Summarization

1. It was the biggest basketball game of the year. Otis wanted to go. His parents told him if he did well on his spelling test, he could go. He hated to do spelling. He really wanted to go to that game. He got his grandma to call out words. His big sister called out words. His parents called out words, and Otis did all the things he should do in his spelling book.

   It was the day of the big basketball game. It was also spelling test day. He woke up spelling his words out loud. He listened carefully as his teacher called out the words. He wrote each word carefully. He had to wait until the end of the day when his teacher gave out the test papers to find out how he did. The teacher called out his name, and he went to get his paper. Slowly, he looked down at the paper. There was a big 90 on the top of his paper and a cute sticker. He was going to the game!

Which is the best summary of this story?

○ A. Otis wanted to go to the basketball game, but his parents told him he had to do well on his test. Otis worked hard and made a good grade on his test. He was able to go to the game.

○ B. Otis went to a basketball game instead of doing his spelling homework. He was in trouble for his spelling grades. He worked with his grandmother to make a 90 on his spelling test.

○ C. Otis did not like doing his spelling homework. He was mad that his parents made him work hard to do well at spelling. His sister and his grandmother helped him make a good grade.

○ D. Otis really wanted to go to a basketball game. He made a 90 on his spelling test. He even got a cute sticker at the top of his paper. His sister helped him make a good grade in spelling.

2. Addis woke up one morning feeling really bad. Her throat was hurting and she felt warm all over. Addis' mother took one look at her and told her she didn't have to go to school. She wanted to be happy, but all she could do was lie down and sleep. After a while, her mom woke her up and told her to get dressed. Addis was going to the doctor. She was afraid because she had to get a shot, but the doctor held her hand and she hardly felt the needle. Addis felt much better the next day. Now Addis dreams of becoming a doctor. She wants to help sick kids, too.

Addis' Day Off from School Summary

Addis was sick. Her mom let her stay home from school and took her to the doctor. Addis got a shot.

Which best completes the summary?
A. Addis wanted to lie down and go to sleep after her mom woke her up.
B. She felt better the next day, and now Addis dreams of becoming a doctor, too.
C. Addis had a sore throat and felt bad. She wants to help other sick kids, too.
D. The doctor held Addis' hand, so she barely felt the needle. She felt better the next day.

The school play was just starting, but Mary was not there. She was the star of the play. Everyone was worried. Doris really got scared. She was supposed to fill in for Mary if anything happened. Doris had one small problem. She had not learned any of the lines. She never thought anything would happen to Mary.

Doris looked at the play's lines and began to read. It was like trying to learn a different language. She went to the curtain and looked out. The gym was packed with people. The lights were bright. Her head spun as she got more and more nervous. Just as she was about to faint, someone caught her. "Oh, my! Doris, are you okay?" asked a girl.

Doris looked behind her and saw Mary. Doris smiled wide and said, "I am now!"

3. Which line best shows an idea that is important to a summary of the story?

A. "Oh, my! Doris, are you okay?"
B. The lights were bright.
C. She had not learned any of the lines.
D. The gym was packed with people.

4. Which is the best summary of this story?

A. Doris has to go on for Mary in the school play because Mary is sick. Doris tries to learn the lines, but the lines are too hard to learn.
B. Mary is running late for a play. Doris wants to take Mary's place. She tries to learn Mary's lines quickly so she can be in the play.
C. Doris has to fill in for Mary, who is missing from a play. Doris is scared because she does not know her lines. Mary shows up in time.
D. Mary is scared because she and Doris are in a play, and Doris does not know her lines. Mary faints on stage in front of the school.

5. New, Yellow, and Squishy

What is gooey and delicious? It is a little something that comes in tastes such as cherry. The answer will surprise you. It is not ice cream, but a special, soft candy. It is called a marshmallow. Each marshmallow is made in a company. The owners dream up new kinds every month. Get your mouth ready for a tiny snack. It is fun to nibble on a banana or lemon marshmallow.

Which summary of the selection is correct?

A. Everyone likes yellow candy as it tastes the best. Yellow treats are soft.
B. Candy is made by people. These people are always thinking of good ideas.
C. Candy is fun to eat. You should not eat too much, or your stomach will hurt.
D. Marshmallow is a soft treat that is made in a company and comes in many tastes.

6. Gone Away
by Penny Watts

My special friend has moved away.  
I do not see her now every day.   
We used to play happily on the swings,  
and giggle about many interesting things.  
I miss her, although I write her letters.  
Still, being with her would be much better.  
My older brother says not to feel too sad,  
because my friend will visit, and then I will be glad.

Which choice best summarizes the poem?

☐ A. The speaker's friend is gone, and her brother tries to make her happy.
☐ B. Writing letters takes a long time, but friends who care send letters.
☐ C. The speaker likes playing on swings. This is how she has a lot of fun.
☐ D. If people are nice, they will have many friends to play games with.

