Farmer Dunn had an apple orchard. He worked hard all year round to grow apples. In the winter, the apple trees needed to rest. At this time, Farmer Dunn checked the trees. He cut off some branches. This kept the trees healthy. In the spring, Farmer Dunn began to water the trees. First leaves grew. Then flowers grew. The apples grew in the summer. They got bigger and bigger. Farmer Dunn made sure the trees stayed healthy. By fall the apples were ripe. They were ready to be picked. Farmer Dunn set out bins. He set out bags and ladders. Then he got workers. The workers picked the apples by hand. They put the apples in the bins.

Soon a truck came. The workers put the bins in the truck. The driver took the apples to a packing plant. There the apples were sorted by size. They were packed in boxes. Then they were sent to stores.

People bought the apples. Some people ate the apples as snacks. Some baked the apples in pies. Some made apple bread. Back at the orchard, Farmer Dunn was busy. He was working on the apple trees. He needed to get them ready. More apples would be growing soon.
The Apple Orchard

Comprehension Questions

1. What is the main idea of this story?
   a. It tells about the four seasons.
   b. It tells how people use apples.
   c. It tells how to care for apple trees.

2. What will Farmer Dunn do once the apples have been picked and sold?
   a. He will check the trees and cut off some branches.
   b. He will bring the workers to the orchard.
   c. He will begin to water the apple trees.

3. The word **ripe** means
   a. sorted by size.
   b. ready to be picked.
   c. packed in boxes.

4. What grows first on the apple trees in the spring?
   a. leaves
   b. apples
   c. flowers

5. Why does Farmer Dunn want to keep the apple trees healthy?
   a. He wants a lot of shade in the orchard.
   b. Healthy trees will grow more apples.
   c. The workers will not have many apples to pick.
Three, two, one. Liftoff!” There is a loud roar. Outside the space shuttle, the launch pad glows. Inside the shuttle, the astronauts’ faces glow. What is happening? The astronauts are on a real space ride. The shuttle blasts into space.

The shuttle blasts off like a rocket. It lands like a jet. It has three parts. They are the boosters, the tank, and the orbiter.

The first part is the boosters. They work with the main engines. They blast the shuttle into space. Two minutes later, the boosters fall away. They land in the sea. Ships bring back the boosters. They will be used again.

The next part is the tank. It looks like an orange rocket. It is as tall as a fifteen-story building. This is the shuttle’s gas tank. It sends gas to the engines. After eight minutes, it falls away, too. The tank is not used again. It is the only part that will not be used again.

The last part is the orbiter. The astronauts ride inside it. For now it is their house and their work place. Later it will take them back home to Earth.

The astronauts look out the window. Below the blue Earth is getting smaller. Right now they just enjoy the ride!
1. How many parts make up the space shuttle?
   a. two 
   b. three 
   c. four 

2. When the boosters return to Earth, what will happen to them?
   a. They will not be used again. 
   b. They will become a work place. 
   c. They will be used again. 

3. What do the **boosters** do?
   a. They blast the shuttle into space. 
   b. They give gas to the shuttle. 
   c. They glow. 

4. What part of the space shuttle falls away first?
   a. the orbiter 
   b. the boosters 
   c. the tank 

5. Why is the orbiter the astronauts’ house?
   a. They live in it while they are in space. 
   b. They live in it all the time. 
   c. They live in it during liftoff.
The school bell rang at ten o’clock. It was time for recess. “Get your baseball gloves,” Brian said to his classmates. “I have a ball and a bat. We can play baseball at recess.”

The boys and girls lined up at the classroom door. Ms. Feldman led them down the hall. “Have fun,” she called as the children trooped outside. They ran to the baseball field.

Brian was one team captain. Tammy was the other team captain. The two captains chose teams.

“Your team can bat first,” Brian said to Tammy.

“OK,” replied Tammy. “Come on, team. Let’s get some hits.”

The baseball game began. Tammy’s team scored two runs. Brian’s team scored two runs.

“We only have a few minutes left,” said Brian. His team was up at bat. Jeff hit the ball to the outfield.

He ran to third base. Then Sue was up. She got a hit. Jeff ran home and scored a run. Brian’s team had won the game.

The school bell rang. All the children lined up by the door.

Tammy suggested, “Let’s play baseball again tomorrow.”

Everyone thought that was a good idea.

Brian said, “I’ll bring the ball and the bat. Don’t forget to bring your baseball gloves to school, everyone.”
1. This story tells about
   a. choosing teams.
   b. learning at school.
   c. playing baseball.

2. What will the children do after recess?
   a. eat breakfast
   b. learn new things
   c. go home

3. What is the meaning of the word **captain** in the story?
   a. a leader of a sports team
   b. someone who hits a baseball
   c. a person who teaches children

4. Why does Brian’s team win the game?
   a. They can run faster than Tammy’s team.
   b. They score one more run than Tammy’s team.
   c. They have more players than Tammy’s team.

5. Why does everyone think it is a good idea to play baseball again?
   a. They had fun playing baseball today.
   b. They don’t know how to play other games.
   c. Their teacher says they should play baseball.
Joy was having a birthday party. She put on her favorite pink dress. Mom made a birthday cake and covered it with pink frosting. After her party, Joy sat next to a stack of presents.

“Wow! Look at that pile! Open them all now,” shouted her little brother Joey.

“I’ll save the ones wrapped in pink paper for last,” Joy said. “I think one of them is a princess doll from Grandma.”

“Boring!” said Joey. Joy shook a box gently. “I like to guess what’s inside before I open them. This sounds like beads.” She picked up another small present. It was heavy. “This feels like a book.”

“Try this one,” Joey said. “It’s from Aunt Rose.”

“It’s round. I hope it’s a soccer ball.”

Joey said, “You have a million presents.”

“No,” laughed Joy. “I added them. I have nineteen. Some came from our family. The rest came from my friends.”

“How many from each?” asked Joey.

“Let’s see,” said Joy. “Eight of my friends were at my party. I’ll subtract eight from nineteen.”

“Subtract? What does that mean?”

“Take away,” explained Joy. “If I take eight away from nineteen, I have eleven left. That’s the difference.”

“I get it,” said Joey. “Now let’s see what’s inside the different boxes.”
1. How did Joy figure out how many presents came from her friends?
   a. She asked her friends to put their presents in one stack.
   b. She added the number of presents she received from her family.
   c. She subtracted her eight friends from her total number of presents.

2. Why did Joy guess that one present contained beads?
   a. She shook the box and heard a sound.
   b. She held the box and felt that it was heavy.
   c. She noticed the pink wrapping paper.

3. What is another way to say **subtract**?
   a. difference
   b. take away
   c. add

4. After her party, what was the first thing Joy did?
   a. She shook each one of her presents.
   b. She sat next to a stack of presents.
   c. She opened all her presents.

5. What did Joy use to guess what her presents were?
   a. her brother’s help
   b. her numbers
   c. her senses
Kelly felt sad. It was her birthday, but her family had not mentioned her special day. Kelly spotted her brother Doug. “What are you doing today?” she asked.

“I have plans,” answered Doug with a smile. “See you later.” Doug left the house.

Kelly went to find her mother. She said, “Hi, Mom. What are you doing today?”

Mom grinned. “I’ll be busy this afternoon. I have to go now.” Mom got in the car and drove away.

Kelly’s father was in the kitchen. She asked, “Dad, do you have plans today?”

Dad replied, “It’s funny you should ask. I do have plans this afternoon. Have some breakfast.” He set out a plate of eggs and toast for Kelly.

Kelly ate her breakfast slowly. It seemed that her whole family was busy on this day—her birthday.

What would she do?

First Kelly listened to music. Then she tried to read a book, but she couldn’t concentrate. She kept thinking about her birthday. Why hadn’t her family remembered?

That afternoon Doug came to get Kelly. “Come on,” he said. He led her to the backyard.

“Surprise!” shouted Doug, Mom, and Dad. “Happy birthday, Kelly!”

There was a table with a cake, presents, birthday hats, and balloons. Kelly laughed with joy. Her family hadn’t forgotten her birthday after all.
1. How does Kelly feel about her birthday?
   a. bored then sad
   b. sad then happy
   c. happy then bored

2. What will Kelly’s family do after the party is over?
   a. wrap the birthday presents
   b. sing “Happy Birthday”
   c. bring everything inside

3. The word **concentrate** means
   a. to spend time alone.
   b. to talk with someone else.
   c. to keep your thoughts on something.

4. What happens after Kelly goes out to the backyard?
   a. She listens to music.
   b. Her family shouts, “Surprise!”
   c. Dad serves her breakfast.

