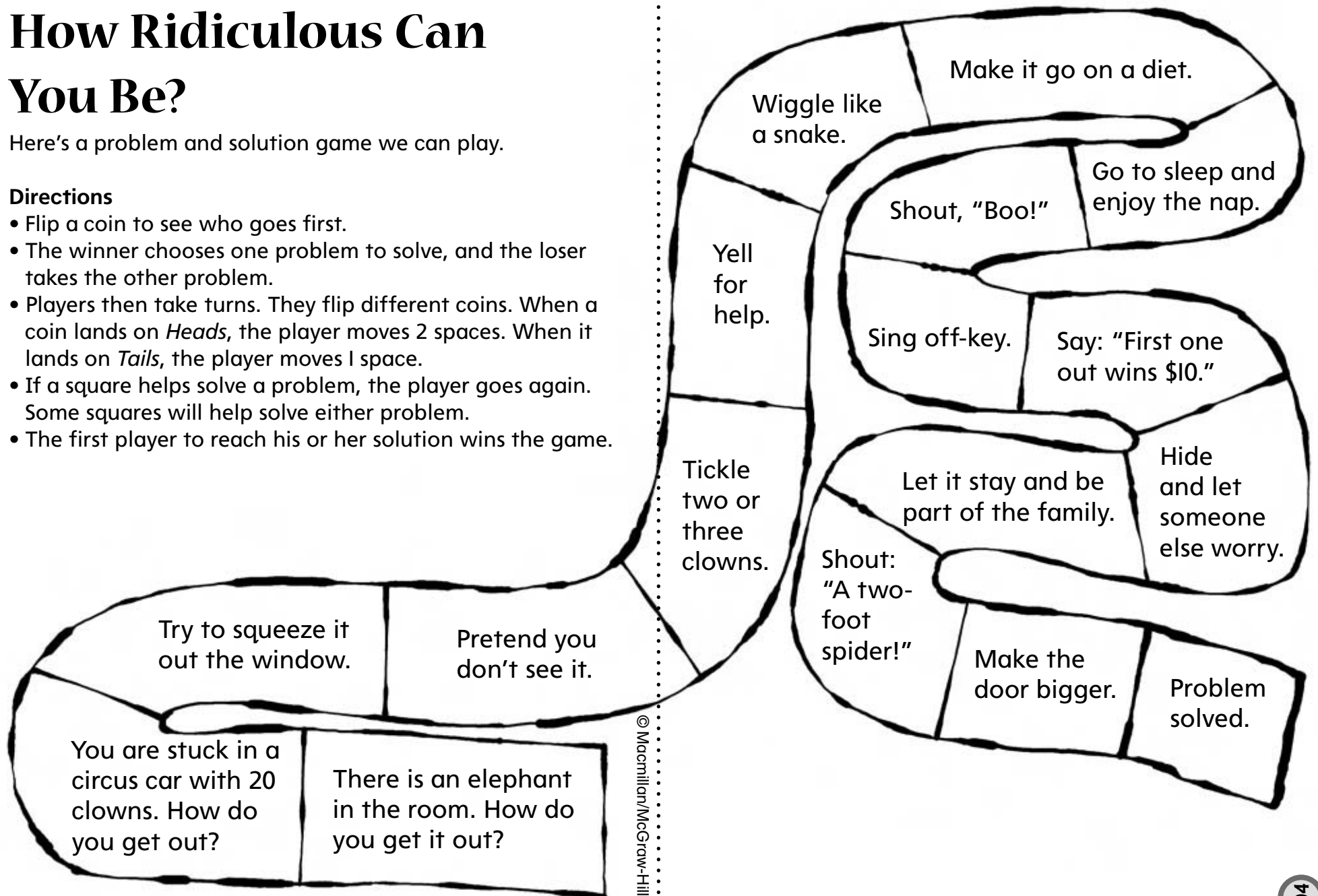
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How Ridiculous Can You Be?

Here's a problem and solution game we can play.

Directions

- Flip a coin to see who goes first.
- The winner chooses one problem to solve, and the loser takes the other problem.
- Players then take turns. They flip different coins. When a coin lands on *Heads*, the player moves 2 spaces. When it lands on *Tails*, the player moves 1 space.
- If a square helps solve a problem, the player goes again. Some squares will help solve either problem.
- The first player to reach his or her solution wins the game.





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

agile	awkward	guardian
interfere	proclaimed	convinced

La historia de Tessie Vamos a inventar un cuento sobre una anciana llamada Tessie y su nieto, Eric. Tratemos de usar todas las palabras de la lista.

PALABRAS DE ORTOGRAFÍA

river	radar	wiper	stolen	level
limit	habit	razor	never	famous
bison	pity	talent	cabin	cider
easel	diver	finish	spoken	promise

A toda velocidad Vamos a ver cuántas palabras puedes deletrear en un minuto. Te voy a dar palabras para que deletrees. Al cumplirse el minuto, vamos a ver cuántas palabras deletreaste correctamente. ¿Quieres jugar otra vez?

Queridos familiares:

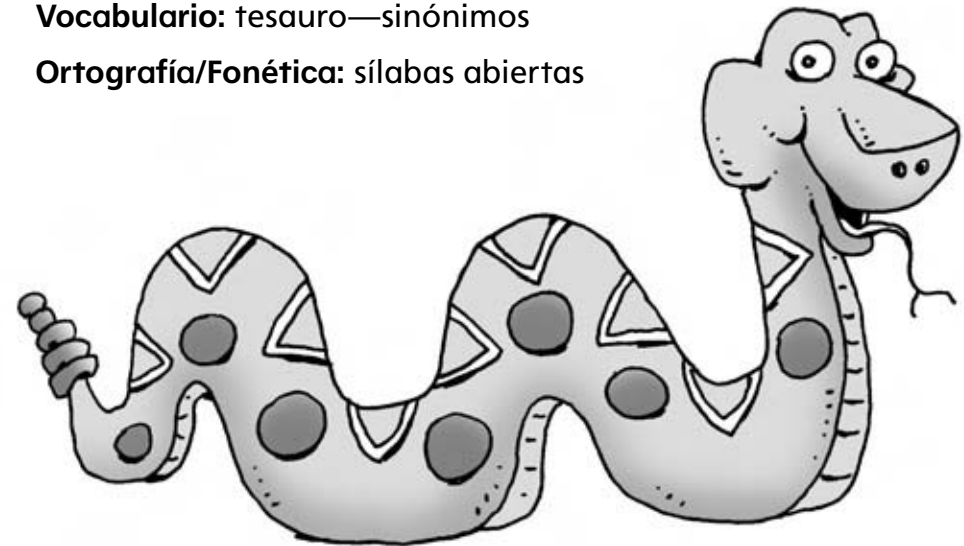
Esta semana estamos leyendo *Roadrunner's Dance*. Serpiente es antipática y asusta a la gente y no deja que nadie use el camino. Mujer del desierto le dio a Serpiente un cascabel para que los demás lo oyeran. Voy a seguir leyendo para ver si esta solución tuvo éxito.

Destrezas de la semana

Comprensión: problema y solución

Vocabulario: tesauro—sinónimos

Ortografía/Fonética: sílabas abiertas



Nombre _____

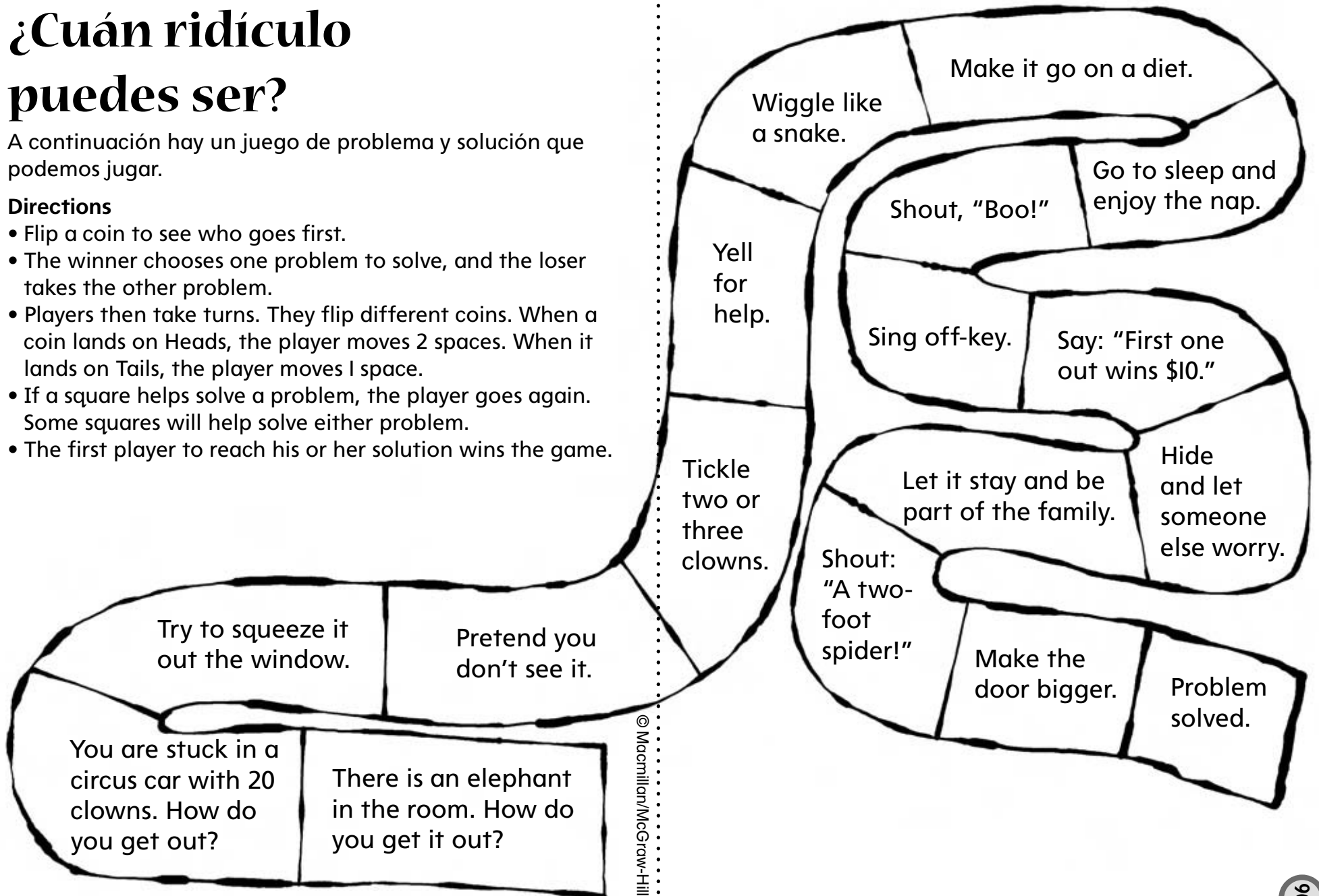
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¿Cuán ridículo puedes ser?

A continuación hay un juego de problema y solución que podemos jugar.

Directions

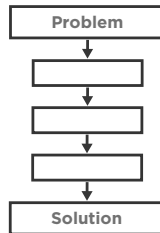
- Flip a coin to see who goes first.
- The winner chooses one problem to solve, and the loser takes the other problem.
- Players then take turns. They flip different coins. When a coin lands on Heads, the player moves 2 spaces. When it lands on Tails, the player moves 1 space.
- If a square helps solve a problem, the player goes again. Some squares will help solve either problem.
- The first player to reach his or her solution wins the game.



Comprehension Check

Summarize

Record problems and solutions from one of the tales on a chart. Then use the information to summarize the tale.



Think and Compare

1. Reread “the Spider and the Turtle.”
What problem did the turtle have?
How did he solve it? (**Problem and Solution**)
2. In “The Monkey and the Tiger,” the monkey proclaimed that she was the king’s guardian. Do you think this trick was funny or mean? Explain why. (**Synthesize**)
3. In each story, one character interferes with another and by the end learns a lesson. Which lesson was most important? How does this lesson apply to real life? (**Apply**)

Three Tricky Tales

by Anne Miranda
illustrated by Craig Spearing



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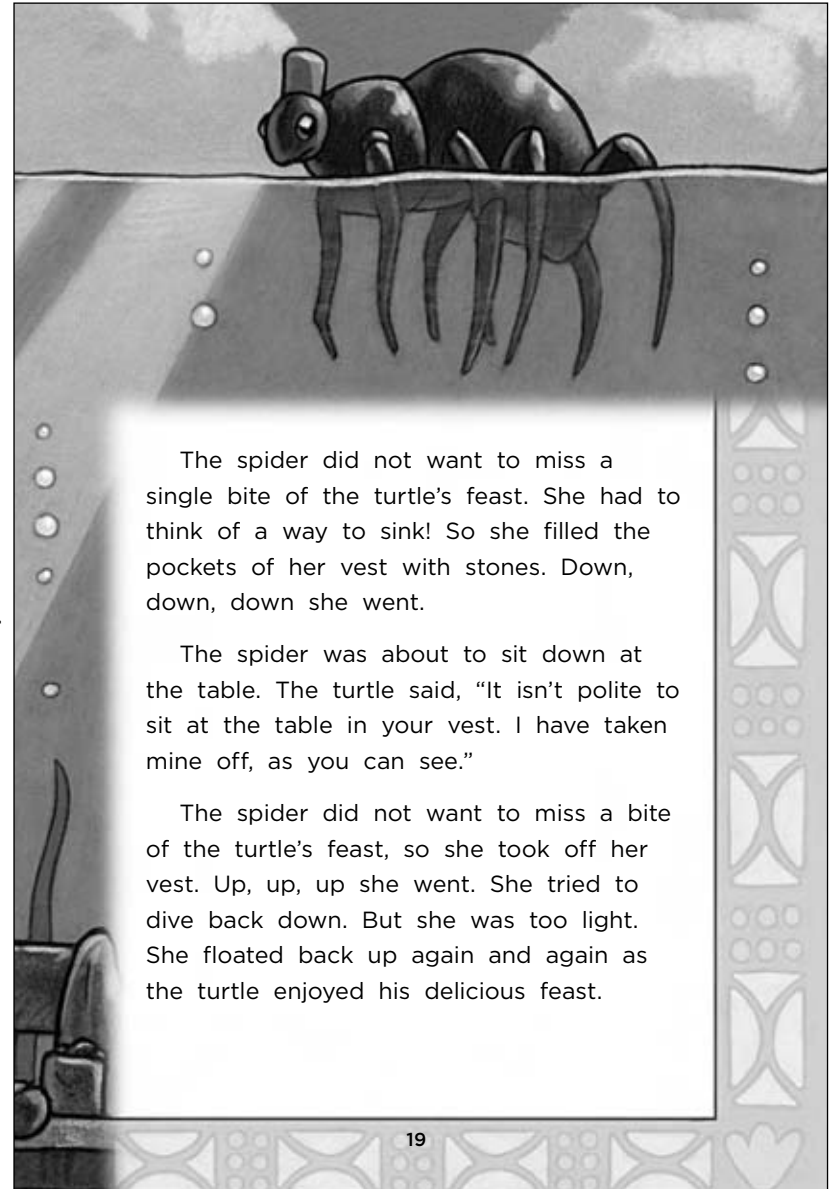
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The Jay and the Coyote

Once, a very long time ago, the jay was just as plain as plain could be. He was the color of the sand and the bark of the tall pine trees.

The jay lived near a beautiful lake. He admired the cool blue color of the sparkling water. He spent many happy hours flying over it. One day, the jay went for a swim. He sang praises to the lake as he bathed:

*"Oh lake, what a beautiful color are you.
I wish that my feathers were shiny blue.
On sapphire wings, 'cross the sky I'd flee.
The happiest bird in the air would I be."*



The spider did not want to miss a single bite of the turtle's feast. She had to think of a way to sink! So she filled the pockets of her vest with stones. Down, down, down she went.

The spider was about to sit down at the table. The turtle said, "It isn't polite to sit at the table in your vest. I have taken mine off, as you can see."

The spider did not want to miss a bite of the turtle's feast, so she took off her vest. Up, up, up she went. She tried to dive back down. But she was too light. She floated back up again and again as the turtle enjoyed his delicious feast.

The turtle went home and prepared a feast. The spider could smell the food. She did not want to miss a free meal. So she went down to the turtle's house. "What is that delicious smell?" she asked.

"Dinner," replied the turtle.

"May I join you?" asked the spider.

Now, in the turtle's village, it would have been rude not to ask the spider to share a meal. So he did.

The food was on a table at the bottom of the lake. The turtle dove in and the spider followed. But the spider didn't sink. She floated on the surface of the lake.



The lake enjoyed the song very much, so she turned the jay the color of her shimmering water. The blue jay was as happy as he could be.

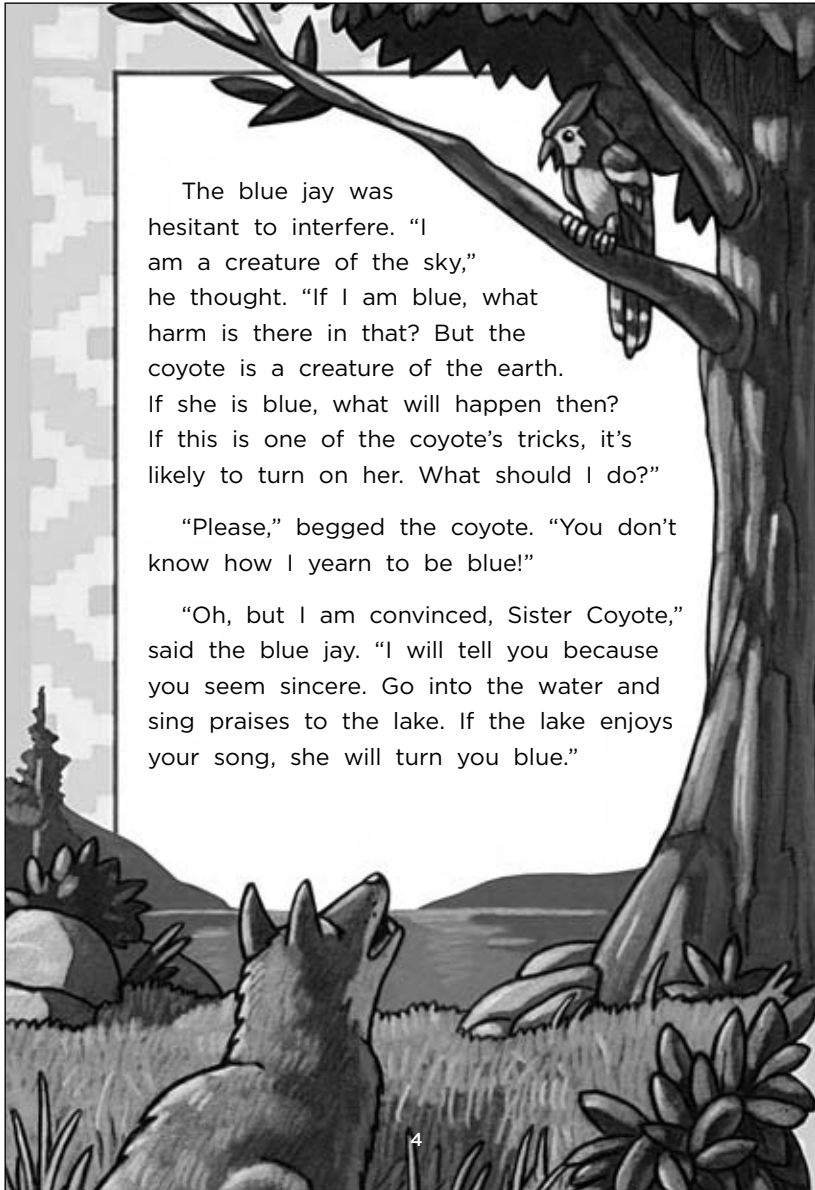
Now as it happened, a coyote had come to the lake in search of food. She saw the blue jay dancing for joy. The coyote was very hungry. But she didn't think about her empty stomach. She was jealous of the blue jay's beautiful color. How the coyote longed to be blue, too!

The coyote called, "Brother Jay!"

The startled blue jay flipped around. He hadn't seen the sandy-colored coyote creeping along the shore. By all rights, the blue jay should have been the coyote's lunch. The blue jay flew up to a branch of a tree. He was safe and out of reach. "What do you want?" asked the blue jay.

"I want to know how you came to be such a beautiful shade of blue," replied the coyote. "Share your secret with me, Brother Jay!"

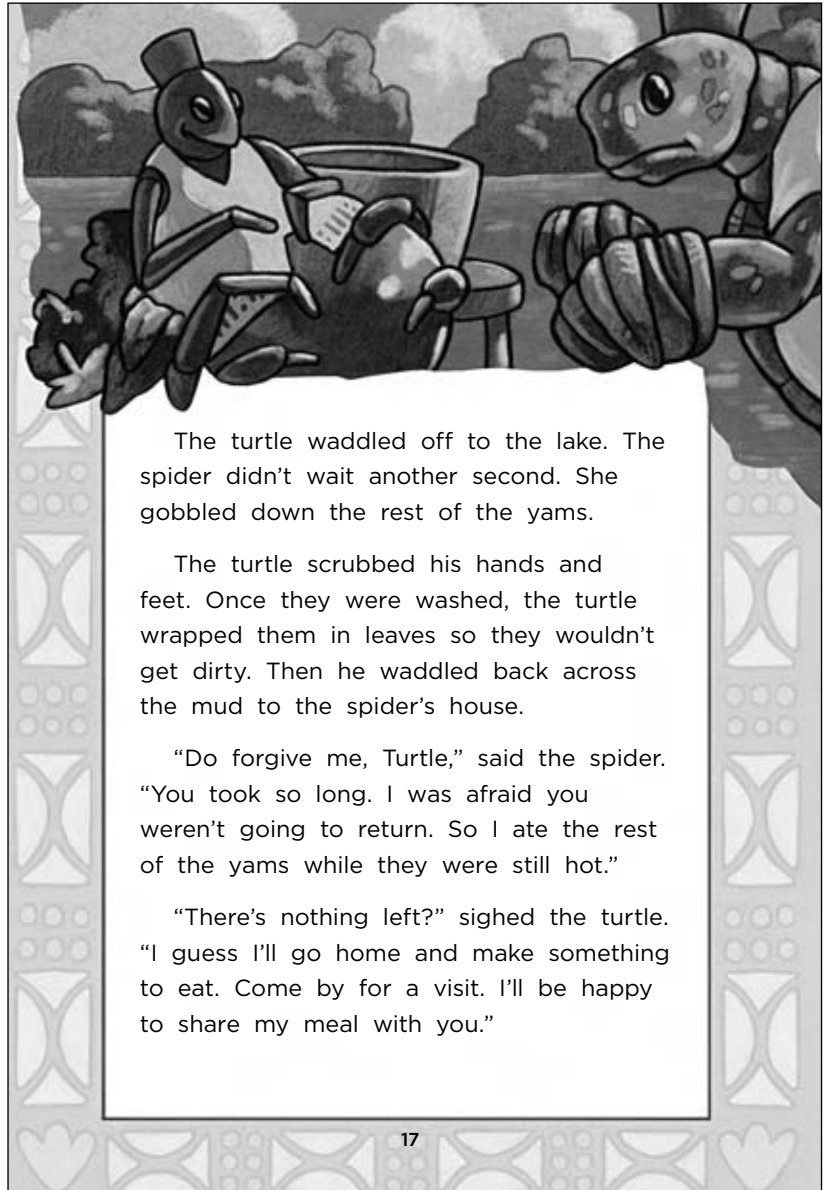




The blue jay was hesitant to interfere. "I am a creature of the sky," he thought. "If I am blue, what harm is there in that? But the coyote is a creature of the earth. If she is blue, what will happen then? If this is one of the coyote's tricks, it's likely to turn on her. What should I do?"

"Please," begged the coyote. "You don't know how I yearn to be blue!"

"Oh, but I am convinced, Sister Coyote," said the blue jay. "I will tell you because you seem sincere. Go into the water and sing praises to the lake. If the lake enjoys your song, she will turn you blue."



The turtle waddled off to the lake. The spider didn't wait another second. She gobbled down the rest of the yams.

The turtle scrubbed his hands and feet. Once they were washed, the turtle wrapped them in leaves so they wouldn't get dirty. Then he waddled back across the mud to the spider's house.

"Do forgive me, Turtle," said the spider. "You took so long. I was afraid you weren't going to return. So I ate the rest of the yams while they were still hot."

"There's nothing left?" sighed the turtle. "I guess I'll go home and make something to eat. Come by for a visit. I'll be happy to share my meal with you."

The turtle scrubbed his hands and feet. Once they were washed, the turtle waddled back across the mud to the spider's house, and he sat down at the table.

"Do forgive me, Turtle," said the spider. "You took so long. I was afraid you weren't going to return. So I ate some of the yams while they were still hot."

"There's plenty left," the turtle said kindly. "And I'm still hungry."

"And you're still dirty!" gasped the spider. "Just look at those filthy hands."

The turtle tottered and swayed. He nearly fell over trying to see his hands and feet. "My, my," he said. "They are dirty, aren't they? I will go down to the lake to wash up. Will you excuse me?"

"Certainly," said the spider.



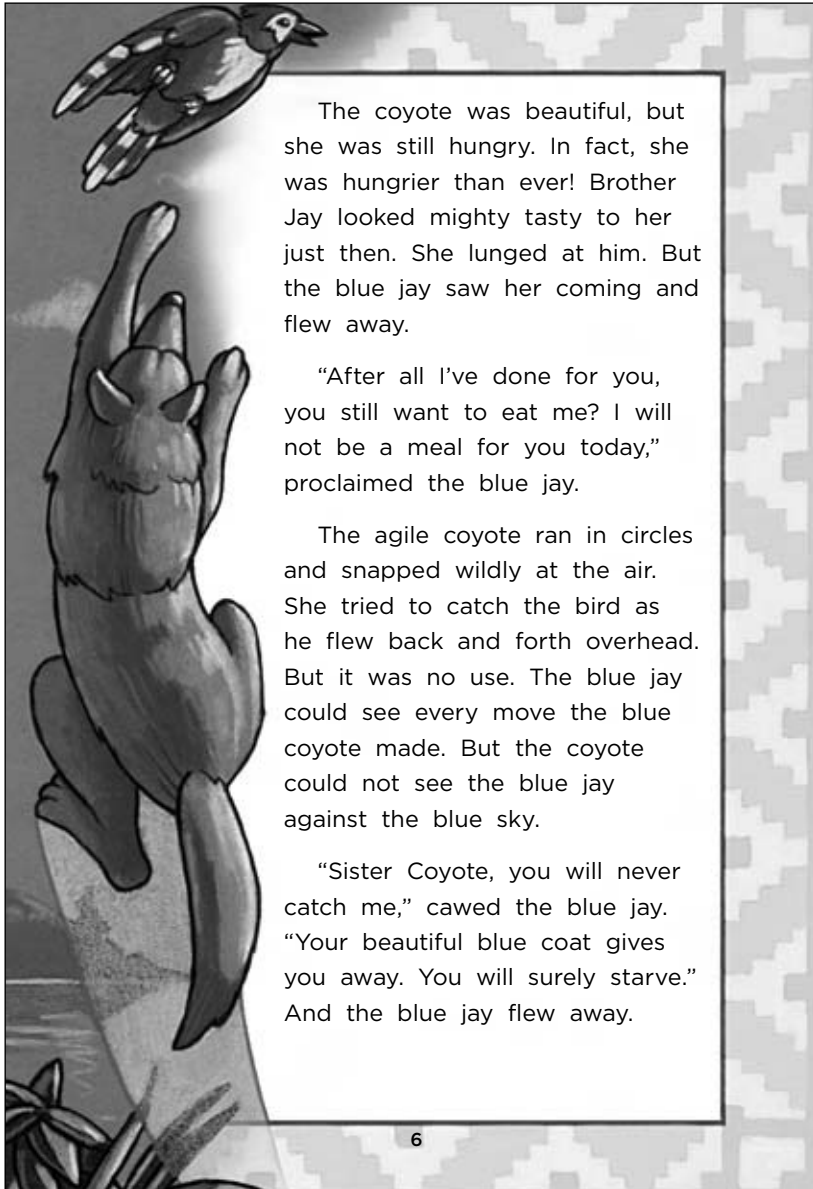
The coyote plunged into the lake and began to sing:

*"Lake, what a beautiful color are you.
I wish that my fur was such a blue.
Over the land I would happily tread,
Blue from my paws to up on my head."*

The lake was moved by the coyote's desire, so she turned the coyote the color of her shimmering water. The blue coyote was as happy as she could be.

The blue jay flew to greet her. "Sister Coyote, how beautiful you are."



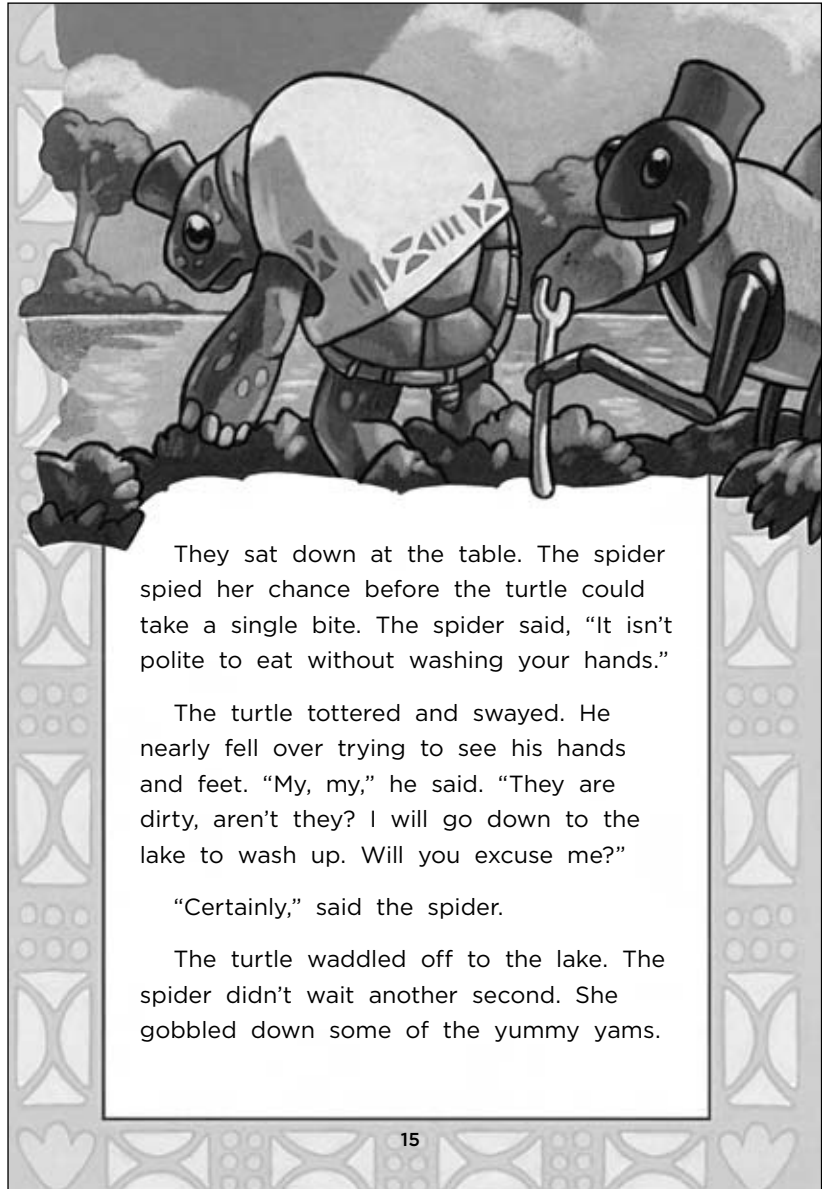


The coyote was beautiful, but she was still hungry. In fact, she was hungrier than ever! Brother Jay looked mighty tasty to her just then. She lunged at him. But the blue jay saw her coming and flew away.

"After all I've done for you, you still want to eat me? I will not be a meal for you today," proclaimed the blue jay.

The agile coyote ran in circles and snapped wildly at the air. She tried to catch the bird as he flew back and forth overhead. But it was no use. The blue jay could see every move the blue coyote made. But the coyote could not see the blue jay against the blue sky.