7. Born to Run

Most dogs are adapted, or made, for running. Of course, dogs have four legs, and dogs with four short, fat legs are usually slow and steady. Dogs with long, thin legs can stretch them wa-a-ay out. They seem to pump their legs easily, and they move quickly when going far. If you have to race with a dog, choose one with short, stubby legs, or you might be left in the dust.

Which best summarizes the passage?

☐ A. Dogs that move slowly are hard to walk.
☐ B. Dogs pump their legs as they run around.
☐ C. Some people might race against a dog.
☐ D. Dogs, made to run fast, have long, thin legs.

Icky, icky, icky! thought Samantha. Her mom put a plate in front of her. On the plate were bite-sized pieces of fish and rice.
"This is sushi," said Samantha's mom. "It is a yummy food eaten in Japan."
"We're not in Japan! We're in America! Why do I have to eat it?" Samantha pouted. She looked at the bits of fish and rice. It was wrapped in a shiny, black paper. She had never eaten anything like that.
Samantha asked, "What is that black stuff?"
"That's seaweed," her mom said.
"Seaweed?!" Samantha yelped. "It looks like wrapping paper!"
Samantha's mom laughed. "Well, think of sushi as a present—a present from Japan! Go on, honey. Try it. It's important to try new things."
"Okay," said Samantha. "Here it goes!" She put the little fish present in her mouth. She chewed, and then she smiled.
"What do you think?" Samantha's mom asked.
"I love sushi!" said Samantha. "Thank you, Japan!"
B. Which of these best summarizes the story?

- A. Samantha did not want to eat sushi. Her mother told her to try it. Samantha ate the sushi and she liked it.
- B. Samantha thought sushi was gross, and she did not want to eat it. She thought the seaweed was weird.
- C. Samantha got a present from Japan. She did not want to eat it. Her mother made her eat the sushi, though.
- D. Samantha's parents put a plate of sushi in front of her. The plate had sushi on it. Samantha ate the sushi.

9. Which line best shows an idea that is important to a summary of the story?

- A. Her mom put a plate in front of her.
- B. "I love sushi!" said Samantha.
- C. "We're in America!"
- D. Samantha's mother laughed.

10. Daniel can't sleep until his closet door is closed. If the door is even cracked open, he can't sleep. The fan in his room has to be off. All of his clothes have to be put away. Or Daniel will be up all night watching the shadows on his walls. Somehow, Daniel can sleep with the television or the radio on. He only does that sometimes because the TV and radio keep his parents awake.

Which idea is most important to include in a summary of this paragraph?

- A. Daniel's parents cannot sleep with the TV on.
- B. Daniel must have things a special way when he sleeps.
- C. Daniel always has to sleep with the radio and the TV on.
- D. Daniel goes to sleep at night very easily.
Inferences and Conclusions

Samantha walked slowly up the steps leading to Mr. Santiago's front door. *Why do I have to be the one to do this?* she wondered.

As she neared the front door, she stepped carefully around the broken glass on the porch. "What a mess!" she said quietly. "I hope Mr. Santiago isn't too angry. Most of all, I hope he will give our baseball back."

Samantha looked behind her before she knocked on the door. She could see her friends hiding behind cars and in the bushes. Their eyes were fixed on her. They also looked ready to run at any moment.

Samantha rolled her eyes at them and turned back to the door. She thought of the time Mr. Santiago threw some pitches with her friends. She also remembered a time he brought juice and cookies to them on a hot day.

She raised her chin and firmly knocked on the door.

1. Which sentence from the story shows that Samantha is not afraid of talking to Mr. Santiago?

   ○ A. "She raised her chin and firmly knocked on the door."
   ○ B. "They also looked ready to run at any moment."
   ○ C. "She could see her friends hiding behind cars and in the bushes."
   ○ D. "Why do I have to be the one to do this? she wondered."

2. What did Mr. Santiago do that suggests he likes the children?

   ○ A. He brought them snacks.
   ○ B. He broke his window.
   ○ C. He stole their baseball.
   ○ D. He got angry at them.

3. What did Samantha and her friends do in this story?

   ○ A. They brought cookies to Mr. Santiago.
   ○ B. They cleaned a neighbor's porch.
   ○ C. They went to play at a friend's house.
   ○ D. They broke a window with a baseball.

4. From their behavior in the story, the reader can tell that Samantha's friends
Andre and his big sister Mariah walked to the park. They had their towels and their lunches in a bag. It was the very first day that the park pool was open. Andre and Mariah dropped their bag at a table, and Andre raced to the pool. Andre dove in without even feeling the water. Mariah stopped at the edge of the pool and felt the water with her toe. It felt like ice. Andre's head popped out of the water, and he was shivering. Mariah laughed, and Andre started laughing, too.

"You better come on in!" Andre said.

Mariah giggled, "No way, I have got to get used to the water first."

Mariah walked over to the pool steps and sat down. She carefully put her feet on the first step. Andre swam over to her and gave her a big splash. Mariah was dripping wet. Andre started to laugh, and Mariah splashed him back. When Andre swam away, Mariah jumped into the water after him.