5. Why don’t Doug, Mom, and Dad tell Kelly about the party?
   a. They want the party to be a surprise.
   b. They are still making plans for the day.
   c. They have forgotten about Kelly’s birthday.
Continents are big areas of land. There are seven continents in the world. Let’s explore them by size. The biggest continent is Asia. About four billion people live there. Asia has the highest mountain in the world. It is called Mount Everest.

Africa is the second biggest continent. It is home to the Sahara. This is the world’s largest hot desert. Africa has many animals, too. Elephants and zebras live there.

The third biggest continent is North America. The United States is part of North America. Did you know that Mexico and Canada are, too? These are some of the world’s largest countries. Greenland is also in North America. It is the world’s largest island.

South America is next in size. It is home to the Amazon tropical rainforest. It is hot and wet. Many people in South America speak Spanish.

The fifth biggest continent is Antarctica. It is the coldest place in the world. It is nearly covered in ice. The South Pole is in Antarctica.

Next is Europe. It is a small continent, but it has many countries. One of these countries is Italy. Another is France. Can you name one more?

The smallest continent is Australia. It is far away from the other continents. Many plants and animals live only there.

Which places will you explore?
1. How many continents are there in the world?
   a. seven
   b. three
   c. four billion

2. In what way are the continents explored in this passage?
   a. from smallest to largest
   b. from largest to smallest
   c. from coldest to warmest

3. What is a continent?
   a. a big area of land that is made of ice
   b. a big area of land
   c. a small area of land with water around it

4. Why is most of Antarctica made of ice?
   a. Close to four billion people live there.
   b. It is home to the world’s largest desert.
   c. It is one of the coldest places in the world.

5. If many plants and animals are found only in Australia, what can you guess about it?
   a. It has a different climate from the other continents.
   b. The plants and animals on the other continents are the same.
   c. More people live in Australia than anywhere else.
Nick visited Gramps each summer. Gramps lived on a lake. Nick liked to swim there. He liked to go fishing. And he liked to sail in Gramps’s boat.

Nick wanted to learn how to sail. Each year he asked, “Gramps, can I learn to sail this summer?”

Each year Gramps said, “Not yet, Nick. Let’s wait another year.”

Now Nick was six years old. He asked about sailing again. This time Gramps said, “Go get your life vest. This summer I will teach you how to sail.”

Nick was very excited. He pulled on his life vest. He and Gramps walked down the dock. Would they ever reach the end of the long wooden platform? The sailboat was tied up at the end. Gramps and Nick got in the boat. They set off on the lake.

Gramps held the wheel. He said, “This wheel steers the boat. I can make the boat move where I want it to go.”

“That’s just like a car,” said Nick.

“You’re right,” Gramps said. “Come here. You can help me steer.”

Nick held the wheel. He and Gramps sailed across the lake. Then they sailed back to the dock. Gramps said, “You are a fine sailor, Nick!”
1. This story is mostly about
   a. learning to sail.
   b. visiting Gramps.
   c. fun at the lake.

2. Why does Nick like to visit Gramps at the lake?
   a. He can play video games.
   b. He can swim, fish, and sail.
   c. He can help to paint a sailboat.

3. What is the meaning of the word **dock** in the story?
   a. a fish that lives in a lake
   b. a way to steer a sailboat
   c. a platform where a boat can be tied up

4. What happens before Nick gets on the sailboat?
   a. He puts on a life vest.
   b. He helps Gramps steer the boat.
   c. Gramps says Nick is a fine sailor.

5. How do you think Gramps feels about Nick at the end of the story?
   a. upset
   b. worried
   c. proud
The Five Senses

Listen to the world around you. What do you hear? Are the sounds loud? Are they soft? Think about how the sounds make you feel. You are using your sense of hearing. Now imagine the taste of your favorite food. Is it spicy, salty, or sweet? What people and places do you think of when you taste it? Taste is another one of your senses.

People have five senses. The different senses are taste, touch, sight, hearing, and smell. People use their tongues to taste. They use their hands and skin to touch. People use their ears to hear. They use their noses to smell. People’s brains work all their senses. People use their senses to learn about the world around them. They notice changes. People react. Sometimes one of a person’s senses does not work that well. Some people are born blind. They cannot see. Other people lose their sight later in life. How do they explore the world? Blind people use their other senses in very special ways. They learn to read—with their fingers. Blind people use long canes to feel places where they are walking. The canes let them know when to step up or down. Blind people listen for traffic. They notice changes. Blind people react. They listen to the world around them.
The Five Senses

Comprehension Questions

1. The brain is important to the senses because
   a. it works some of them.
   b. it works all of them.
   c. it is one of the senses.

2. How do people who cannot see explore the world?
   a. They use their other senses in special ways.
   b. They do not use their senses at all.
   c. They think of special people and places.

3. The word **blind** means
   a. seeing.
   b. silent.
   c. sightless.

4. How do canes help blind people?
   a. Canes help them feel when they walk.
   b. Canes help them pick up things they drop.
   c. Canes help them stand for long periods of time.

5. How are those who can see and those who cannot see alike?
   a. They could both see when they were born.
   b. They both read with their fingers.
   c. They both use their senses.
Danny has a job to do. His mother has asked him to rake up the leaves in the yard. That does not sound like fun, thinks Danny. I will need some help.

Danny calls his friend Ramón. “Come over to my house,” he says.

Ramón asks, “Are we going to play games?”

“Sure,” says Danny. “But first we have to rake the leaves in my yard.”

“Wait a minute,” says Ramón. “That sounds like a lot of work.”

“Oh come on. It will be fun. Then we can play games,” Danny says.

Ramón agrees to come and help Danny. The two boys get rakes. They rake the autumn leaves into a big pile.

“This is hard work,” says Ramón.

Danny says, “Watch this.” He puts down his rake. He runs to the pile of leaves and jumps in. He grabs leaves with both hands. He tosses the leaves up in the air.

Ramón joins in. The two boys play in the leaves for a long time. Then Danny gets his rake. Ramón gets his rake. The boys rake the leaves and put them in paper bags.

“Do you want to play games now?” asks Danny.

“No, thanks,” Ramón answers. “I’m tired out. And I already had enough fun for today.”

“Me, too,” says Danny. “Thanks for helping me, Ramón.”
1. Another good title for this story is
   a. Two Friends.
   b. Raking Leaves.
   c. Passing Time.

2. What will Danny and Ramón do next?
   a. take a rest
   b. rake more leaves
   c. do another job

3. What is the meaning of the word *tosses* in the story?
   a. moves in a circle
   b. places with the hands
   c. throws with the hands

4. Danny and Ramón are tired because
   a. they climbed trees all afternoon.
   b. they stayed up too late last night.
   c. they worked and played a long time.

5. Why might Ramón help Danny rake leaves again?
   a. He made a promise.
   b. He had fun.
   c. He got paid.
Mark’s heart thumped. He was at the go-cart track. Twelve of his friends sat in carts. They were ready to begin the first race.

“Listen up,” said Mr. Yee. “I’ll be at the finish line. I’ll tell you what place you finish. The fastest racer will be in first place. The next racer will be in second place. The last racer will be in thirteenth place. Right?”

“Right!” Mark said. He knew about ordinal numbers. They told order.

“Don’t worry if you don’t come in first right away. We have thirteen races to run,” said Mr. Yee. “Do your best. Have fun!”

Mark looked at his friend Brit. She was in the cart next to him. She gave him the thumbs-up sign. Brit wanted to finish first during the first race.

“First in first!” Brit said.

“We’ll see about that,” Mark said.

“Get set! Go!” yelled Mr. Yee. Mark pushed his cart’s pedal to the floor. His cart buzzed loudly. It zoomed quickly around the track.

Brit crossed the finish line first. Mark finished right behind her.

“Third! Fourth!” Mr. Yee called out places as racers passed.

“Thirteenth! Good work. Are you ready for the second race?”

Thirteen racers raised their thumbs.
Day at the Go-Cart Track
Comprehension Questions

1. How many total races are there going to be?
   a. thirteen
   b. twelve
   c. one

2. In what place did Mark finish during the first race?
   a. second
   b. fourth
   c. thirteenth

3. What did Mr. Yee mean when he called a racer third?
   a. The racer is only three years old.
   b. The racer was number three out of thirteen.
   c. The racer was driving a go-cart marked with the number three.

4. At the end of the story, what race is about to begin?
   a. the last race
   b. the first race
   c. the second race

5. What can you infer about the thumbs-up sign?
   a. It means “stop.”
   b. It means “ready to go.”
   c. It means “first place.”

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Ed did not enjoy winter. He did not like cold weather. He did not like snow. In the winter, Ed liked to stay inside. He read books and painted pictures.