"Sister Coyote, you will never catch me," cawed the blue jay. "Your beautiful blue coat gives you away. You will surely starve." And the blue jay flew away.



They sat down at the table. The spider spied her chance before the turtle could take a single bite. The spider said, "It isn't polite to eat without washing your hands."

The turtle tottered and swayed. He nearly fell over trying to see his hands and feet. "My, my," he said. "They are dirty, aren't they? I will go down to the lake to wash up. Will you excuse me?"

"Certainly," said the spider.

The turtle waddled off to the lake. The spider didn't wait another second. She gobbled down some of the yummy yams.

The Spider and the Turtle

One morning, the spider dug up some plump yams. She roasted them on the fire. The aroma of the steaming yams soon filled the air. The yams were soft and sweet. The spider put them in a bowl and hurried to her house. She couldn't wait to sit down and eat them all up.

Just as the spider was about to enjoy her yams, the turtle came for a visit. "What is that delicious smell?" he asked.

"Yams," said the spider. "I am about to have my lunch."

"May I join you?" asked the turtle.

Now, in the spider's village, it would have been rude not to ask the turtle to share a meal. So she did. But she tried to think of a way to get rid of the turtle. She wanted all the yams for herself.



For the rest of the day, the coyote tried to catch something to eat. But Brother Jay had spoken the truth. The coyote's blue coat gave her away every time. She felt awkward. There wasn't a creature on Earth that couldn't see her coming. She was surely going to starve.

The beautiful blue coyote threw herself to the ground. She rolled around, sobbing:

"How foolish I am.

I don't want to be blue.

Return me, Earth, to a color so true."

Earth took pity on the coyote and turned her back to her original color. The grateful coyote thanked Earth. Then she went off to fill her hungry belly. She never again wished to be anything other than what she was.

The coyote and the blue jay spent the rest of their days on the lookout for each other. The coyote tried to spot the blue jay against the blue sky and the blue jay watched for the sandy-colored coyote creeping along the shore.

The Monkey and the Tiger

The monkey was having a simply splendid day. Then she spotted a tiger bounding toward her through the jungle. The monkey was sure the tiger would eat her on the spot. She had to think fast.

The monkey covered a big pile of coconuts with some banana leaves. She marched back and forth in front of it.

The tiger was intrigued by the monkey's odd behavior and didn't attack. "What are you doing?" the tiger demanded.

"I'm the king's guardian," proclaimed the monkey. "I am guarding the king's food."



With that, the monkey slowly stepped backward. The tiger thought the monkey was gone.

"Now the king's treasure will be mine," declared the tiger. He pushed off the banana leaves and looked into the deep pit. The tiger couldn't see the treasure. He bent down a little farther. Then the monkey pushed him in.

CRASH! The tiger was trapped. "You tricked me!" roared the tiger.

"I may be small," said the monkey. "But I am very clever. Greed got the better of you, you big, strong, handsome animal." Then the monkey swung off into the trees. And she had a splendid day indeed.





The monkey stopped to rest. She saw the tiger racing to find her. She had to think fast. The monkey saw a deep pit dug into the ground. She covered the pit with banana leaves. Then she marched back and forth in front of it.

Again, the tiger was so intrigued by the monkey's odd behavior that he forgot his rage. "What are you doing?" he asked.

"I am the king's guardian," proclaimed the monkey. "I am guarding his treasure."

"A big, strong, handsome animal like me should be the protector of the king's treasure," said the tiger.

"Tiger, you are a magnificent beast," said the monkey. "I'm sure the king would be honored if you guarded his treasure."

"Hmm," the tiger thought. "The king's food is bound to be more delicious than that skinny monkey. Perhaps I can trick the monkey into giving it to me."

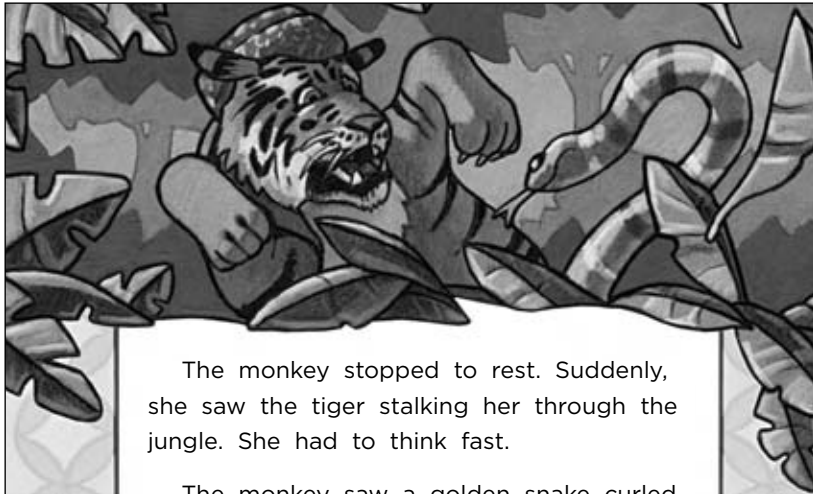
"You are too small to be the king's guardian," said the tiger. "A big animal like me should be the protector of his food."

"Tiger, you are a magnificent beast," said the monkey. "I'm sure the king would be honored if you guarded his royal food."

"You may go now," said the tiger. "I will take good care of what belongs to the king." With that, the monkey sprang into the trees and was gone.

"Now the king's royal food will be mine," declared the tiger. He threw off the banana leaves and bit down hard. He nearly broke his teeth.

"Coconuts! That monkey tricked me," roared the tiger. "She will suffer for this."



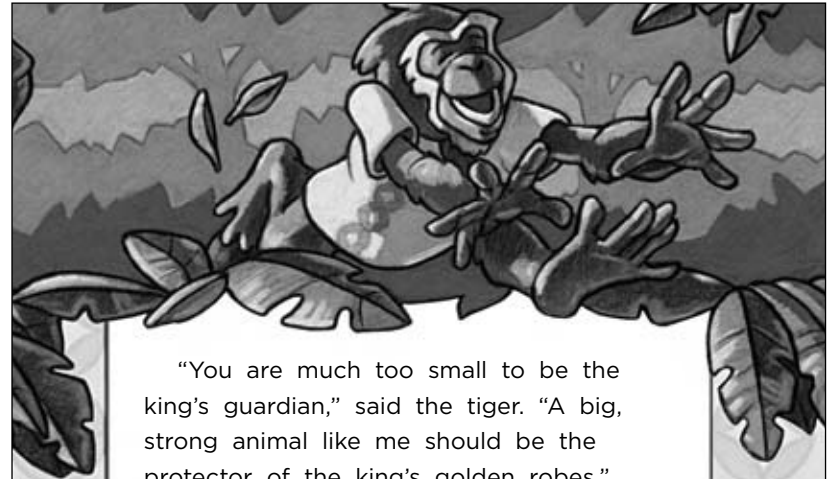
The monkey stopped to rest. Suddenly, she saw the tiger stalking her through the jungle. She had to think fast.

The monkey saw a golden snake curled on the ground. She covered the snake with banana leaves. Then she marched back and forth in front of it.

Again, the tiger was so intrigued by the monkey's odd behavior that he forgot his rage. "What are you doing?" he asked.

"I am the king's guardian," proclaimed the monkey. "I am guarding the king's golden robes while he's off for a swim."

"If I were to have the king's golden robes, I would be the finest animal in the jungle," thought the tiger. "Perhaps I can fool the monkey into giving them to me."



"You are much too small to be the king's guardian," said the tiger. "A big, strong animal like me should be the protector of the king's golden robes."

"Tiger, you are a magnificent beast," said the monkey. "I'm sure the king would be honored if you guarded his robes."

"You may go now," said the tiger. "I will take good care of what belongs to the king." With that, the monkey sprang into the trees and was gone.

"Now the king's golden robes will be mine," declared the tiger. He ripped off the banana leaves. The golden snake reared up and struck at the tiger.

"A snake! That monkey tricked me," roared the tiger. "She will suffer for this."



Home-School Connection

Word Workout

WORDS TO KNOW

completed	journey	natural
roamed	relocated	

Crossword Let's put the words into a crossword grid. Then we can write clues for them. We can give the puzzle to a family member or friend.

SPELLING WORDS

airfare	compound	baboon	afloat
staircase	beneath	mermaid	defeat
between	sleepless	trainer	reveal
persuade	oatmeal	repeat	increase
discount	eighteen	approach	domain

Missing Vowels I'll make a list of these words leaving out one of the vowels in each word. I'll give you the list. You can write in the missing vowels. Then we'll look over your list to see how many words you spelled correctly.

Dear Family Member:

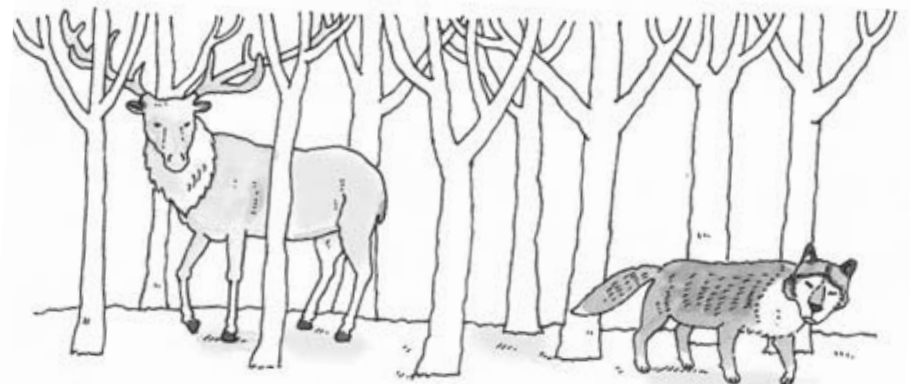
This week we are reading "Animals Come Home to Our National Parks," a group of articles. I'm putting all the details, or facts, together to find the main idea of the articles. Mostly, they are about the animals that live in the different parks. Details tell me that many of the plants and animals have disappeared. I'm learning what people can do to bring these animals back.

This Week's Skills

Comprehension: main ideas and details

Vocabulary: Latin roots

Spelling/Phonics: vowel teams



Name _____

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Kids to the Rescue

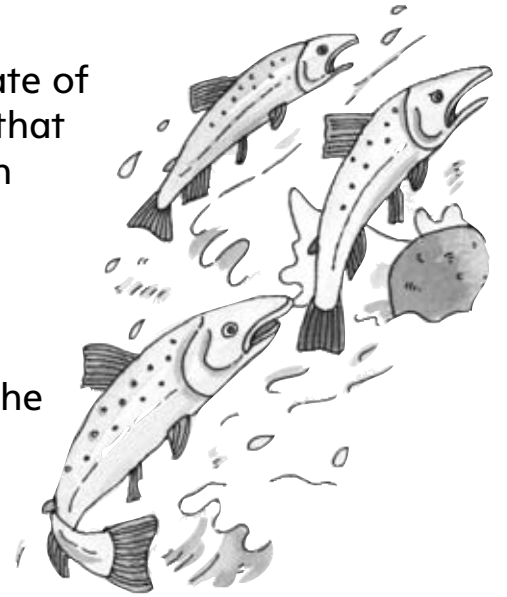
Kids are pitching in to help protect the environment. We can read what these young people are doing. Let's talk about what each child would write about in a letter to a friend. What would the main idea be? What details should we include?

Dawn lives in Florida. On a family outing she saw an unusual burrow. It was made by a gopher tortoise. Learning that these animals are endangered, she joined a group to help save them.

In Indiana, **Nathan** protects snakes. He and his dad drive in a wilderness area. If they see a snake, they stop. They move it off the road where it will be safe from cars. Nathan keeps a record of all the snakes he finds.



Kristen lives in the state of Washington. She saw that the numbers of salmon coming to the streams were less each year. She tested the waters in a few streams. She wanted to find out if the streams were polluted and which had the healthiest water for salmon.



In New York, **Sara** was sad to see that a beautiful lake was gloomy and choked with water plants. Fish were dying out. Sara discovered that pollution was causing this. She joined with others to try to save the lake.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

completed journey natural
 roamed relocated

Crucigrama Vamos a usar estas palabras para formar un crucigrama. Luego escribiremos pistas para cada palabra. Al final, daremos el crucigrama a un familiar o un amigo para que lo resuelva.

PALABRAS DE ORTOGRAFÍA

airfare	compound	baboon	afloat
staircase	beneath	mermaid	defeat
between	sleepless	trainer	reveal
persuade	oatmeal	repeat	increase
discount	eighteen	approach	domain

Vocales faltantes Voy a hacer una lista de estas palabras dejando fuera una vocal de cada palabra. Te voy a dar la lista. Tú puedes escribir las vocales que faltan. Entonces veremos tu lista para ver cuántas palabras escribiste correctamente.

Queridos familiares:

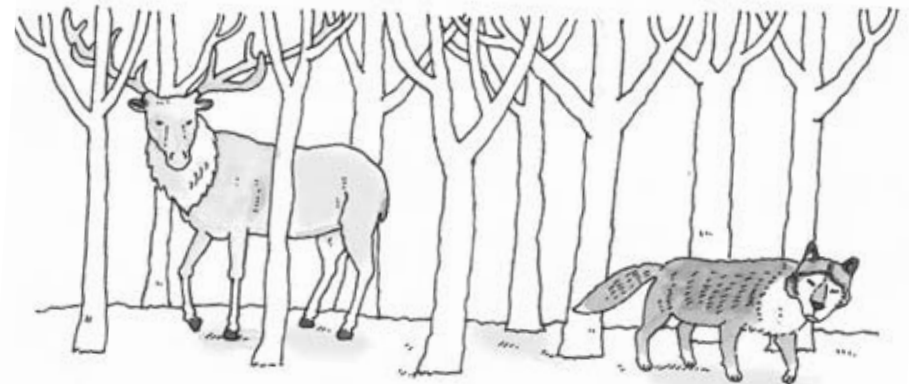
Esta semana estamos leyendo un grupo de artículos llamados *"Animals Come Home to Our National Parks"*. Estoy concentrándome en todos los factores, o detalles, para encontrar la idea principal de los artículos. Tratan principalmente de todos los animales que viven en los distintos parques. Los detalles me indican que muchas de las plantas y animales han desaparecido de los parques. Estoy aprendiendo qué se puede hacer para que estos animales vuelvan.

Destrezas de la semana

Comprensión: idea principal y detalles

Vocabulario: raíces del latín

Ortografía/Fonética: equipos de vocales



Nombre _____

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¡Al rescate!

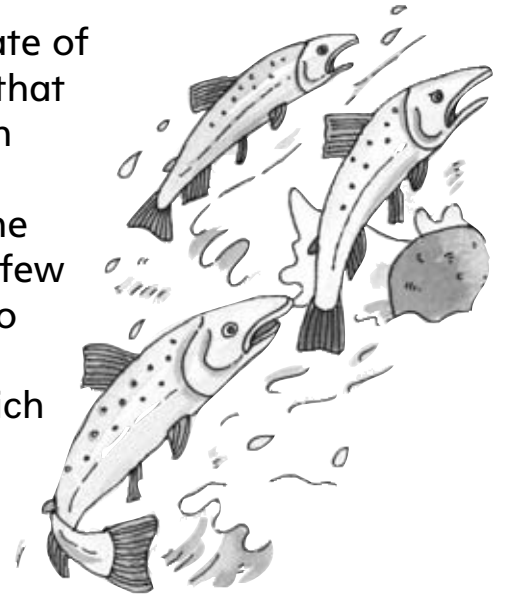
Los niños colaboran en la protección del medio ambiente. Podemos leer aquí algunas de las cosas que hacen estos jóvenes. Vamos a hablar de lo que cada uno de ellos podría contarle a un amigo en una carta. ¿Cuál sería la idea principal? ¿Qué detalles deberíamos incluir?

Dawn lives in Florida. On a family outing she saw an unusual burrow. It was made by a gopher tortoise. Learning that these animals are endangered, she joined a group to help save them.

In Indiana, **Nathan** protects snakes. He and his dad drive in a wilderness area. If they see a snake, they stop. They move it off the road where it will be safe from cars. Nathan keeps a record of all the snakes he finds.



Kristen lives in the state of Washington. She saw that the numbers of salmon coming to the streams were less each year. She tested the waters in a few streams. She wanted to find out if the streams were polluted and which had the healthiest water for salmon.



In New York, **Sara** was sad to see that a beautiful lake was gloomy and choked with water plants. Fish were dying out. Sara discovered that pollution was causing this. She joined with others to try to save the lake.

Comprehension Check

Summarize

Identify the main idea in one chapter from the book. Give at least two details that support the main idea.

Detail
Detail
Detail
Main Idea

Think and Compare

1. Look at the diagram on page 6. Summarize the three steps of how a fossil is formed. **(Main Idea and Details)**
2. Describe a national park or monument that you have visited or heard about. How is it special? **(Apply)**
3. Do you think it is important to preserve land in national parks? Explain your reasons. **(Synthesize/Evaluate)**

Preserving Unique Places Our National Parks

by Emily Wortman-Wunder

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Introduction

The land in southern Texas along the Rio Grande River is harsh. In summer temperatures reach 180°F (82.2°C). In winter northern storms bring cold winds and freezing temperatures. Steep cliffs loom over water as it rushes down the river.

Despite these conditions it is a land of variety and beauty. The **geography** of the area includes a hot desert, cool mountains, and river valleys. The river has created spectacular canyons. After a rain storm the desert blooms with wildflowers and cactus plants.

In the 1930s people who loved this land of dramatic contrasts took action to preserve it. They believed that it should be turned into a National Park.



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Glossary

erosion (*i-ROH-zhuhn*) the process of causing something to wear away **(page 5)**

extinct (*ek-STINGKT*) when a kind of animal no longer exists **(page 6)**

forage (*FÔR-ij*) to search for food or supplies **(page 19)**

fossil (*FOS-uhl*) the remains of a plant or animal that lived long ago **(page 6)**

geography (*jee-OG'-ə-fee*) the natural features of a place or region **(page 2)**

geology (*jee-AH-luh-jee*) the study of Earth's crust, including the study of rocks **(page 14)**

mammal (*MAM-uhl*) a kind of animal that is warm-blooded and has a backbone **(page 6)**

mesa (*MAY-suh*) a large, high land form with steep sides and a flat top **(page 5)**

Some people in the nation's capital thought the same way. They didn't want to preserve only beautiful places. They wanted parks that would protect unusual natural areas and rare animals and plants.

Congress was creating new national parks. One was the Badlands in South Dakota. Another was Death Valley in California. A third was Big Bend in Texas.

What makes such places special? Why would people visit lands that are "bad"? Who would journey to visit a swamp? What is unique about a place where a river bends?

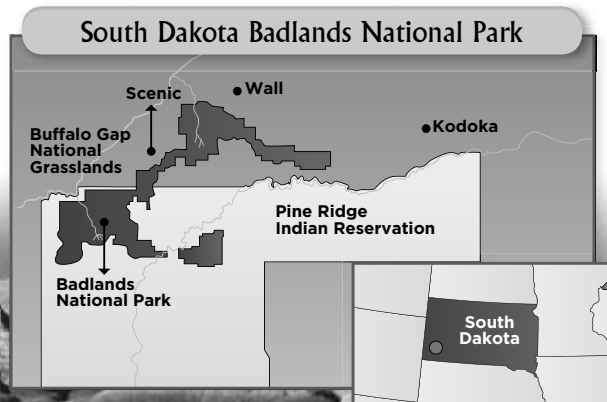
Many plants and animals can survive in Big Bend National Park.



Chapter One

Badlands National Park

The Badlands of South Dakota is an unusual choice for a national park. It looks like nothing could live there. Compared to other types of land in the United States, the Badlands look harsh. They are hot in summer and bitterly cold in winter.



Conclusion

The Badlands, Death Valley, and Big Bend are three unusual national parks. The Badlands preserves fossils. The fossils provide many clues to Earth's past. Death Valley protects a desert. Many plants and animals live there. Big Bend has a diverse climate and geography.

Tourists enjoy these parks. They go to them to see nature. Our national parks help to preserve our great wild lands.



Big Bend National Park Today

The most popular activity for visitors to Big Bend is hiking. Chimney's Trail leads to a rock formation in the desert. The Marufo Vega Trail passes through canyons on the way to the Rio Grande.

Visitors to Big Bend can tour the Rio Grande River. The water can be dangerous in parts of the river, but the areas between the canyons are calm.

More than 450 species of birds have been sighted in the park so bird watching is a popular activity.

Many visitors come to Big Bend just to enjoy the beauty. They find canyons, wildflowers, cactus, mountains, and white water river all in one great National Park.

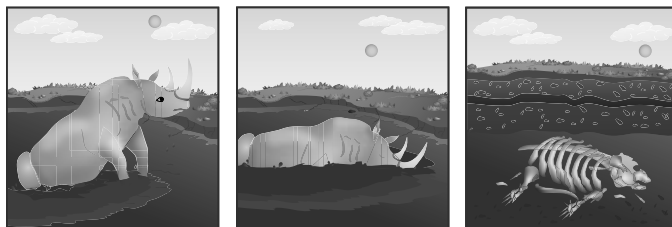
The Badlands are very dry. Little rain falls there. When rain does fall, it sometimes causes flash floods. The floods create **erosion**. More and more soil washes away every time it rains or snows.

But the Badlands are wonderful to look at. The earth is red, pink, orange, brown, and gray. Erosion has shaped the land into canyons and **mesas**. Many animals and plants have made homes in this strangely beautiful place.

The Badlands have an unusual beauty.



How a Fossil Is Formed



A fossil begins to form when a plant or animal dies.

Mud covers the plant or animal. The mud preserves it.

Millions of years pass. The plant or bones turn into stone. Then they are fossils.

An Ancient Marsh

Long ago, the Badlands had rich marshes. Hundreds of **mammals** roamed there. They included wildlife that no longer exist today. There were giant pigs and saber-toothed tigers. **Fossils** of their bones remain in the park.

The Badlands looked different then. The land was almost flat. It included watery areas. There were woods and low hills. The climate was warm and damp.

Over time, the land grew cooler. The marshes dried up. Some animals relocated. Others became **extinct**.

After a desert rainfall cactus plants with names like prickly pear show large and colorful blossoms. Wildflowers, like bluebonnets, also bloom in the desert after the rain.

Visitors to the Chihuahuan see few animals during the day. But at night the desert comes alive. Animals such as kangaroo rats and lizards appear to **forage** for food.

Snakes too are part of life in the desert. King snakes, rat snakes, and even rattlers can all be found in the Chihuahuan. They share the desert with tarantula, scorpions, and centipedes.



Desert

The Chihuahaun Desert is 800 miles (1,287 km) long and 250 miles (402 km) wide. It touches on the states of New Mexico, Texas, and Arizona. Big Bend National Park is in the northern third of the desert. The southern part of the desert extends across the border into Mexico.

In the winter the temperature in the desert can drop to below freezing. In the summer it can rise to as high as 120°F (48.89°C). Rain falls in the summer months when it is most needed.

Like the river and the mountains the Chihuahuan Desert provides a habitat for living things. It is a green and lush desert full of plants and animals that are suited to their environment.

Rat snakes and kangaroo rats are just two of the many animals that can live in Big Bend.



Animals in the Badlands Today

Many animals and plants still live in this harsh land. Today, antelope, bighorn sheep, and buffalo roam the park. Many birds nest there.

There are also rare mammals in the park. One is the black-footed ferret. People worried that these weasel-like creatures had become extinct. But they still survive here.

Many plants and animals found in the Badlands also live on the surrounding prairie.



Enjoying the Badlands

Hiking is popular in Badlands National Park. From a trail, you might see buffalo in their natural setting. You can hunt for fossils. You aren't allowed to move them.

The park has two camping areas. It also has two visitors' centers. There you can get maps and information.

The Lakota

For centuries the Lakota Indians lived near the Badlands. They called the area *mako* (land) *sica* (bad). They had legends about it. One said that the Badlands were created by a giant storm.

The early Lakota were farmers and hunters. They lived in villages part of the year. The rest of the year they traveled to hunt buffalo. Around 1600, they brought horses north. The horses helped them hunt and trade.

In 1890 the U.S. Army fought the Lakota. The army moved them to a reservation. Many still live there. It is the Pine Ridge Indian Reservation.

River

The Rio Grande River forms the border between Texas and Mexico. In Mexico it is called the Rio Brava. Within the park the river twists and turns for 118 miles (190 km). It is like a ribbon of green across the dry desert and through the mountains.

Over the years the river has carved three steep canyons, or valleys, through the mountains. They are Santa Elena, Marixcal, and Boquillas.

Some parts of the river are white water, but between the canyons the waters are slow and quiet. Those areas are home to garfish and turtles. Visitors to the park can see the marks of beaver in the willow trees along the river.



The Rio Grande River winds through the park. The river is a great place for bird lovers.

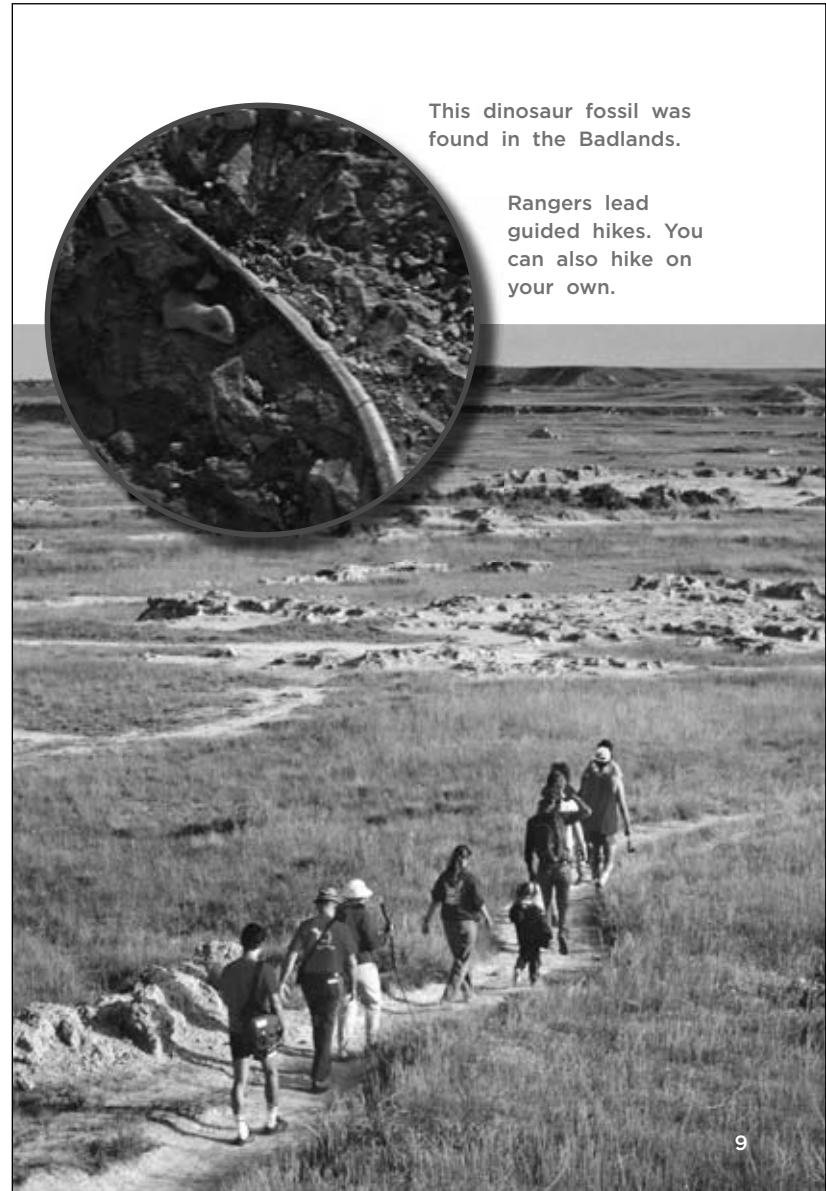
Mountains

The desert area of Big Bend National Park is bordered by the Chisos Mountains. The mountains bring color and creatures you don't often see in a desert area.

Green plants, shrubs, and bushes fill the lower regions of the mountains. Higher up small trees grow. Some Big Bend trees, like the Chisos oaks, do not grow anywhere else in the world.

Black bears live in the mountains. So do mule deer. In the United States one type of white tailed deer is found only in the Chisos Mountains.

The highest peak in the Chisos Mountains is Emory Peak. It rises 7,832 feet (2,387 meters).



This dinosaur fossil was found in the Badlands.

Rangers lead guided hikes. You can also hike on your own.

Chapter Two

Death Valley National Park

There is an even harsher land than the Badlands. It is Death Valley, in California and Nevada.

Death Valley has a long human history. People have lived there for thousands of years. The Shoshone Indians were living there when settlers from Europe arrived. The settlers were hunting for gold.



Chapter Three

Big Bend National Park

Big Bend National Park covers 801,000 acres of land in Texas. The name Big Bend comes from a wide U-turn the Rio Grande River makes as it travels through Texas. The park is a last great wilderness area of Texas.

Big Bend National Park has three natural geographic areas. They are hot dry desert, cool mountains, and fertile river valleys. Each area provides its own habitat. This means there is a great diversity of plant and animal life in the park.





Long ago, people carved this petroglyph on a stone wall in Death Valley.

Exploring the Park

Visitors can enjoy Death Valley in many ways. Some people go there to hike and enjoy the beautiful vistas. Others drive through it, while still others visit museums.

There are many things to discover and explore. The ancient Indian petroglyphs, or carvings on stone, fascinate many tourists. Tourists also have a great time exploring old mining “ghost” towns. And, of course, there is the land itself. Some people come just to learn about the park’s **geology**.

In 1933, the government took most of Death Valley away from the Shoshone. The valley became a national monument. Then it became a national park. Some of the land was returned to the Shoshone in 2003.

Death Valley is a hard place to survive, but it is not as harsh as its name. A group of pioneers named Death Valley. They were trying to cross it and got lost for several days. Their journey was hard, but only one person died.

Death Valley includes sand dunes and mountains.





Desert shrubs grow along the sides of the valley. They can live in hot, dry conditions.

A Living Desert

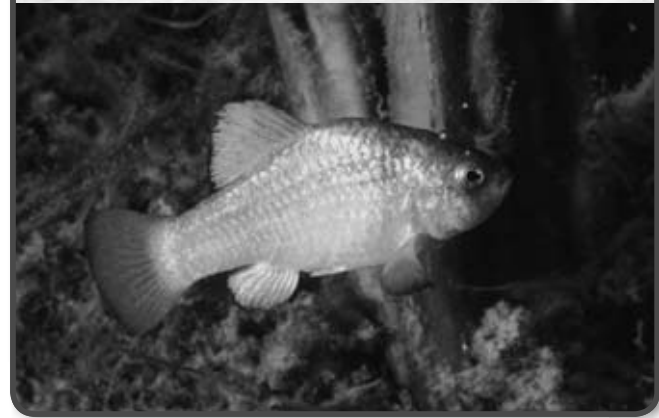
A desert is a place that gets less than 10 inches (254 mm) of rain each year. Death Valley gets less than two inches (50 mm). Most deserts get hot, but Death Valley is the hottest place in the United States.

The floor of Death Valley lies below sea level. But the park also includes mountains. Different types of plants and animals live in the high and low areas. Death Valley is unusual in many ways.

“A living desert” might sound impossible. Aren’t all deserts dead? Not at all. Death Valley has over 600 kinds of plants. Over 200 birds streak across its skies as 19 different kinds of snakes slither across its sand. It has dozens of mammals. It has rare plants and animals. Believe it or not, this desert even has fish.

An Endangered Desert Fish

One rare animal in Death Valley is the pupfish. This tiny fish can live in hot, salty, desert water. But it exists only in the U.S. and Mexico. Some kinds of pupfish are endangered.





Home-School Connection

Word Workout

WORDS TO KNOW

brittle	current	eventually
reef	suburbs	partnership

Silly Stories Let's make up a silly story with the words. For example, we could tell of a coral reef gobbling up a town.