After swimming for a while, Mariah and Andre were hungry. They got out of the pool and sat down to eat. After finishing their lunches, Andre heard music. It was the music of an ice cream truck. Mariah heard it too. They grabbed their stuff, and Andre raced after the truck.

5. What is most likely true about Mariah and Andre?

C. They both like to swim in cold water.

6. At the end of the passage, the reader can tell

D. Mariah and Andre want to get some ice cream.

7. What is most likely true about the pool?

A. There is no one else at the pool.

A Surprise Visitor

Maria, who was 11, was in charge for the night. Her father had gone to town with his cart full of animal furs. She had to check the barn latch and get some water from the well. Marta lifted the latch off the door to their cabin. She wrapped a shawl around her and headed out the door.

Marta entered the barn. The animals were acting strangely. Then, she heard something outside.
Marta tiptoed over to the barn door. She could not believe what she saw—a bear! Papa had shot several in the past, but they were always in the woods. This bear had come up to the fence. It had knocked the bucket over and was sniffing around.

Marta pulled the barn door shut and slammed down the lock. She climbed up to the hayloft and saw the bear move toward the barn. She knew it could hear the animals inside. She watched the bear inspect the barn. It stopped right below her. She had an idea.

There were some metal pans in the hayloft. If she dropped them from the opening, they would land on the bear and scare it away. Just then, she heard Annie at the cabin's door, crying out, "Marta, where are you?"

The bear stopped sniffing the pails around the barn. Marta saw the bear look toward the cabin. She thought, It's now or never. She held out the pans and let them fall. They landed smack on the bear's back. The bear took off running.

Marta yelled, "Annie, shut the door!" Then she ran down the ladder. She locked the barn door and ran back to the cabin. Annie let her in, and they lowered the latch into place. Both girls went to sleep.

Papa came home the next afternoon with an empty cart and pockets full of money. Marta told him about the bear. He patted her on the back and gave her a big smile. "I knew I could leave you in charge," he said.

8. What is the most likely reason that the bear stops sniffing around the barn and looks toward the cabin?

○ A. It is attracted to Annie's shouts.
○ B. It is afraid of the falling metal pans.
○ C. It sees Papa leave with his cart.
○ D. It does not like the animals in the barn.

9. Marta and her family probably

○ A. have too many animals.
○ B. go to work in town.
○ C. live in the country.
○ D. like to play with bears.

10. What was Papa doing in the town?

○ A. visiting his friends
○ B. selling animal furs
○ C. buying more animals
○ D. hunting for bears
Main Idea and Supporting Details

1. Japan is the country farthest to the east in Asia. It is also one of the richest countries in the world. Japan is a small country made of islands. There are four major islands and thousands of smaller ones. If the islands were combined, they would be about the size of California. The islands are really the tops of a great mountain range. That is why much of Japan is covered with hills and rocky mountains.

This paragraph is mostly about

☐ A. kinds of mountains.
☐ B. islands in Asia.
☐ C. California's size.
☐ D. Japan's geography.

Last summer, Leo the snow leopard was found in the snow in Pakistan. A shepherd rescued him. His family fed Leo by hand. Now, Leo is one year old. He weighs 60 pounds. The family has a hard time caring for him.

Last Wednesday, Leo came to New York City. It was a long trip from Pakistan's mountains. He is a rare cat. Snow leopards need a lot of space. They can jump over forty feet sideways. They can also jump down over five stories.

Leo needs people to take care of him. He was not raised in the wild. The Bronx Zoo in New York offered to care for Leo. He will live with seven other snow leopards at the zoo.

2. A good title for the passage above would be

☐ A. "Leo the Leopard is 60 Pounds."
☐ B. "Snow Leopards are from Pakistan."
☐ C. "A Family Took Care of a Leopard."
☐ D. "Leo the Leopard Gets a Home."

3. Dripping water causes dark caves to change. Water is always dripping in the caves. The drips wash tiny bits of rock from one part of the cave. When the water dries out, the bits of rock build up in other places. In this way, beautiful cave rock shapes and crystals grow. These rock shapes change dark caves into hidden fantasy lands.

What is the main idea of this paragraph?
A. Water is always dripping in caves.
B. The water dries out in caves.
C. Dripping water causes dark caves to change.
D. Rocks build up in other places.

4. My father was a very important person. His hair was long and black. He wore a long Prince Albert coat during the winter. He wore an Indian costume with beads and fringe when he was in a tent. He kept his medicines in pill boxes and bottles. His medicines were helpful. They had been handed down through many generations in our tribe.

This passage is mainly about
A. when to wear Indian costumes.
B. what the narrator's father looks like.
C. why the narrator liked his father.
D. which medicines are helpful.

5. Karate is a kind of martial arts. It comes from Japan. Training is divided into three divisions. The first is kihon, or basics. This is where students learn the simple, plain moves. The second level is called kata, or forms. This is where students learn moves that go into one another. For example, a student will first do a kick and then a punch. The last level is called kumite, or sparring. This is the part of karate where two students work together. They use things they learned from kihon and kata to pretend to fight.