One winter day, Ed was sitting inside. Outside it was snowy and cold. Ed peered outside. He saw his friend Paul playing in the snow. Paul seemed to be having fun.

Ed’s mother came over and looked out the window. She saw Paul, too. “You should go play with Paul,” she said. “It looks like he’s having fun out there.”

“OK,” said Ed with a sigh. He still wasn’t sure about winter. But he put on his winter coat and his boots. He put on his hat and his gloves. He ran outside.

Ed exclaimed, “Oh it’s cold. The air is so frigid I can see my breath.”

“Just come and play. You’ll warm up in no time,” said Paul.

Ed and Paul played in the snow all afternoon. They went sledding down a hill. They made a big snow fort in Paul’s yard. They built a snowman in Ed’s yard. At the end of the day, Ed went inside. He took off his hat and his gloves. He took off his coat and his boots.

“I’ve changed my mind about winter,” Ed told his mother. “Winter can be fun!”
1. This story is mostly about
   a. winter weather.
   b. winter clothing.
   c. winter activities.

2. Why does Ed change his mind about winter?
   a. He is tired of staying inside.
   b. He has fun playing in the snow.
   c. He gets a new sled.

3. In this story, the word frigid means
   a. heavy.
   b. cold.
   c. bright.

4. Ed can see his breath outside because
   a. the air is cold.
   b. he is taking deep breaths.
   c. the sun is shining.

5. How does Paul feel about winter?
   a. He likes the snow.
   b. He does not like cold weather.
   c. He can’t wait for spring.
Do your part to care for the planet. Every bit helps. Begin by recycling. Recycling means making waste materials into other things. They get used again. What are waste materials? They are things you throw away. Paper is one. Glass and cans are others.

You can take care of the planet right at home. Keep special bins there. Put junk mail in one. Add old paper. These can be made into new paper. Place cans and glass in other bins. Old cans and jars can be made into new ones. To help the planet, use less paper. Do not waste it. Use both sides when you write or draw. Set aside scratch paper to reuse. Cut old paper into smaller sheets for notepads.

Don’t stop at home. Take your good habits on the road. Pack school lunches that help the planet. How? Carry a lunch box. Use it again and again. Instead of a juice box, carry a container. You can also use that many times. Stay away from foods that use lots of packaging. These include bags of chips or cans of fruit. Keep in mind that fresh apples have their own wrappers. Wrappers that you can eat! The planet will thank you.
1. A good way to care for the planet is
   a. by using cans and jars.
   b. by wasting paper.
   c. by recycling.

2. What good habit can you practice away from home?
   a. Eat cans of fruit.
   b. Reuse lunch boxes and drink containers.
   c. Use foods that have lots of packaging.

3. What is the best description of **recycling**?
   a. getting rid of old piles of junk mail
   b. making new things from waste materials
   c. throwing waste materials away

4. Why is carrying a lunch box helpful to the planet?
   a. It can be used over and over, so there is no waste.
   b. It cannot be used again, so it isn’t helpful.
   c. It can be used to hold foods with lots of packaging.

5. An example of wasting paper is
   a. using both sides of a sheet of paper.
   b. using one side of a sheet of paper.
   c. cutting old paper into scratch paper.
Roy did not need to look at the calendar. He knew it was Tuesday. Mom was in the kitchen. She was fixing Dad’s favorite meal. It was baked chicken.

Each person in the family had a favorite dinner. Mom fixed each meal on a different night. On Monday she made tacos for Alex. On Tuesday Mom made baked chicken for Dad. On Wednesday she made red beans and rice for Roy. And on Thursday Mom made her own favorite meal. She liked grilled fish.

At dinnertime each person had a job. Alex put napkins on the table. Roy set out the plates, forks, and knives. Dad poured the milk. Mom brought the food to the table.

They all sat down and ate. Dad told funny jokes. Roy told stories about school. Alex talked about preschool. Mom talked about her work at the bank.

Then Dad served dessert. Sometimes he put fruit on the table. He might have baked a pie. Roy liked Dad’s pies very much. Sometimes the family had ice cream.

Mom and Dad cleaned up after dinner. Roy did not look at the calendar. He knew that tomorrow was his turn. It would be Wednesday. He couldn’t wait for his favorite meal of red beans and rice!
1. This story does not tell about
   a. a family of four.
   b. family meals.
   c. school.

2. What meal will Mom serve on Thursday?
   a. baked chicken
   b. red beans and rice
   c. grilled fish

3. In this story, the word *fixing* means
   a. making.
   b. cleaning.
   c. eating.

4. What happens before the family sits down for dinner?
   a. Roy sets the table.
   b. Mom talks about work.
   c. Dad serves dessert.

5. Everyone has a job so that
   a. they can work up an appetite.
   b. they can share the work.
   c. they can talk about their day.
Look at these seedling pictures. Can you tell what a seedling is? A seedling is a very young plant. A seedling begins as a seed. A seed is a hard, dry case. A seed has almost everything a plant needs to grow.

This seedling began as a seed. First the seed was placed in some soil. More soil was used to cover it. Then the seed was given some water. It was also placed near sunlight. Finally the seed was given time. Seeds need water, sunlight, and time to grow.

At first it was hard to tell if the seed was growing. Nothing could be seen. Yet things were going on in the soil. The seed took in water. Next it split apart. Roots began to grow. The roots are like strong fingers. They hold the seedling up. Soon the seedling grew out of the soil. The picture shows what it looked like.

Once the seedling was out of the soil, it began to grow taller and taller. The picture shows how it changed. The tall part is the seed’s stem. The stem is strong. Soon leaves popped out. With leaves, the plant can make its own food. The picture shows a couple of leaves. The plant will keep growing.
1. What helped this seedling grow?
   a. soil, water, and sun
   b. seeds, leaves, and roots
   c. wind, snow, and ice

2. What will happen to this plant in the next few weeks?
   a. It will die because it can’t make its own food.
   b. It will grow apples.
   c. It will grow more and more leaves.

3. What is a seed?
   a. the part of a plant that will grow tall
   b. the case that holds some things a plant needs to grow
   c. the part of a plant that does not like water

4. What happens first?
   a. A seed’s roots grow.
   b. A seed’s leaves pop out.
   c. A seed is put in soil.

5. A seedling can’t be seen at first because
   a. it is not growing.
   b. it is growing in the soil.
   c. it is growing out of the soil.
“What a nice day,” says Gram. “Let’s take a walk, Wendy. We can go down to the pond.” Gram gets her tote bag. She packs a few things inside. Wendy and Gram leave the house. They walk to a large pond in the neighborhood. Wendy sees ducks in the water.

“Look, Gram!” Wendy shouts. She points to the ducks.

“Do you think those ducks are hungry?” asks Gram. Wendy answers, “They might be. Here they come. They are swimming over to see us.”

Gram takes a loaf of old bread from her bag. She gives Wendy some bread. She takes some for herself. Gram and Wendy throw the bread in the water. The ducks swarm, or move in a crowd, toward the bread. They eat quickly.

“The ducks are hungry, Gram,” says Wendy. “Do we have any more bread?”

Gram looks in her bag. “No, it’s all gone. The ducks are finished eating for now. But what about you, Wendy? Are you hungry like the ducks?”

“I am hungry. But I don’t want to eat old bread,” laughs Wendy.

“Don’t worry,” says Gram. “I might have some snacks for us.” She pulls pretzels out of her bag. She and Wendy eat the pretzels.

“Now it’s our turn to eat,” Wendy says.
1. This story tells mostly about
   a. feeding ducks.
   b. having a snack.
   c. taking a walk.

2. What will Gram and Wendy do next?
   a. feed the ducks bread
   b. walk home
   c. swim in the pond

3. What is the meaning of the word swarm in the story?
   a. throw with your arm
   b. move in a crowd
   c. laugh out loud

4. Gram and Wendy stop feeding the ducks because
   a. it starts to rain.
   b. the ducks swim away.
   c. the bread is gone.

5. Gram packs pretzels in her bag because
   a. she and Wendy might get hungry.
   b. she wants to feed the ducks pretzels.
   c. she has no other snacks at home.
Twin Town is small. Yet it has twice the fun! Dr. Ann was new in town. She opened an office and hung up a big red sign.

Parents took their children to see her. On the first day, Dr. Ann met two sets of twins. She saw Jim and Kim. Then she met Lee and Dee.

“Twin twins,” she said.

The next day, she saw four sets. On the third day, six sets were in her waiting room. Dr. Ann learned that each family in town has twins.

“Double trouble,” she said. “Everyone has twins. I wonder how many twins there are in all. How can I find out the number?”

Dr. Ann decided to use skip counting. She thought it was the best way.