SPELLING WORDS

grocer	singer	zipper	harbor	grader
enter	powder	elevator	polar	odor
danger	tanker	collar	daughter	popular
victor	pepper	anchor	cheddar	barber

er, ar, or or? All the spelling words this week have the same ending sound, but the sounds are spelled differently. I'll write the spelling words, leaving off the last two letters of each word. You can write in the correct ending. We'll go over your words together.

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Dear Family Member:

Did you know that a coral reef is a living thing? It is made up of millions of tiny animals called *coral polyps*. We're reading about the coral reef this week in *At Home in the Coral Reef*. I'm reading about all the animals and plants that live in this environment. As I read, I'll be able to compare the coral reef with other sea environments. I'll learn how they are alike and different.

This Week's Skills

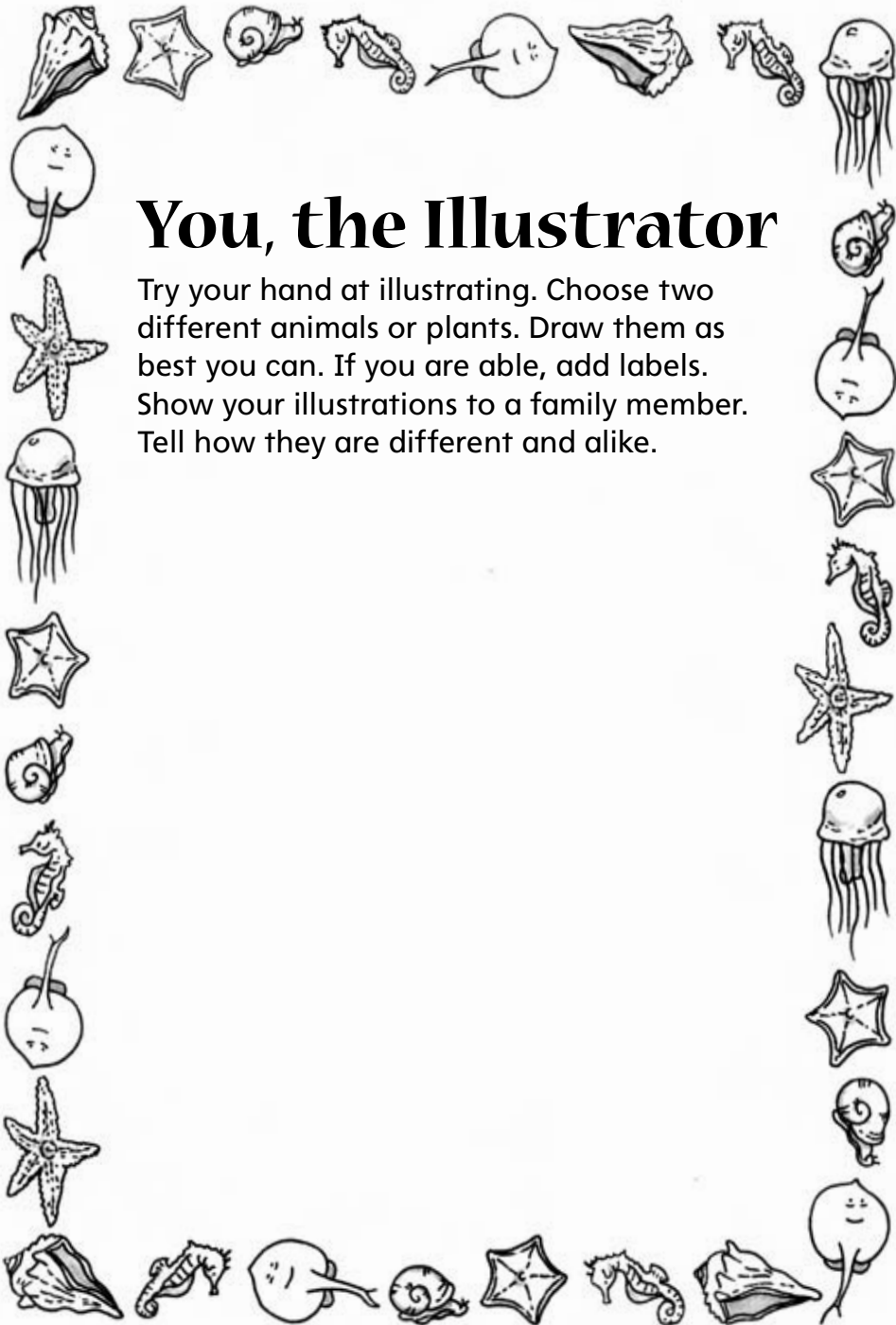
Comprehension: compare and contrast

Vocabulary: context clues—multiple-meaning words

Spelling/Phonics: pronouncing **er**, **ar**, and **or** at the end of words



Name _____

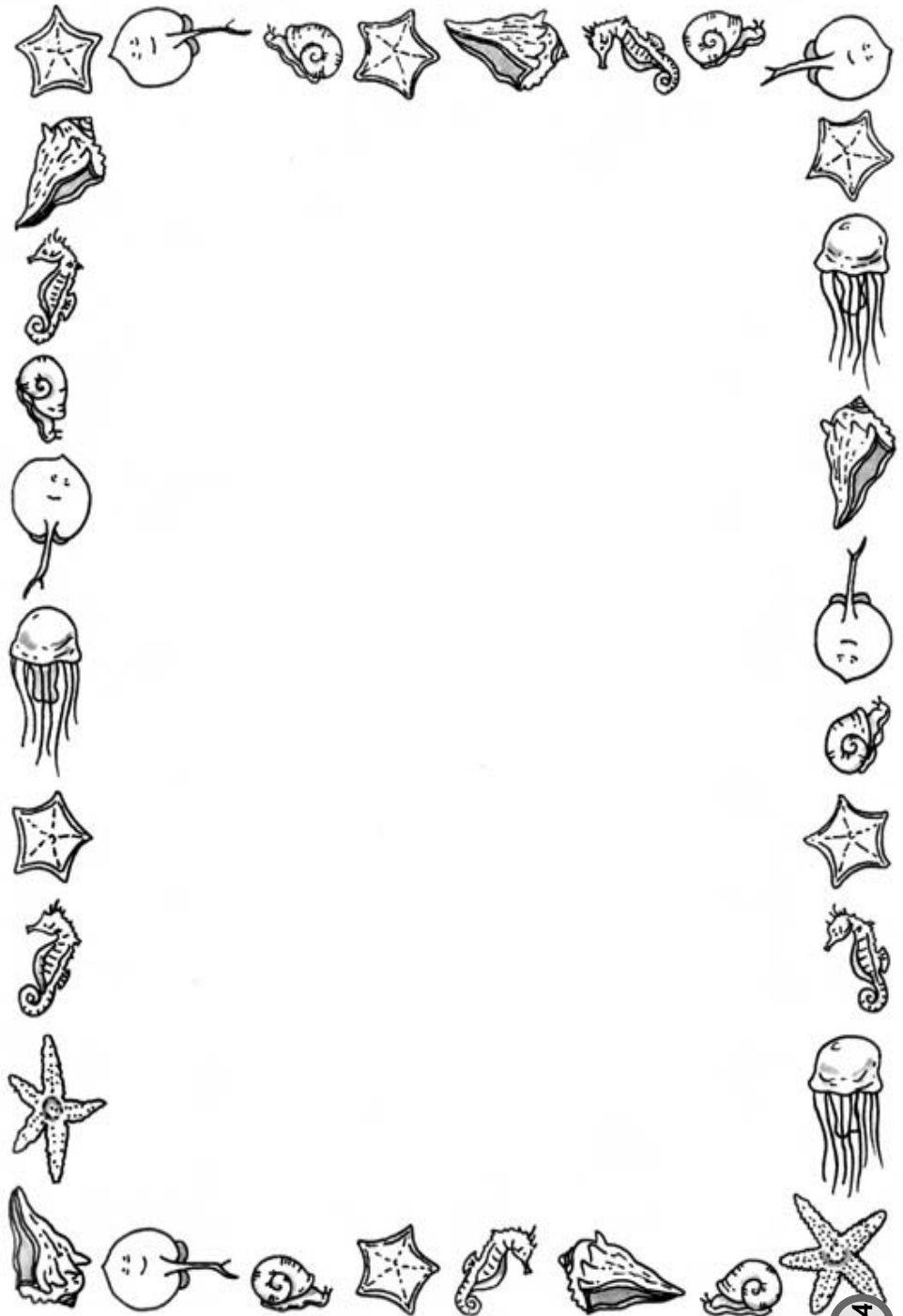


You, the Illustrator

Try your hand at illustrating. Choose two different animals or plants. Draw them as best you can. If you are able, add labels. Show your illustrations to a family member. Tell how they are different and alike.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

brittle current eventually
 reef suburbs partnership

Cuento fantástico Vamos a inventar un cuento fantástico con las palabras. Podríamos hablar sobre un arrecife de coral que se traga un pueblo entero.

PALABRAS DE ORTOGRAFÍA

grocer singer zipper harbor grader
 enter powder elevator polar odor
 danger tanker collar daughter popular
 victor pepper anchor cheddar barber

¿Cómo terminan? Aunque todas las palabras de ortografía de esta semana tienen el mismo sonido final, ese sonido no se escribe igual. Voy a escribir todas las palabras de la lista, pero sin las últimas dos letras. Tú debes escribir la terminación apropiada. Revisaremos las palabras juntos.

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Queridos familiares:

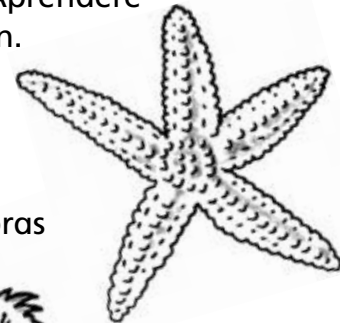
¿Sabían que un arrecife de coral es algo que tiene vida? Está formado por millones de animalitos pequeños llamados *pólipos de coral*. Esta semana estamos leyendo sobre los arrecifes de coral en un libro llamado *At Home in the Coral Reef*. Estoy leyendo sobre todas las plantas y animales que viven en este medio ambiente. A medida que lea podré comparar el arrecife de coral con otros ambientes marinos. Aprenderé en qué se parecen y cómo se diferencian.

Destrezas de la semana

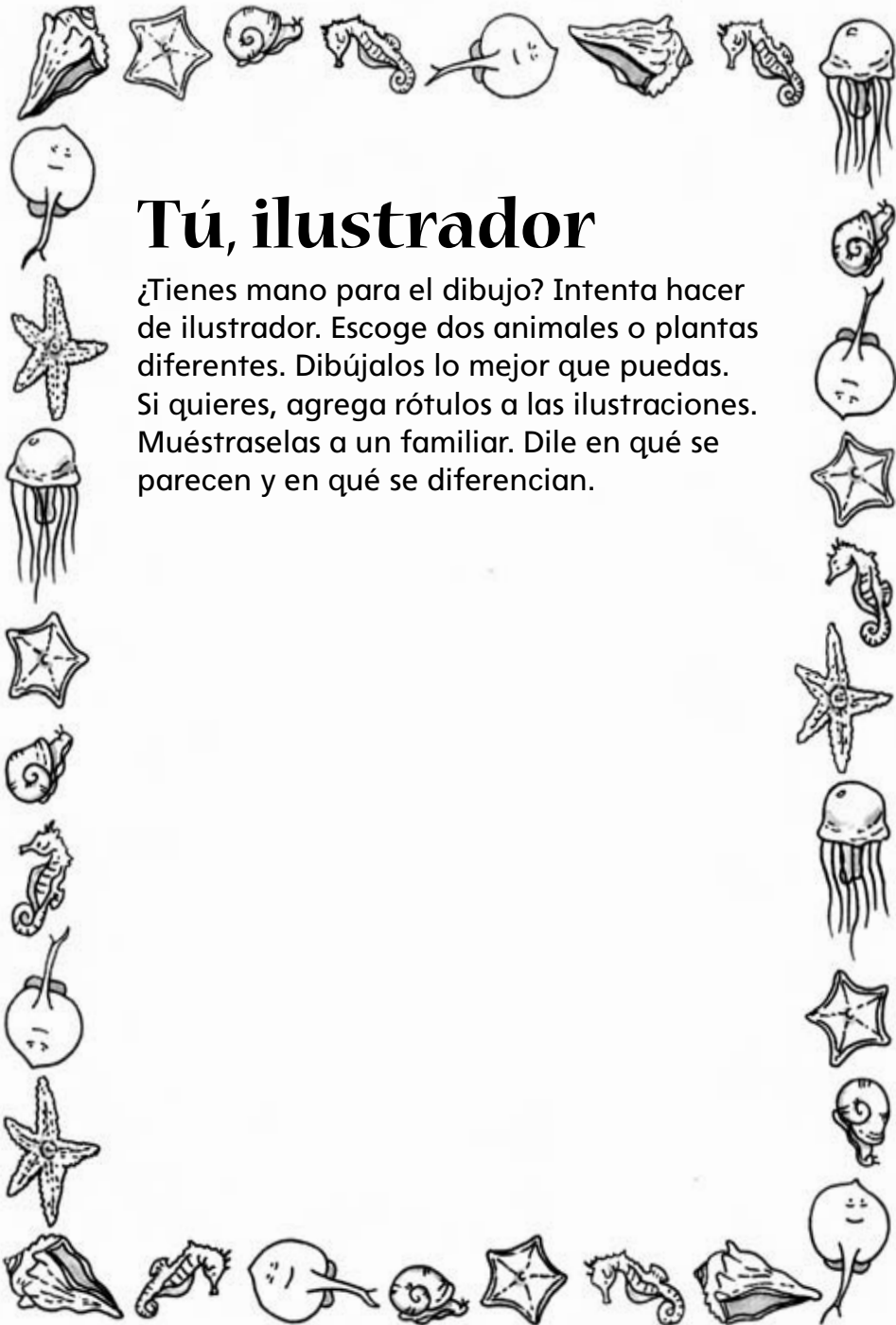
Comprensión: comparar y contrastar

Vocabulario: claves de contexto—palabras con varios significados

Ortografía/Fonética: la pronunciación de *er*, *ar* y *or* al final de palabra



Nombre _____

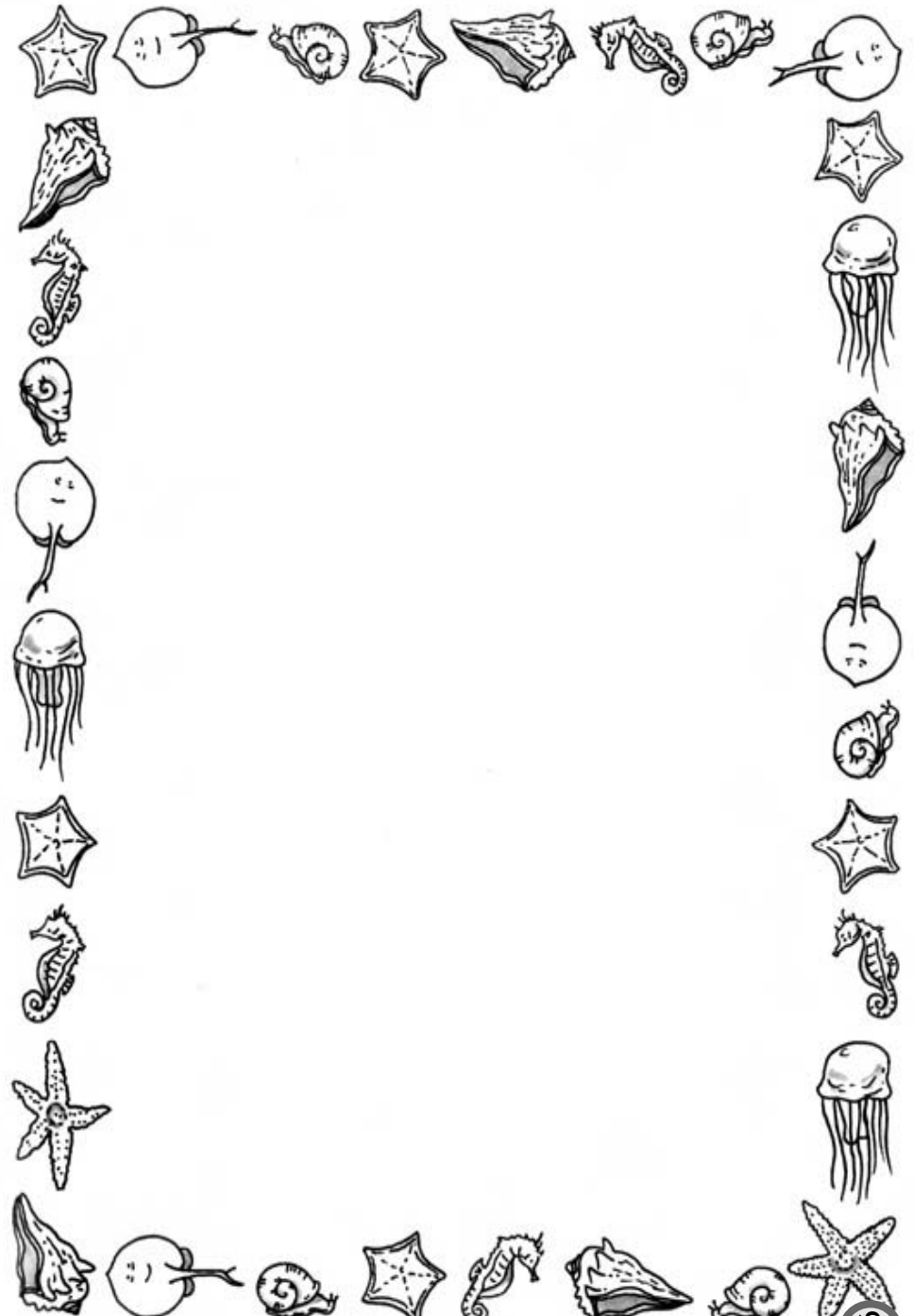


Tú, ilustrador

¿Tienes mano para el dibujo? Intenta hacer de ilustrador. Escoge dos animales o plantas diferentes. Dibújalos lo mejor que puedas. Si quieres, agrega rótulos a las ilustraciones. Muéstraselas a un familiar. Dile en qué se parecen y en qué se diferencian.



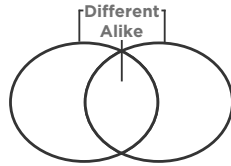
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Comprehension Check

Summarize

Use a Venn diagram to help you compare and contrast two of the natural forces that change Earth's surfaces. Then use the completed diagram to help you summarize the book.



Think and Compare

1. Turn to pages 10-11 of this book. How are tsunami waves like other waves? How are they different? **(Compare and Contrast)**
2. What kinds of changes to Earth's surface have you seen? What do you think caused them? **(Apply)**
3. Scientists from all over the world continue to explore changes to the surface of Earth. What do they hope to learn? How will their research help us? **(Evaluate/Synthesize)**

Changing Earth

by Barbara M. Linde



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Introduction

Have you ever seen photographs of Earth taken from outer space? Earth looks about the same in all of them. It's always round. You always see land and water. From far away, you'd think that Earth does not change very much. But that is not true.

In fact, Earth is always changing. Waves and weather change Earth's surface. The land moves and causes changes. Old features disappear, and new features form. Earthquakes, volcanoes, and hurricanes are natural disasters. They change Earth's surface.

In this book you'll find out more about the forces that change the surface of Earth. You'll learn how these changes affect Earth.

🕒 Earthquakes, landslides, and volcanoes change the surface of Earth.



Glossary

- deposition** (*dep-uh-ZIH-shuhn*) the addition of material to a landform **(page 8)**
- earthquake** (*URTH-kwayk*) the movement of one or more of Earth's plates **(page 4)**
- erosion** (*i-ROH-zhuhn*) a wearing or washing away over time **(page 6)**
- glacier** (*GLAY-shuhr*) a large body of ice formed by built-up ice and snow **(page 6)**
- hurricane** (*HUR-i-kayn*) a storm with strong winds, thunderstorms, and rain **(page 15)**
- tornado** (*tawr-NAY-doh*) a spinning, funnel-shaped column of wind **(page 15)**
- volcano** (*vol-KAY-noh*) an opening in Earth through which gases and molten rock erupt **(page 5)**

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Conclusion

The surface of Earth changes all the time. Waves, weather, and movement shape the land. Weathering, erosion, and deposition cause changes. Natural disasters change the shape of Earth, too. Changes go on every day. Changes will continue in the future.

Scientists learn more about these changes all the time. Today they understand the processes better. They have learned more about the effects of the changes on the surface of Earth. You can learn more about our changing Earth, too. Watch the waves on a beach. Look at a hillside near your home. Read more books and magazines about our fascinating, ever-changing Earth!



Shifts in the Land

Earth's crust and upper mantle are made up of large, thin, stiff plates. These plates border each other. Sometimes one of the plates shifts and moves against another plate. This movement causes an **earthquake**. Scientists know there are around 20,000 earthquakes every year.

Earthquakes cause changes in the surface of Earth. Over millions of years, some plates crashed into each other. The force of the crashes made parts of the crust rise or fall. The rising and falling crust formed mountain ranges. Small or large cracks may suddenly open up in the ground. The course of a river can change quickly. Blocks of soil can rush downward or sideways. Soil under the ground moves and makes openings on Earth's surface.



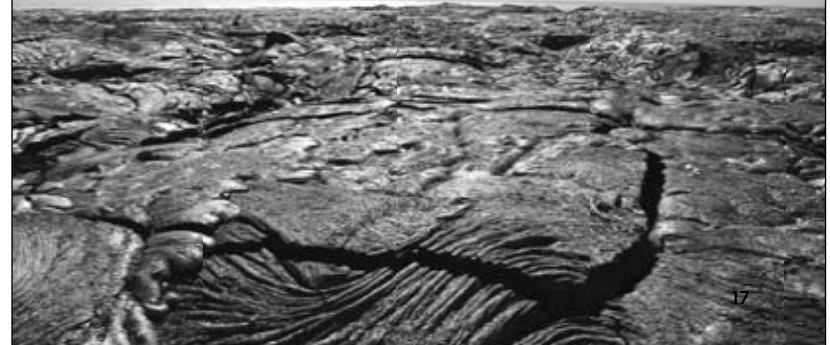
☉ Earthquakes create cracks called faults. The San Andreas Fault is in California. You can see 625 miles of the fault on the land.

Weathering

Weathering is the breaking up of rock, wood, soil, and minerals from contact with the atmosphere. The materials break up or loosen, but they stay in place. Physical weathering is a slow process. It is caused by changes in temperature. Water and ice also cause physical weathering. Rain may get into cracks in a rock. The rain might freeze and form ice. Then the ice expands. The pressure of the ice may crack the rock even more.

Rocks are made up of different kinds of minerals. Water and chemicals in the air can change some of the minerals in the rocks. Sometimes the rocks change color. Other times the rocks may slowly break up. This slow process is called chemical weathering.

☼ Rainwater made the lava very brittle. As a result, the lava cracks easily.





📍 Dunes act as a barrier between the ocean and the land. They keep the land behind them from eroding.

Winds

Wind causes erosion by blowing away the top layers of soil. The wind deposits this material in other areas, changing some of Earth's features.

Sometimes particles of sand and dust in the wind rub against the surface of rocks. Over long periods of time, the particles wear away parts of the rock. The rocks change into amazing new shapes.

Strong winds move sand across beaches and create huge hills. These hills are called dunes. Small plants grow in the dunes. The plants' roots hold the sand in place. Sometimes high waves drag some of the sand back onto the beach.



📍 Wind erosion created Delicate Arch and other arches in Arches National Park, Utah.

Volcanoes

Hot molten, or semi-liquid, rocks and gases build up underground over a long period. Then suddenly they erupt, or break through Earth's crust. The opening where the eruption takes place is called a **volcano**. The molten rock, called lava, flows out of the volcano. Lava destroys things in its path. Eventually the lava cools off and hardens. It sometimes forms a mountain around the volcano. Or the lava flows outward and forms new land.

Mount St. Helens

Mount St. Helens is an active volcano. On May 18, 1980, it erupted for nine hours. The eruption blew off one side of the mountain. The blast blew down whole forests. Ash and rock buried other forests. Hot ash and gases melted some of the snow on the mountain. The melted snow caused mudflows.



Mount St. Helens before 1980



Mount St. Helens erupting in 1980



Mount St. Helens in 2006

Glaciers

A **glacier** is a large body of ice. It forms when snow and ice build up from year to year. Some glaciers are thousands of years old. One kind of glacier forms in mountain valleys. The huge ice sheets that cover Antarctica and the North Pole are also glaciers.

Glaciers move downward as they grow. They often carry parts of mountains, loose rock, and other materials with them. This movement of materials is called **erosion**. Melting glaciers leave behind piles of rock. They also leave large holes in the ground. The holes fill with melted ice and form lakes.

👉 The land surface in Antarctica is covered by an ice sheet. Parts of the sheet are 2.6 miles (4,200 meters) thick. The ice sheet formed over 40 million years ago.



Hurricanes and Tornadoes

A **hurricane** is a warm-water storm. It has strong winds, heavy rain, and thunderstorms. Hurricane season lasts from June through November. The winds destroy plants and alter the shape of beaches. Rain may cause floods.

A **tornado** is a spinning, funnel-shaped column of wind. It travels across the surface of the land or sea. Tornadoes damage or destroy buildings and plants. Most places have two tornado seasons. One is from June to September. The other is from February to April. The worst tornadoes usually occur between February and April.

👉 Tornadoes occur during some thunderstorms.



The effects of weather change Earth's surface. Heavy rains and melting snow cause flooding. Winds blow sand and dirt around. Dry weather may cause large cracks in the ground. Dry weather also loosens the soil. Wind can blow away the loose soil.

Hurricanes in 2004

The year 2004 was the worst on record for hurricanes. There were six big hurricanes. All of the storms caused flooding. Plants and buildings suffered a lot of damage.



📍 Hurricane Ivan destroyed many homes.



📍 Landslides occur all over the world. They can happen on any slope. A landslide usually starts slowly but quickly gains speed and size.

Landslides

A landslide is the flow of rocks or soil down a slope. Hills and mountains are two kinds of slopes. A landslide usually occurs in a kind of partnership. First, there's a volcano, earthquake, wildfire, or flood. This event weakens the slope. Then gravity makes the rock and soil move downward. Erosion from the landslide changes the surface of the slope. The landslide may also damage other things in its path.

Cities and suburbs are often built too close to slopes. Landslides may damage them. Buildings on hillsides may weaken the land. Then an earthquake, heavy rain, or snow could start a landslide.

Deposition

Deposition takes place when material is added to a landform. Wind, water, and ice can all cause deposition.

The Florida Keys were formed by deposition. Long ago, forests of tiny creatures called coral grew in the ocean off the coast of Florida. The coral built up to form a large underwater reef, or ridge. Over time, the level of water in the ocean dropped. The coral died. Sand and other things built up on the reef. The water level rose and fell a few more times. Finally, parts of the reef were again above water. The Florida Keys are the tops of the reef.

📍 There are about 800 islands in the Florida Keys. The Keys are just over 100 miles long. Most of the land is only a few feet above sea level.



CHAPTER 3

Changes Due to Weather

Weather occurs close to the surface of Earth. Weather includes temperature, air pressure, and humidity. Wind, clouds, and sunshine are weather, too. Precipitation is part of weather. Thunderstorms, lightning, and dust storms are also weather.

Every place on Earth has weather. Some places, like western Australia, have the same weather for months. In other places the weather may change quickly. One day can be sunny and hot. The next day might be cloudy and cool.



📍 People enjoy sunny, warm days.

Rivers

A river is a body of water that flows from one place to another. Gravity makes rivers flow downward. They go from a high place into a lake, another river, or the ocean. Rivers erode the land upstream. The current carries mud and other material downstream. Then deposition forms new features along the path of the river.

A river current carries material downstream. The current slows down at the mouth of the river. This is where the river flows into another body of water. The river deposits material at its mouth. The land that is formed in the mouth of the river is called a delta. It's shaped like a triangle.

📍 The Apalachicola River Delta is in Florida. It forms in the Gulf of Mexico.

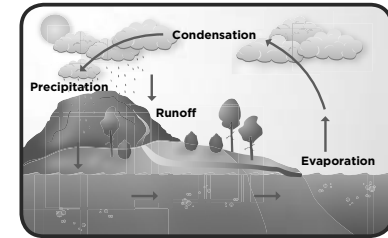


CHAPTER 2

Changes Due to Water

Three-quarters of Earth's surface is covered with water. Water makes many changes to the land. The water cycle replaces Earth's water.

The water cycle is the movement of water above, on, and below the surface of Earth. Temperature, air pressure, and landforms all affect the water cycle. Most of the water on Earth is in the ocean. Heat



🔄 The same water is recycled all the time. Drops of water in the cycle may be millions of years old.

from the sun warms the water. Some water evaporates, or changes into a gas called water vapor. The water vapor rises into the colder air where it changes back into a liquid. Drops of water join together and form clouds. Some clouds get too full of water. The water falls to Earth as precipitation. Rain, snow, sleet, and hail are all forms of precipitation. Most precipitation falls into the ocean.



📌 Protecting beaches is very important. Workers add new sand to the beaches. City and state laws protect beaches from too much use.

Waves

A wave is the rise and fall of the water's surface. When waves move into shallow water, they get taller. Their speed slows down until they break on the shore. The waves bring sand from the deeper ocean onto the shore. They deposit some of the sand on the beach. Then they wash over it and take away small particles. Currents near the shore carry sand along the ocean floor near the beach. The currents deposit the sand. It builds up and forms sandbars. Strong waves also break up rocks on the beach. Over time, the rocks wear down and become small bits. The shoreline is always changing because of the constant motion of ocean waves.

Tsunamis

A tsunami is a series of huge waves. The wind does not cause a tsunami. An underground earthquake or a volcanic eruption causes a tsunami. Most tsunamis occur in the Pacific Ocean. As the tsunami travels through the ocean, it gains strength and speed. The tsunami pushes huge amounts of water onto the shore. The force of the water changes the shape of the beach. It destroys things in its path. The water floods the land.



📌 A tsunami formed in the Indian Ocean in 2004. Indonesia and 10 other countries had floods and other damage. This was the worst tsunami in history.



Home-School Connection

Word Workout

WORDS TO KNOW

dove	massive	rumbling
encounter	tangles	unique

You Against Me Let's each write a definition for every word above. Then we can compare our work and see how close our definitions are.

SPELLING WORDS

uncle	oral	symbol	bugle	turtle
pebble	bubble	pedal	total	channel
settle	special	pencil	local	vessel
ankle	paddle	pupil	medal	docile

le, al, el, or ol? All the spelling words this week have the same ending sound, but some are spelled differently than others. I'll write the spelling words, leaving off the last two letters of each word. Then, you can write in the correct ending.

Dear Family Member:

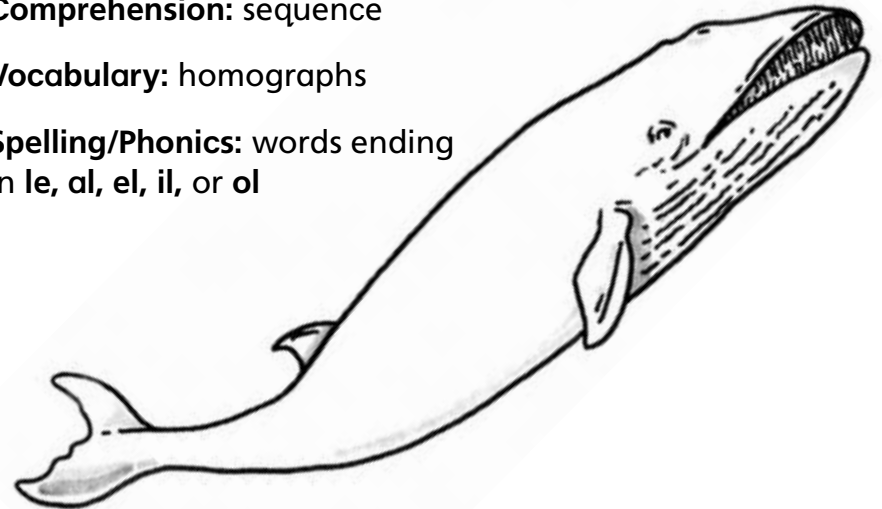
We're reading a true story in class this week. *Adelina's Whales* is about whales that migrate to Baja, California, in Mexico. Adelina, a girl who lives there, waits for the whales' return every January. The story is a photo essay with many wonderful photos of Adelina, her town, and the whales. Their arrival signals the unfolding of other events. As I learn about the events, I'll think about the sequence in which they happen.