What is this passage mostly about?
A. karate's training divisions
B. learning how to spar
C. Japanese martial arts
D. learning simple moves

Emperor penguins do not fly. They do not build nests, either. The moms only lay one egg on the ice. Then, they leave! The moms go back to get food from the water. The dads have the hard job. They have to keep the eggs warm during the Antarctic winter. They cover the eggs with their feathers. The dads all huddle together in a group. They need protection from the icy winds and freezing storms.

When the chicks are old enough, they form a huddle like the dads. Then, the parents can take turns caring for the chicks. The chicks start fishing for their own food when they are just five months old. This is in December, when the Antarctic summer starts. It is warm enough then for the chicks to start taking care of themselves.

6. Which would be the best title for this passage?
A. "Emperor Penguins Do Not Build Nests"
B. "Emperor Penguins Do Not Fly in Antarctica"
C. "How Emperor Penguins Care for Their Young"
D. "Why Emperor Penguins Live in Antarctica"

7. The Earth is made of rock. You can find rocks on the mountains and in the oceans. Thousands of different types of rocks have been found on Earth. Rocks are always changing. Wind and water can change the way a rock looks. They can also carry rocks away. Then the tiny pieces gather in a lake or ocean. There, they harden and turn into rock again.

Which sentence from the passage above best states the main idea?

A. They can also carry rocks away.
B. Then the tiny pieces gather in a lake or ocean.
C. There, they harden and turn into rock again.
D. The Earth is made of rock.

8. Three robot fish are swimming around in London. They are in the London aquarium. The fish can be controlled. They can swim at different depths and speeds. The batteries last about four hours. Then the batteries are recharged.

Each robot fish is 21 inches long. They look real. They are made of different things. They have sequins. The sequins look like fish scales. Electronics and motors are inside the fish. Scientists wanted the fish to move like real fish. It took ten years to make the robot fish. Real fish do not even pay attention to the robot fish.

Which title best fits the passage above?

A. "Robot Fish are 21 Inches Long"
B. "Robot Fish Need to be Recharged"
C. "Robot Fish are Made of Sequins"
D. "Robot Fish Swim in London"

9. Billy went to the library and checked out a book called How to Design a Working Ant Farm. What is the book most likely about?

A. It is about how to make an ant farm that works.
B. It is about the reasons ants live in ant farms.
C. It is about the life of an ant on an ant farm.
D. It is about how to keep pets happy in your house.

10. Rudolf Diesel was born in France in 1858. As a young man, he became an engineer. He worked on many different kinds of engines. Later, he invented a new kind of engine. He gave it his name, diesel. Today, we use the diesel engines in many ways. We use them in submarines, ships, locomotives, and large trucks.

What is the main idea of this passage?
A. Today we use the diesel engines in many ways.
B. Rudolf Diesel was born in France in 1858.
C. As a young man, he became an engineer.
D. Rudolf Diesel invented the diesel engine.
1. The letters ph sound like f. In which word below does ph sound like f?
   - A. pile
   - B. piranha
   - C. preach
   - D. nephew

2. The letter k is silent when it comes before the letter n. Which word below has a silent k?
   - A. kind
   - B. nickel
   - C. tank
   - D. knee

3. Which letters are silent in the word night?
   - A. gh
   - B. ght
   - C. ht
   - D. igh

4. Which word rhymes with bird?
   - A. care
   - B. heard
   - C. fear
   - D. fire

5. Which word rhymes with light?
   - A. bite
   - B. bear
   - C. sky
   - D. lid
6. The beginning of the word **phone** sounds like the beginning of which word?

- A. port
- B. pull
- C. pack
- D. fall

7. Which choice shows the right way to divide the word **kettle** into syllables?

- A. ket-tle
- B. ke-tt-le
- C. ke-ttle
- D. kett-le

8. Which one of these words has the same vowel sound as **rain**?

- A. said
- B. line
- C. plate
- D. hand

9. Which word rhymes with **ate**?

- A. eat
- B. snake
- C. bite
- D. skate

10. The letter **w** is silent when it comes before the letter **r**. Which word below has a silent **w**?

- A. write
- B. wet
- C. winner
- D. west
Prefixes and Suffixes

1. Do not disrespect your teachers.

Knowing the meaning of the prefix dis- helps the reader understand that the word disrespect means

☐ A. respect twice.
☐ B. full of respect.
☐ C. not respect.
☐ D. respect again.

2. Jenny needs to unroll her sleeping bag so that she can sleep in it.

What does the word unroll mean?

☐ A. able to be rolled
☐ B. state of rolling
☐ C. without rolling
☐ D. the opposite of roll

3. I will only drink nonfat milk.

What does the word nonfat mean?

☐ A. not fat
☐ B. like fat
☐ C. before fat
☐ D. full of fat

4. Jasmine was hopeful that she would get a puppy for her birthday.

The word hopeful means
5. The pretty flowers in the front yard died, so Mary and her mom are going to replant some flowers this weekend.

The word **replant** means

- A. to plant before.
- B. to plant slowly.
- C. to plant badly.
- D. to plant again.