“Yes! Count by twos is what I will do,” she said. “It is a fast way to count a large number.”

There are three long streets in Twin Town. Dr. Ann stood on Second Street. She started.

“Two, four, six.” She counted one side of the street. Then she turned around. She went back, counting the other side.

“Eight, ten, twelve. Twins are twice as nice,” Dr. Ann said.

She counted the twins on all three streets.
1. What did Dr. Ann learn after meeting so many twins?
   a. Each family in Twin Town has twins.
   b. Her office is too small for the twins.
   c. There are no other doctors in town.

2. Why did Dr. Ann decide to count by twos?
   a. She doesn’t know how to count by threes.
   b. She needs more room in her office.
   c. She knows it is a fast way to count.

3. The word **sets** means
   a. doubles.
   b. groups.
   c. children.

4. What was the last thing Dr. Ann did?
   a. She counted the first side of the street.
   b. She counted the twins on all three streets.
   c. She opened an office and hung up a big red sign.

5. What is another name for counting by twos?
   a. skip counting
   b. coin counting
   c. estimating
Kate woke up one morning. She was very hungry. She went out to the kitchen. "Good morning, Kate," said Mom.

"Good morning. I'm very hungry, Mom," Kate said.

"You could have some toast," said Mom.

"I'm hungrier than that," said Kate.

"You could have some oatmeal," offered Mom.

"I'm hungrier than that, too," Kate said.

"How about some blueberry pancakes?" asked Mom. "We can make them together."

"That sounds great," agreed Kate. "Let's get started."

Mom got out the ingredients. Kate got out the mixing bowl and the measuring cup. Carefully they measured out the flour and baking powder. They put these dry ingredients in the bowl. Mom added the milk and oil.

"I'll put in the egg," Kate said. She cracked an egg over the bowl. She added the blueberries, too. Then Mom gently mixed the batter.

When the batter was ready, Mom set a pan on the stove. Once the pan was hot, she poured in the pancake batter. In no time at all, Mom and Kate each had a stack of blueberry pancakes on their plates. They added butter and maple syrup. They ate all the pancakes.

"What a nice breakfast, Mom," said Kate. "Thank you."

Mom replied, "And thanks to you for helping."
1. This story is about
   a. why Kate wakes up hungry.
   b. how to make pancakes for breakfast.
   c. why pancakes are eaten.

2. Now that they’ve eaten, Kate and Mom might
   a. wash the dishes.
   b. make more pancakes.
   c. go to sleep.

3. What are ingredients?
   a. parts of a mix
   b. a way to cook
   c. how to measure

4. Why do Mom and Kate make blueberry pancakes?
   a. Mom does not know how to make oatmeal.
   b. Kate is very hungry in the morning.
   c. They have no other breakfast foods.

5. Why do Mom and Kate measure the ingredients carefully?
   a. There is not much flour left.
   b. The mixing bowl is very small.
   c. They want the pancakes to taste good.
What color do you see most on the globe? Blue! That is because oceans cover most of Earth. There are five oceans on Earth. Read on to learn more about them.

Biggest is the Pacific. It covers more area than all the land in the world. It is also the deepest. At one point, it is more than ten kilometers deep! North and South America touch the Pacific. They meet it along their west coasts. Asia and Australia touch it, too.

Second is the Atlantic. It covers one-fifth of Earth. North and South America touch it. Europe and Africa also touch it.

The Indian Ocean is third. It touches Asia. It meets Africa and Australia. It is five times bigger than the United States!

The Southern Ocean is fourth. It is also the newest! Why? Until 2000, people did not think of it as a separate ocean. They thought of it as the southern part of the Atlantic, Pacific, and Indian oceans. The Southern Ocean is often frozen. Some of it is frozen year round. This ocean does not just touch Antarctica. It completely encircles it!

Smallest is the Arctic. It covers the North Pole. Like the Southern Ocean, it is frozen for much of the year. North America, Europe, and Asia touch it.
1. This passage is mostly about
   a. the Pacific Ocean.
   b. the Southern Ocean.
   c. Earth’s oceans.

2. What three oceans does North America touch?
   a. Pacific, Atlantic, Arctic
   b. Atlantic, Indian, Southern
   c. Pacific, Southern, Arctic

3. How did the **Southern** Ocean get its name?
   a. It is in the northern part of the world.
   b. It is in the southern part of the world.
   c. It encircles Antarctica.

4. The Southern Ocean is the newest ocean because
   a. no one could get to it since it was frozen.
   b. people didn’t think of it as a separate ocean until 2000.
   c. people didn’t travel that far south until 2000.

5. Why does the color blue take up so much space on a globe?
   a. The continents are blue.
   b. Air is blue.
   c. The oceans are blue.
Do you like to play outside in the snow? I do. But you have to make sure to stay warm. Here are some ways I stay warm in the winter.

Before I go outside, I put on long underwear. It covers my arms and legs. It keeps me warm. Next I put on a shirt, a sweater, and pants. I wear wool socks. Finally I put on a warm coat. I put on a hat and gloves. I put boots on my feet. All these layers keep me very warm.

Another way to stay warm outside is by moving. If you stand still, you will feel cold. I like to go sledding down a big hill. I pull my sled up to the top of the hill. Then I get on the sled. I zip down to the bottom. I climb up the hill and sled down many times. All this moving around keeps me warm.

My favorite way to stay warm is to drink hot chocolate. My dad makes it for me. He heats up the milk on the stove. Then he stirs in the chocolate. He puts whipped cream on top. When I drink the hot chocolate, I feel warm inside.
1. This story is mostly about how to
   a. make hot chocolate.
   b. play in the snow.
   c. stay warm in winter.

2. Sledding keeps you warm because
   a. you glide over the snow.
   b. you are moving.
   c. you lie flat on the sled.

3. In this story, the word **layers** means
   a. sheets of clothing.
   b. long underwear.
   c. cold temperatures.

4. What happens when you drink hot chocolate?
   a. It makes you feel warm.
   b. It tastes salty.
   c. It makes you hungry.

5. What activity keeps you warm in winter?
   a. standing on a snow bank
   b. sitting on a bench
   c. ice skating
What season is it where you live? There are four seasons. The seasons are winter, spring, summer, and fall. They follow a cycle. A cycle repeats again and again. Every year there are four seasons. Every year the seasons are in the same order. The weather changes with the cycle of the seasons.

Many people live in the upper half of the world. Here temperatures drop in the winter. Snow or icy rains often fall. The weather changes in the spring. It gets warmer. In some places more rain falls, too.

As temperatures heat up, spring turns into summer. It becomes hotter. In many places the air is very dry. In other places the air is sticky. The weather changes again in the fall. The hot days cool down. The nights grow chilly. Soon it will be winter. The cycle of the seasons begins again.

What causes the cycle? Earth spins on its axis. It also moves around the sun. As it moves around the sun, Earth’s axis never moves. At some times of the year, the upper half tilts toward the sun. The sun’s rays hit Earth more directly. This causes warmer weather. At other times, the upper half tilts away from the sun. Then colder weather takes over.
1. The seasons change because
   a. Earth has two halves.
   b. Earth tilts toward or away from the sun.
   c. Earth has many different kinds of weather.

2. What happens as the seasons change?
   a. The weather never changes.
   b. The weather also changes.
   c. The weather stays the same.

3. The word cycle means
   a. something that happens once in a while.
   b. something that happens in the upper half of the world.
   c. something that happens again and again.

4. What is the order of the seasons in the upper half of the world?
   a. winter, spring, fall, summer
   b. winter, summer, fall, spring
   c. winter, spring, summer, fall

5. What are the seasons like in the lower half of the world?
   a. They are at different times.
   b. They are different.
   c. They never change.
"Can we go to the playground today, Mom?" asks Amy. Mom looks out the window. The sun is shining. She says, “Yes, we can go. But first we must do our chores. You go make your bed. I’ll wash the breakfast dishes.”

Once their chores are done, Mom and Amy walk to the playground. Amy sits on a swing. She asks Mom to give her a push. She likes to swing higher and higher. It feels as if she is flying.

Next Amy climbs inside a big, tall structure. It is built out of wood. It has many steps and platforms inside. Amy climbs up into a high tower and looks out a window. She waves to Mom. She feels like a princess in a castle.

For a while, Amy digs in the sand pit. She uses a shovel to move the sand around. She pretends she is building roads in the desert.

Then Amy climbs the steps to the top of a slide. She sits at the top, holding on. “Here I come, Mom. Catch me!” Amy shouts. She lets go and slips down the slide. Mom is at the bottom. She gives Amy a big hug.

“Now it’s time to go home,” Mom says. “Should we come back tomorrow?”