This Week's Skills

Comprehension: sequence

Vocabulary: homographs

Spelling/Phonics: words ending in **le, al, el, il, or ol**

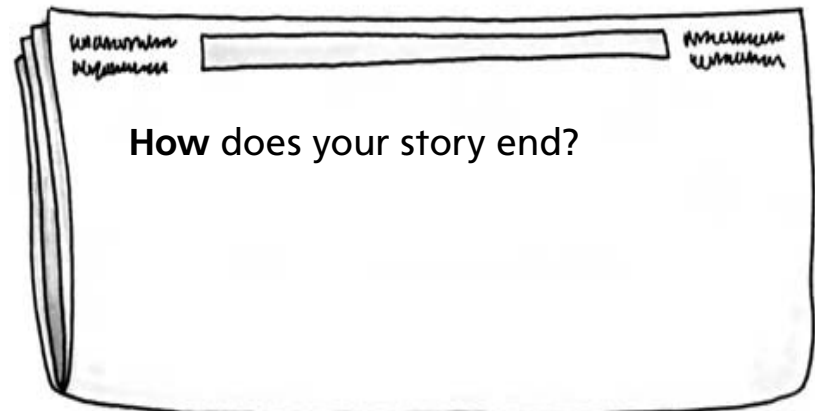
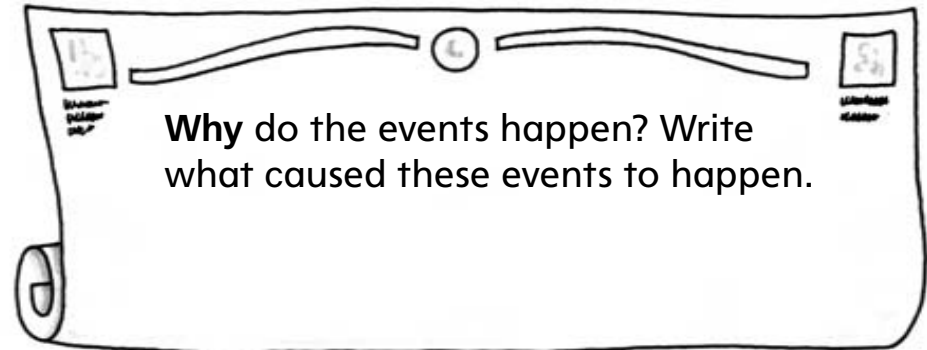
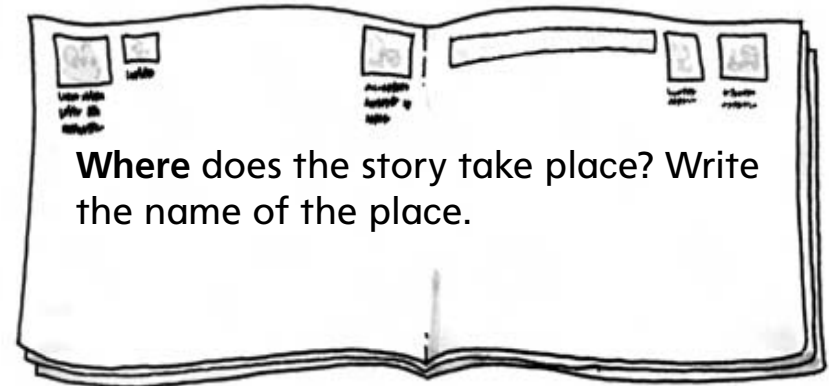
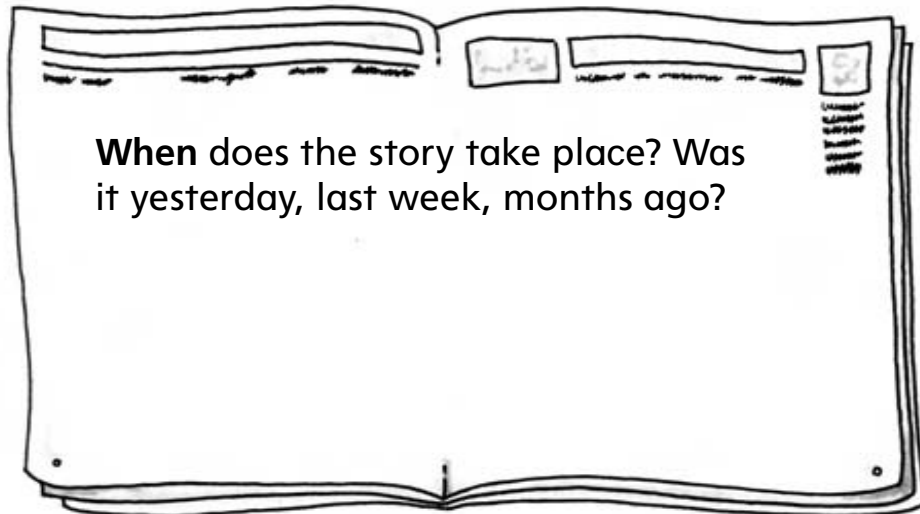
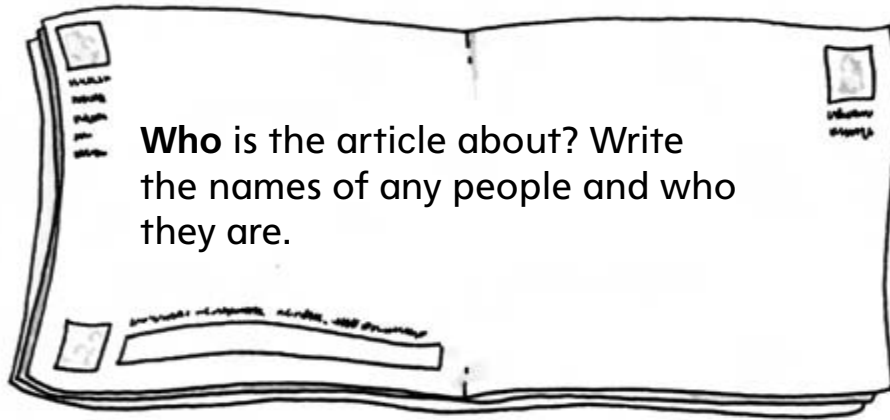


Name _____

(fold here)
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Hot Off the Press

Let's choose an idea for a story. We can use the outline to organize our thoughts. When we're done, we can read your article to a family member.



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

dove	massive	rumbling
encounter	tangles	unique

Tú contra mí Cada uno de nosotros va a escribir una definición para cada una de las palabras de arriba. Luego vamos a comparar lo que hicimos y ver qué tan parecidas son nuestras definiciones.

PALABRAS DE ORTOGRAFÍA

uncle	oral	symbol	bugle	turtle
pebble	bubble	pedal	total	channel
settle	special	pencil	local	vessel
ankle	paddle	pupil	medal	docile

Falta el final Aunque todas las palabras de ortografía de esta semana tienen el mismo sonido final, no se escriben de la misma manera. Voy a escribir todas las palabras de la lista, pero sin las últimas dos letras. Tú debes escribir la terminación correcta.

Queridos familiares:

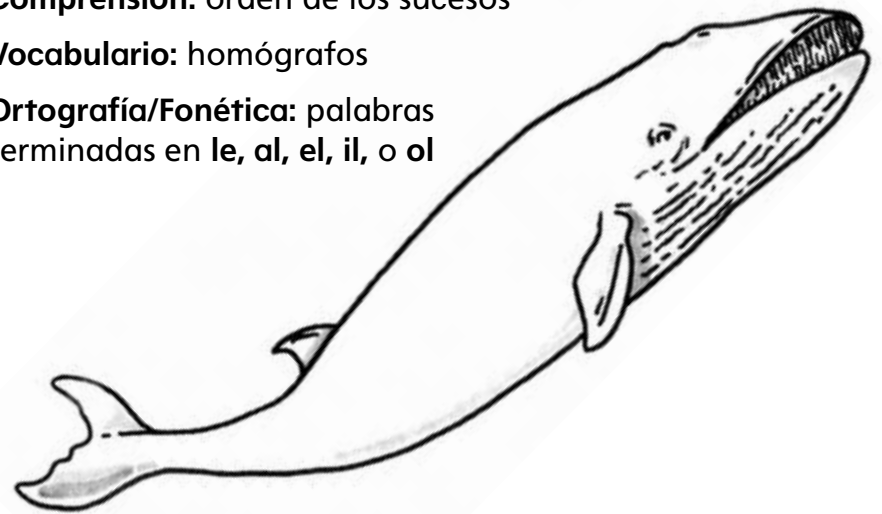
Esta semana estamos leyendo en clase una historia verídica: *Adelina's Whales*, que trata de las ballenas que emigran a Baja California, en México. Adelina, una niña que vive allí, espera que las ballenas regresen cada enero. El relato es un ensayo fotográfico y hay fotos bellísimas de Adelina, su pueblo y las ballenas. La llegada de las ballenas marca el inicio de otros sucesos importantes. A medida que vaya leyendo sobre estos sucesos, iré pensando sobre el orden en el que suceden.

Destrezas de la semana

Comprensión: orden de los sucesos

Vocabulario: homógrafos

Ortografía/Fonética: palabras terminadas en *le, al, el, il, o*

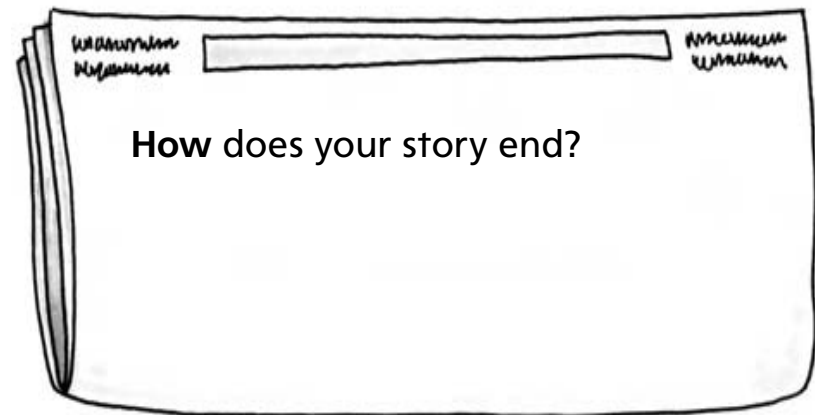
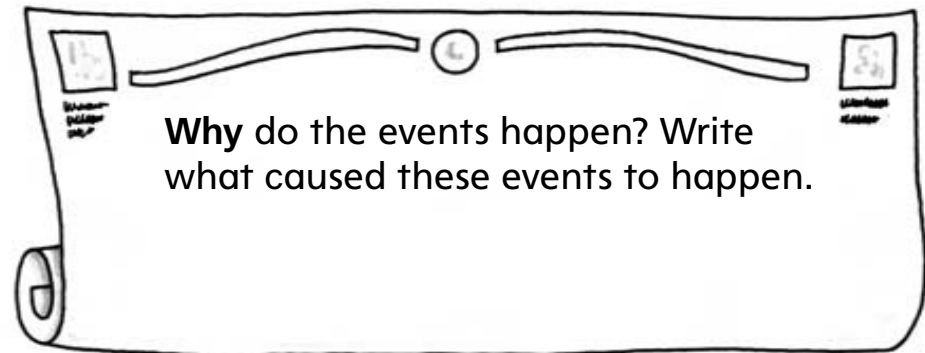
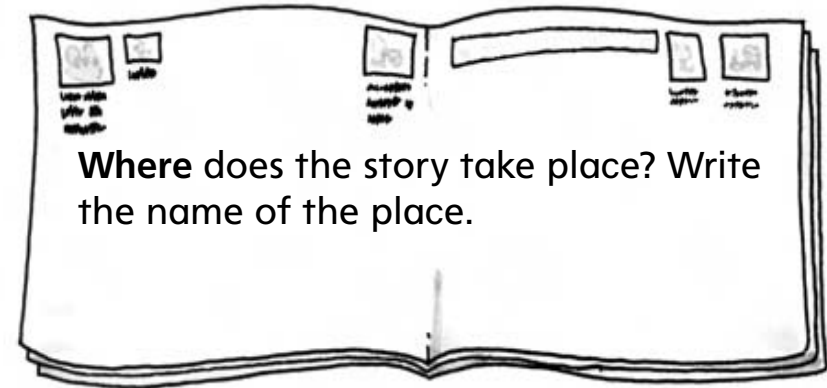
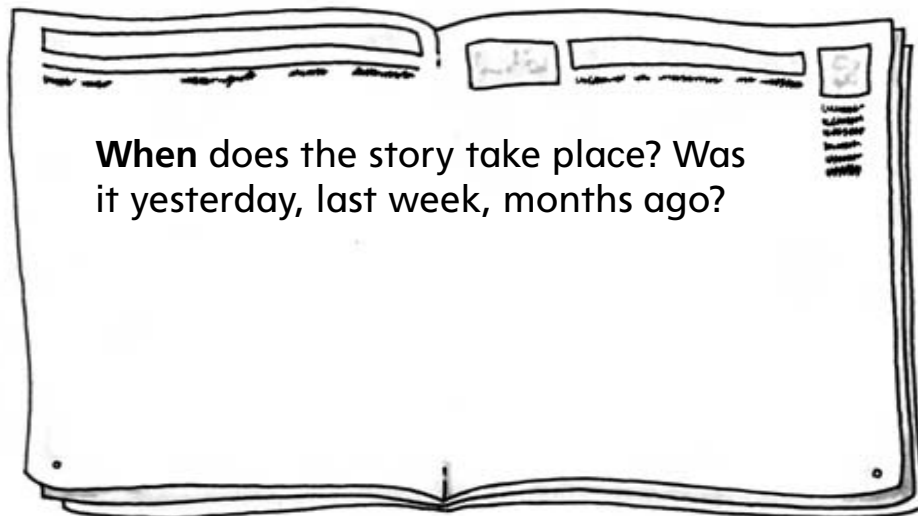
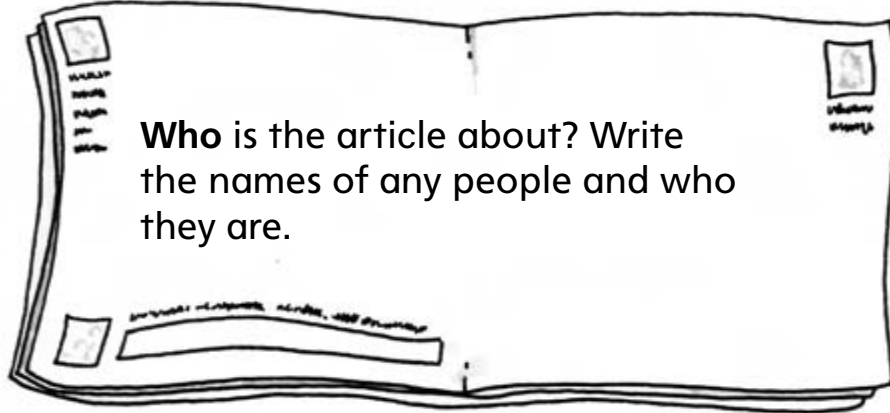


Nombre _____

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Recién salido de la imprenta

Vamos a escoger una idea para un artículo. Podemos utilizar las preguntas para organizar nuestras ideas. Cuando terminemos, leeremos el artículo a otro miembro de la familia.



Comprehension Check

Summarize

Use a Sequence Chart to tell how the information in the book is presented. Then summarize the information.

↓
↓
↓

Think and Compare

1. Look at page 11. Where does a male sperm whale live when it is a calf? When it is five years old? When it is 45 years old?
(Identify Sequence)
2. Whales play in all kinds of ways. How is whale play the same as your play? How is it different?
(Analyze)
3. Why is it important to keep the world safe for whales? **(Evaluate)**

LOOKING AT WHALES

by Dina Anastasio



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Introduction

Where do some of the world's largest mammals live? Underwater. Whales spend their whole lives in the ocean.

Whales never stop swimming. Most of the time they swim in groups. Sometimes whales jump up above the water's surface and then dive back in. They also slap their fins against the water and do belly flops. And people who study whales know that they also sing underwater.

How many different kinds of whales are there? What kinds of food do they eat? You will find the answers to these questions in this book.

Whales can jump far out of the water. Right ↻ after this photograph was taken, the whale dove back under the water.

Glossary

baleen (*buh-LEEN*) a type of whale. Baleen whales have two blowholes and a comblike plate in their mouths that helps them filter food from seawater.

(page 7)

blowhole (*BLOH-hohl*) a nostril on the top of the head of whales, dolphins, and porpoises (page 5)

echolocation (*e-koh-loh-KAY-shuhn*) a way to find the location of something by measuring how long it takes an echo to return from it (page 9)

fluke (*FLEWK*) one of the two flat, horizontal tail pieces of a whale, dolphin, or porpoise (page 13)

migrate (*MIGH-grayt*) to move from one place to another (page 16)

predator (*PRED-uh-tuhr*) an animal that lives by hunting other animals for food (page 5)

species (*SPEE-sheez*) a group of animals or plants that have many things in common (page 10)

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Conclusion

In the ocean, pods of whales are swimming around. They are searching for food, caring for their calves, and playing whale games.

Many people think it is important to protect these unique animals. Think of all the whales that live in the ocean. Picture all the activities going on. Somewhere, gray whales are traveling thousands of miles to find food. Orcas are slapping their flukes. Pilot whales are playing “follow the leader.” And if you listen closely, you might even hear a humpback whale singing a song.

🕒 Whales live, play, and sing all over the world.



🕒 Baby whales, called calves, stay close to their mothers until they can take care of themselves.



Chapter 1

A Whale's Life

Whales live in families called pods. Members of a pod live, eat, and travel together. In most pods, the whales are all related. But some pods consist of whales that aren't related. A group of whale mothers and their calves can be a pod. Once in a while, whales move to different pods. But this doesn't happen very often.

👉 This lucky explorer encountered a pod of orcas.



California gray whales migrate even farther. Every year they travel about 10,000 miles (16,093 km) round trip between Mexico and the Bering Sea near Alaska.

Spy-Hopping

Sometimes a whale needs to find out where it is. Or maybe it's testing the weather. Whatever the reason, it pops its head up above the surface. Sometimes only its eyes can be seen. This is called spy-hopping.



Whales are always on the move. Some travel a very long way. Others just swim around in their own backyards. Whales even “carry” their young. A calf is carried along in the water current created by its mother as she swims. That’s how the calves keep up with the rest of the pod.

Some whales **migrate** from one area to another. Blue whales migrate thousands of miles every year. They spend their winters in warm breeding grounds. In the summer they migrate north to cooler waters, where it’s usually easier to find food.

🕒 It helps to be carried along in a water current.



All whales live in the sea. Some whales stay in one area. For others, their home is wherever they happen to be at the moment.

Whales never stop moving, even when they are sleeping. How do they do this? Many scientists believe that whales take a short nap, wake up and breathe, and then take another nap. Some whales even sleep with one eye open. The open eye watches for **predators** like sharks.

There She Blows!

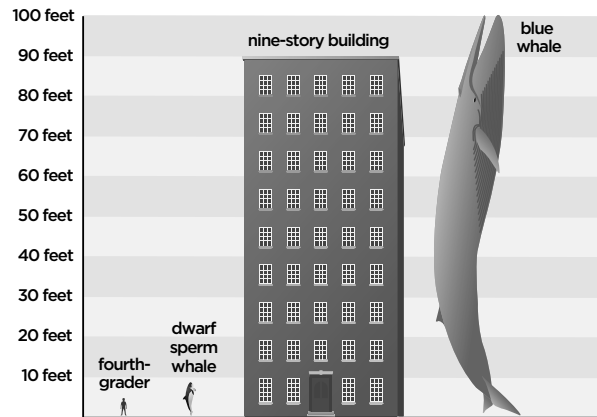


A whale breathes through a **blowhole** in its skull. You might have seen pictures of whales blowing air out of their blowholes. It may look like a stream of water, but it’s really more like mist.

Whales spend half the year eating. During the rest of the year these massive animals hardly eat at all. Whales do most of their eating during the summer months. They hunt for prey in different places. Some whales feed on the ocean floor. Others feed near the surface.

Whales have a unique way of storing food. They stockpile food energy in a layer of fat, called blubber, under their skin. Blubber helps keep whales warm when they are in cold waters.

How Tall Are They?



☞ The smallest whale is the dwarf sperm whale. The biggest is the blue whale. The blue whale is the largest animal on Earth.

Whale Games



☞ Breaching: Whales leap out of the water, twirl, and crash backward or sideways when they come back down.

Fluking: Whales raise ☞ their tails before they dive downward. Fluking is often performed by large whales, like the massive blues.



☞ Sailing: Whales move along with their heads down and their tails fluking above the surface.



☞ Body Rolling: Whales roll onto their backs and swim.

Different whales like different games. Pilot whales enjoy playing “follow the leader.” Pilot whales live in very large pods. Often they form lines that lead fishermen toward schools of fish. Sometimes, however, pilot whales follow their leader onto a beach. No one is sure why this happens. Some people believe something goes wrong with the leader’s echolocation. Or perhaps the leader swims too close to shore, and he can’t turn back. Whatever the reason, pilot whales are willing to follow their leader anywhere.

🕒 The dorsal fins of these pilot whales are above the water.



Toothed vs. Baleen

Whales are divided into two groups. Toothed whales catch fish with their teeth and swallow them whole. **Baleen** whales scoop up tangles of food and seawater in their mouths. A comb-like filter called a baleen in their upper jaws strains food from the seawater.

🕒 The sperm whale is the largest toothed whale.



🕒 Humpback whales are baleen whales.



🔗 The beluga whale is known as the “sea canary” because of the many different sounds it makes.

Did you know that whales talk to each other? Whales make sounds for different reasons. Some sounds are used to locate calves. Others are used to find mates. Whales even use sounds to warn other pod members that a predator is around.

Toothed whales click and whistle in order to locate food. Baleen whales make knocking, moaning, and rumbling noises. Humpback whales sing, but not during feeding season. They save their tunes for the warmer waters where they spend their breeding season. Some scientists believe they are communicating. Other scientists think they are sending out threats, like “Go away!” We may never know exactly why whales sing.

Chapter 3 On the Move

Have you ever seen whales playing? They jump, thrash, and throw themselves up and out of the water. Whales slap their fins and **flukes** and do belly flops, especially after a filling meal. So what do all these twirls, slaps, and jumps mean? Whale watchers often wonder if the whales are playing, looking for food, or searching for a mate. It’s often hard to tell—unless you’re a whale, of course.

🔗 Orcas are great acrobats.



Whales that stay in groups take care of one another. They help other members of their pod as they travel long distances. Like other animals, whales have relationships with each other. They play, fight, and show affection. Sometimes they form small groups in their pods called sub-pods.

Most whales are shy and gentle creatures, as peaceful as doves. When a sperm whale wants to get closer to one of the whales in her pod, she rubs up against it. Whales of the same species may stroke each other with their pectoral fins. Mothers and calves stroke each other too.

🕒 Whales may stroke each other to show feelings.

Beluga Whales
About 10 beluga whales live together in a pod. Like many other species of whales, several pods travel together when they move from one place to another.

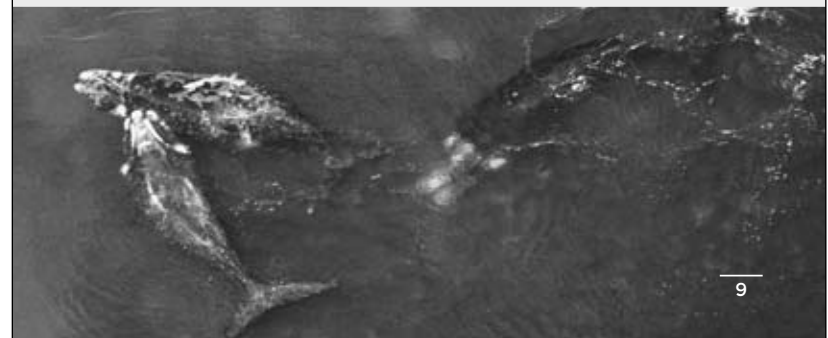


Echolocation

Toothed whales use **echolocation** to find food. When whales echolocate, they bounce a clicking sound off an object, such as a squid. Then they time how long it takes the echo to travel back to them. If the echo takes a long time, dinner is far away. If it only takes a second or so, the prey is nearby.

Some humpback whales swim up to the surface and take a few breaths. Then they dive under the water and start to sing. They do not move when they sing. Their underwater songs can be heard for miles. Sometimes they sing for a half hour without stopping.

🕒 A right whale's song can be heard for miles.



Chapter 2 Whales Together

Whale pods may differ but the strongest bond in a pod is always between a mother and her calf. Some mothers and their calves stay together forever. The orca is one **species** that behaves like this. Orcas might meet up with other mothers and their calves, but the mother and her calf never separate.

👉 Many pods include grandmothers, mothers, and calves. Female calves usually stay with their mothers for their whole lives.



In some species, older male calves leave their mothers while female calves stay on. Male sperm whale calves, for example, stick around until they are about five years old. After that they are sent away to fend for themselves. They go to places where it is easy to find food and look for a new pod. Usually they join up with other young males and stay in that pod for the next 40 years or so. When sperm whales grow old, they usually leave the pod and live alone in deeper waters.

Whale Social Groups

Social groups, from smallest to largest:

A *maternal pod* is a mother whale and her calf.

A *pod* is a group of whales that lives together.

A *clan* is a group of pods that sometimes travels together.

A *community* is a group of clans.



Word Workout

WORDS TO KNOW

sturdy	bidding	items
glistened	clustered	overflowing

The Same As Tell me which of the following matches one of the words above.

grouped	trying to pay	sparkled
strong	spreading over	things

SPELLING WORDS

robin	bacon	reason	sunken
cousin	woven	raisin	wagon
widen	wooden	ridden	common
proven	often	penguin	skeleton
button	cotton	eleven	muffin

And That's the End of It I'll write the beginning of each word on an index card. I'll ask you for a word that ends in either **en**, **in**, or **on**. Pick one of your cards and spell the word with the correct ending.

Dear Family Member:

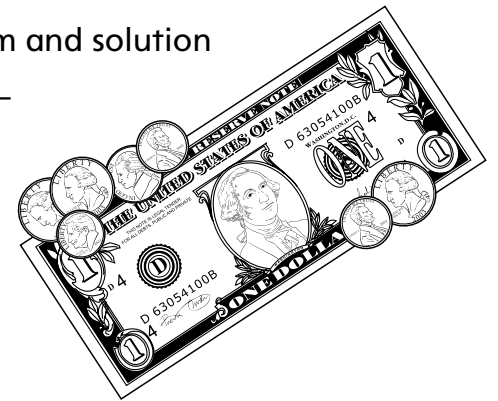
This week we're reading historical fiction. The story takes place on a farm during a time in our country when there wasn't any rain for a long time. Leah's family has no money to live. That's the problem. Leah's father's solution is to sell off all the animals and the tractor and get money. That means he can't farm any more. I wonder what will happen next. The story is called *Leah's Pony* so I bet Leah and her pony will help solve her family's problem!

This Week's Skills

Comprehension: problem and solution

Vocabulary: dictionary—unfamiliar words

Spelling/Phonics: word endings **in**, **en**, and **on**



(fold here)
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Name _____

What's Their Favorite Lunch?

Problem: All the students' lunches got mixed up. How to get them to the right owners is a problem! There are steps you can use to solve the problem. There are clues you can use, too.

- Put an **X** in the chart to eliminate children and choices.
- Keep looking up and down as you write **X**. If you have four **X**s in one row or column, write **yes** in the empty square.
- If you are able to write **yes** in a square, put an **X** in the other squares for that row or column.
- Keep looking up and down and you'll solve the problem.



Clues:

- Ann did not have a ham sandwich.
- Blanca did not have a bagel, and she won't eat tuna fish.
- Ed does not like tuna fish, either.
- Dan did not have a cheese or salami sandwich.
- Carl did not have a salami sandwich.
- Blanca did not have a cheese or salami sandwich.
- Carl will not eat tuna fish.
- Ann does not eat bagels.
- Dan doesn't like bagels, either.
- Carl hates cheese.
- Ed cannot eat cheese.

	Salami	Cheese	Ham	Bagel	Tuna Fish
Ann					
Blanca					
Carl					
Dan					
Ed					

Solution

Ann had a _____ sandwich.

Blanca had a _____ sandwich.

Carl had a _____ sandwich.

Dan had a _____ sandwich.

Ed had a _____ sandwich.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

sturdy	bidding	items
glistened	clustered	overflowing

Asociaciones Dime qué palabra de abajo corresponde a qué palabra de arriba.

grouped	trying to pay	sparkled
strong	spreading over	things

PALABRAS DE ORTOGRAFÍA

robin	bacon	reason	sunken
cousin	woven	raisin	wagon
widen	wooden	ridden	common
proven	often	penguin	skeleton
button	cotton	eleven	muffin

Y así termina Voy a escribir el comienzo de cada palabra en una tarjeta. Te voy a pedir una palabra que termine en **in**, **en** u **on**. Escoge una de tus tarjetas y deletrea la palabra con la terminación que corresponda.

Queridos familiares:

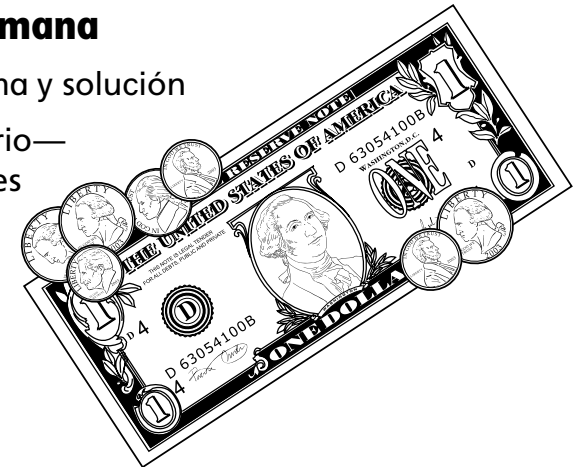
Esta semana estamos leyendo ficción histórica. La historia tiene lugar en una granja en un tiempo el que no llovió durante mucho tiempo. La familia de Leah no tiene dinero para vivir. Ese es el problema. El padre de Leah va a vender todos los animales y el tractor para obtener dinero. Eso significa que ya no podrían producir nada en la granja. Me pregunto qué pasará después. El cuento se llama *Leah's Pony*, así que apuesto que Leah y su pony ayudarán a resolver el problema de su familia.

Destrezas de la semana

Comprensión: problema y solución

Vocabulario: diccionario—
palabras poco comunes

Ortografía/Fonética:
terminaciones **in**,
en y **on**



Nombre _____

(fold here)
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¿De quién es ese almuerzo?

Problema: Hay una confusión con los almuerzos de los estudiantes. ¡Es un problema saber de quién son! Para resolver esta situación podemos seguir ciertos pasos. También tenemos pistas que nos pueden ayudar.

- Pon una **X** en la tabla para eliminar nombres y opciones.
- Mira hacia arriba y hacia abajo al escribir las **X**. Si tienes cuatro **X** en una hilera o columna, escribe **sí** en el recuadro vacío.
- Si sabes que corresponde un **sí** en uno de los recuadros, pon una **X** en el resto de los recuadros de esa hilera o columna.



Clues:

- Ann did not have a ham sandwich.
- Blanca did not have a bagel, and she won't eat tuna fish.
- Ed does not like tuna fish, either.
- Dan did not have a cheese or salami sandwich.
- Carl did not have a salami sandwich.
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- Carl will not eat tuna fish.
- Ann does not eat bagels.
- Dan doesn't like bagels, either.
- Carl hates cheese.
- Ed cannot eat cheese.

	Salami	Cheese	Ham	Bagel	Tuna Fish
Ann					
Blanca					
Carl					
Dan					
Ed					

Solution

Ann had a _____ sandwich.

Blanca had a _____ sandwich.

Carl had a _____ sandwich.