6. The job was hard, but it was doable.

Knowing the meaning of the suffix **-able** helps the reader understand that the word **doable** means

- A. able to be done.
- B. without doing.
- C. one who does.
- D. state of doing.

7. Paul felt **hopeless** because he lost his keys.

Knowing the meaning of the suffix **-less** helps the reader understand that the word **hopeless** means

- A. state of hoping.
- B. able to hope.
- C. one who hopes.
- D. without hope.

8. I was able to **unwrap** my presents yesterday.

What does **unwrap** mean?
9. I hope we reread Charlotte's Web this year because it is my favorite book.

What does reread mean?

○ A. to not read
○ B. to read after
○ C. to read again
○ D. to badly read

10. Simon's dinner was still cold, so he wanted to reheat it.

Knowing the prefix re- helps the reader understand that reheat means

○ A. full of heat.
○ B. heat before.
○ C. heat again.
○ D. without heat.
The rainforest is a jungle. It has many plants and animals. Giant snakes slither through the trees. Huge, hairy spiders hunt frogs and small birds. Big cats hide in the shadows. Even the fish can have razor-sharp teeth.

Many rainforest animals wear camouflage. They have colors and patterns that help them hide. A moth may look like a leaf. A monkey may match the color of tree bark. Big cats may have spots that blend into the shadows.

Colorful animals may hide high up in the forest. They live in trees 30 yards (27 m) above the ground. Bright red macaws flash through the trees. Toucans with yellow bills perch in the treetops.

Some animals don't hide. Their colors warn others away. Poison dart frogs can be blue, yellow, or green. One touch of their skin can kill. The passion vine butterfly is red, black, and yellow. The colors warn birds not to eat them.

The rainforest is alive with animals. Visitors must look closely to see them. They may be playing hide-and-seek.
Rainforest Animals

Fill in the bubble to complete each sentence.

1. The rainforest is alive with ________.
   A) only animals
   B) only plants
   C) only deadly plants and animals
   D) many kinds of plants and animals

2. Animals wear camouflage so they can ________.
   A) attract other animals
   B) blend into the forest
   C) scare away other animals
   D) see better

3. Poison dart frogs do not hide, because ________.
   A) they look scary
   B) they live high up in the trees
   C) their skin can kill
   D) they like the sun

4. Rainforest animals include ________.
   A) dogs
   B) zebras
   C) spiders
   D) bears

5. Visitors to the rainforest must look closely to see most animals because they ________.
   A) have bright colors
   B) hide
   C) sleep in the open
   D) all live high in the trees

Bonus: On the back of this page, list the rainforest animals you know.
Some say you are what you eat. In the case of the poison dart frog, that may be true. Poison dart frogs live in the rainforests of South America. They are small, colorful frogs. Some are as small as a cricket. The biggest ones reach only 2 inches (5 cm) in length. They have bright colors and lively patterns. They even have colorful names like “strawberry frog” and “pink leopard.”

Poison dart frogs get their name from the toxins in their skin. These poisons can kill animals who eat them. Some can also kill people who touch them. Being deadly allows them to do things differently than other frogs. They hop about during the day, because they don’t have to hide from other animals. Their bright colors warn other animals away.

Poison dart frogs make great parents. After the male fertilizes the female’s eggs, the frog parents stick around. When the tadpoles hatch, they hitch a ride on Mom or Dad’s back. Their parent carries them to a pool inside a plant’s leaves. The tadpoles swim in their pool until they grow big enough to leave.

Poison dart frogs don’t become deadly until they are grown. Captive dart frogs do not make poisons at all. Scientists think that something in the rainforest makes them poisonous. One of their favorite foods is a kind of ant. The ants contain poisonous chemicals in their bodies. When dart frogs eat the ants, the poisons build up in their skin. They become poisonous, just like what they eat.
The Last Planet

Pluto is a small, icy world. It spins at the outer edge of the solar system. Not much is known about this planet. No spacecraft has flown by it to take pictures. That may be why there are more questions about Pluto than answers.

At first, astronomers asked whether Pluto might exist. They thought there might be other planets beyond Uranus. They searched until they spotted Neptune. Years later, they found Pluto.

Next, they asked how big Pluto might be. It was very bright. That made it look about the size of Earth. Then they found that it was covered with ice. Light shining on the ice made Pluto look bigger. Pluto was really much smaller than Earth. It wasn't even as big as Earth's moon.

Now, astronomers wonder if Pluto is a planet at all. Some think it is more like the icy objects that make up a belt at the edge of the solar system. Some of these objects are as big as Pluto.

If things go as planned, a spacecraft will fly past Pluto in 2016. Astronomers hope the pictures it takes will answer many questions about the last planet.

A spacecraft will fly past Pluto and its moon, called Charon.
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A SWEET ADVENTURE

It was a rainy gray Saturday morning. I was bored. All of my friends were out of town, and I had nothing to do. My two little sisters, Allison and Brooke, were playing in the next room. I decided to see what they were doing. I walked into the room that they shared, and saw the bags of candy they had brought home from the party the night before. Our mother had said they shouldn't eat too much candy, so I stooped down to pick the bags up and put them away. As soon as my hand touched them, Whoosh!