Amy answers, “Yes! That would be great!”
1. This story tells about
   a. playground activities.
   b. a sunny day.
   c. doing chores.

2. How can you tell Amy has fun at the playground?
   a. She makes her bed at home.
   b. She wants to go back the next day.
   c. She asks Mom to catch her on the slide.

3. In this story, the word **structure** means
   a. a place to play in the sand.
   b. something that is constructed.
   c. a way to use your imagination.

4. What does Amy do first at the playground?
   a. She plays in the sand pit.
   b. She climbs up into a tower.
   c. She sits on a swing.

5. Why does playing in the sand pit remind Amy of a desert?
   a. A desert has sand.
   b. Camels live in a desert.
   c. It can be hot in a desert.
Tiffany and Sara are best friends. They share everything—their bikes, their toys, and their books. Today like every other day at school, Tiffany and Sara sat together at lunchtime. They ate their sandwiches. They munched on carrot sticks and crispy apples. They sipped from their juice boxes.

“Look what I have for us to share,” said Tiffany. She pulled a big cookie from her lunch box. With a smile, she held it up for Sara to see.

“Yum!” said Sara. “Oatmeal cookies are my favorite. How do we split it?”

“I’ll break it right down the middle,” Tiffany explained. “That way two best friends can share one yummy cookie.”

“Great idea,” said Sara. “We’ll have two parts that are the same size.”

“Right,” agreed Tiffany. “Half for you and half for me.”

Tiffany carefully broke the cookie in two. She gave one half to Sara. She kept the other half for herself. Together they bit into their halves.

“Thanks,” said Sara. “That’s a fraction in action.” She munched and crunched happily.

“A fraction?” asked Tiffany. “What’s that?”

“A fraction is a part of a whole thing. You had one cookie. You broke it into two equal halves.”

“Aha,” said Tiffany. “I have just one question.”

“Yes?”

“What should we share tomorrow?”
1. How do Tiffany and Sara share the cookie?
   a. They break it into two equal parts.
   b. They break it into a few smaller parts.
   c. They make one big part and one small part.

2. Tomorrow the girls
   a. will not sit together at lunchtime.
   b. will not share anything.
   c. will share something else.

3. The word **equal** means
   a. a smaller size.
   b. the same size.
   c. a different size.

4. When does Tiffany show Sara the cookie?
   a. after they eat their sandwiches and other foods
   b. before they ate their sandwiches and other foods
   c. when they go back to their classroom after lunch

5. Which of the following is not true?
   a. Tiffany and Sara trust each other.
   b. Tiffany and Sara are very close.
   c. Tiffany and Sara dislike math.
It is a hot June day. I wonder how I will stay cool. My sister tells me to sit in the shade of a tree. I go out in the backyard. I sit under a tree in the shade. But there is no breeze. I still feel hot.

My brother tells me to use a fan. I stand in front of a fan. It does feel cool. But when I move away from the fan, I feel hot again.

Mom tells me to drink cold lemonade. I fix myself a glass of icy lemonade. I drink it down. But I still feel hot.

I see my father. “Dad, do you know how I can stay cool today?”

Dad smiles. “Go put on your bathing suit,” he says. “I don’t think that will keep me cool,” I say. “Wait. That is just the first part of the plan. Put on your bathing suit and come outside,” says Dad.

So I put on my bathing suit. I go out to the backyard. There is Dad, turning on the water. Suddenly water squirts up from the sprinkler on the lawn. The spray from the pipe moves back and forth.

Dad calls, “Jump through the water.” I jump. The water feels wonderful! This is the way to stay cool on a hot June day.
A Hot Day
Comprehension Questions

1. Which of the following best describes the main idea?
   a. how to use a fan
   b. how to stay cool
   c. why to drink lemonade

2. What will the narrator do on the next hot day?
   a. run through the sprinkler
   b. stay in her bedroom
   c. sit outside in the sun

3. What is the meaning of the word sprinkler in the story?
   a. a kind of cool drink
   b. a place in a neighborhood
   c. a tool for spraying water

4. Before the narrator goes out to the backyard, she
   a. puts on her bathing suit.
   b. watches Dad turn on the water.
   c. jumps over the sprinkler.

5. Why does Dad tell the narrator to put on her bathing suit?
   a. It is a summer day in June.
   b. She has no other clean clothes.
   c. She will be getting wet.
Where do you live?

Where do you live? Your home might be in the city. Your home might be outside the city. It might even be in the country. A community is an area where people live. People work in their community. They shop there. People even go to school in their community.

Cities are urban areas. Urban communities have a high number of people in them. Many people live and work in tall buildings. Stores and schools line the streets. People walk to them. Other places are far away. To get to them, people pile into subways and buses. Subways and buses move many people at once.

Outside cities are suburban areas. Suburban communities have more houses than cities do. Suburbs often have many people. Yet their homes are spread out. It is not easy for people to walk to stores and schools. People must drive. Cars and vans jam the roads.

Rural areas are in the country. Rural communities have a low number of people in them. Yet farms and homes are spread over even bigger areas. People travel long distances to reach stores and schools. School buses and cars move on open country roads.

Communities are very different. But every community is made up of people. People care for their communities. Every community is special!
1. What is another good title for this passage?
   a. Urban Communities
   b. Different Communities
   c. Suburban Traffic Jams

2. What type of community has the least number of people?
   a. an urban community
   b. a rural community
   c. a suburban community

3. Where are rural areas found?
   a. in the city
   b. in the suburbs
   c. in the country

4. Why do cars jam the roads in the suburbs?
   a. Places are spread out, so people can’t walk to them.
   b. Stores and schools line the streets, so people walk to them.
   c. People like to drive along country roads.

5. People who live in the same community
   a. travel on buses and subways.
   b. look after one another.
   c. live and work in tall buildings.
Mia has a pretty dog that she named Ginger. Mia has taught Ginger how to do some *tricks*. She uses *treats* to *reward* Ginger. Each time Ginger does a trick, Mia gives her a treat.

Ginger loves to play catch. Mia throws a ball in the air. Ginger jumps up. She catches the ball in her mouth. She drops the ball at Mia’s feet. Ginger is ready to catch the ball again. Mia throws the ball over and over. Ginger never gets tired of doing this trick.

Ginger does a speaking trick, too. Mia says, “Ginger, speak.” Ginger barks loudly.

Ginger can also shake hands. Mia tells Ginger to sit. Mia says, “Ginger, shake.” She holds out her hand. Ginger lifts up one paw and Mia shakes it.

Ginger can even roll over. Mia tells Ginger to lie down. She says, “Ginger, roll over.” Ginger rolls to the right. She rolls onto her back. Then she rolls to the left.

Mia is teaching Ginger how to dance. She holds up a treat. Ginger stands up on her back legs. Mia says, “Ginger, dance.” Then she moves the treat around in the air. Ginger follows the treat. She looks like she is dancing!
1. This story is mostly about
   a. naming a dog.
   b. treats for dogs.
   c. dog tricks.

2. What will Mia do after Ginger dances?
   a. bring her inside
   b. give her a treat
   c. take her for a walk

3. In this story, the word reward means
   a. to practice many times.
   b. to give something for an action.
   c. to stay in one place.

4. Why does Ginger bring the ball back to Mia?
   a. She wants to catch the ball again.
   b. She wants to hide the ball from Mia.
   c. She wants to do a different trick.

5. What word best describes Ginger?
   a. bored
   b. lazy
   c. playful
What is that?” asked Kevin. He was staring at something in the tank.

“Those are frog eggs,” said Erin. “We can watch a frog’s life cycle. The egg is the first stage.”

“Those globs don’t look like frogs to me,” said Kevin. “They look like jelly.”

“Just wait,” said Erin. “Frogs start out living in water. They go through changes. In time they will hop on land.”

“How long does it take?”

“About twelve weeks from egg to frog,” said Erin. “Give or take a few days. Not every frog needs the same amount of time.”

Erin had learned about life cycles in school. Her class had studied butterflies to learn how they changed in cycles. She had learned that cycles happen over and over.

Three weeks passed. Erin looked in the tank. It was filled with tadpoles. With a net, she moved them into a fish bowl.

“Where did all those fish come from?” asked Kevin.

“I know that they look like fish, but they are tadpoles. They are the second stage.”

Kevin and Erin checked on the tadpoles every day. They changed slowly. It took about nine weeks. First long back legs appeared. Next little front legs popped out. Then the tadpoles lost their tails.

“Tiny frogs!” Kevin and Erin hopped in joy.
1. What happens during a frog’s life cycle?
   a. It changes from egg to tadpole to frog.
   b. It changes from frog to tadpole to egg.
   c. It changes from tadpole to egg to frog.