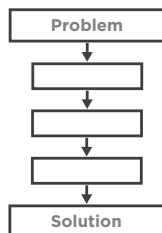
Dan had a _____ sandwich.

Ed had a _____ sandwich.

Comprehension Check

Summarize

On the chart list problems that the explorers faced. Then identify the actions they took to solve them. Use the information in the chart to summarize the text.



Think and Compare

1. Look back at page 5. What is one problem that de Vaca faced? What solution does he find? **(Problem and Solution)**
2. Think of things you do to get along with new people. Then read page 15 again. What do you think Coronado could have done to get along better with the Zunis? **(Analyze)**
3. The Southwest explorers became heroes in their home countries. What famous people today are considered heroes? Why are they admired? **(Apply)**

Explorers of the Southwest

BY MEISH GOLDISH



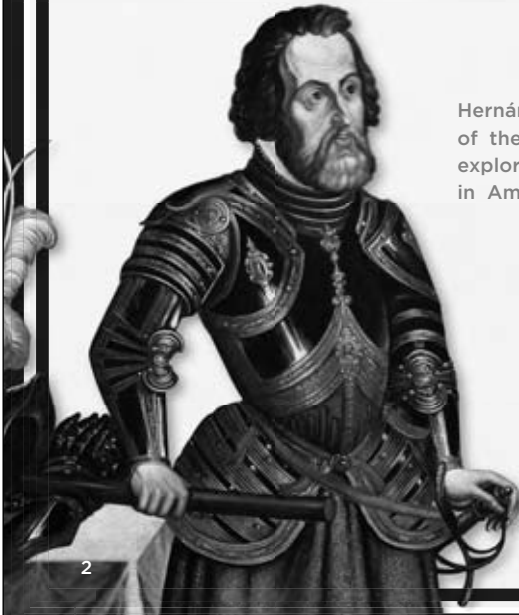
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Introduction

The 1500s were an exciting time in the New World. Travelers from Europe arrived to explore the land. They searched for gold and other riches. They claimed new land for their home countries. They also set up villages called **settlements**. Europeans who came later lived in these settlements.

Many of the early explorers were from Spain. Hernán Cortés was one. He heard about a land of riches in Mexico. In 1520, he took control of the Aztec people who lived there. Cortés claimed their land for Spain. The land became known as New Spain. Cortés became a hero back home.



Hernán Cortés was one of the earliest European explorers to claim land in America.

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Glossary

expedition (*ek spi DISH uhn*) a long journey taken in order to explore (**page 4**)

natives (*NAY tivz*) people born in the area where they now live (**page 4**)

plains (*PLAYNZ*) large, flat areas of land (**page 16**)

pueblo (*PWEB loh*) a village with stone or mud buildings built by Native Americans (**page 17**)

settlements (*SET uhl muhnts*) small villages where people from other places come to live (**page 2**)

territory (*TER i tawr ee*) any large area of land (**page 3**)



This map shows the American Southwest. Explorers hoped to find riches and new land there.

Cortés' victory inspired other explorers. Among them were Cabeza de Vaca, Marcos de Niza, and Francisco Vásquez de Coronado. They all came to the American Southwest. They explored Texas and areas farther west and north.

Exploration continued into the 1600s. Some newer explorers were French. One was René-Robert Cavelier. He claimed **territory** along the Mississippi River for France.

All the explorers faced problems in their travels. They each had to solve them to survive. How did they do it? Let's look back in history and find out.

CHAPTER 1
Cabeza de Vaca

In April, 1528, Spanish explorers arrived in southwestern Florida. The group of 300 men had set out from Spain the year before. They hoped to find gold in the New World.

Cabeza de Vaca was among the explorers. He had been a brave soldier in the Spanish army. At the king's bidding, de Vaca was now one leader of the **expedition** to America.

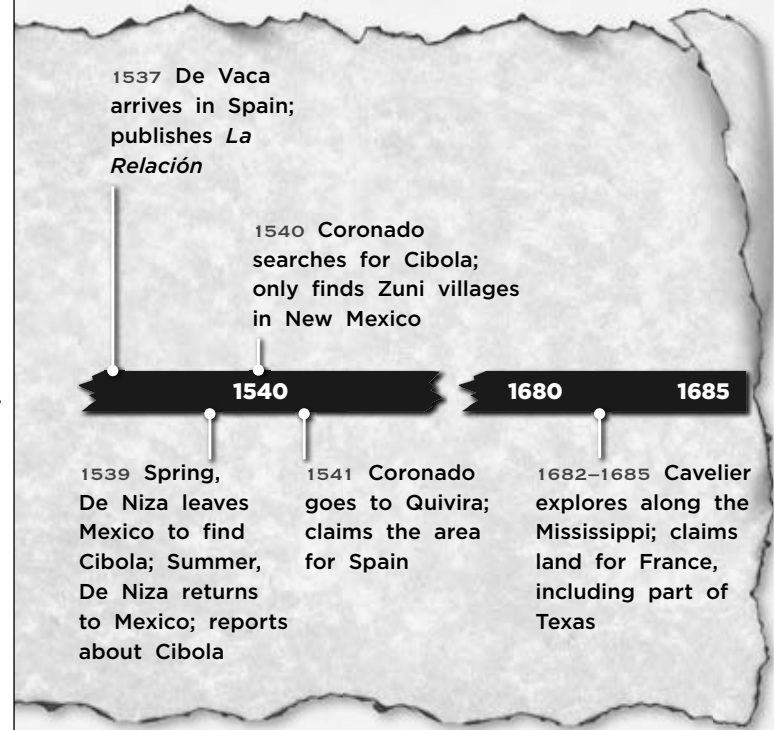
In Florida, some explorers, led by de Vaca, left the ships to explore on land. De Vaca and his group walked north. Along the way, they met the Apalachees, **natives** of the area. In a show of strength, the Spanish tried to gain control of the Apalachees' village by capturing their leader. The natives fought back and chased the Spanish away.

European explorers often clashed with natives they met in America.



Explorers came to find gold. They searched for Cibola, Quivira, and other places they believed held riches. In most cases, the riches did not exist.

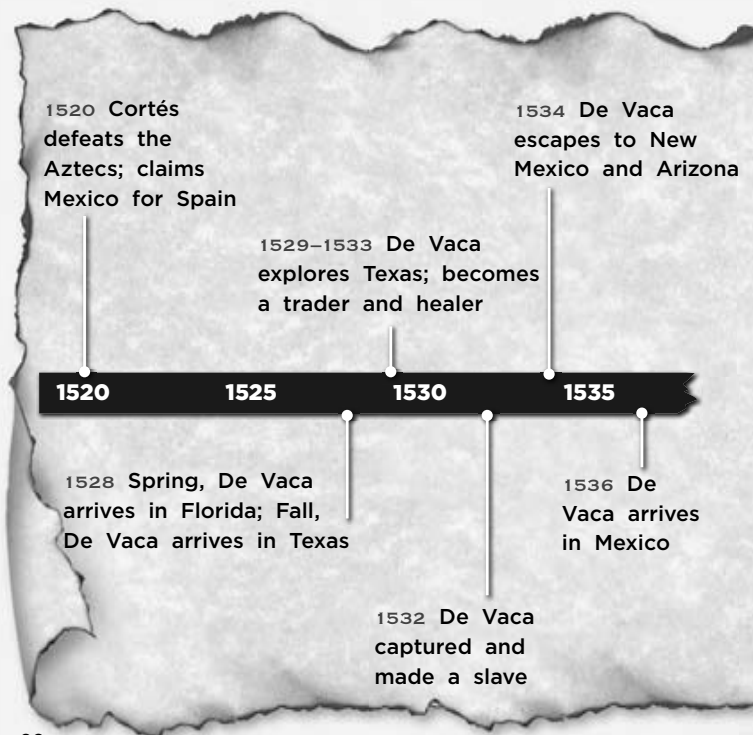
However, all was not lost. Explorers claimed Texas and other parts of the Southwest for Spain and France. Settlements were built on the new land. Those settlements led to the growth of the United States.



Conclusion

The 1500s and 1600s brought great change to the American Southwest. Before then, only Native Americans had lived in the area. Now, Europeans were there, too.

IMPORTANT DATES IN SOUTHWEST EXPLORATION



20

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Explorers of the Southwest



Bad weather sent De Vaca to an unplanned location—the shore near Galveston, Texas.

De Vaca and his group decided to leave Florida, but they became lost. They tried to find their ships they had left behind but could not. They grew hungry and sick. After five months, the group finally reached the Gulf of Mexico. They built five sturdy rafts and sailed west. They hoped to reach Spanish settlements in Mexico.

After a month at sea, a deadly storm struck. The group of rafts got separated. In November, two rafts washed up on the Texas shore.

5



Estevan, also known as Estevanico, was born in Morocco in 1500.

EXPLORING TEXAS

Only about 80 men survived the storm. One was de Vaca. Another was a North African named Estevan. They were among the first explorers ever to set foot in Texas.

In Texas the group met the Karankawa people. At first, these natives were friendly. But soon many of them began to die of disease. They blamed the Spanish for bringing sickness to their land. De Vaca and his group grew afraid. They left the area on foot.

In July of 1541, Coronado finally reached Quivira. It was not at all what he expected. Instead of fancy homes, he found grass huts. There was no gold anywhere. However, Coronado saw that Kansas had lots of good land for farming. He knew that settlements could succeed there. He claimed the territory for Spain.

Coronado then led his group back to Mexico. He was unhappy about not finding gold. Yet he had found valuable new land in the American Southwest.

A French Explorer

Exploration of the American Southwest continued well into the late 1600s. René-Robert Cavelier of France explored along the Mississippi River. He claimed a huge portion of land in western America for France. It was called the Louisiana Territory. It included part of Texas. In 1803 the United States bought the land from France. The land was so big that eventually 15 U.S. states—including Texas—were created on it!



Coronado was impressed by the fields he saw in Kansas.



This shows the path taken by Coronado's expedition in 1540 and 1541.

THE SEARCH FOR QUIVIRA

After more traveling, Coronado still had found no city that glistened with gold. He began to suspect that El Turco was tricking him. El Turco's plan to escape had failed. He was forced to admit to Coronado that he had tricked him. Coronado had El Turco killed.

Coronado then changed direction. He headed north into Kansas. This time, another captured native named Ysopete led the way.

For the next four years, de Vaca traveled around east Texas. He became a successful trader. He offered seashells and beans to the natives. They gave him animal skins in return. They liked de Vaca because he brought items that they needed or wanted.

De Vaca also became known as a healer, or medicine man. He blessed Native Americans who were ill. They believed he made them better. De Vaca was not a trained doctor. He believed that God healed the natives so they would help him survive.

Over time, de Vaca got to know the area and its people well. He even learned six Native American languages.



De Vaca gained the respect of Native Americans for his seeming ability to heal them.

THE LONG WAY HOME

De Vaca was very successful in Texas. Yet he still wished to get to Mexico. By 1532, only four men in his group were still alive. Estevan was among them.

The men walked west. They met unfriendly natives along the way. The natives took de Vaca and the others as slaves. After two years, de Vaca and his men escaped. Unsure of the direction to follow, they walked west and north. They traveled as far as New Mexico and Arizona.



This map shows de Vaca's travels through the Southwest.



This pueblo is one of the places where Coronado and his men stayed during the winter of 1540.

After many months, Coronado joined Alvarado. Coronado was eager to find the rich city of Quivira. El Turco continued to lead the group astray.

The Spanish explorers decided to take over a Native American **pueblo** in New Mexico for the winter. The natives living there fought back. Hundreds of them lost their lives in battle.

In the spring, Coronado continued on to Quivira. El Turco led the group east to Texas. Then they walked north to Oklahoma. After months of travel, there still was no sign of gold.

NEW PLACES

Coronado stayed near Hawikuh to explore more of New Mexico. Meanwhile, he organized smaller groups to explore other lands farther away. One group was led by Hernando de Alvarado. His guide was a captured Native American named El Turco.

El Turco spoke of a city to the east, called Quivira. He said it was overflowing with gold. El Turco was not telling the truth. He wished to lead the explorers on an aimless journey across the wide **plains**. He hoped to tire them out, so he could then escape.

Finding a River

Coronado sent another group, led by Lopez de Cardenas, to explore land to the west. De Cardenas traveled for three weeks. He reached the rim of the Grand Canyon in Arizona. Below, he could see the Colorado River. De Cardenas was the first European ever to see the canyon and river.

In 1536, the four men finally reached Mexico. De Vaca was welcomed as a hero. The next year, he returned to Spain. He published a report about his exploration. It was called *La Relación* (*The Account*).

De Vaca never found gold in the American Southwest. Yet his discoveries there were important. They inspired future explorers to come to America.

La Relación

No one knows the exact details of the path that de Vaca followed through Texas. However, his report, *La Relación*, offers many clues. It describes the land, plants, and animals that de Vaca saw during his travels. It also describes the people that he met. It details their clothing, homes, diets, and languages.

Many believe de Vaca's *La Relación* is the first literature ever produced about Texas. It is preserved at Texas State University-San Marcos.



CHAPTER 2
Marcos de Niza

One explorer who was inspired by de Vaca's discoveries was Marcos de Niza. He was a priest who lived in Mexico. In 1539, a Mexican governor, or an official of the country, sent de Niza to the American Southwest. De Niza was told to find the Seven Cities of Cibola. They were areas said to be overflowing with gold. They were supposed to be somewhere in the Southwest, to the north.

De Niza left Culiacán, Mexico, with a team of men. They were guided by Estevan, who was a valued guide because he had helped Cabeza de Vaca earlier.



Marcos de Niza explored the American Southwest in search of the cities of gold.

Did de Niza Tell the Truth?

Did de Niza tell the truth about the wealth in Cibola? Historians are not sure. Some claim he never saw riches. They say he just wanted the Mexican governor to be happy with his report.

Other historians defend de Niza. They say he never claimed to enter Cibola. He never said he saw gold there—just a large city.

Was de Niza telling the truth? We may never know.

Coronado was angry. He accused de Niza of not being truthful in his report. He ordered the guide to return to Mexico.

Coronado now faced another big problem. He told the Zuni people that they must accept the King of Spain as their ruler. The Zunis grew angry. They attacked Coronado and his men. The two groups fought. After a fierce battle, the Spanish defeated the Zunis and controlled their land.



Coronado traveled with Native Americans to try to make peace with others he met.

CHAPTER 3

Francisco Vázquez de Coronado



Francisco Vázquez de Coronado was a Mexican governor who became an explorer.

In 1540, de Niza returned to the American Southwest. This time, he was a guide for another explorer, Francisco Vázquez de Coronado. Coronado had been an important governor in Mexico.

Coronado led a large expedition of over a thousand people. They marched north to New Mexico. They reached Cibola in July, 1540.

Coronado expected to find the rich city that de Niza had described in his report. Instead, he found the simple homes of a Native American group called the Zunis clustered in a poor village. The Zunis called it Hawikuh.



The explorers believed that the area of Cibola was the place to find gold items and other treasures.

De Niza and Estevan traveled north from Mexico. Along the way, they met many native people. They were friendly to de Niza and his men.

The group continued on. De Niza knew that the natives farther north had never seen Spanish people. To be safe, he sent Estevan ahead to inform them of his arrival.

Estevan went ahead, as ordered. Many native people he met told him of the wealthy cities of Cibola. They said it would take about a month to get there.

REACHING CIBOLA

Estevan sent a native to tell de Niza about the lost city of Cibola. De Niza sent back orders for Estevan to wait for him. However, Estevan did not wait. He went ahead to Cibola on his own. De Niza hoped to meet up with Estevan.

Finally, de Niza arrived near Cibola. He was in New Mexico. De Niza learned some sad news. Estevan had been killed. The Cibolan governor had told him not to enter the city. Estevan had ignored the order. Now he was dead.

This photo from the 1800s shows the city of Cibola much as it might have looked in the 1500s.



This map shows how de Niza moved north in 1539.

De Niza decided not to enter Cibola. He did not want to lose his life as Estevan had. Instead, he returned to Mexico.

De Niza wrote a report for the Mexican governor. In it, he said he had seen one of Cibola's seven cities from a distance. He described it as "bigger than the city of Mexico."

De Niza's report pleased the governor. He planned a larger expedition to Cibola. The governor was determined to find the gold rumored to be there.



Home-School Connection

Word Workout

WORDS TO KNOW

annoyed	circular	reference
outstretched	disappointment	conducted

The Same As Tell me which of the following matches one of the words above.

round	discontent	dictionary
irritated	expanded	

SPELLING WORDS

root	tale	wade	dough
moose	prints	we've	weave
whose	route	who's	boulder
patience	doe	mousse	patients
tail	prince	weighed	bolder

Sounds the Same *Homophones* are words that sound the same, but are spelled differently and have different meanings. I'll say a word and you can give me both spellings.

Dear Family Member:

This week we're reading *The Gold Rush Game*. It's a science fiction story about Eric and Matt, who travel back in time and meet Eric's great-great-great grandfather. His ancestor went to California during the days of the Gold Rush. Eric is afraid that their visit will affect the future of his family. It will be interesting to read about their adventures and about how they get back home.



This Week's Skills

Comprehension: cause and effect

Vocabulary: suffixes

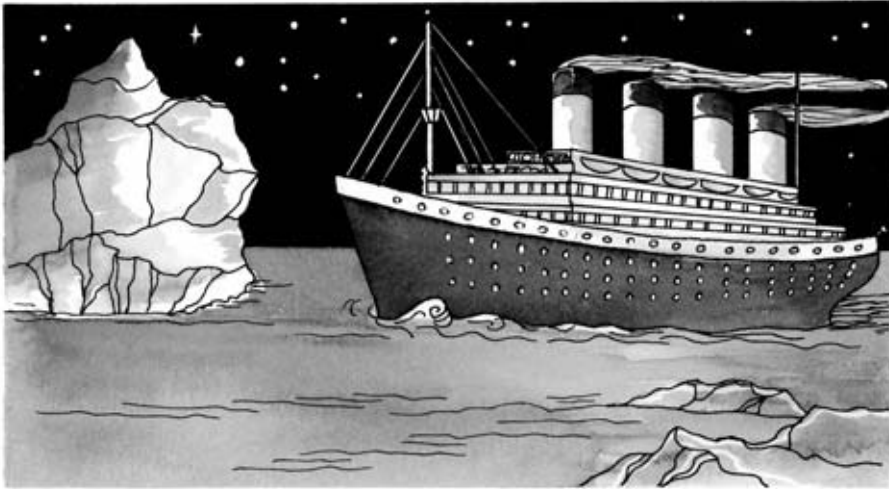
Spelling/Phonics: words spelled differently but pronounced the same

Name _____

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Time Travel

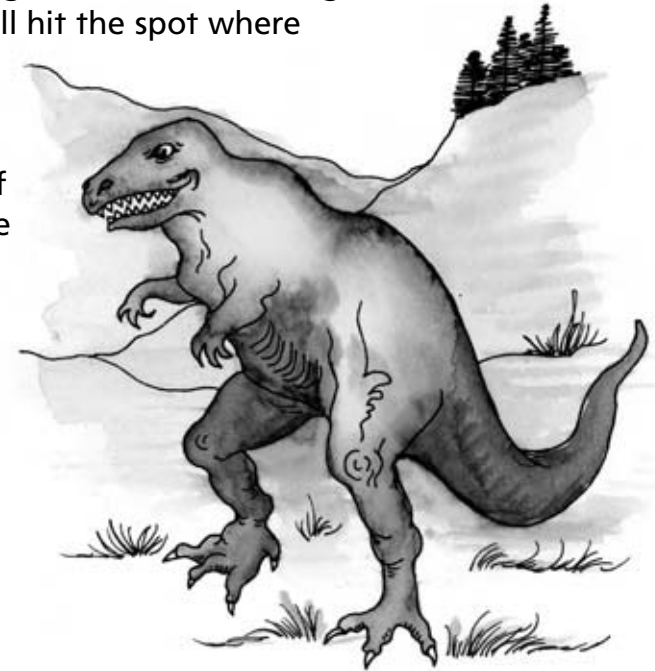
Suppose we could travel back in time. What actions would we take that might change history? Let's read the events below and talk about how our actions will affect the future.



On April 15, 1912, one of the most tragic accidents in history occurred when the ship *Titanic* hit an iceberg and sank. Over 1,500 people lost their lives. Some say the ship was traveling too fast and was unable to turn in time to avoid hitting the iceberg. You are a time traveler on the deck of the *Titanic*. What will you do? How will it change history?

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You are a time traveler who has gone back to the Cretaceous era. Dinosaurs roam the Earth and large reptile-like creatures swim in the sea. Pterodactyls rule the skies. A large asteroid is traveling toward Earth. It will hit the spot where you are in one hundred years. The collision will destroy this area of the world and wipe out the dinosaurs. What will you do? How will it change history?





Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

annoyed	circular	reference
outstretched	disappointment	conducted

Asociaciones Dime qué palabra de abajo corresponde a qué palabra de arriba.

round	discontent	dictionary
irritated	expanded	

SPELLING WORDS

root	tale	wade	dough
moose	prints	we've	weave
whose	route	who's	boulder
patience	doe	mousse	patients
tail	prince	weighed	bolder

Suena igual Homófonos son palabras que suenan igual, pero se escriben diferente y tienen significados diferentes. Te diré una palabra y tú me dirás las dos formas en que se puede escribir.

Queridos familiares:

Esta semana estamos leyendo *The Gold Rush Game*. Es un cuento de ciencia ficción que trata de Eric y Matt, quienes viajan al pasado y se encuentran con el tatarabuelo de Eric, que había ido a California en los días de la Fiebre del Oro. Eric tiene miedo de que el encuentro con su antepasado afecte el futuro de su familia. Va a ser fascinante leer sobre las aventuras de Eric y Matt y ver cómo logran regresar a casa.



Destrezas de la semana

Comprensión: causa y efecto

Vocabulario: los sufijos

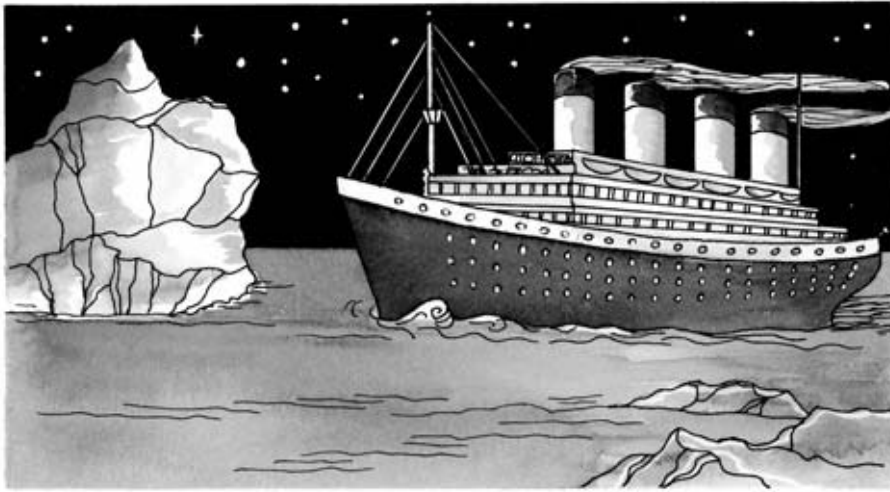
Ortografía/Fonética: palabras que se escriben diferente pero se pronuncian igual

Nombre _____

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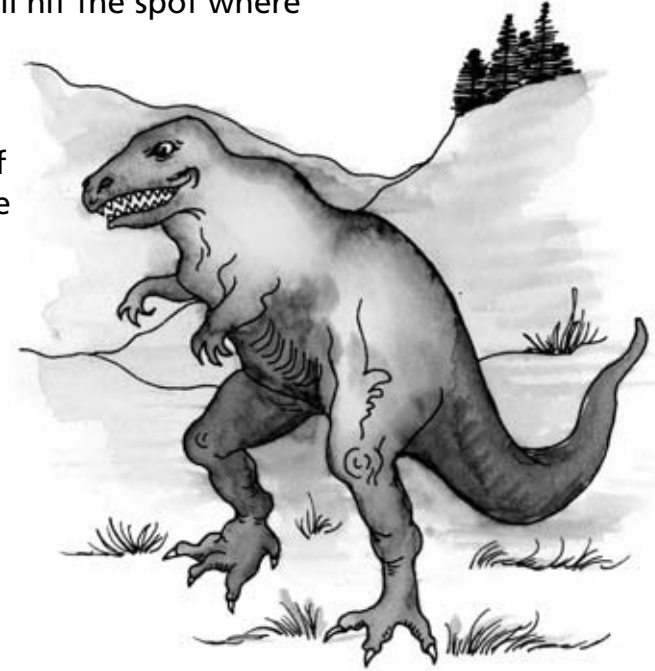
Viajar en el tiempo

Supón que pudiéramos viajar al pasado. ¿Qué podríamos hacer que pudiera cambiar el curso de la historia? Vamos a leer los sucesos de abajo y hablar de cómo nuestras acciones podrían afectar el futuro.



On April 15, 1912, one of the most tragic accidents in history occurred when the ship *Titanic* hit an iceberg and sank. Over 1,500 people lost their lives. Some say the ship was traveling too fast and was unable to turn in time to avoid hitting the iceberg. You are a time traveler on the deck of the *Titanic*. What will you do? How will it change history?

You are a time traveler who has gone back to the Cretaceous era. Dinosaurs roam the Earth and large reptile-like creatures swim in the sea. Pterodactyls rule the skies. A large asteroid is traveling toward Earth. It will hit the spot where you are in one hundred years. The collision will destroy this area of the world and wipe out the dinosaurs. What will you do? How will it change history?



Comprehension Check

Summarize

Fill in the cause-and-effect chart with important events in the story and what caused them. Use the chart to summarize the story.

Cause → Effect
→
→
→
→

Think and Compare

1. Why does Cole need to find the sheriff?
(Cause and Effect)
2. What would you have done if you were in Cole's place? **(Synthesize)**
3. Why might camels have been useful in the Southwest long ago? What about today? **(Apply)**

Camel Ride

by Sunita Apte
illustrated by Richard Stergulz



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Overheard!

“Cole! Where are you?”

Cole Drummond huddled closer to the cottonwood tree he was hiding behind. He could hear his mother calling him, but his mission was much too important to give up and return to the house. He would go back in a second. She probably wanted him to get water. It was one of his jobs, now that his father was working at the mine that he bought last month. Cole was expected to do a lot more on the ranch.



His father looked doubtful for a moment, but then gave in. “Well, if you’re sure you can do it . . . then okay.”

Silently, father and son mounted their animals and started up the trail toward the ranch. Bright moonlight still lit up the way. Cole thought that he had never been so happy as he was right now.

Behind him, he could feel his father’s eyes, watching.

“Well, I’ll tell you, Cole,” his father finally said. “I don’t think I know anyone who can ride a camel as well as you can. You know what I think? I think I might be looking at the new camel hand on the ranch!”



“Yes,” his father answered. “The mine is safe, thanks to you. I’m really proud of you, Cole. You conducted yourself very well. You’re growing up into a fine young man.”

Cole tried to hide how pleased he was. He looked through the open cabin door at Sunshine tied to the hitching post.

He turned to his father. “It’s okay, Pa,” he said. “I can ride Sunshine back home. I’m not too tired.”



Cole leaned against the tree and strained his ears. He was trying to eavesdrop on a conversation two ranch hands were having. He had been sort of spying on them all week, ever since the two men had shown up at the ranch looking for work. Right away, something about them had struck Cole as suspicious. He thought of what his father had told him before he left for the mine.

“Remember, Cole, you’re the man on the ranch now,” his father had said. “I need you to use your eyes and ears and instincts to keep the family safe. And mind your ma as well, you hear?”



Cole had proudly promised his father that he would be very, very good. And now, here he was, torn between two of his father's instructions. It was true, he wasn't minding his mother. But he was following his instincts. He just knew these ranch hands were up to something. He was determined to figure out what.

Cole could barely make out the men's voices.

"We're all set for the mine takeover," one said. "It's practically empty—only Drummond and a couple of miners are there. They'll never know what happened."

"Well, I'm ready. Just say the word," the other one responded.

"Okay, meet me on the trail tonight after the other men bunk down. It's a full moon, so we'll have an easy ride."

Cole saw the two men shake hands. He stayed pressed against the tree until both of them walked away. Then he took off for the house, his heart pounding.

Those ranch hands were going to take over the mine! That reference to Drummond—that was his father. His father was in danger. He had to do something—but what?



Safe!

The rest of the night passed in a blur. Cole waited at the sheriff's cabin while the sheriff and his deputy went to confront the ranch hands. He fell asleep on the sheriff's bed, his legs sore from his long camel ride.

He awoke to the sound of his father whispering. "Cole, it's time to wake up. We're going home now. I'll put you in front of me on my horse and we'll come back for Sunshine tomorrow."

Cole looked up at his father, trying to clear his head. "Did the sheriff end up arresting those ranch hands?" he asked.





“What is it, son?” the sheriff asked. He could see the concern on the boy’s face.

“It’s the mine,” Cole gasped. “I overheard two of our ranch hands plotting to take it over. My father is down at the mine now. I wasn’t sure what to do.”

“Calm down,” the sheriff soothed the boy. “You did the right thing in coming to me. Jeff!” he called to his deputy. “We’ve got some work to do!”



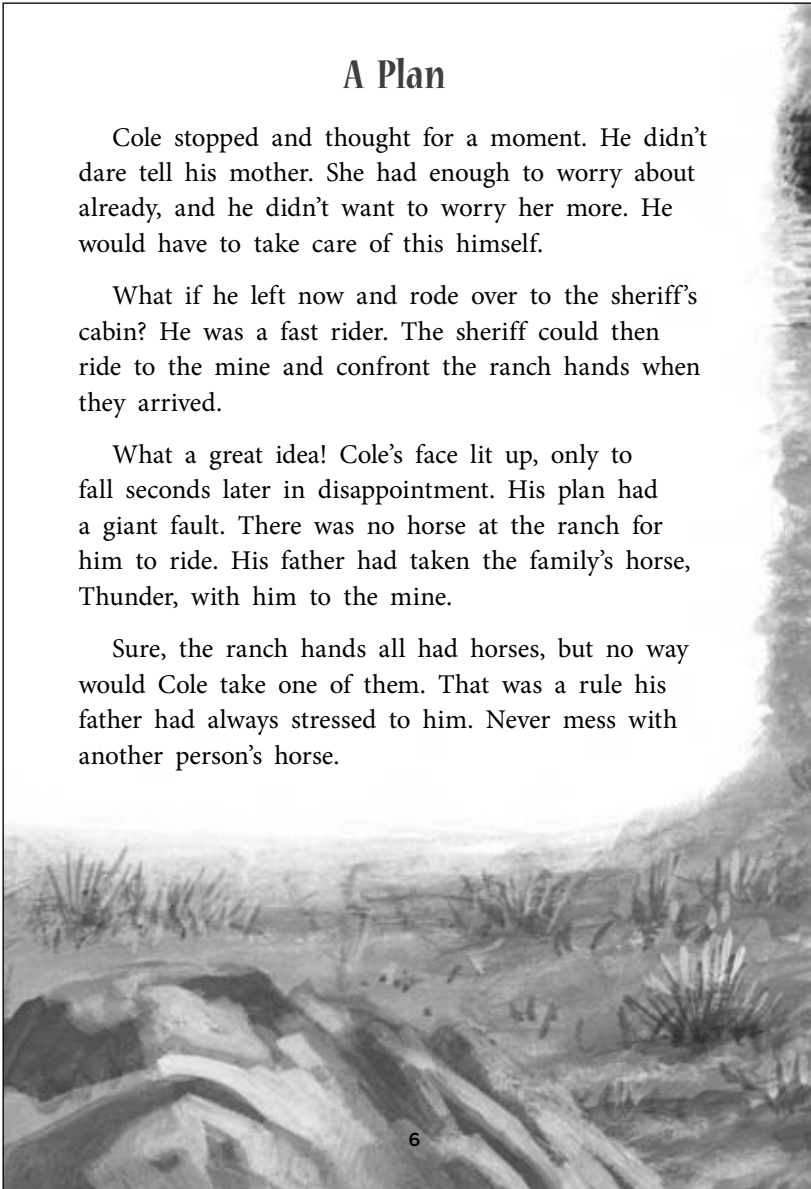
A Plan

Cole stopped and thought for a moment. He didn't dare tell his mother. She had enough to worry about already, and he didn't want to worry her more. He would have to take care of this himself.