I was whizzing down a red licorice slide. I was moving so quickly that everything was a giant blur. Plop! I landed on what appeared to be a deserted beach. I put my hand down to help myself up. I marveled at the strange feel of the sand. I sifted the sand through my fingers, trying to decide how it was different than regular sand. It felt more like powdered sugar than sand. Wait a minute, I thought. I tentatively placed a finger in my mouth. It WAS powdered sugar. I licked my fingers clean, and stood up to go and explore. I certainly wasn't bored anymore!

I walked towards the shimmering water. I noticed many seashells along the water's edge. I had a huge collection of shells at home from our last excursion to the beach, and I quickly decided to bring home a few shells from this unique beach. The shells were very colorful. Some were partially covered with the powdered sugar sand. I bowed down to pick one up. It was stickier than I expected. I hesitated for a moment, but then my curiosity overcame me. I had to find out if the shell was as tasty as the sand in which it was covered! I nibbled at the edge of the shell. It was even better than the sand! The taste of chocolate was so wonderful that I shoved the whole shell into my mouth. I suddenly realized that I was ravenous. I quickly bent down and shoveled shells into my mouth until I wasn't quite so hungry. Then I slowed down and began to savor the tastes. The shells were many different flavors. I definitely tasted vanilla, chocolate, caramel, and even strawberry.
After a while, I realized that I was **parched**. I hadn’t had anything to drink since my orange juice that morning. I looked longingly towards the ocean. I knew that drinking salty water would only make me thirstier. Then a wonderful thought occurred to me! If the sand was sugar, and the shells were candy, then perhaps the water wasn’t salty.

I walked to the water’s edge. I bent down and cupped my hands together. I **submerged** my hands into the light blue liquid. I slowly brought my hands towards my mouth and took a little sip. It was definitely not salty! In fact...it tasted just like blueberry juice. I drank several gulps, and then I sat back down again in the sugar to think about my strange day.

I was beginning to wonder how I had arrived in this **bizarre** place. It certainly was unusual. The last thing that I remembered doing at home was picking up the bags of candy. That was it! It suddenly made sense. I had somehow been transported via the bags to a land made of candy.

It occurred to me that I was going to have to figure out how to get home. I knew that I would eventually miss my family, and even get hungry for some **nourishment** other than candy. I stood up and began walking. I remembered sliding down a licorice slide. I saw a playground in the distance. I began **rapidly** running toward the red slide.

I immediately tried to climb back up the slide to see if it would take me home. The only place it took me was to the top of the slide. I slid back down the slide and began looking in earnest for some way to get home. I looked up and down the beach for signs, but I didn’t see any. I sat down **disconsolately** on a taffy towel that I found in the sand, and began to cry. My tears landed on the sand, and **Swoooooosh**!

I felt the world start to swirl, and I fell through the hole that my tears had created.

Suddenly, I found myself lying on my sister Allison’s bed. I felt as if I had just woken up after a long sleep. I looked around. **What a realistic dream,** I thought. **It was almost as if it had really happened.** I got out of bed and looked down. There was a pile of sugar on top of the sheets.
A SWEET ADVENTURE
REVIEW QUESTIONS

Name __________________________ Date ____________________

Answer these questions in complete sentences.

1. Do you think the person in this story really went to a land made out of candy? Why or why not?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. How do you think the person in the story felt in this magical land? Explain your answer.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. What did the shells taste like? Did the person in the story like the shells?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. What do you think would happen if a real beach were made out of these things?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

5. Use your imagination. This story has sugar for sand, blueberry juice for water, candy for shells, and taffy for towels. What tasty treats could have been:
   Fish: _______________________________________
   Rafts: ______________________________________
   Surfboards: ___________________________________
   Beach umbrellas: ______________________________

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Write the part of speech (verb, noun, adverb, or adjective) for the underlined words.

1. _________ I stooped down to pick it up.
2. _________ I tentatively placed a finger in my mouth.
3. _________ I landed on a deserted beach.
4. _________ I had a huge collection of shells at home from our last excursion to the beach.
5. _________ Some were partially covered with the sand.
6. _________ Then I slowed down and began to savor the tastes.
7. _________ I wondered how I had arrived in this bizarre place.
8. _________ I submerged my hands into the light blue liquid.
9. _________ I was getting hungry for some nourishment.
10. _________ I sat down disconsolately on a taffy towel.
11. _________ I began rapidly running toward the red slide.
12. _________ I suddenly realized that I was ravenous.
13. _________ I bowed down to pick one up.
14. _________ I fell through the hole that my tears had created.
A SWEET ADVENTURE
SYNONYMS

Name ___________________________ Date ______________________

Circle the letter next to the word that is the best synonym for each vocabulary word as it is used in the story.