2. A frog’s life cycle takes place
   a. in one week.
   b. every other year.
   c. in about twelve weeks.

3. What is true about an egg?
   a. It is the first stage of a frog’s life cycle.
   b. It is the middle stage of a frog’s life cycle.
   c. It is the last stage of a frog’s life cycle.

4. When do long back legs appear on a tadpole?
   a. after the front legs appear
   b. before the front legs appear
   c. at the same time the front legs appear

5. Cycles happen again and again. Some of the new frogs will
   a. turn into tadpoles.
   b. grow long tails.
   c. lay eggs.
Carmen woke up. She yawned and stretched her arms. For a moment, she couldn’t remember where she was. Whose bed was this? Whose room was this? Then Carmen saw the other bed in the room. Her cousin, Vanessa, was still sleeping soundly. Now Carmen remembered. She was in New York, visiting her cousin for the weekend.

“Vanessa,” Carmen called softly. “Wake up so we can get ready.”

Vanessa opened her eyes. “I’m sleepy. I feel tired. What time is it, Carmen?”

“It’s time to get up,” replied Carmen. “Have you forgotten? We’re spending the day at the children’s museum.”

Carmen and Vanessa jumped out of bed. Each girl brushed her teeth and washed her face and hands. Carmen brushed Vanessa’s hair and braided it, and Vanessa brushed Carmen’s hair and braided it.

“Let’s dress alike so people will think we’re twins,” suggested Carmen.

Vanessa agreed. “Good idea. We can wear pink sweaters and jeans.”

“And we can wear white socks and sneakers,” added Carmen.

Vanessa pulled two purple bandanas from her dresser drawer and waved them at Carmen. “We can wear these, too.”

The girls got dressed. As they looked in the mirror, they giggled because they did look like twins.

“We’re going to have a fantastic day,” announced Carmen.

Vanessa cried, “I can’t wait!”
1. Another good title for this story is
   a. Getting Ready.
   b. A Trip to the Museum.
   c. Look in the Mirror.

2. What will the girls do next?
   a. go on a plane trip
   b. go back to sleep
   c. go to the children’s museum

3. What is the meaning of the word *sleepy* in the story?
   a. tired
   b. hungry
   c. dizzy

4. People might think that Carmen and Vanessa are twins because
   a. they live in the same house.
   b. they are dressed alike.
   c. they are sisters.

5. Why can’t Carmen remember where she is when she wakes up?
   a. The lights are off in the room.
   b. She did not sleep very well.
   c. The room does not look familiar.
The town of Red Rock has a pond in its park. This year thirty-two ducks live there. Lucy and Dave work for the Times. It’s Red Rock’s newspaper. They took photos of the ducks for the Times.

Lucy counted the ducks. She gave each duck its own number. That way she could keep track of them. Then Dave tried to get all thirty-two ducks into one picture. It was not easy.

“Here ducks,” he called. “Over here! No, this way! I need you all together.”

“Ducks 1 to 16 are in one group,” said Lucy. “That means we have sixteen drifters. Ducks 17, 18, and 19 are near the sand. Ducks 20, 21, and 22 are in the cattails. Ducks 23 through 32 are sleeping.”

The big group, Ducks 1 to 16, squawked at the others. Duck 23 arched its neck and flapped its wings. It flew to the group.

“Cool,” said Dave. “Duck 23 joined the group. Maybe it will ask the others to get into the picture.”

Several clusters of ducks swam in silence. Suddenly Ducks 19 and 25 flew to the big group. Soon Duck 30 followed. All the ducks honked loudly.

“Just twelve more to go,” said Dave. “Now we’re talking!”

“You mean now we’re squawking!”
1. What is another good title for this story?
   a. Ducks in the Cattails
   b. One Big Group
   c. Lucy and the Times

2. Which ducks are missing from the following group? Duck 19, Duck 20, Duck 21, ____ , Duck 23, ____ .
   a. Duck 22; Duck 24
   b. Duck 18; Duck 24
   c. Duck 23; Duck 24

3. In this story, the word clusters means
   a. honking ducks.
   b. large crowds.
   c. small groups.

4. The first drifter duck to join the big group is
   a. Duck 1.
   b. Duck 30.
   c. Duck 23.

5. What will Dave and Lucy most likely do with the photos they took?
   a. sell the photos to people
   b. print the photos in the newspaper
   c. keep the photos for themselves
One Saturday morning Lee said, “Dad, my friend Sandy is coming over today. What can we do?”

Dad thought. Then he said, “Do you remember that birdhouse kit you got for your birthday? Maybe you and Sandy can put the birdhouse together.”

“Will you help us?” asked Lee. “It might be tricky.”

“Sure I’ll help. Just let me know when you girls are ready to start,” Dad said.

Lee found the birdhouse kit. Soon Sandy came over. Lee showed her the kit. Then she asked, “Do you want to make a birdhouse?”

“Yes,” said Sandy. “That looks like fun.”

Lee called Dad. She, Dad, and Sandy went outside. They opened up the kit. Dad pointed out the kit’s parts listed in the diagram. The diagram was a picture that showed how to put the birdhouse together. Dad helped the girls follow each step. First they joined the sides. Then they added the floor. The last step was putting on the roof.

Finally the birdhouse was finished. Lee stepped back and smiled. “Dad, doesn’t it look good?”

“Yes, it does. You girls did a good job putting it together,” replied Dad.

Sandy asked, “What will you do with the birdhouse now?”

“I know,” said Lee. “Let’s hang it up in this tree.” And they did.
1. What does this story tell about?
   a. working outside
   b. feeding the birds
   c. building a birdhouse

2. Why might building a birdhouse be tricky?
   a. The parts must be bought at the store.
   b. There are several steps to follow.
   c. There are no directions in the kit.

3. What is the meaning of the word diagram in the story?
   a. a tool used for joining wood parts
   b. a place for buying birdhouse kits
   c. a picture that shows how something is made

4. The last thing the girls do to the birdhouse is
   a. put on the roof.
   b. add the floor.
   c. join the sides.

5. Why do Lee, Sandy, and Dad hang the birdhouse up in a tree?
   a. They hope that birds will live in it.
   b. They want to keep it away from squirrels.
   c. They do not have room in the house for it.
Many people make up communities. They live and work together. They take care of one another. They look after their neighborhoods. Mr. Johnes has a special way of caring for the community. How? He is a community worker. These workers have jobs that help everyone. Some community workers are firefighters and police officers. Others are librarians and mail carriers.

Mr. Johnes is a crossing guard. He holds a stop sign. He wears an orange vest. He stands outside every school day. He tells children when it is safe to cross the street.

“Hello, kids,” Mr. Johnes says.

“Hi,” they say.

The children stand at the curb. Mr. Johnes holds up his stop sign. When he does, cars, vans, and buses stop. Then the children walk or ride their bikes through the cross walk.

Mr. Johnes tells everyone to walk where it is safe. It’s safe to walk over the white lines. He never lets anyone dart into the street. Sometimes Mr. Johnes sees someone do something unsafe. Then he explains the right way to act.


Mr. Johnes always does his job with a smile. He is one community worker who stops to help others.
1. What kinds of jobs do community workers have?
   a. jobs that they do every school day
   b. jobs that keep children safe
   c. jobs that help everyone in a community

2. What do you think Mr. Johnes would do if a child did not walk over the white lines?
   a. hold up the stop sign for the child
   b. show the child where it's safe to walk
   c. tell the child to move his or her bike

3. What is a crossing guard?
   a. someone who helps children safely cross the street
   b. someone who makes stop signs for communities
   c. someone who helps police officers during traffic jams

4. When do children walk or ride through the crosswalk?
   a. before traffic stops
   b. after traffic stops
   c. when the bus arrives

5. When do you think the children see Mr. Johnes?
   a. before and after school
   b. before school and during recess
   c. after school and late at night
It is a sunny spring day. Mom and Dad plan a day trip for Tim and Beth. Mom gets her camera.

“Where are we going?” asks Beth.

“You’ll see,” Dad answers. “Let’s get in the car.”

Dad drives to a flower garden near their house. The family enters the garden. They see colorful flowers on all sides. There are white, yellow, and purple flowers. There are red, pink, and orange flowers.

The family walks down a path. They cross a bridge over a small brook. They see a pond with big goldfish. They watch a fountain splash in the bright sunlight. They sit on a bench to rest. Birds are singing all around them.

It is the end of the day. The family passes by a patch of tulips.

“Look at this bunch of red flowers,” Tim says.

“That bunch of flowers is called a flowerbed,” explains Mom. “And those are tulips. Aren’t they beautiful?”

Tim and Beth go closer. They want to look at the red tulips.