What if he left now and rode over to the sheriff's cabin? He was a fast rider. The sheriff could then ride to the mine and confront the ranch hands when they arrived.

What a great idea! Cole's face lit up, only to fall seconds later in disappointment. His plan had a giant fault. There was no horse at the ranch for him to ride. His father had taken the family's horse, Thunder, with him to the mine.

Sure, the ranch hands all had horses, but no way would Cole take one of them. That was a rule his father had always stressed to him. Never mess with another person's horse.

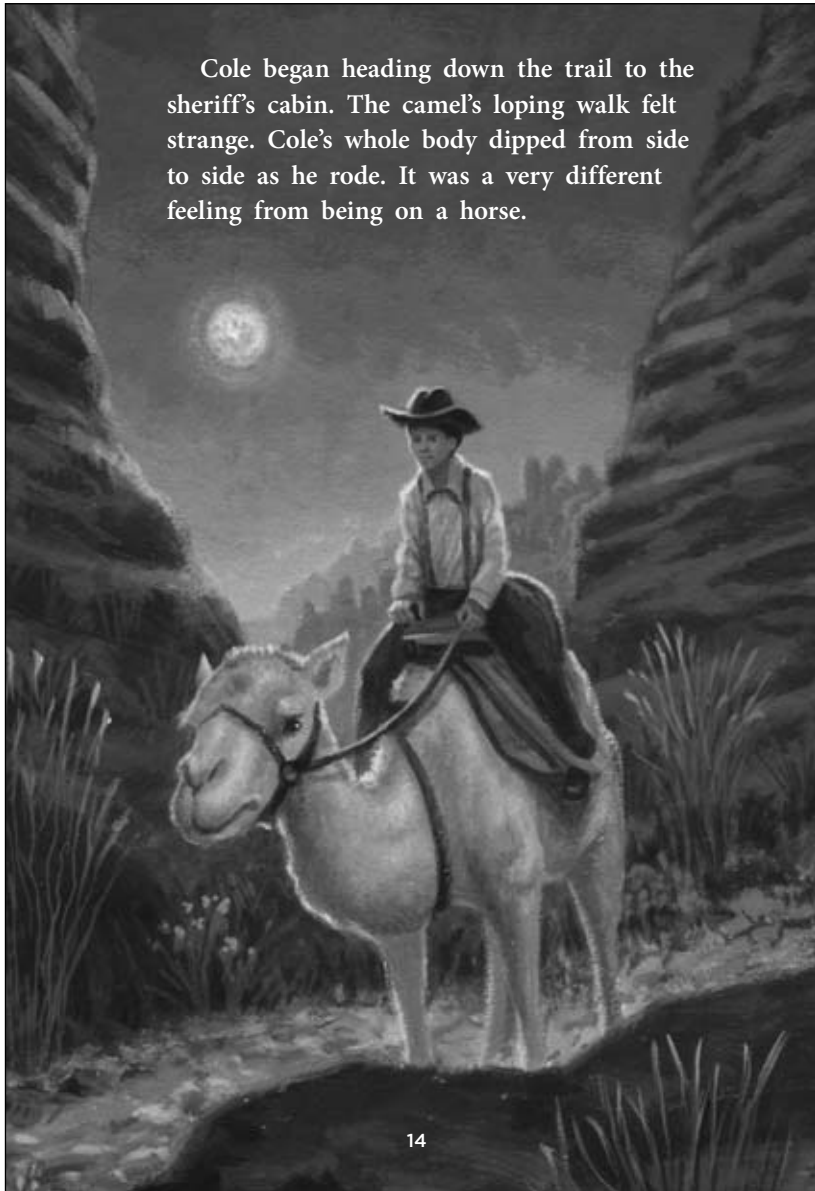


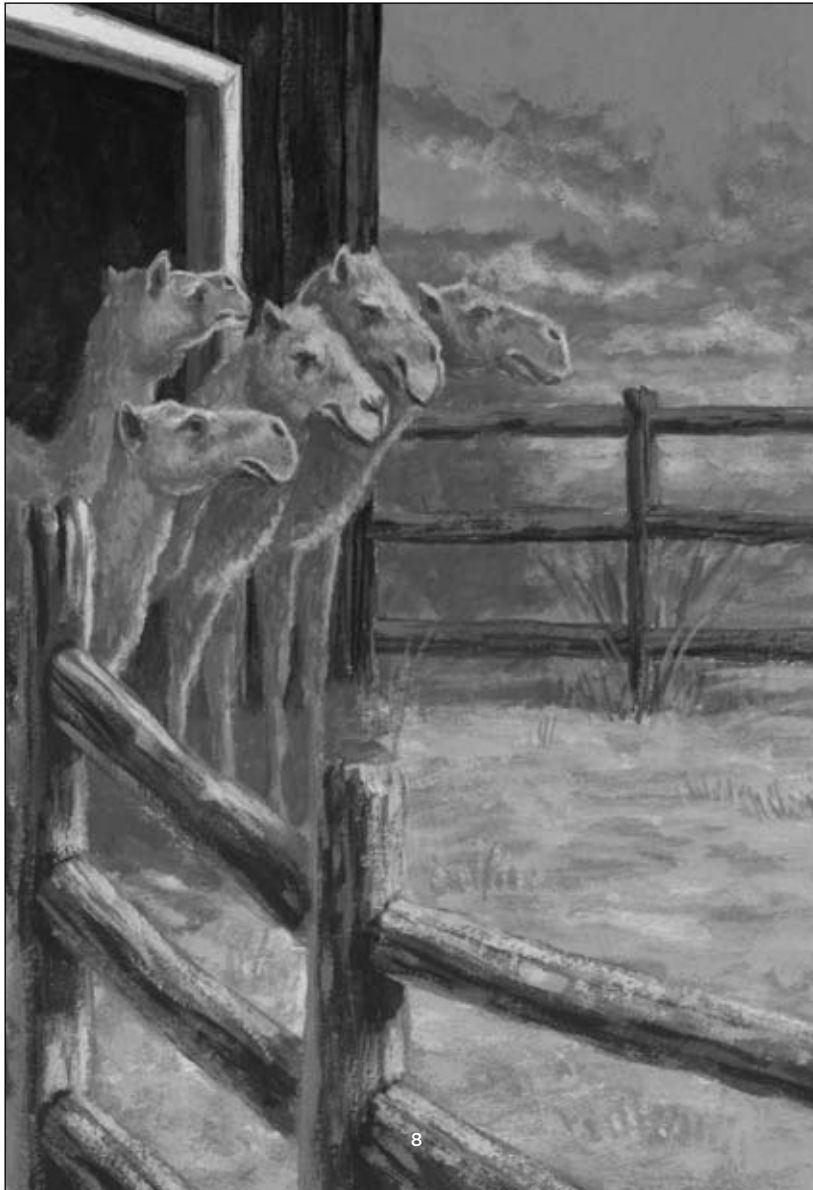
It was dark now. The bright moonlight made the trail easy to see. It was just a few miles more to the sheriff's cabin. Cole concentrated on making sure the camel didn't lose her footing. He needed to find the sheriff before the ranch hands could get to the mine.

It seemed like hours before Cole finally saw the light at the sheriff's cabin. He quickly dismounted and tied the camel to the hitching post. Out back he could see the sheriff's and deputy's horses stabled for the night.

The sheriff opened the door to Cole's knock. Behind him the deputy was hunched over a plate of food. Cole had interrupted their supper.

Cole began heading down the trail to the sheriff's cabin. The camel's loping walk felt strange. Cole's whole body dipped from side to side as he rode. It was a very different feeling from being on a horse.





Carefully he approached the camel with outstretched hands, talking to her. When he was close enough, he slipped the bridle over her head. Then, as his father had taught him, he got the camel to go down on her knees. He fastened on the saddle and, before Sunshine could protest, was astride her.

Gently, he pulled the reins and the camel slowly rose. He led her out of the pen, reaching behind him to close the gate.



The Ride

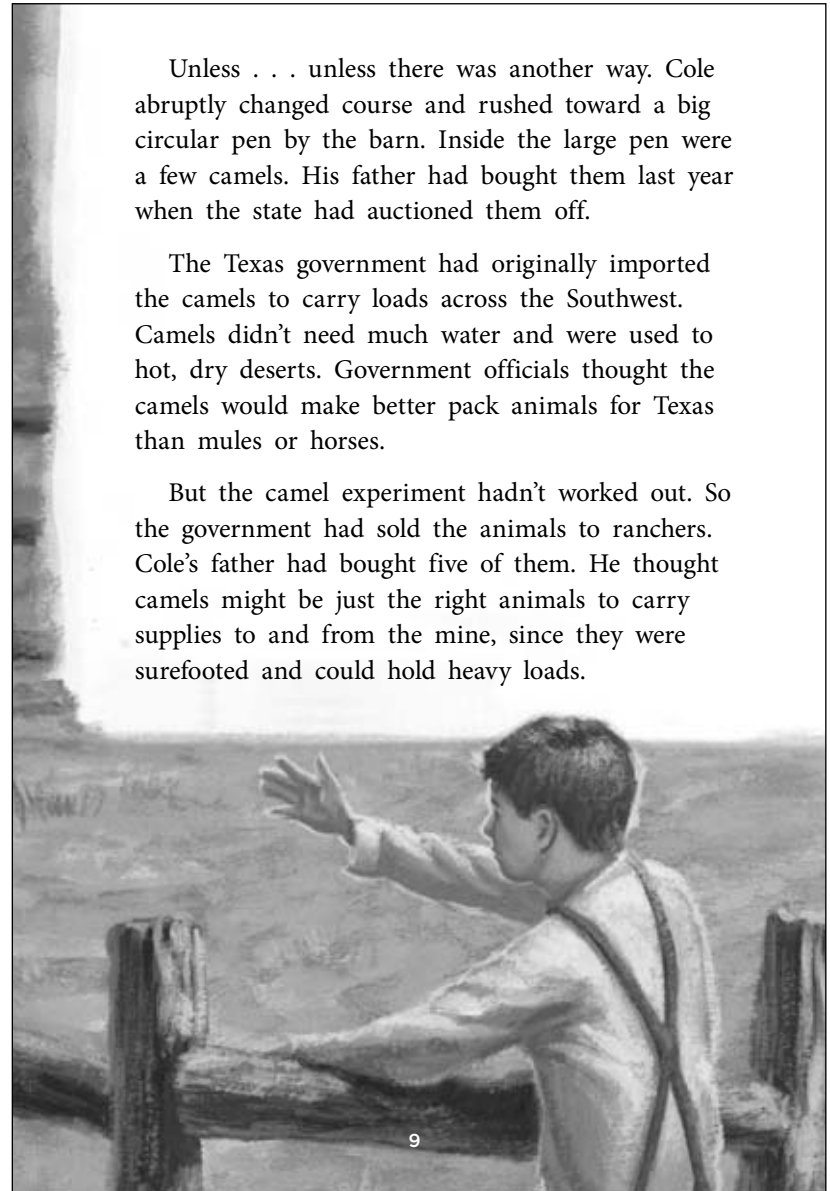
Cole ran back to the barn and grabbed one of the camel saddles hanging inside. Then he went out to the pen. The camels were all huddled together in one corner. Their golden faces shone in the early evening light. He looked them over until he spotted the one he wanted. Her name was Sunshine, and she was the oldest and gentlest of the bunch. Cole had only ridden her once before, but he thought he knew what to do.



Unless . . . unless there was another way. Cole abruptly changed course and rushed toward a big circular pen by the barn. Inside the large pen were a few camels. His father had bought them last year when the state had auctioned them off.

The Texas government had originally imported the camels to carry loads across the Southwest. Camels didn't need much water and were used to hot, dry deserts. Government officials thought the camels would make better pack animals for Texas than mules or horses.

But the camel experiment hadn't worked out. So the government had sold the animals to ranchers. Cole's father had bought five of them. He thought camels might be just the right animals to carry supplies to and from the mine, since they were surefooted and could hold heavy loads.



However, Cole's father hadn't yet managed to convince his miners and ranch hands of that. They thought the camels were mean and difficult to handle. Most of them wanted nothing to do with them.

Only a few had learned how to saddle and ride the camels. Cole had watched the lessons eagerly and begged to join. Finally, his father had given in. So Cole had learned how to saddle and ride the camels as well.

Now Cole wanted to be the camel hand on the ranch—the person who rode and took care of the camels. The problem was, his father didn't think he was ready. He said Cole would have to prove himself to be capable first.



Cole went back to the house. His mother was waiting for him in the kitchen. She had wanted him to eat supper, not fetch water.

“Didn’t you hear me calling?” she asked, but she was smiling, so Cole knew she wasn’t really annoyed.

He hurriedly gulped down his supper. Then he grabbed his hat and opened the back door.

“I have to do an errand for Pa,” he told his mother. “I’ll be back soon.”

His mother nodded. If she thought there was anything odd about him going out in the evening, she didn’t mention it.



Home-School Connection

Word Workout

WORDS TO KNOW

decades active transform
 volunteer violated

Taking Action Let's make up a story about making a difference. We'll use each word above in our story.

SPELLING WORDS

unplug nonstop distrust unable
 misplace mislabel mislead uncover
 unclean disloyal nonfiction nonsense
 disbelief discourage uncertain uncomfortable
 misstep disappoint misnumber nonfat

Where's the Rest of Me? I'll say a spelling word without the prefix: **mis**, **dis**, **non**, or **un**. Tell me the prefix that goes with that word and spell it out loud.

Dear Family Member:

This week we're reading an article about someone who helped improve the lives of Latino farmworkers in California. In "Taking the Lead," Dolores Huerta organized a group that helped transform the lives of farmworkers by helping to build affordable housing and encouraging farmers to increase the workers' pay. I'll take the facts I'm learning in this article and use them to form my own opinions.



This Week's Skills

Comprehension: fact and opinion

Vocabulary: Latin, Greek and other Linguistic roots

Spelling/Phonics: prefixes **mis**, **dis**, **non**, and **un**

Name _____

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Can I Quote You?

Let's read "Breakfast Club." We can decide what are facts and what are opinions in the passage.

Breakfast Club

"I hate oatmeal," Derek yelled. Derek was only three years old, so he yelled a lot.

"It doesn't matter to me," his brother Jake said. "But oatmeal is healthy; it's good for you. If you don't want to eat it, just be quiet, okay?"

Caroline, who was the boys' sister, and knew everything, interrupted: "I guess it doesn't matter, Derek. But if you don't eat your oatmeal, you won't grow. You'll stay three feet tall for the rest of your life."

Of course, that made Derek cry. The whole point of being three was to get bigger—as big as Jake.

Derek whispered to Jake, "Tell her I ate my oatmeal, okay?"



"I think you're mean," Jake glared at Caroline.

"No, I'm not," said Caroline. "I just happen to know that eating food helps kids grow."

"Wow, look at the time," said Jake. "It's already seven-thirty. We better run or the bus driver will have a fit." Jake yelled at Caroline as he ran for his books.

"I go to school, too," Derek wailed.

"Don't worry. Nursery school doesn't start until nine o'clock." Caroline said. "Mom's coming down the stairs right now."

Derek whispered, "Tell her I ate my oatmeal, okay?"



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Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

decades active transform
 volunteer violated

Tiempo de cambio Vamos a inventar un relato sobre cómo cambiar algo. Vamos a usar todas las palabras de la lista en el relato.

PALABRAS DE ORTOGRAFÍA

unplug nonstop distrust unable
 misplace mislabel mislead uncover
 unclean disloyal nonfiction nonsense
 disbelief discourage uncertain uncomfortable
 misstep disappoint misnumber nonfat

¿Dónde está lo que falta? Voy a decir una de las palabras de ortografía sin el prefijo **mis**, **dis**, **non** o **un**. Dime el prefijo que corresponde y deletrea toda la palabra en voz alta.

Queridos familiares:

Esta semana estamos leyendo un artículo sobre alguien que ayudó a mejorar las vidas de los trabajadores agrícolas latinos en California. En "Taking the Lead" Dolores Huerta organizó un grupo que ayudó a transformar la vida de los trabajadores agrícolas ayudándolos a construir casas de acuerdo a sus ingresos y alentando a los granjeros a incrementar el pago a los trabajadores. Voy a tomar los hechos que estoy aprendiendo en este artículo para formar mi propia opinión.



Destrezas de la semana

Comprensión: hechos y opiniones

Vocabulario: raíces griegas, latinas y otros lingüística

Ortografía/Fonética: prefijos **mis**, **dis**, **non** y **un**

Nombre _____

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¿Puedo citar tu frase?

Leamos *Breakfast Club*. Podemos decidir cuáles son los hechos y cuáles son las opiniones en este fragmento.

Breakfast Club

"I hate oatmeal," Derek yelled. Derek was only three years old, so he yelled a lot.

"It doesn't matter to me," his brother Jake said. "But oatmeal is healthy; it's good for you. If you don't want to eat it, just be quiet, okay?"

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Comprehension Check

Summarize

Use a Chart to record facts and opinions about Marie Curie and her work. Use the information in the chart to summarize the book.

Fact	Opinion

Think and Compare

1. Reread the Introduction on page 2. Find one opinion. Then find a fact. **(Fact and Opinion)**
2. Do you think Marie showed wisdom by experimenting with radium without knowing of its dangers? Explain your answer. **(Analyze)**
3. Marie served as a role model for women in her day. Who is an outstanding role model for women today? Explain your choice. **(Synthesize)**

Marie Curie

by Meish Goldish



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Introduction

You may know people who like to talk about themselves. Marie Curie was not that kind of person. She went about her work quietly and cautiously. She didn't brag about what she did, although she could have. She was a woman of great wisdom. Marie Curie made discoveries that transformed the world.

Marie Curie's work opened up a new field of medicine called radiology. Her experiments led to better ways of treating people with cancer and other diseases.

She was the first woman ever to win a Nobel Prize. This is a special prize given each year to people who do important work. Years later Marie won a second Nobel Prize. She was the first person ever to do so.

Marie Curie lived at a time when few women were able to be scientists. She was born poor and was often ill. Yet she rose above all that to become a hero to the world. Her story has inspired millions of people. It is sure to inspire you too.

Glossary

atom (*AT-uhm*) the smallest particle of a chemical element that has all the properties of that element (**page 10**)

element (*EL-uh-muhnt*) one of the materials from which all other materials are made. There are more than 100 known elements, including iron, oxygen, and gold. (**page 10**)

physics (*FIZ-iks*) the science that deals with matter and energy and the laws governing them (**page 8**)

radiation (*ray-dee-AY-shuhn*) energy given off in the form of waves or very tiny particles (**page 10**)

radioactivity (*ray-dee-oh-ak-TIV-i-tee*) the giving off of energy in the form of rays. The rays are given off during a process in which atoms of one element split apart. (**page 10**)

radium (*RAY-dee-uhm*) a white metal that is highly radioactive. It is used to treat cancer. (**page 10**)

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Sorbonne, 6, 8, 14, 16, 18

Today the entire world owes much to Marie Curie. Thanks to her, millions of cancer patients now live with new treatments and new hope for the future.



Marie Curie Time Line

1867	—	Maria Sklodowska is born.
1886	—	Maria becomes a governess.
1891	—	Maria enters the Sorbonne; changes name to Marie.
1895	—	Marie marries Pierre Curie.
1903	—	The Curies win the Nobel Prize in Physics.
1906	—	Pierre dies; Marie becomes professor at the Sorbonne.
1911	—	Marie wins the Nobel Prize in Chemistry.
1934	—	Marie Curie dies.



Marie Curie led the way for women to become accepted as serious scientists.

Chapter 1

A Difficult Childhood

Marie Curie was born in Warsaw, Poland, in 1867, as Maria Sklodowska (skluh-DAWF-skuh). She was the youngest of five children.

Maria's parents were both teachers. Her father taught science in a boys school. Her mother was the head of a girls school. They raised their children to study and work hard. Maria had an active mind and learned quickly. She became the top student in her class.



The five children in the Sklodowska family were (from left to right) Sofia, Helena, Maria, Joseph, and Bronya.



During her lifetime Marie was given more than 100 important prizes, medals, and honors for her work in science. Here she is with her husband, Pierre.

Conclusion

Marie Curie worked hard during the war. She was now in her fifties. Her work with radium left her even more pained and tired than before. Yet Marie couldn't relax. She traveled to the United States twice—in 1921 and 1928. Each time she raised funds for the Radium Institute. She returned to France feeling ill and worn out.

Thanks to Marie, important work continued at the lab. It had more radioactive material than any other lab in the world. Scientists found new ways to kill cancer cells with radiation.

Over time, Marie grew weaker. Her eyes began to fail her. Finally, in 1934, her body could take no more. Marie died of a blood disease caused by her many years of working directly with radium.

The world was very sad when Marie died. She had done great things to help others. She was buried near the Sorbonne. People in Poland also honored Marie, a hero from their country.

Illnesses Then and Now

Tuberculosis (too-buhr-kyuh-LOH-suhs) is a lung disease. Typhus (TIGH-fuhs) is a disease that people can get from lice or fleas. In the decades of the 1800s many people with tuberculosis or typhus died from these diseases. Today doctors can use drugs to cure people of these illnesses.

Maria grew up in a loving home. Yet she had to deal with many painful losses. Her oldest sister, Sofia, died of typhus when Maria was only eight. Two years later, Maria's mother died of tuberculosis. Maria had been very close to both of them. While playing, she often pretended to be a doctor. She dreamed of finding a cure for all sicknesses. Little did Maria know that one day a small part of her dream would come true.

Throughout high school Maria remained a top student. She finished first in her class. She wanted to go to college to study science and medicine. Yet she knew that was impossible. Women in Poland were not allowed to attend college. This did not violate the law of that time.



Maria (left) and her sister Bronya had this photograph taken when they were young women in Poland.

Maria's dream of college didn't fade, however. She planned to leave Poland and attend the Sorbonne, a university in Paris, France. To get ready, she attended a school in Warsaw for women only. It was called "The Floating University." The daring students met secretly in people's homes to study.

Maria faced another problem. She needed money to pay for the Sorbonne. At age 18, she took a job in Warsaw as a governess. She took care of young children and was responsible for teaching them in their homes. Maria worked as a governess for seven years.

X-Rays

Marie Curie used X-rays, but she did not discover them. That credit goes to Wilhelm Roentgen (RENT-guhn), a German scientist. He first noticed the strange rays in 1895. Not knowing what they were, he called them "X"-rays. They could pass through flesh, but not through bone. That made them perfect for seeing inside the human body.

X-rays of a child's hands show that there is room for bone growth. Adult hand bones are closer together.



After Pierre's death Marie did her best to stay strong. She hid her pain and buried herself in work. Marie became the Sorbonne's first woman professor. She also became head of the school's new physics lab, the Radium Institute.

Marie needed workers to help her. She knew how hard it was for women to find jobs as scientists. So she hired many women to assist in the lab. Marie continued to study how radium affects diseased cells. She wanted to make an even purer form of radium. In time Marie did just that. In 1911 she won the Nobel Prize in Chemistry for her work.

In 1914 World War I began. Marie volunteered to help the French soldiers. She came up with a wise idea. She raised money to buy about 200 X-ray machines. She had each machine placed in its own truck. Marie then taught teams of women how to take X-rays. The trucks crisscrossed the battlefield and drove to injured soldiers. X-rays showed exactly where the soldiers were injured. Doctors could then operate on the soldiers at once. Marie's invention saved both time and lives.

Secret Loyalty

Marie's family placed great value on learning. But some learning had to be done in secret. At the time, Poland was ruled by Russia. The Russians wanted Polish children to learn Russian only. It was against the law to teach the Polish language or Polish history. Marie's parents secretly taught their children Polish. Marie's father lost his job for teaching in Polish.



This map shows Poland and Russia as they exist today. During Maria Skłodowska's childhood, Russia's territory reached further west and included Poland.

Chapter 2

A Pursuit of Science

Think of how you feel when a dream comes true. That's how Maria felt in 1891. She was finally going to the Sorbonne. She was 24 years old. She changed her name from the Polish "Maria" to the French "Marie."

At the Sorbonne, Marie spent long hours studying. She studied math and **physics**. She proved to be a wizard at both subjects. In 1893 she finished college first in her class. She continued her studies and got higher degrees in math and physics.

The Sorbonne was founded in the thirteenth century.



Safety First

Today scientists know much more about the harmful effects of radiation. At the dentist's office, patients wear a heavy jacket for protection while getting X-rayed.



Marie spent long hours in her lab. Often she felt tired. Sometimes she got burns on her skin. She was suffering from the radium's powerful rays. But Marie didn't want to think about radium's possible harm. She thought only about its power to cure.

Sadly, Marie soon faced tragedy. In 1906 Pierre died in an accident. He had been walking by himself on a rainy afternoon. He stepped off a curb to cross the street and was hit by a horse and wagon. He was killed instantly.

Chapter 3

More Science Breakthroughs

Marie continued to study radium in her lab. She wanted to learn how this new element might be used to fight illness.

As Marie worked she found out how strong radiation really was. She saw that it could kill healthy human cells. That was a bad thing. Yet, Marie had a more hopeful thought: perhaps radium could also kill diseased cells.

Marie spent one hour each day teaching her children, Irene (at left) and Eve. Then she returned to her laboratory to work.



After college, Marie took a job in a science lab. There she met Pierre Curie, a college physics teacher. The two shared the same interests. They married in 1895.

Marie and Pierre began to work together. Their friend Henri Becquerel (ah-REE be-kuh-REL) was interested in a mineral called uranium (yoo-RAY-nee-uhm). Becquerel asked Marie to study this mineral.

What's in a Name?

Uranium is a hard, heavy, silver-white metal. It was discovered in 1789 by German scientist Martin Klaproth (KLAHP-roht). He named it after the planet Uranus, which had been discovered eight years earlier.



Today uranium is the main source of nuclear energy.



When they weren't working in the lab, Pierre and Marie loved to go biking together.

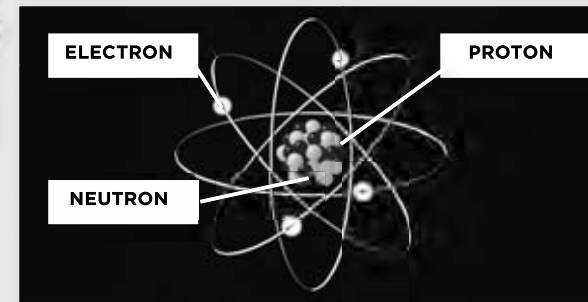
Marie studied the faint rays, or **radiation**, that uranium produced. She wanted to learn what caused the rays. She performed chemical tests on the mineral. She also tested other minerals that gave off similar rays. Soon Marie formed an idea. She believed the rays came from inside uranium's **atoms**. She invented a new word to describe the process: **radioactivity**.

By 1898, Pierre began to help Marie in the lab. They worked to separate the radioactivity from uranium and other minerals. After a year of work, Marie reached her goal. She discovered a new **element**. She called it polonium, in honor of her homeland, Poland. Later, Marie discovered a second new element. She named it **radium**, from the Latin word for "ray."

News of the discoveries spread around the world. The Curies became famous. In 1903 they were honored for their work on radioactivity. They and their friend Henri Becquerel shared the Nobel Prize in Physics.

Tiny Little Things

It was not easy for Marie Curie to study the atoms inside uranium. An atom is a tiny particle. It is so small that the tiniest speck of dirt has more than ten billion atoms in it. Marie Curie studied how the parts of an atom can create radioactivity, which produces powerful energy.



An atom has three parts to it: electrons, protons, and neutrons.



Home-School Connection

Dear Family Member:

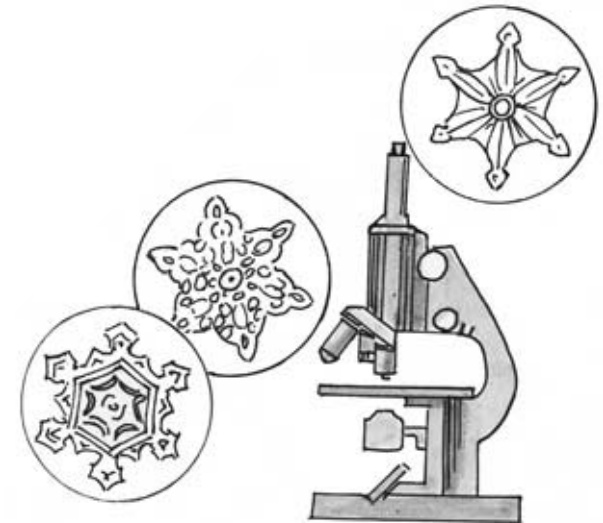
This week we are reading the biography *Snowflake Bentley*. Willie Bentley lived in Vermont and liked nature. Most of all he loved snowflakes. He got a camera and began to photograph them. I know he became famous, and I would like to know whether his love of snowflakes led to a career or to a discovery. It will be interesting to find out. As I read, the author will give me hints that I can use to draw conclusions about Willie Bentley.

This Week's Skills

Comprehension: draw conclusions

Vocabulary: multiple-meaning words

Spelling/Phonics: suffixes *y*, *ly*, *ful*, *less*, and *ness*



Name _____

Word Workout

WORDS TO KNOW

annual evaporate foolishness inspire
magnify technique

Science Experiment Let's see if we can talk about a science experiment using all of the words.

SPELLING WORDS

spotless sunny furry gently
hairy barely tasteless sorrowful
lifeless illness hopefully happiness
certainly sickness aimless breathless
handful joyfully really goodness

Who Am I? We're going to work with the suffixes *y*, *ly*, *ful*, *less*, and *ness*. I'll give you one of the words without its suffix. Tell me the word with the correct suffix and spell it out loud. When we're done we could think about other words with one of our suffixes.

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What Was Willie Like?

The words below are hidden in the Word Search. Shade the letters for them. Write the letters you did not shade, in order, in the spaces below.

- | | |
|-----------|-----------|
| Willie | Bentley |
| snowstorm | snowflake |
| sleds | farm |
| Vermont | snow |
| apple | blossoms |
| barns | lantern |
| fee | mittens |



M	L	A	N	T	E	R	N	W	H	E
I	B	B	L	O	S	S	O	M	S	B
T	A	S	R	E	T	F	H	E	R	E
T	R	N	E	'	F	A	S	A	W	N
E	N	O	I	V	E	R	M	O	N	T
N	S	W	L	L	E	M	T	H	S	L
S	N	O	W	F	L	A	K	E	L	E
E	R	E	A	P	P	L	E	S	E	Y
S	N	O	W	S	T	O	R	M	D	A
W	I	L	L	I	E	W	A	Y	S	!

Write the uncircled letters in order here.



Conexión con el hogar

Ejercicio de palabras

PALABRAS DE VOCABULARIO

annual evaporate foolishness inspire
magnify technique

Experimento científico Vamos a tratar de usar todas las palabras para hablar de un experimento científico

PALABRAS DE ORTOGRAFÍA

spotless sunny furry gently
hairy barely tasteless sorrowful
lifeless illness hopefully happiness
certainly sickness aimless breathless
handful joyfully really goodness

¿Quién soy? Vamos a trabajar con los sufijos **y, ly, ful, less** y **ness**. Te diré una de las palabras sin el sufijo. Tú deberás decirme la palabra con el sufijo que corresponda y deletrearla en voz alta. Cuando terminemos podemos pensar en otras palabras que lleven uno de estos sufijos.