1. stooped
   a. bent
   b. fell
   c. picked
   d. stopped

2. deserted
   a. delicious
   b. abandoned
   c. full
   d. quiet

3. ravenous
   a. messy
   b. starving
   c. full
   d. quick

4. savor
   a. save
   b. enjoy
   c. hate
   d. laugh

5. rapidly
   a. quickly
   b. racing
   c. skipping
   d. slowly

6. created
   a. creature
   b. finished
   c. crater
   d. made
A SWEET ADVENTURE
PLOT

Think about what you consider to be the six most important parts of the story. Draw pictures and write a sentence under each picture to describe what is happening.
A SWEET ADVENTURE
GUIDE WORDS

Name ___________________________ Date ______________________

Circle the guide words that you would use to find the correct page in
the dictionary for these vocabulary words.

1. Bizarre
   a. blind-block
   b. biopsy-bison
   c. bit-blab
   d. bizonal-black

2. Nourishment
   a. nonsense- northeast
   b. nothing-novel
   c. nuance-nucleus
   d. nose-nothing

3. Marveled
   a. marry-martial
   b. miss-mitten
   c. maple-march
   d. martyr-mask

4. Shimmering
   a. shine-ship
   b. sheet-shin
   c. slip-slope
   d. shock-shrivel

5. Deserted
   a. desegregate-desk
   b. despise-destructive
   c. day-dead
   d. dessert-determine
A SWEET ADVENTURE
45 MINUTE TIMED WRITING

Name ___________________________ Date _______________________

Imagine that you have been magically transported to another place via an object. Use this page to write about what happened on the day that you were transported.
A SWEET ADVENTURE
VOCABULARY SENTENCES

Name ___________________________ Date ______________________

Choose 10 of the bold words in the story. Write an original sentence for each of the words that you choose.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________

10. ____________________________________________________________
DIRECTIONS:
Read each passage, then read the questions and answers. Decide which is the best answer to the question. Mark the space for the answer you have chosen. Mark the choice NH (not here) if the answer cannot be figured out from the information given.

How to Make a Clay Elephant
Materials needed: cardboard, modeling clay, scissors, toothpick

Body: Roll a piece of clay into an egg shaped ball. Use a piece of clay about the size of a ping-pong ball.
Head: Roll a piece of clay about the size of a marble into a round ball. Stick it to the body.
Legs: Make a clay "snake" about as wide as your thumb and twice as long as your hand. Cut the "snake" into four equal parts. Stick these legs on the body.
Trunk and tail: Make two smaller "snakes." One should be about the size of your little finger. Stick it on the head for the trunk. The other should be tiny. Stick it on the back of the body for the tail.
Ears: Make two small marbles of clay and flatten them. Stick them on the sides of the head to make ears.
Tusks: Cut two tusks from cardboard and push them into the clay on either side of the trunk.
Eyes: Use the toothpick to poke two little holes in the elephant's head for eyes.

1. How many materials do you need to make a clay elephant?
   ○ three
   ○ four
   ○ five
   ○ NH

2. Which of these do you make first?
   ○ tail
   ○ ears
   ○ head
   ○ NH

3. Which part of the elephant is made last?
   ○ ears
   ○ eyes
   ○ tail
   ○ NH

4. How much clay should you use for the elephant's body?
   ○ the size of a marble
   ○ the size of a ping-pong ball
   ○ the size of a tennis ball
   ○ NH

5. What part of the elephant is about as wide as your thumb?
   ○ trunk
   ○ tail
   ○ legs
   ○ NH

6. How many elephants can you make from one box of clay?
   ○ 3
   ○ 10
   ○ 17
   ○ NH
1. What are the knobs the musician pushes on top the trumpet called?
   a. finger hook   b. finger button   c. ring

2. What is the wide part at the end of the trumpet called?
   a. mouthpiece     b. mute         c. bell

3. Where is the thumb hook?
   a. on the first valve slide  b. on the bell   c. on the third valve slide

4. What is the part a musician blows into called?
   a. mouthpipe receiver  b. mouthpiece    c. mouthpipe

5. What is the part of the trumpet that is moved back and forth called?
   a. valve slide       b. ring          c. water key
Name ____________________________

Skill: Directions

DIRECTIONS:
Read each passage, then read the questions and answers. Decide which is the best answer to the question. Mark the space for the answer you have chosen. Mark the choice NH (not here) if the answer cannot be figured out from the information given.

Flying a Kite

1. Put together all the things you will need: a kite, a big ball of string, a strip of cloth, two sticks.
2. Put the kite together.
3. Poke or cut a small hole in the kite where the cross piece meets the long stick. Tie one end of your string to the sticks here. Make sure it is tied tightly!
4. Tie the strip of cloth to the bottom of the long stick. This makes a tail to help the kite fly.
5. Go outside and test which way the wind is blowing.
6. Hold the kite facing the wind. Run, let go of the kite, and let out some string!