“Tim! Beth! Look here!” calls Mom. She takes a picture of the two children in the flowerbed.

Dad says, “We’ll print that picture. It will remind us of our wonderful day at the flower garden.”
1. This story tells about
   a. children playing.
   b. flowers growing.
   c. a trip to a flower garden.

2. How do you know that the family has a good time?
   a. They sit down on a bench to rest.
   b. They take a picture to remember their day.
   c. They travel to the garden by car.

3. A flowerbed is
   a. a place for people to rest.
   b. a path made for walking.
   c. a patch of ground for growing plants.

4. What is the last thing the family sees at the flower garden?
   a. a flowerbed of red tulips
   b. big goldfish in a pond
   c. a splashing fountain

5. Why is spring a good time to visit a flower garden?
   a. The sun is always shining.
   b. Flowers bloom in spring.
   c. There aren’t too many people around.
Mothers and Babies

In our world, moms take care of babies. In nature animals do the same. These baby ducks are only a few days old. They snuggle against their mom to keep warm. The babies need her to take care of them. She gives them shelter. Shelter is a place to live. The mom also shows them where to find food.

The mom made her nest near the water. She sat on it for weeks. This kept the eggs warm. Finally the babies hatched. Soon after that, the mom led her tiny babies to the water. In a line, they waddled after her. They took their first swim.

From their first day, the babies fed themselves. Their mom leads them to food. They follow her in a noisy line. She points out tasty insects. She shows them seeds and water plants.

The mom looks gentle. But she becomes a fighter when her babies are in danger. If hungry gulls come too close, the mom flaps her wings. She honks loudly. She runs toward the gulls to keep them away from her babies.

Eight weeks will fly by. Then the baby ducks will be ready to fly, too. Until then their mom will take good care of them.
1. What do moms do for their babies in our world and in nature?
   a. Moms take care of their babies.
   b. Moms lead their babies to the water.
   c. Moms show their babies where to live.

2. What might the mom do if a gull flies near the baby ducks?
   a. show the gull where to find tasty insects
   b. take the babies back to the nest
   c. honk loudly and run at the gull

3. The word **hatched** means
   a. came out of.
   b. went into.
   c. snuggled.

4. When did the baby ducks take their first swim?
   a. soon after they hatched
   b. when they were in danger
   c. when the mom sat on the nest

5. Why does the mom show the babies where to find food?
   a. to make sure that the babies eat plants
   b. to show the babies how to peck seeds
   c. so the babies learn how to find it
Jade and her brother, Chen, grab their ice skates. It’s time to go to the skating rink. Many people go to the round patch of smooth ice to skate. First Jade and Chen will take a lesson. Then they will skate on their own.

Mom takes them to the rink. Jade and Chen sit on a bench. Mom helps the children put on their skates. She must lace up the skates tightly. This keeps the children’s ankles from bending. It helps them stand up straight on their skates.

Mrs. Burns calls Jade and Chen onto the ice. She will teach the children how to keep their balance. She will show them how to glide. First they must push one foot to the side. Then they must push the other foot to the side. Mrs. Burns will also show them how to stop.

Jade and Chen try hard. Mrs. Burns shows Jade how to bend her knees. She holds Chen’s hand as he moves. The children practice. Mrs. Burns watches. Mom looks on from the side.

Then the lesson is over. The children thank Mrs. Burns. They skate on their own. When Chen falls down, Jade helps him up. They hold hands. They skate around the rink. Mom watches proudly.
At the Ice Rink
Comprehension Questions

1. Another good title for this story is
   a. Sister and Brother.
   b. Ice-Skating.
   c. Feeling Proud.

2. Why does Mrs. Burns hold Chen’s hand when he skates?
   a. so he won’t fall down
   b. to keep her own balance
   c. so Mom can take a picture

3. In this story, the word **rink** means
   a. an ice-skating trick with spins.
   b. a round patch of ice for skating.
   c. a cord to hold two parts of a skate together.

4. Why does Mom lace the children’s skates tightly?
   a. Their laces are too long.
   b. They want to skate right away.
   c. They need to stand up straight on their skates.

5. Jade and Chen need to practice ice-skating
   a. to learn how to lace up their skates.
   b. so they can teach Mrs. Burns.
   c. to become better skaters.
Everyone in John’s family has a job. John’s job is to change the calendar. His brother’s job is to cross out days. On January 31, John looks at the calendar. Each day has been crossed out. “One more day,” he says.

On February 1, John tears away January. It’s a new month! February is the shortest month of the year. Yet it is John’s favorite. His birthday is February 11. The week of February 6 to February 12 is circled in red. Grandma is coming. John’s mom had marked her visit.

John knows a lot about the calendar. A year has twelve months. In the first half are January, February, March, April, May, and June. Then come July, August, September, October, November, and December. Months are made up of weeks. Weeks are made up of days. Grandma had taught John a poem. It had helped him learn the number of days in each month.

Thirty days has September, April, June, and November.
February has twenty-eight alone.
And all the rest have thirty-one.
Except for leap year, that’s the time
When February’s days are twenty-nine.

“Five more days! Then Grandma will finally arrive,” says John with a smile. “I wonder how many hours that is.”
1. Why are calendars useful?
   a. They show when birthdays are.
   b. They show months, weeks, and days.
   c. They show when people visit.

2. Look at the picture. Which of the following is not true?
   a. The calendar shows that it is a leap year.
   b. The calendar shows weeks and days.
   c. The calendar shows one whole month.

3. How many **months** are in one year?
   a. four months
   b. twelve months
   c. twenty-eight months

4. What month is six months after April?
   a. December
   b. September
   c. October

5. What can you infer about a leap year?
   a. It has more days.
   b. It has more weeks.
   c. It has more months.
One day Uncle Tito visits Isabel and Inez. He brings a present. It is a box wrapped in silver paper. It has a red bow on top.

“What is it?” asks Isabel.

Uncle Tito smiles. “Open it up and find out,” he says. Isabel takes off the red bow. Inez unwraps the silver paper. The children open the box and look inside.

“It’s a kite!” cries Inez.

“Thank you,” the children say together.

Uncle Tito says, “It’s a windy day today. Let’s take the kite to the park.”

They walk to the park. Uncle Tito carries the big, colorful kite. “We must fly the kite in an open field. We don’t want it to get caught in the trees,” says Uncle Tito.

They reach an open field. Uncle Tito ties the string to the kite. Isabel holds the reel of string. Then Uncle Tito runs, holding up the kite. Soon the wind catches the kite. The kite soars, or flies, high in the air. Isabel and Inez take turns flying the kite. Then it is time to go. Uncle Tito pulls in the kite.

“I hope it’s windy tomorrow,” Isabel says.

Uncle Tito asks, “Why?”

“Then we can fly our kite in the park,” answers Isabel.
1. What is this story mostly about?
   a. flying a kite
   b. going to the park
   c. a visit from an uncle

2. A windy day is the best time to fly a kite because
   a. the wind blows leaves off the trees.
   b. the wind pulls the kite up in the air.
   c. the wind turns the day cool.

3. What is the meaning of the word **soars** in the story?
   a. flies high in the air
   b. pulls on a string
   c. gets caught in a tree

4. After Isabel and Inez open the present,
   a. Uncle Tito comes for a visit.
   b. Isabel asks what is inside the box.
   c. they go to the park to fly the kite.

5. How do Isabel and Inez feel about getting the kite from Uncle Tito?
   a. disappointed
   b. excited
   c. angry
Christopher Columbus was a famous **explorer**. He was known for his exploration of North and South America. Columbus was born in Genoa, Italy, in 1451. Later he moved to Spain. He worked on ships. He sailed often. He became a great **navigator**. That is someone who guides a ship at sea.

In the 1400s, maps of the world were not correct. People in Europe did not know about the Americas. They knew about the Atlantic Ocean. Yet they did not know about the Pacific.

Columbus spent his life at sea. He learned about the world. He was sure that the world was round. He thought that by sailing west across the Atlantic, he could reach India. King Ferdinand and Queen Isabella of Spain let him try this **route**.

In August 1492, Columbus set sail. He traveled in a large ship called the Santa María. Two smaller ships sailed with him. They were called the Niña and the Pinta. By October he reached the islands of the Caribbean. People already lived on these islands. Yet it is said Columbus discovered them. It is more correct to say he explored them. He took news of the Americas back to Spain. He also took proof of a round world.
1. What made Christopher Columbus a famous explorer?
   a. He explored the Americas.
   b. He lived in Italy and Spain.
   c. He discovered India.

2. Why did Columbus probably become a great navigator?
   a. He knew about the Pacific Ocean.
   b. He was certain that the world was round.
   c. He worked on ships and spent his life at sea.