Queridos familiares:

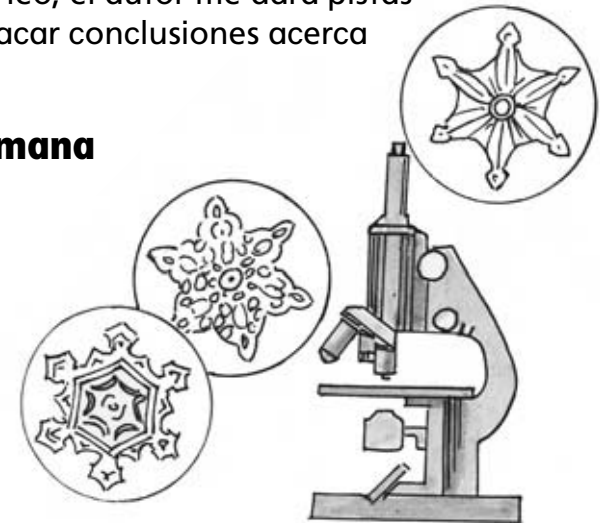
Esta semana estamos leyendo la biografía *Snowflake Bentley*. Willie Bentley vivía en Vermont y le gustaba la naturaleza. Como lo que más le gustaba eran los copos de nieve, obtuvo una cámara y comenzó a tomarles fotos. Sé que Willie se hizo famoso, y me gustaría saber si lo que lo impulsó en su carrera fue su amor por los copos de nieve o algo que descubrió. Conforme lea, el autor me va a dar pistas que puedo usar para sacar conclusiones acerca de Willie Bentley. Va a ser interesante averiguarlo. Conforme leo, el autor me dará pistas que puedo usar para sacar conclusiones acerca de Willie Bentley.

Destrezas de la semana

Comprensión: sacar conclusiones

Vocabulario: palabras con varios significados

Ortografía/Fonética: los sufijos **y, ly, ful, less** y **ness**



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Nombre _____

¿Cómo era Willie?

Las palabras de la lista de abajo están escondidas en la Búsqueda de palabras de la página siguiente. Sombrea las letras que forman las palabras. Luego escribe en orden en los espacios en blanco las letras que no sombreaste.



- | | |
|-----------|-----------|
| Willie | Bentley |
| snowstorm | snowflake |
| sleds | farm |
| Vermont | snow |
| apple | blossoms |
| barns | lantern |
| fee | mittens |

M	L	A	N	T	E	R	N	W	H	E
I	B	B	L	O	S	S	O	M	S	B
T	A	S	R	E	T	F	H	E	R	E
T	R	N	E	'	F	A	S	A	W	N
E	N	O	I	V	E	R	M	O	N	T
N	S	W	L	L	E	M	T	H	S	L
S	N	O	W	F	L	A	K	E	L	E
E	R	E	A	P	P	L	E	S	E	Y
S	N	O	W	S	T	O	R	M	D	A
W	I	L	L	I	E	W	A	Y	S	!

Write the uncircled letters in order here.

Comprehension Check

Summarize

Use a chart to record clues that help you draw conclusions about the information in the text. Then summarize the information.

Text Clues	Conclusion

Think and Compare

1. Reread Chapter 2. What can you conclude about how properties work well for a specific use? (**Draw Conclusions**)
2. What do you think a good use of super-hard diamonds might be? Explain. (**Apply**)
3. Different materials are available around the world, but we have to understand their properties to best use them. Plan to build a home in your area. Tell what the best materials would be to use. (**Evaluate**)

Amazing Stuff!

Materials at Work

by Mary Kay Carson



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Introduction

Take a look at your desk. What is it made of? Is it wood, plastic, or metal? What about this book? You know it's made of paper and your desk's legs are probably metal. But how are you able to tell paper from metal or plastic from wood? What do you look for?

You identify **materials** like paper, plastic, and metal by their **properties**. Metal is heavy and hard, while paper is smooth and light. Smoothness, weight, and hardness are just a few properties of the materials we use every day.

We identify and choose materials like plastic and paper by their properties.



Glossary

atoms (AT-uhmz) small particles within matter (page 4)

density (DEN-si-tee) the amount of something for a specific volume, like grams per liter (page 10)

mass (MAS) the amount of matter something contains (page 10)

materials (muh-TEER-ee-uhlz) substances used to make things (page 2)

matter (MAT-uhr) any substance that has mass and volume (page 3)

phase change (FAYZ CHAYNJ) a change from one state of matter (solid, liquid, or gas) to another (page 6)

properties (PROP-uhr-teez) characteristics or features (page 2)

states (STAYTZ) forms of matter (page 3)

volume (VOL-yewm) the amount of space something takes up (page 10)

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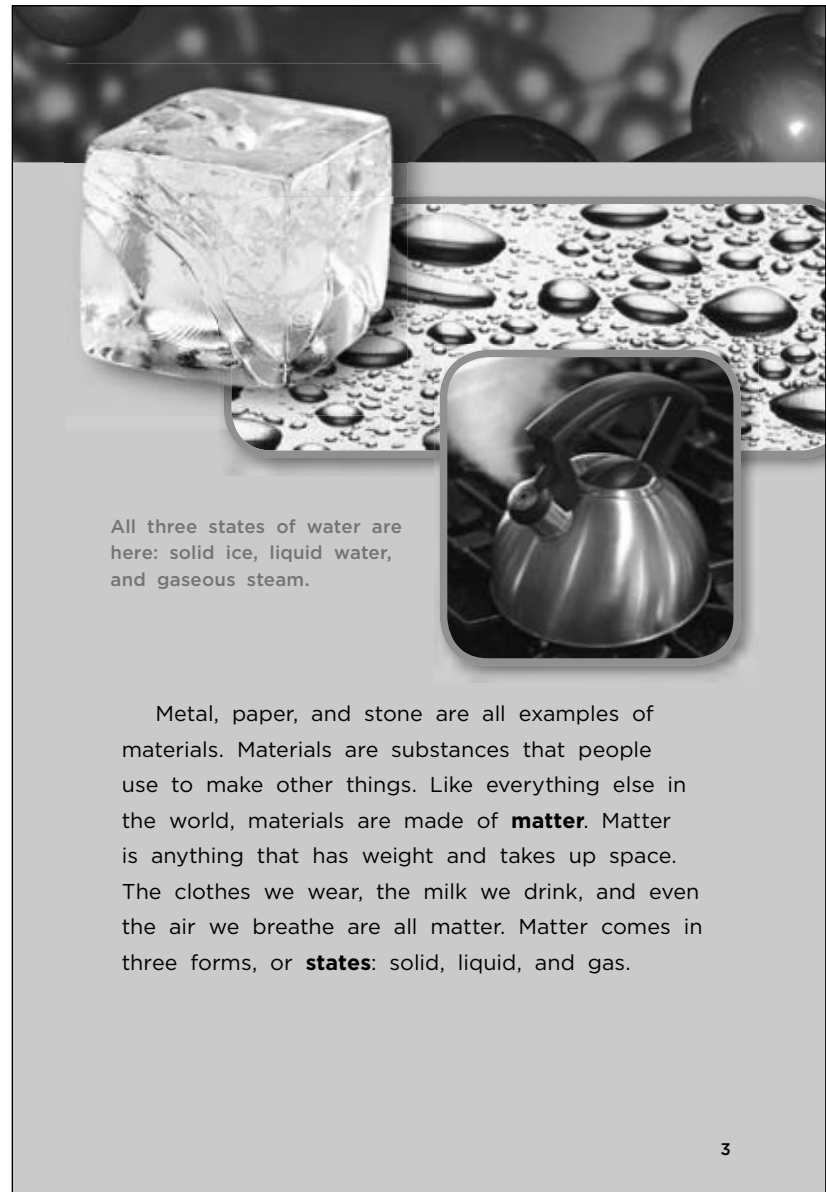
Conclusion

The world is full of all kinds of materials. They're made into everything from chairs to cars, from spaceships to shirts. Many materials are hard, dense solids. Others are slippery liquids or lightweight gases. It's their properties that make them useful.

Scientists are always working on creating new materials. They're developing harder, stronger, and lighter materials. They may be used for space travel in the future. What else will they be used for? No one knows for sure. But whatever their properties and uses, these materials are sure to be amazing.



The materials in this climber's helmet, shoes, and pad are all useful.



All three states of water are here: solid ice, liquid water, and gaseous steam.

Metal, paper, and stone are all examples of materials. Materials are substances that people use to make other things. Like everything else in the world, materials are made of **matter**. Matter is anything that has weight and takes up space. The clothes we wear, the milk we drink, and even the air we breathe are all matter. Matter comes in three forms, or **states**: solid, liquid, and gas.

Solid, Liquid, or Gas?

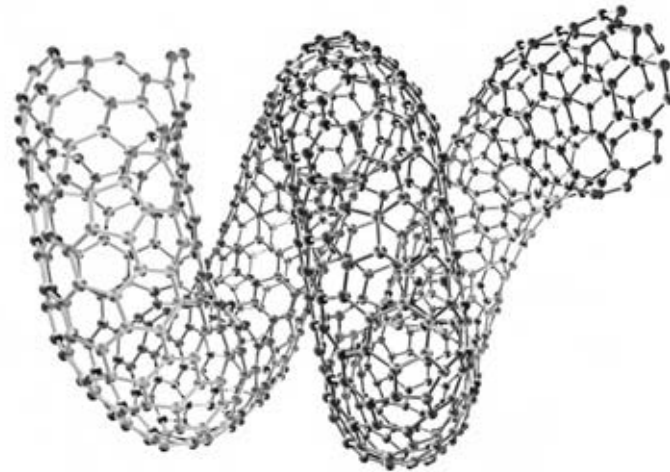
Knowing a matter's state helps you identify it. When you see rain, you know it is not wood. A material's state is what makes it useful, too. Wood is good for building houses. Rain is good for flowers.

What makes solids, liquids, and gases different? It's their arrangement of **atoms** that determine a material's state. Atoms are small particles that make up all matter.

Solids like rocks have their own set shape. Their set shape comes from tightly linked atoms.

Liquids like milk don't have a set shape. They take the shape of the container they are in. The atoms in liquids aren't tightly linked like in solids. Their looser arrangement means they flow.

The atoms in gases are still farther apart. These atoms move quickly. Gases spread out to fill their entire container. They spread out, but they can also be squeezed together.



This image is magnified. Carbon nanotubes are about 10,000 times thinner than a human hair.

What's the strongest material in the world? It's another form of carbon called carbon nanotubes. Scientists in labs create carbon nanotubes. They are too small to see. These tiny circular tubes of linked carbon rings are nearly unbreakable. Carbon nanotubes may someday be used to make everything from long-lasting paint to tiny computer parts.

Strong or Weak?

You probably think that diamonds are strong. But you'd be disappointed if you hit one with a hammer. Diamonds shatter. That is because hardness is not the same as strength. A material's strength is how well it holds its shape with no breaking or cracking.

There are different types of material strength. Some materials hold their shape when weight is pushing down on them. Stone and concrete are very strong this way. It's why both are good for building foundations and roads.

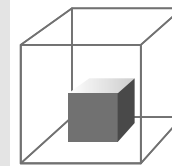
Other materials can be pulled on without snapping. Steel and rope are very strong this way. It's why ropes can hold rock climbers. It's also why you see giant bridges held up with thick steel cables.

Spider silk is stronger than an equally thick wire of steel.



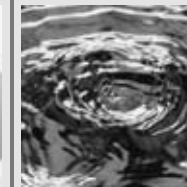
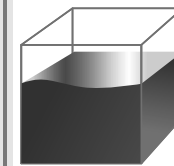
Different States of Matter

Solid



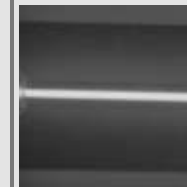
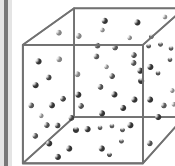
Wax is a solid when cool.

Liquid



Mercury is the only metal that's liquid at room temperature.

Gas



Neon gas spreads out to fill this entire tube.

This diagram shows the three states of matter—solid, liquid, and gas.

Power of Change

Do you ever help cook a meal? Then you know materials change their state. Solids like butter melt into liquids. Liquids like soup boil into steam, a gas. Changing from one state of matter to another is called **phase change**.

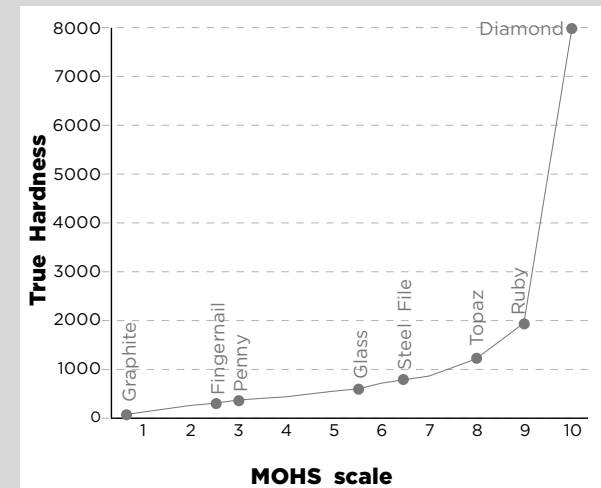
How does a liquid change into a solid? A liquid's flowing atoms slow down when cooled. If they slow down enough, they link up. This makes them a solid. The temperature at which a liquid becomes a solid is a material's freezing point. Different materials have different freezing points. Water becomes a solid at 32°F (0°C). The metal mercury's freezing point is much colder. It's -38°F (-39°C)!

Most gases have very low freezing-point temperatures. It gets so cold on Pluto that the air can freeze into a solid and fall like snow.



How is hardness measured? German scientist Friedrich Mohs came up with a way to do this in 1812. The Mohs scale references hardness from 1 to 10. The hardest is 10 and the softest is 1. A penny has a Mohs hardness of 3 so a penny scratches anything with a Mohs number lower than 3. For example a penny scratches graphite. But anything higher than 3, like ruby, scratches the penny.

How Hard Is It?

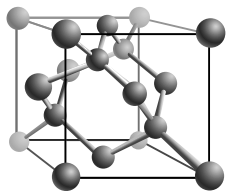


Diamond not only tops the Mohs scale, it's more than 100 times harder than ruby.

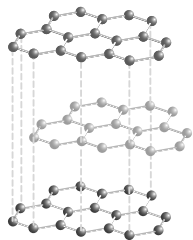
Hard or Soft?

Density is not the only thing that makes a material useful. Hardness is another especially useful property of materials. Diamond is the world's hardest material. It can cut steel, break concrete, even grind metal. Some diamonds become jewels, but most diamonds are used in tools. Rock drills, eyeglass grinders, and stone polishers all use diamonds. Nothing works as hard as a diamond!

Diamond is pure carbon. The atoms in diamond are tightly packed together. Another material made of pure carbon is graphite. It's the gray stuff inside your pencil. Graphite's atoms are more loosely packed than diamond's. This makes graphite soft and crumbly, perfect for writing. A diamond-filled pencil would be just foolishness!



Graphite



Diamond

What makes graphite soft and diamond hard? It's the different arrangement of their carbon atoms.



Crayons have a low melting point. They become liquid at about 105°F (40°C).

How does a solid change into a liquid? Heat is the answer. It speeds up and breaks linked atoms apart. Once a solid reaches its melting point, it flows into a liquid. The melting point of iron is very hot. It's 2795°F (1535°C)! Butter is different. It melts to a liquid at only 93°F (34°C).

How does a liquid change into a gas? More heat! Heat speeds up atoms even faster. When a liquid reaches its boiling point, it becomes a gas. Water turns to water vapor, a gas, at 212°F (100°C). Cooking oil changes to a gas at a much hotter 570°F (299°C).

A material that easily changes phase can be useful. A material that goes from solid into liquid can be shaped. Think about metal. Metal melts, so there are techniques for making it into everything from cars to coins. A useful metal that is shaped when it is a liquid is gold. People have been inspired to make jewelry from gold for many years.

Plastic is another material that melts. Think of all the different things made of plastic.

Once melted, metal is poured into a mold to create a new shape.



The world's least dense solid is called aerogel. Aerogel is like solid foam. You can even see through it. NASA invented aerogel to trap comet dust. NASA used aerogel on the flight of a spacecraft called *Stardust*.

Space Spinoffs

Aerogel isn't just for catching comet dust. It may soon be used in everything from surfboards to energy-saving windows. Aerogel is one of many materials invented for the space program. What other space-age materials do we now use every day on Earth? Smoke detectors were first used on space stations. Cordless tools were first used by astronauts. Even the clear material now used in many dental braces started out in a NASA laboratory.



A person-size chunk of aerogel weighs only one pound. But it can support the weight of a small car.

Searching for Gold

Prospectors use gold's density to help find it. Prospectors often search for gold in riverbeds. They scoop gravel into a sieve. The glinting gold metal sinks to the bottom of the sieve.

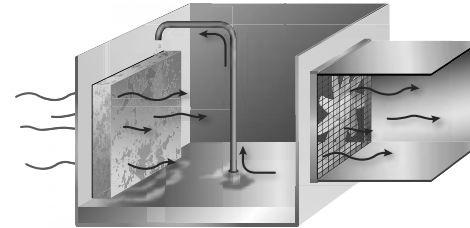
The gold nuggets remain behind as the water and sand wash away.



A material's denseness can make it both amazing and useful, too. Metals like iron and gold are some of the densest and most useful materials on Earth. Their high density comes from their tightly packed atoms. These materials are extra solid solids!

Low-density materials are just as useful. Think about the fluffy filling in winter coats. It's not very dense, but that is what makes it useful. The filling is both warm and lightweight.

Swamp Cooler



Water's easy phase changing can be put to work cooling homes. The water inside this swamp cooler cools hot air as it evaporates. A fan sends the cooled air inside.

Water is an amazing phase changer. It is the only material that changes between all three states of matter at everyday temperatures. Water is changing phase all around you. Hang up a wet sock to dry and watch as the water in the sock changes phase when it evaporates. Leave an ice cube in the sink and wait while solid ice melts and changes to liquid. Set a cold drink on the table. The drops of sweat on the glass come from water vapor in the air. Gas changes to liquid.

Earth's water cycle is caused by the phase change of water. Puddles dry up as water evaporates into air. It forms clouds. Then rain or sleet falls. In many places snow is an annual event.

Amazing Materials

It's the properties of materials that make them useful. Steel is strong and that is why it is a useful material. **Density** is another important property. You probably know that a brick is denser than a pillow. But what exactly is density?

Density is a combination of **mass** and **volume**. Mass is the amount of matter in something. Weighing something tells you its mass. An orange has more mass than a cracker. It weighs more. Volume is how much space something takes up. An orange also has more volume than a cracker. It's larger. It takes up more space. But which is denser?



These two items weigh the same so they have the same mass. But their volumes are different. So their densities differ, too.

Density is mass per volume or the weight of a particular volume of something. So which is denser—an orange or a cracker? To find out you need to weigh equal volumes of both. Then compare weights. A scale tells you that one cup of crackers weighs less than one cup of oranges. So, oranges are denser.

All materials—solids, liquids, and gases—have densities that can be measured. Density can be a useful property. Dense bricks are annoying to sleep on. But no one builds a house of pillows!



Liquids have different densities, too. The oil in this salad dressing is less dense than the other liquids. This makes the oil float on top.



Home-School Connection

Word Workout

WORDS TO KNOW

nowadays	dizzy	hilarious
independence	mischief	came in handy

Whacky Inventions Let's use each word in a description of a whacky invention we make up.

SPELLING WORDS

unchanged	infrequent	prepaid	interstate
happily	unnamed	invisible	action
intersect	kindness	restate	establishment
oversized	deflate	finally	reverse
displease	prejudge	semiweekly	fearful

Drop It! Write a sentence with one of the spelling words above. Now take off the prefix from the word and write another sentence using the base word. How does the prefix change the meaning of the word?

Dear Family Member:

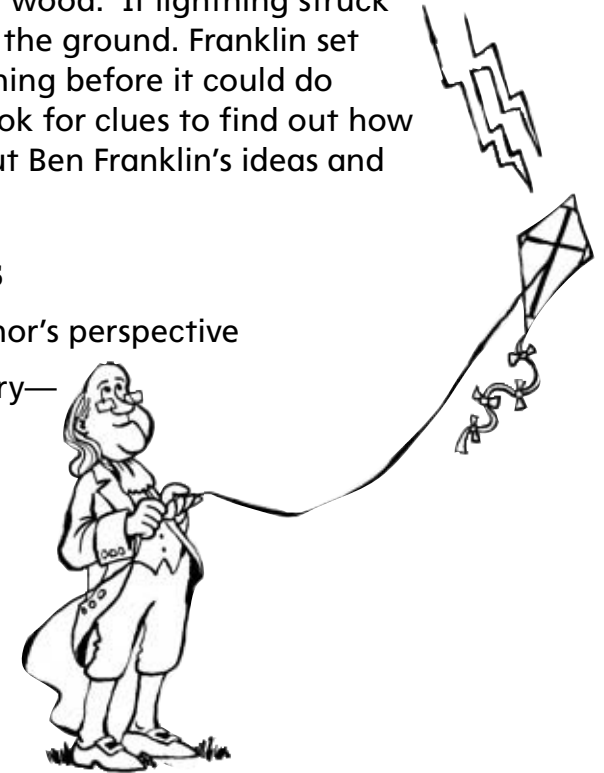
This week we are reading *How Ben Franklin Stole the Lightning*. Ben Franklin was a printer, statesman, newspaper owner, and inventor. He was a very creative person with many wonderful ideas. In the 1700s, all houses were made of wood. If lightning struck a house, it burned to the ground. Franklin set out to steal the lightning before it could do any mischief. I will look for clues to find out how the author feels about Ben Franklin's ideas and inventions.

This Week's Skills

Comprehension: author's perspective

Vocabulary: dictionary—
idioms

Spelling/Phonics:
prefixes and suffixes



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Name _____

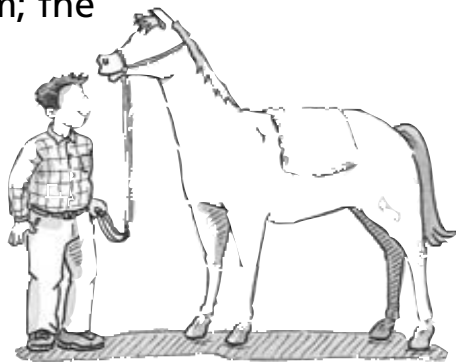
What's the View?

A book reviewer has written about two books that have just come out. What is each author's perspective?

Mrs. Fielding has now published her 23rd cookbook, and is already on her 24th. She has traveled the world and written about the people and food of many cultures. Her recipes are almost secondary to the accounts of her travels.



Mr. Trent has just written a book about horse racing. He has collected statistics about horses for as long as he can remember. He writes about famous horses—the time they ran in each race; the jockeys who rode them; the names of their breeders. He has statistics on the number of horses in each important race, which one came in first, in second, in last.



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Topic: _____

Point of view _____

Topic: _____

Point of view _____

Ejercicio de palabras

PALABRAS DE VOCABULARIO

nowadays dizzy hilarious
independence mischief came in handy

Inventos absurdos Pensemos en un invento absurdo y usemos cada una de estas palabras para describirlo.

PALABRAS DE ORTOGRAFÍA

unchanged infrequent prepaid interstate
happily unnamed invisible action
intersect kindness restate establishment
oversized deflate finally reverse
displease prejudice semiweekly fearful

¡Suéltalo! Escribe una oración con una de las palabras de ortografía de arriba. Ahora quítale el prefijo y escribe otra oración usando la palabra base. ¿Cómo cambia el prefijo el significado de la palabra?



Conexión con el hogar

Queridos familiares:

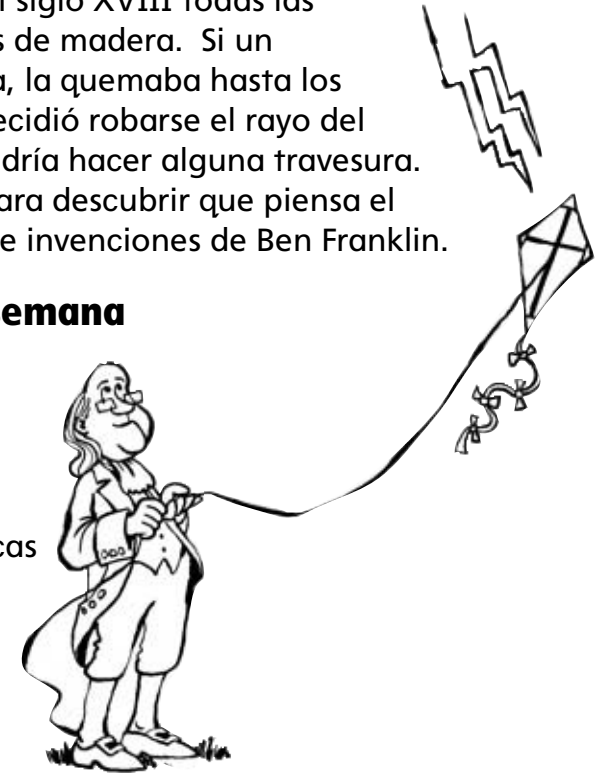
Esta semana estamos leyendo *How Ben Franklin Stole the Lightning*. Ben Franklin era impresor, estadista, dueño de un periódico e inventor. Era una persona sumamente creativa que tenía muchas ideas extraordinarias. En el siglo XVIII todas las casas estaban hechas de madera. Si un rayo caía en una casa, la quemaba hasta los cimientos. Franklin decidió robarse el rayo del cielo antes de que podría hacer alguna travesura. Voy a buscar pistas para descubrir que piensa el autor sobre las ideas e invenciones de Ben Franklin.

Destrezas de la semana

Comprensión:
perspectiva del autor

Vocabulario:
diccionario—
expresiones idiomáticas

Ortografía/Fonética:
prefijos y sufijos



Nombre _____

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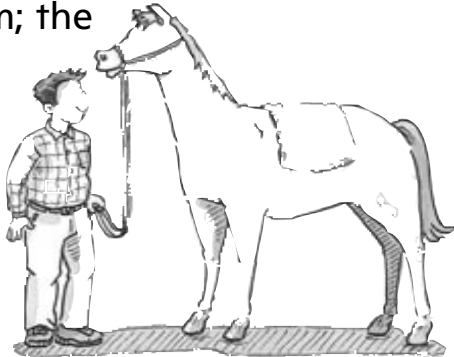
¿Cuál es el punto de vista?

Un crítico literario ha escrito acerca de dos libros que acaban de salir publicados. ¿Cuál crees que es el punto de vista del autor?

Mrs. Fielding has now published her 23rd cookbook, and is already on her 24th. She has traveled the world and written about the people and food of many cultures. Her recipes are almost secondary to the accounts of her travels.



Mr. Trent has just written a book about horse racing. He has collected statistics about horses for as long as he can remember. He writes about famous horses—the time they ran in each race; the jockeys who rode them; the names of their breeders. He has statistics on the number of horses in each important race, which one came in first, in second, in last.



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Topic: _____

Point of view _____

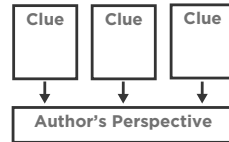
Topic: _____

Point of view _____

Comprehension Check

Summarize

Use a Chart to record clues about the author's perspective. Then use the information on the chart to summarize the book.



Think and Compare

1. Look back at pages 2-3. What does the text tell you about the author's perspective? (**Author's Perspective**)
2. Edison was convinced he could accomplish anything he set out to do. Do you agree with this opinion? Why or why not? (**Evaluate**)
3. You know that the phonograph is used to play music. What other uses does this technology have today? (**Apply**)

Thomas Alva Edison

by Laurie Rozakis



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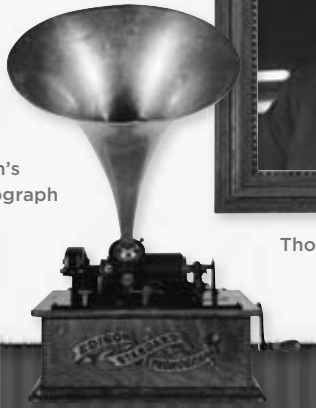
	1803	1807	1812
Inventions		steamboat	
World Events	Louisiana Purchase		War of 1812

Introduction

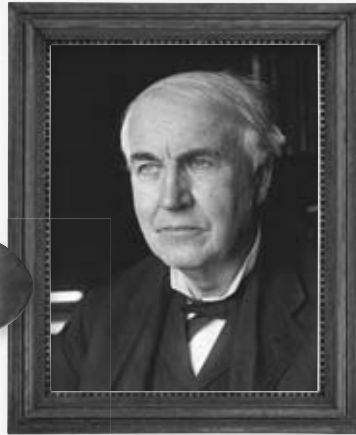
What would the world be like without light bulbs? We have Thomas Edison to thank for that bright idea! And that was not his only one. He also invented the **phonograph** and **motion pictures**.

Thomas Edison is the most famous American inventor. He came up with more than 1,000 new devices. He worked with **electricity** and **technology** to make our daily lives better.

Find out how this one man changed history through his inventions.



Edison's
phonograph



Thomas Alva Edison

Glossary

electricity (*i-lek-TRI-suh-tee*) energy that is in the form of a current. Electricity is the power that lights lamps, heats some houses, and makes appliances work. (**page 2**)

generator (*JE-nuh-ray-tuhr*) a machine that makes electric power (**page 11**)

laboratory (*LA-bruh-tawr-ee*) a room or building where scientists carry out their work (**page 5**)

motion picture (*MOH-shuhn PIK-chuhr*) a movie; a series of pictures projected so quickly that it seems like the objects in the pictures are moving (**page 2**)

phonograph (*FOH-nuh-graf*) a machine for playing records (**page 2**)

technology (*tek-NOL-uhj-ee*) scientific knowledge that is applied for practical purposes (**page 2**)

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Conclusion

Thomas Edison was a man with brilliant ideas. He brought electric light to the world. He invented the phonograph and motion pictures. But Edison never stopped inventing. "He invents all the time, even in his dreams," his wife said.

Thomas Alva Edison died on October 21, 1931. When they heard the news, people all over the United States turned off their lights for one minute. They did this to honor the great inventor Thomas Alva Edison.

"The thing I lose patience with the most is the clock. Its hands move too fast."

—Thomas Alva Edison

Electric lights are beautiful as well as useful. Some people think the Eiffel Tower looks best at night—when it is all lit up.



1815

photographs

1830

steam locomotive

1836

Battle of the Alamo in Texas

1837

telegraph

The Television

Television was the result of many inventions by different people. In 1895 Guglielmo Marconi invented the first radio. In 1901 he found a way to make electrical signals stronger. In 1923 Vladimir Zworykin invented the first TV camera. Then, in 1929, Zworykin invented the TV picture tube.



Look at this picture. Then look at a modern television set. Would you ever guess that the two machines are related?

The 1800s have been called "The Age of Invention." That is because so many things were invented at that time. It seemed like a whirlwind of inventions!

The first steamboat, steam-engine train, and airplane were invented during this time. The telephone was invented too. These inventions changed the way people lived and worked all over the world.

Inventions	1839 bicycle	1849 California Gold Rush	1851 sewing machine
World Events			

Chapter 1 An Inventor from the Start

Thomas Alva Edison was born in 1847 in Milan, Ohio. His friends called him "Al," but his mother probably called him "Trouble." That's because he made mischief. Here is just one example.

Al asked why geese sat on eggs. His mother said, "The goose wants to keep her eggs warm so that they will hatch."

Al went out. His family looked all over for him. A few hours later, they found him sitting on some goose eggs! The eggs had all broken, but Al had learned that geese can hatch eggs even though people can't.

Al didn't give up on his experiments. When he was seven years old, his family moved to Port Huron, Michigan. Al had a hard time in school. He was smart, but he could not hear well.



The young inventor

1928 bubble gum	1929 The Great Depression begins
---------------------------	--

The Sneeze

The Sneeze is one of the first movies ever made. The star was Fred Ott. He was a scientist who worked with Edison. Edison recorded the movie's sound on the phonograph.



Photo sequence from *The Sneeze*.

Edison built a movie studio in New Jersey. From this location he made films of boxers, dancers, and the circus. *The Great Train Robbery* was his first movie that told a story.

Edison made more than 2,000 movies in the next years. He even developed color movies. An artist painted each piece of film.

1927

Inventions

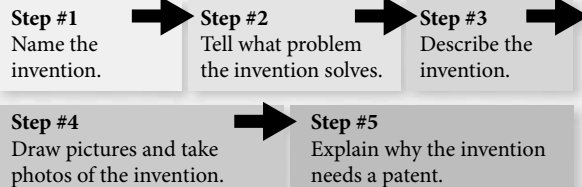
World Events Charles Lindbergh flies solo across Atlantic

Edison had done it again. This time he had invented a motion picture camera that recorded action on film. At first Edison's machine was called a kinetograph.