1. How many things do you need to fly a kite?
   - two
   - three
   - five
   - NH

2. Which of these do you do first?
   - tie the string on the cross piece
   - tie on the tail
   - put the kite together
   - NH

3. What is the strip of cloth used for?
   - to hold on to the kite
   - to make a tail
   - to wipe your hands
   - NH

4. What does the diagram show?
   - front view
   - back view
   - side view
   - NH

5. What must be done as soon as you go outside?
   - hold the kite facing the wind
   - let go of the kite
   - test the wind's direction
   - NH

6. Which item is not necessary for flying a kite?
   - ball of string
   - heavy piece of wood or stick
   - cloth
   - NH

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**READING LOG**

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**Parent/Guardian’s Signature:**

*Curriculum Framework Project Guide: Reading/English Language Arts - Grade 2*
6. unless
   build  sudden  picture
   A  B  C

9. slides
   hiking  mittens  different
   A  B  C

7. basket
   across  adding  special
   A  B  C

10. tasting
    classroom  cupcake  planting
    A  B  C

8. bottom
   found  mother  pocket
   A  B  C
Look at the word with the underlined letters. The underlined letters stand for a sound. Decide which of the three other words has the same sound in it. Then mark the space for the answer you have chosen.

1. mask
   able acts baby
   A B C

2. pick
   idea kind flip
   A B C

3. flock
   pond roll open
   A B C

4. press
   being reason ending
   A B C

5. resting
   invent people eight
   A B C

GO ON
DIRECTIONS ➤ Look at the word with the underlined letters. The underlined letters stand for a sound. Decide which of the three other words has the same sound in it. Then mark the space for the answer you have chosen.

1. germs
   - games
   - great
   - pages
   - A
   - B
   - C

2. hoping
   - opened
   - problem
   - product
   - A
   - B
   - C

3. flute
   - butter
   - costume
   - under
   - A
   - B
   - C

4. scoop
   - desktop
   - speak
   - stack
   - A
   - B
   - C

5. concert
   - absent
   - carry
   - picnic
   - A
   - B
   - C

GO ON ➤
Fry Instant Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words encountered in their reading. Students should be able to recognize these words instantly and accurately (i.e., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1st 100 words be mastered by the end of 1st grade and each succeeding group of 100 mastered by the end of each succeeding grade (i.e., by the end of grade 6 all 600 words should be part of students' sight vocabularies.)

Fifth 100 Instant Words

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Fry Instant Word List

There are the Fry 600 most often used words in reading and writing. The first 300 words represent about two-thirds of all the words encounter in their reading. Students should be able to recognize these words instantly and accurately (i.e., become part of their sight vocabularies) in order to read with fluency. We recommend, as a rule of thumb, that the 1st 100 words be mastered by the end of 1st grade and each succeeding group of 100 mastered by the end of each succeeding grade (i.e., by the end of grade 6 all 600 words should be part of students' sight vocabularies.)

Sixth 100 Instant Words

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# Reading Log

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**Parent/Guardian's Signature:**

__________________________________________
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Parent/Guardian’s Signature ________________________________
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Name ____________________  Skill: Three-Digit Subtraction—No Renaming

Directions
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Directions
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Name ___________________________ Skill: Three-Digit Addition—Three Addends

Directions
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**Directions**

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**Directions**
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<td>NH</td>
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</tbody>
</table>
Name ______________________  Skill: Number Concepts Practice

Directions
Read each question and choose the correct answer. Mark the space for the answer you have chosen. Mark NH if the answer is not here.

1. What is the numeral for seven thousand, twenty-nine?
   - 7,029
   - 7,209
   - 729
   - 7,290
   - NH

5. What number comes just before 3,000?
   - 3,001
   - 2,000
   - 2,999
   - 2,900
   - NH

2. What is the numeral for two hundred nine thousand, four hundred twelve?
   - 200,900,412
   - 290,412
   - 209,412
   - 2,009,412
   - NH

6. Which number comes between 14,900 and 15,180?
   - 14,099
   - 15,080
   - 14,899
   - 15,192
   - NH

3. What is the numeral for six thousand, one hundred eighty-three?
   - 183
   - 660,183
   - 66,183
   - 6,183
   - NH

7. What means the same as 435?
   - 4 hundreds, 3 tens, and 5 ones
   - 5 hundreds, 3 tens, and 4 ones
   - 4 hundreds, 5 tens, and 3 ones
   - 3 hundreds, 4 tens, and 5 ones
   - NH

4. What is the missing number?

   410  510  610  710
   - 800
   - 810
   - 790
   - 801
   - NH

8. What means the same as 9,060?
   - 9,000 + 600
   - 9,000 + 60
   - 9,000 + 6
   - 9 + 0 + 6 + 0
   - NH

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### Directions
Read each question and choose the correct answer. Mark the space for the answer you have chosen. Mark NH if the answer is not here.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What sign makes this statement true?</td>
<td>![Options]</td>
</tr>
<tr>
<td>2. What is another way of saying this? 10 + 30</td>
<td>![Options]</td>
</tr>
<tr>
<td>3. What is another way of saying this? 8 x 3</td>
<td>![Options]</td>
</tr>
<tr>
<td>4. What is the missing number?</td>
<td>![Options]</td>
</tr>
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<tr>
<td>7. What number sentence is a member of this fact family?</td>
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</tr>
<tr>
<td>8. What number sentence is a member of this fact family?</td>
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