Now Edison had another idea. How could he play the moving pictures back? He invented a motion picture player. This one was called a kinetoscope. He watched his recordings on his new invention. These two inventions led to the invention of the movie camera and movie projector.

Patents

Inventions are protected by patents. A patent is an official document issued by a government. A patent gives a person or company the right to be the only one to make or sell an invention for a certain number of years. Edison had more than 1,000 patents. Here are the main steps in writing a patent application in the United States.



1861

elevator

1861-1865

American Civil War

1865

President Lincoln assassinated

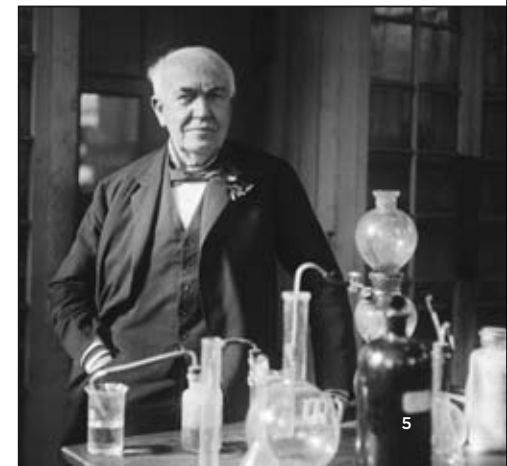
After three months, his mother took him out of school. She had been a schoolteacher. Now she taught him at home. "My mother taught me how to read good books quickly and correctly," Al later said. "I have always been very thankful for this early training."

Al built a **laboratory** in his bedroom, but his mother made him move it to the basement. The chemical smells made her dizzy.

"If we did all the things we are really capable of doing, we would literally astound ourselves."

—Thomas Alva Edison

The laboratory Edison worked in as an adult was probably very different than the one he set up in his family's basement.



Inventions	1867 typewriter
World Events	1868 United States buys Alaska from Russia

Back then, kids had a lot more independence than they have nowadays. Many kids went to work early. Edison worked on the railroad when he was just 12 years old. He sold newspapers and snacks to travelers. But he had a problem. How could he keep doing experiments if he was working? He solved the problem by setting up a new lab in an empty railroad car.



Telegraph machines use electricity to send messages from place to place.

Edison learned how to work a telegraph machine. In those days people used the telegraph to send messages over long distances. Edison was so interested in the telegraph that he quit his railroad job to learn how to use it. He was only 16 years old.

Edison worked on his inventions at night. He invented a way to send telegraph signals automatically. It was his first invention.

"I never quit until I get what I'm after."

—Thomas Alva Edison

1914–1918 World War I	1917 Russian Revolution
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This painting shows Edison (center) and some of his workers testing a new lamp in his Menlo Park laboratory.

Edison wanted to photograph people and things in motion. He knew that George Eastman had invented a new type of camera film. In 1889 Edison got some of this film. He cut it into long, thin strips. Then one of his helpers, William Dickson, ran the film through the camera. The camera took pictures of things and people as they moved.

Chapter 4 Motion Pictures

After Edison invented the phonograph, people gave him a new name. They called him “The Wizard of Menlo Park.” Edison was not finished yet. He was about to invent another great thing—motion pictures! This invention would change the world just as electric light and the phonograph had.

“I am experimenting upon an instrument which does for the eye what the phonograph does for the ear, which is the recording and reproduction of things in motion.”

—Thomas Alva Edison

Sunnyside, an early motion picture, was released in 1919.



In 1868 Edison moved to Boston to take a job with the Western Union Telegraph Company. At night Edison kept working on his experiments in an electrical shop.

Edison moved to New York City. One day one of the Western Union machines broke and Edison was asked to help. He fixed the machine with a new part he had invented. Western Union wanted to buy the part Edison had invented. Edison hoped to get \$5,000 for his invention. But he was too shy to ask for that much money, so he did not say anything. Western Union gave him \$40,000! That was a lot of money then. It is still a lot of money today. For Edison the money came in handy.



In 1869 Edison invented a machine to show stock prices.

Inventions 1876 1880
World Events Mark Twain's *The Adventures of Tom Sawyer* published toilet paper

Chapter 2 A Bright Idea

Edison used the money to set up his own laboratory in Newark, New Jersey. He was most interested in working with electricity. Edison also got married. He had met his wife at his lab, of course!

In 1876 Edison set up a new lab in Menlo Park, New Jersey. He hired other inventors to help him.

In the 1800s, people used gas, oil, and candles to light their homes. Some of these light and heat sources were dangerous. As a result, there were many fires. People were often injured. Edison was convinced that there was a safer, better way to make heat and light.

"I find out what the world needs, then I proceed to invent."

—Thomas Alva Edison



Gaslights were dangerous.

1912
The *Titanic* sinks on its first trip across the Atlantic

In 1877 Edison tested his recording machine. He spoke into the microphone. Then he played it back and the machine said his words exactly. Edison had invented the phonograph!

The phonograph was a big hit. Edison hired people to demonstrate how the phonograph worked. All over the country, people paid 25 cents to hear it. Some people paid \$30 to buy a phonograph. That was a lot of money back then.

From Phonographs to MP3 Players

After Edison's phonograph, Leon Berliner invented a machine called the gramophone. It worked like Edison's machine but used a round disc instead of a cylinder. In the United States, gramophones were also called record players. Record players play vinyl discs. Around 1980 people invented CD players. CD players play compact discs, or CDs. Then MP3 players were invented. An MP3 player doesn't play a disc at all. Instead music is stored on a computer file.



Inventions	1908 automobile assembly line	1910 motion pictures
World Events		

Chapter 3

Let There Be Music!

In 1877 Edison invented a talking doll for his daughter. She thought this toy was hilarious. More importantly, it gave Edison an idea. Why not make a machine that could record and play voices and music?

Edison had already invented a way of recording telegraph clicks. Recording people's voices was more difficult. He covered a metal cylinder with tinfoil and used a needle to make marks on the tinfoil. To work the machine, he turned the cylinder. The needle "played" back the sounds made on the tinfoil.

Edison and his phonograph.

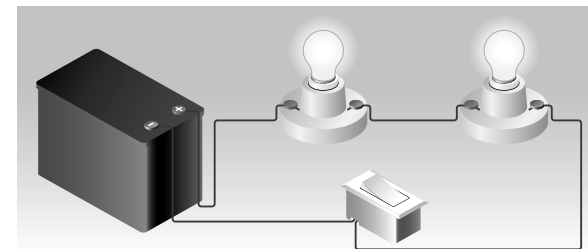


1885 automobile	1886 Statue of Liberty opens	1895 radio
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Other scientists had worked with electricity. They had proved that electricity could flow from object to object. They learned that some materials work better with electricity than other materials. Edison was smart enough to learn from their work.

In the 1870s some outdoor areas had a basic form of electric lighting. They were all linked together with an electrical current that flowed in only one way. That meant that if one light bulb went out, they all went out.

First, Edison had to find a way to keep the lights on if one bulb went out. Second, he had to find a good material for the thin wire inside the light bulb. Third, he had to make the light bulbs.



Wiring light bulbs with the current flowing in only one direction means that if one light bulb blows out, they all blow out.

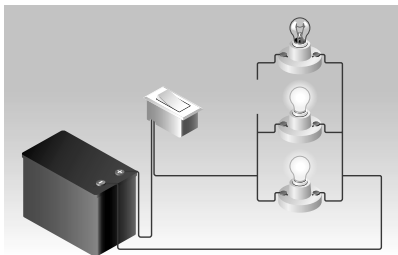
	1898-1899	1901	1902
Inventions		vacuum cleaner	air conditioner
World Events	Spanish-American War		

Edison's first problem was keeping the lights on if one light bulb went out. He solved this problem by using parallel circuits.

Edison's second problem was finding a good material for the wire. Edison tried metal, wood, and cotton. He even tried hair from a coconut shell! Lewis Latimer, a scientist working with Edison, solved this problem by using carbon for the wire.

Edison's third problem was making the light bulbs. Edison solved this problem by setting up a glass-blowing factory to make the bulbs.

In 1879 Edison made the first light bulb that lasted a long time. In fact Edison's bulb burned for about 13 hours. By December 1878, Thomas Edison had lit up his lab and home with light bulbs.



Edison used parallel circuits to keep electricity flowing if one bulb went out.

	1903
Inventions	airplane, crayons
World Events	Panama Canal opens, connecting the Atlantic and Pacific Oceans



Edison's light bulb and a modern light bulb. How are they the same? How are they different?

How could Edison bring this electric power to many people? The first thing he did was build a big electric **generator**.

Then Edison built an electric power station in New York City. He called it the Edison Electric Illuminating Company. On September 4, 1882, a worker pulled a switch and suddenly 85 people had electric power in their homes! Soon everyone wanted electric power. Edison had made electric lighting possible for homes, offices, and streets everywhere. "I have accomplished all that I promised," Edison told reporters.

Calendar

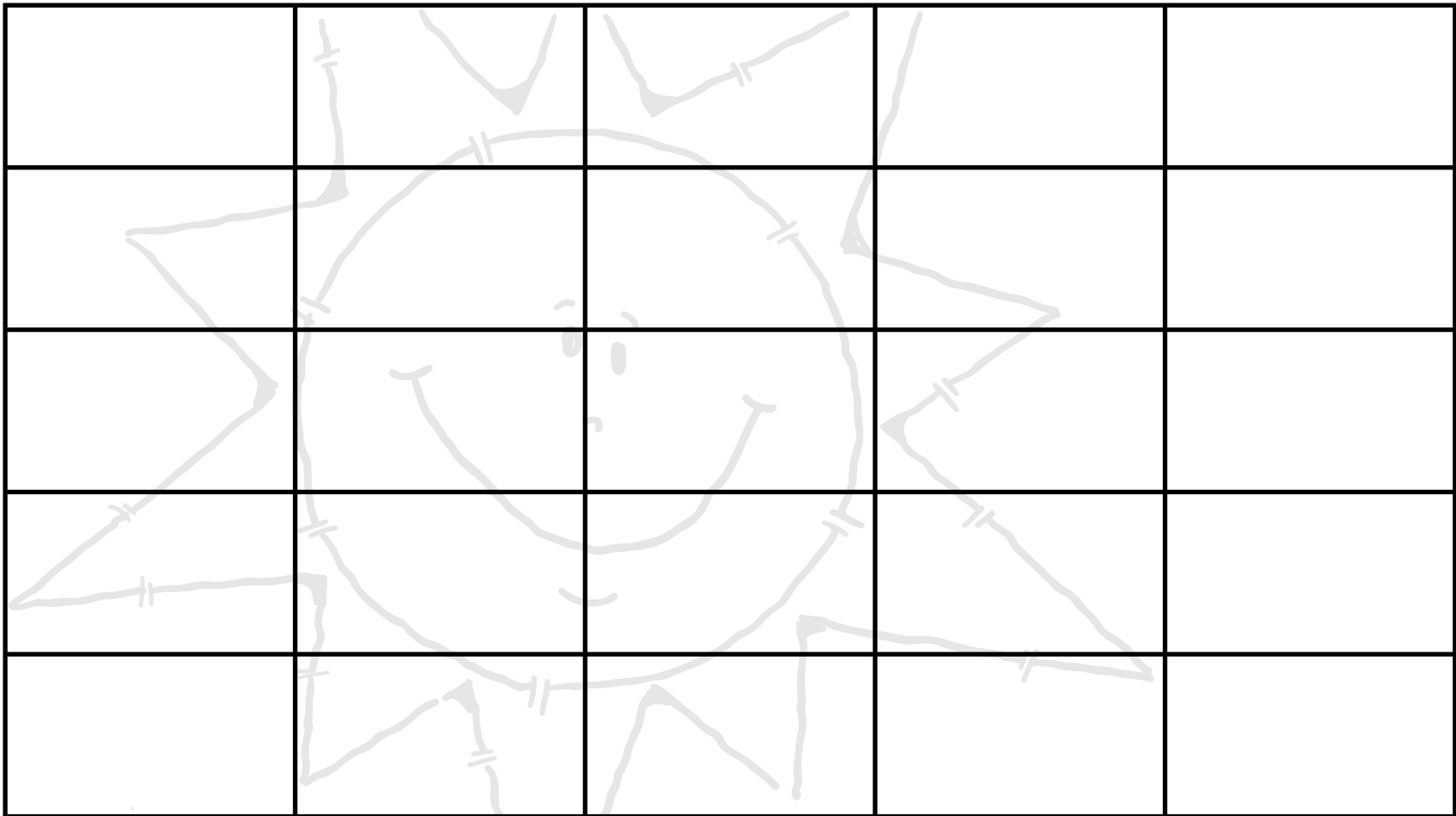
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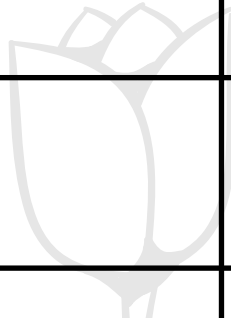


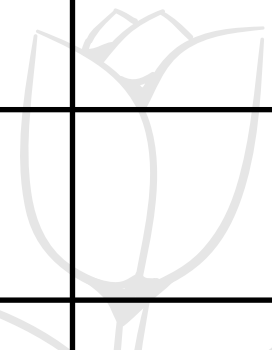




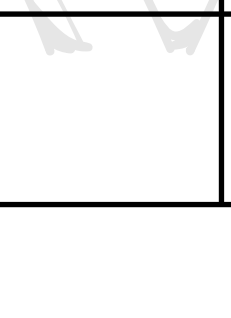
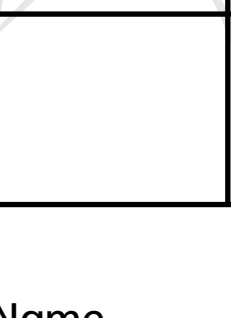

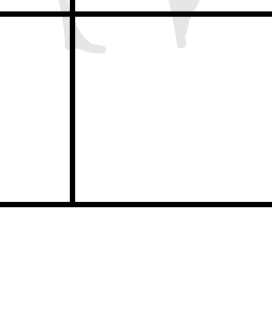
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Calendar


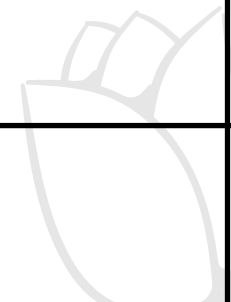

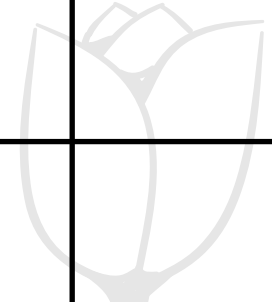








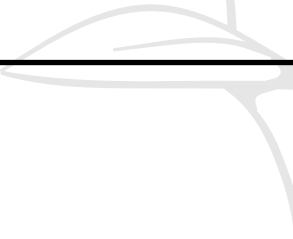

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Credits

Unit 1 Week 3 On Level *Kids Work*

1: C Squared Studios/Getty Images. 3: Tom Stewart/CORBIS. 4: AP/Images. 5: C Squared Studios/Getty Images. 6: T.S. Webster/Chocolate Farm. 7: Neal Stafford/Chocolate Factory. 8: C Squared Studios/Getty Images. 11: Michael Newman/Photo Edit, Inc. 13: Think Computer Corporation. 15: Dennis MacDonald/Alamy Images. 16: Photodisc/Getty Images. 17: Carol and Megan Britton. 19: Digital Vision/Getty Images. 20: Marianne Coates. 21: Ariel Skelley/CORBIS.

Unit 2 Week 1 On Level *Coretta Scott King*

1: Donald Uhrbrock/Time Life Pictures/Getty Images 3: (bl) New York Times Co./2003 Getty Images 3: (br) William Lovelace/Stringer/Express/Getty Images 4: © Bahnsen Negative Collection, Antiochiana, Antioch College 5: Hulton Archive/Stringer/Getty Images 7: Three Lions/Getty Image 8: AP/Wide World Photos 9: Don Cravens/Time Life Pictures/Getty Images 10: Don Cravens/Time Life Pictures/Getty Images 11: AP/Wide World Photos 12: Bettmann/CORBIS 13: AP/Wide World Photos 15: (tc) Bettmann/CORBIS 15: (bl) Flip Schulke/CORBIS 16: SuperStock, Inc 17: David Turnley/CORBIS 18 Diana Walker/Time Life Pictures/Getty Images

Unit 2 Week 2 On Level *Determined to Win: Babe Didrikson Zaharias*

1: AP/Wide World Photos; 2: Minnesota Historical Society/CORBIS; 3: LWA-Dann Tardif/CORBIS; 4: Courtesy of Babe Didrikson Zaharias Foundation; 5: (l) Underwood & Underwood/CORBIS; 6: AP/Wide World Photos; 7: Bettmann/CORBIS; 8: Bettmann/CORBIS; 11: Underwood & Underwood/CORBIS; 12: Bettmann/CORBIS; 13: AP/Wide World Photos; 15: AP/Wide World Photos; 16: United States Postal Service; 17: Royalty-Free/Corbis; 18: (l) Don Emmert/AFP/Getty Images; (c) Shaun Botterill/Getty Images; (r) Duomo/CORBIS.

Unit 2 Week 3 On Level *Citizens at Work*

1: PhotoDisc/Getty Images. 2: Andre Jenny/Alamy. 3: moodboard/Corbis. 4: Historical Picture Archive/Corbis. 5: Kean Collection/Getty Images. 6: Marek Zuk/Alamy. 7: Bettmann/Corbis. 8: National Archive/Newsmakers. 9: (t) Bettmann/Corbis; (b) PhotoLink/Getty Images. 10: Mario Villafuerte/Getty Images. 11: Bachrach/Getty Images. 12: Bettmann/Corbis. 14: David Edwards/National Geographic/Getty Images. 15: Carl Iwasaki/Time & Life Pictures/Getty Images. 16: Marius Gulliksrud/Stella Pictures/ABACAPRESS.COM/newscom. 17: Brand X Pictures/PunchStock. 18: JupiterImages/Brand X/Alamy.

Unit 2 Week 4 On Level *Cattle-Driving Horses of the Old West*

1: Photograph by Mark Armstrong/Bureau of Land Management. 3: BIOS/Peter Arnold, Inc. 4: AP Images. 5: Photograph by Connie Deller/Bureau of Land Management. 6: Photograph by Mark Armstrong/Bureau of Land Management. 7: The Granger Collection, New York. 8: (cr) Photodisc/Getty Images; (bl) PhotoLink/Getty Images. 9: Geoff Brightling/Dorling Kindersley/Getty Images. 10: Myrleen Ferguson Cate/PhotoEdit. 11: JRC, Inc./Alamy. 12: Kit Houghton/Corbis. 13: MPI/Getty Images. 14–15: Corbis. 16: Bureau of Land Management. 16: The Granger Collection, New York. 17: David Stoecklein/Corbis.

Unit 3 Week 1 On Level *Snakes in North America*

1: Royalty-Free/CORBIS; 2–4 (bkgd. edge) Siede Preis/Getty Images; 3: (t) Royalty-Free/CORBIS; (b) BIOS/Peter Arnold, Inc.; 4: David A. Northcott/CORBIS; 5: M. Bahr/Peter Arnold, Inc.; 6: Royalty-Free/CORBIS; 7: Sylvain Cordier/Peter Arnold, Inc.; 8: Jeremy Woodhouse/Masterfile; 9: (bkgd) Siede Preis/Getty Images; (t) Photodisc/Getty Images; (c) PhotoLink/Getty Images; 8–9: (b) G.K. & Vikki Hart/Getty Images; 10: Steve Kaufman/Peter Arnold, Inc.; 11: Joe McDonald/CORBIS; 12: (bkgd. edge) Siede Preis/Getty Images; 13: (t) John R. MacGregor/Peter Arnold, Inc.; (b) Anthony Bannister/Gallo Images/Corbis; 14: (t & b) Joe McDonald/CORBIS; 15: BIOS/Peter Arnold, Inc.; 16: (bkgd. edge) Siede Preis/Getty Images; (bl) Joe McDonald/CORBIS; (br) Royalty-Free/CORBIS; 18: (bkgd. edge) Siede Preis/Getty Images; (b) R. Andrew Odum/Peter Arnold, Inc.

Unit 3 Week 3 On Level *Symbols of America*

1: UpperCut Images/Alamy. 2: PhotoStockFile/Alamy. 2–3: Royalty-Free/Corbis. 3: Craig Aurness/Corbis. 4: Masterfile. 5: Francis G. Mayer/Corbis. 6: Stockbyte/Getty Images. 7: UpperCut Images/Alamy. 8: Bettmann/Corbis. 10: Mark Allen Johnson/ZUMA/Corbis. 11: Dan Snipes/Jupiter Images.

12: Bob Daemmrch/Photo Edit. 13: James Davis Photography/Alamy. 14–15: Brand X Pictures/PunchStock. 15: les polders/Alamy. 16: MedioImages/Corbis. 17: PhotoLink/Getty Images. 18: Stock Connection Distribution/Alamy. Frames: C Squared Studios/Getty Images.

Unit 4 Week 2 On Level *Butterflies and Moths*

1: Roy Toff/National Geographic/Getty Images; 2–3: H. Zettl/ZEFA/Masterfile; 4: Stockbyte; 5: Francois Gilson/Peter Arnold, Inc.; 6–7: (b) Stockbyte; 7: James L. Amos/CORBIS; 8: Photodisc Collection/Getty Images; 9: (tl & tr) Stockbyte; (b) John Cancalosi/Peter Arnold, Inc.; 10: (t) Roy Toff/National Geographic/Getty Images; (b) Martin Harvey/Peter Arnold, Inc.; 11: Valerie Giles/Photo Researchers, Inc.; 12: Masterfile; 13: Charles Krebs/Getty Images; 14–15: (all) Jim Zipp/Photo Researchers, Inc.; 16: Anthony Bannister/Gallo Images/CORBIS; 17: Ken Wilson/Papilio/CORBIS; 18: Philip James Corwin/CORBIS.

Unit 4 Week 3 On Level *The Power of Wind*

1: Greg Smith/Corbis. 2–3: Charles E. Rotkin/Corbis. 3: Photodisc/Getty Corbis. 4: Michael Nichols/National Geographic Image Collection. 6–7: Corbis. 9: Roy Ooms/Masterfile. 10: R. Ian Lloyd/Masterfile. 11: Copy of an original in the Department of Special Collections, Kelvin Smith Library, Case Western Reserve University, Cleveland, Ohio. 13: Roger Ressemeyer/Corbis. 14: Warren Gretz/National Renewable Energy Laboratory. 15: Amet Jean Pierre/Corbis/SYGMA. 17: Peter Frischmuth/Peter Arnold, Inc. 18: Visions of America, LLC/Alamy. 19: Greg Smith/Corbis. 20: Rick Fischer/Masterfile. 20–21: Richard Sisk/Panoramic Images.

Unit 4 Week 4 On Level *The Southwest*

1: B. Anthony Stewart/National Geographic/Getty Images. 4: Robert Frerck/Stone/Getty Images. 5: The New York Public Library/Art Resource, NY; (frame) Comstock/PunchStock. 7: B. Anthony Stewart/National Geographic/Getty Images. 8: Bettmann/Corbis. 9: 12: Photodisc/Getty Images. 13: North line of 1893 land run. #2000.005.9.1865; Photographer: William S. Prettyman/National Cowboy & Western Heritage Museum, Oklahoma City, OK. 15: NorthWind Picture Archives. 16: The Chief of the Santa Fe Railroad, 1930s (b/w photo), American Photographer. (20th century)/Private Collection/Peter Newark American Pictures/The Bridgeman Art Library. 18: Richard Broadwell/Alamy. 19: Corbis; (frame) Comstock/PunchStock. 21: BrandX/PunchStock.

Unit 4 Week 5 On Level *From Gliders to Rockets*

1: Library of Congress Prints and Photographs Division, LC-USZC4-8171. 2: Mary Evans Picture Library/Alamy. 3: Hulton-Deutsch Collection/Corbis. 4: Library of Congress Prints and Photographs Division, LCDIG-ppprs-00540. 5: Underwood & Underwood/Corbis. 6: Corbis. 7: Library of Congress Prints and Photographs Division, LC-USZC4-8171. 8: Bettmann/Corbis. 9: Roger Viollet/Getty Images. 10: (t) Library of Congress; 10: (b) AFP/Getty Images. 12: Corbis. 13: Bettmann/Corbis. 14: (br) Tim Wright/Corbis; (bl) Time Life Pictures/Getty Images. 15: Time & Life Pictures/Getty Images. 16: NASA/Getty Images. 17: NASA/Roger Ressemeyer/Corbis. 18–19: NASA. 20: (t) Royalty-Free/Corbis; (b) NASA/Roger Ressemeyer/Corbis.

Unit 5 Week 1 On Level *Survival in the Sahara Desert*

1: (t) Masterfile; (b) Anthony Mercieca/Photo Researchers, Inc., 2–3: (bkgd) Masterfile; 3: Rob Howard/CORBIS; 4–5: (t) Masterfile; 4: (b) Carl & Ann Purcell/CORBIS; 5: (c) Photowood Inc./CORBIS; 6–7: (t) Masterfile; 7: Anthony Mercieca/Photo Researchers, Inc.; 8–9: (t) Masterfile; 8: (c) BIOS/Peter Arnold, Inc.; 9: (c) George Holton/Photo Researchers, Inc.; 10–11: (t) Masterfile; 10: (b) Frans Lemmens/Peter Arnold, Inc.; 11: (cr) Martin Harvey/CORBIS; 12–13: (t) Masterfile; 12: (c) Frans Lemmens/Peter Arnold, Inc.; 14: (bkgd) Masterfile; (b) Paul Stepan/Photo Researchers, Inc.

Unit 5 Week 3 On Level *Preserving Unique Places: Our National Parks*

1: Arthur C. Smith III/Grant Heilman Photography. 2: (inset) Tom Algire/SuperStock. 2-3: National Geographic/Getty Images. 3: (inset) Tom Vezzo/naturepl.com. 4-5: Jeremy Woodhouse/Masterfile. 7: Arthur C. Smith III/Grant Heilman Photography. 9: Gibson Stock Photography; (inset) Richard T. Nowitz/Corbis. 10-11: James Randklev/Corbis. 12–13: (t) Masterfile/Corbis. 13: Jeff Foott. 14: Thomas Hallstein/Alamy Images 16: Masterfile. 17: Tim Fitzharris/Minden. 18: (inset) Mary McDonald/naturepl.com. 18–19: Patricio Robles Gil/AGEfotostock. 19: (inset) Digital Vision/Getty Images. 20–21: Tom Bean/Corbis.

Unit 5 Week 4 On Level *Changing Earth*

1: (c) Panoramic Images/Getty Images. 2: (b) Kevin Schafer/CORBIS. 3: Royalty-Free/CORBIS. 4: (cl) Brand X Pictures/PunchStock; (cr) Thinkstock/Alamy; (bl) U.S. Geological Survey. 5: (bl) David Muench/CORBIS; (bc) U.S. Geological Survey; (br) PhotoLink/Getty Images. 6: (b) W.B. Hamilton, U.S. Geological Survey. 7: (t) Photograph by J. T. McGill, courtesy U.S. Geological Survey. 8: (b) Harvey Lloyd/Getty Images. 10: (t) Will Crocker/Getty Images. 11: (c) Department of Defense. 12: (b) NASA/Corbis. 13: (c) Image Source/Getty Images. 14: (c) JOE SKIPPER/Reuters/Corbis. 15: (b) Tony Arruza/ CORBIS. 16: (t) Panoramic Images/Getty Images; (bl) The McGraw-Hill Companies, Inc./John A. Karachewski, photographer. 17: (b) Thinkstock /Jupiter Images. 18: (bc) Tony Arruza/CORBIS.

Unit 5 Week 5 On Level *Looking at Whales*

1: F. Gohier/Peter Arnold, Inc.; 2–3: Brandon D. Cole/CORBIS; 3: (inset) Douglas Seifert/UNEP/Peter Arnold, Inc.; 4–5: (b) Joel W. Rogers/CORBIS; 5: (inset) Paul A. Souders/CORBIS; 7: (t) F. Gohier/Peter /Arnold, Inc.; (b) PhotoLink/Getty Images; 8: PhotoLink/Getty Images; 9: Tom Brakefield/CORBIS; 10–11: (l to r) Doug Perrine/Peter Arnold, Inc.; 12 Gerard Soury/Peter Arnold, Inc.; 13: Tom Brakefield/CORBIS; 14: Mike Parry/Minden Pictures; 15: (tl) Gerard Lacz/Peter Arnold, Inc.; (tr) Patrick Frischknecht/Peter Arnold, Inc.; (bl) George D. Lepp/CORBIS; (br) Paul A. Souders/CORBIS; 16–17: Yves Lefevre/Peter Arnold, Inc.; 17: (inset) Stuart Westmorland/CORBIS; 18: Marilyn Kazmers/Peter Arnold, Inc.

Unit 6 Week 1 On Level *Explorers of the Southwest*

1: Rosanne Olson/The Image Bank/Getty Images. 2: The Art Archive/Corbis. 4: Bettmann/Corbis. 5: The Granger Collection, New York. 6: MPI/Getty Images. 7: North Wind Picture Archives. 9: Title page of the 1555 edition of *La relación y comentarios* by Álvar Núñez Cabeza de Vaca. Used by permission of the Wittliff Collections, Texas State University-San Marcos. 10: The Pueblo of Acoma, New Mexico (oil on canvas) by Thomas Moran (1837–1926 Private Collection/ Peter Newark American Pictures/ The Bridgeman Art Library. 11: Garry Gay/Alamy. 12: Arizona

Historical Society/Tucson, AHS Photo No. 43325. 14: Topham/The Image Works. 15: MPI/Getty Images. 16: Rosanne Olson/The Image Bank/Getty Images. 17: Charles & Josette Lenars/Corbis. 19: Tom Bean/Corbis; (inset) Bettmann/Corbis.

Unit 6 Week 3 On Level *Marie Curie*

All photographs are by Bettmann/Corbis, except where noted below.

1: Hulton Archive/Getty Images. 8: Gianni Dagli Orti/Corbis. 9: DOE/Science Source/Photo Researchers, Inc. 10–11: Scott Camazine/Photo Researchers, Inc. 13: Keith Brofsky/Getty Images. 15: Jim Wehtje/Getty Images. 17: Hulton Archive/Getty Images.

Unit 6 Week 4 On Level *Amazing Stuff!*

All photographs are by Colin Anderson/Corbis, except where noted below.

1: Charles O'Rear/Corbis. 2: Ross Whitaker/The Image Bank/Getty Images. 3: (tl) The McGraw-Hill Companies Inc./Ken Cavanagh Photographer; (tr) Stockbyte/Punchstock; (cr) JUPITERIMAGES/Thinkstock/Alamy. 5: (cl) peter dazeley/Alamy; (c) Photodisc/Getty Images; (cr) Richard Treptow/Photo Researchers, Inc. 6: NASA/Johns Hopkins University Applied Physics Laboratory/Southwest Research Institute (JHUAPL/SwRI). 7: Jennifer Stamper/The Mazer Corporation. 8: Charles O'Rear/Corbis. 10: Leslie Garland Picture Library/Alamy. 11: Leonard Lessin/Peter Arnold, Inc. 12: David Young-Wolff/PhotoEdit. 13: Roger Ressmeyer/Corbis. 16: Perennou Nuridsany/Photo Researchers, Inc. 17: Dr. Tim Evans/Photo Researchers, Inc. 18: Reed Kaestner/Corbis.

Unit 6 Week 5 On Level *Thomas Alva Edison*

All photographs are by Bettmann/Corbis, except where noted below.

1: Schenectady Museum; Hall of Electrical History Foundation/Corbis. 2: (r) Corbis. 3: Hulton Archive/Getty Images. 6: Photodisc/Getty Images. 8: Hulton-Deutsch Collection/Corbis. 11: (l) Schenectady Museum; Hall of Electrical History Foundation/Corbis; (r) Corbis 12: Superstock Inc/ Superstock. 13: Photodisc/Getty Images. 15: Schenectady Museum; Hall of Electrical History Foundation/Corbis. 17: John Springer Collection/Corbis. 18: PictureNet/Corbis.