3. What is a **route**?
   a. a way of traveling from one place to another
   b. a map that shows Europe and the Atlantic Ocean
   c. a person who guides ships at sea

4. When did Columbus reach the islands of the Caribbean?
   a. August 1492
   b. October 1492
   c. sometime in 1451

5. Why is it not correct to say that Columbus discovered the Americas?
   a. He was not the first person to find them.
   b. He had not found the Pacific Ocean yet.
   c. The Americas were already on maps.
Glen and Dad put their in-line skates in the car. They each packed their gear in a bag.

“I’m ready!” called Glen.

Dad asked, “Did you forget anything, Glen?”

Glen paused. “No, I don’t think so. I have my skates. I have my gear. What did I forget?”

Dad pointed to Glen’s helmet. It was hanging on a hook by the back door.

“Oops, I almost forgot my helmet,” said Glen.

Dad said, “That’s right. If you fall, the hard plastic of your helmet will protect your head from injury.”

Glen grabbed his helmet. “Now I’m ready,” he said.

Dad drove to the park. It has many wide, paved paths. Some people were jogging. Others were skating or riding bikes.

Glen and Dad put on their skates, gear, and helmets.

“Which way should we go?” asked Dad.

“Can we skate by the pond first? Then we can skate up the big hill. At the top, we can stop and buy ice cream,” said Glen.

Dad replied, “That sounds like a good plan. Let’s go.”

They followed Glen’s route through the park. At the top of the hill, they got ice cream.

“What a good way to end an afternoon of skating,” said Dad.

Glen smiled and nodded as he ate his ice cream. He could not agree more.
1. This story is mostly about
   a. eating ice cream.
   b. talking with Dad.
   c. in-line skating.

2. Where will Glen and Dad go next?
   a. the park
   b. home
   c. to get ice cream

3. What is the meaning of the word **helmet** in the story?
   a. a sign to show the way to the park
   b. food to keep the body strong
   c. a hard covering to protect the head

4. Where do Glen and Dad skate first?
   a. by the pond
   b. up the hill
   c. to get ice cream

5. Glen has been to the park before because
   a. he uses a map to plan the route.
   b. he knows the places in the park.
   c. he asks Dad which way to go.
Can it “bee”? Is a bee an insect? Let’s see if it has the right parts.

An insect has three body parts. An insect has a **head**, a **thorax**, and an **abdomen**. The head is at the top of the body. It holds a set of antennae. Look at the picture. Can you see the bee’s antennae? Tiny hairs cover these “feelers.” The antennae help the bee smell and feel. Also on the head are the bee’s eyes and mouth. In the mouth is a hairy tongue.

The thorax is in the middle of an insect’s body. Attached are three sets of legs. How many do you see on the bee? Insects’ legs are jointed. That means they are made up of pieces. The bee’s legs each have five pieces. Also attached to an insect’s thorax are one or two sets of wings. The bee has two. The front set is bigger than the back set. With its wings, the bee can hover in the air like a helicopter.

An insect’s abdomen is made up of segments, or parts. One part holds the digestive system. Female bees have a stinger in another part. When it is not being used, the stinger is pulled into the abdomen. It can “bee.” A bee is an insect!
Is a bee an insect?

Comprehension Questions

1. What three body parts does an insect have?
   a. head, eyes, tongue
   b. head, thorax, abdomen
   c. legs, stinger, wings

2. How do you know that a bee is an insect?
   a. It has all the right parts.
   b. It flies and has a hairy tongue.
   c. It has two main body parts.

3. An insect’s **thorax**
   a. is at the top of its body.
   b. is in the middle of its body.
   c. is used for smelling and feeling.

4. If a female bee is not stinging something, the **stinger**
   a. is inside the abdomen.
   b. is inside the thorax.
   c. falls off.

5. Where does a bee digest its food?
   a. in its head
   b. in its thorax
   c. in its abdomen
I am busy building a castle in the sand when a girl comes over to watch.

“Hi,” she says. “My name is Marta. Can I watch what you’re doing?”

“Hi, I’m Harry,” I say. “It’s fine if you watch.”

I continue to dig in the sand with my shovel. Marta moves closer. She sees another shovel nearby. “Can I dig with this shovel?” she asks.

“Sure,” I say. I keep working on my sand castle. I put sand in a pail. Then I tip the pail over and lift it carefully.

Marta sees another pail and asks, “Can I use this pail?”

“Go ahead,” I tell her. Marta watches what I am doing. Then she fills her pail with sand. She tips the pail over and lifts it off the sand.

“That looks good,” I say. “Do you want to help me finish building my sand castle?”

Marta says, “Sure.” Together we dig with our shovels and pack the sand in pails. The castle gets bigger and bigger.

“I think the castle is finished,” I say.

“Wait a minute. I’ll be right back,” says Marta.

When Marta comes back, she has some small stones. We use them to decorate the castle. The stones make the castle look fancy.

“Now it’s finished,” Marta says. We both smile.
1. In this story, two children
   a. sit in the sand.
   b. collect stones.
   c. build a sand castle.

2. Harry tells Marta she can use the second shovel because
   a. he needs two shovels to dig.
   b. he is not using it.
   c. he wants her to go away.

3. What is the meaning of the word decorate in this story?
   a. to make something fancy
   b. to share with a friend
   c. to ask someone questions

4. What happens after Marta gets the small stones?
   a. Harry tells Marta his name.
   b. Marta and Harry decorate the castle.
   c. Marta watches Harry dig in the sand.

5. The word that best describes Harry is
   a. selfish.
   b. unhappy.
   c. friendly.
I can’t wait until we move into our new house,” said Tim. “How many more days?”

“Today is Sunday. The big move is one week from today,” said Rob.

“How long is that?” asked Tim.

“Each day of the week must come and go,” said Rob. “Seven days.”

“A full week!” cried Tim.

“Yes,” said Rob. “Sunday through Saturday.”

“How will we ever wait that long?” asked Tim.

“I have a plan that will make time fly,” said Mom.

On Monday Mom handed Tim and Rob a pile of boxes. She told them to pack their games. On Tuesday she told them to pack their toy cars and trucks. On Wednesday she told them to empty their dresser drawers and to pack their clothes.

On Thursday Tim looked at the stack of packed boxes. “How much longer?”

“It won’t be much longer,” said Mom. “We packed on Monday, Tuesday, and Wednesday. How many days are left?”

“Thursday, Friday, and Saturday,” said Rob. “Then Sunday’s the big move. You were right, Mom. The week is flying.”

“And we still have more to do,” said Mom. “Let’s pack the kitchen next.”

“That will take three days. I’ll pack pots and pans,” said Rob.

“I’ll pack lids,” said Tim. “Then it will be time for the big move!”
1. This story is mostly about
   a. the days of the week.
   b. the reasons to move.
   c. the best way to pack.

2. What will Tim and Rob want to unpack first?
   a. their clothes
   b. pots and pans
   c. their games

3. What is another way to say one week?
   a. seven days
   b. six days
   c. eight days

4. What days come after Wednesday?
   a. Monday and Tuesday
   b. Thursday and Friday
   c. Sunday and Monday

5. What makes “time fly” for Tim and Rob?
   a. packing for the move
   b. crossing off each day in the planner
   c. watching Mom pack for the move
It was the first day of school. Outside the sun was shining. Inside Mrs. Warren was getting her classroom ready for her new class. She wrote a message on the blackboard. It said, “Welcome to school. My name is Mrs. Warren.” She wanted her students, the children she would be teaching, to feel at home.

Mrs. Warren placed the students’ name tags on their desks. She straightened the chairs. She set out paper, pencils, and crayons. Then she looked out the window and saw that the children were arriving. Mrs. Warren took one last look around her classroom. She went outside.

In front of the school, some children were getting off school buses. Others were getting out of cars. Some were walking with their families. All the children were excited. They were talking and laughing with their friends.

The school bell rang and the children lined up. Mrs. Warren greeted her students warmly. She led them inside to her classroom. She showed the children where to put their jackets and backpacks. She showed them where to sit.

Once the children were settled, Mrs. Warren explained the daily routines. She talked about the different things the children would learn in the coming months. The new school year was about to begin.
1. This story tells about
   a. ways to travel.
   b. starting school.
   c. teaching children.

2. Why does Mrs. Warren put name tags on the students’ desks?
   a. so they will learn how to spell their names
   b. so they will know where to sit
   c. so they will find out their teacher’s name

3. In this story, the word **settled** means
   a. crying.
   b. laughing.
   c. quiet.

4. What happens when the school bell rings?
   a. The children line up.
   b. Mrs. Warren goes outside.
   c. The school day ends.

5. Why does Mrs. Warren explain the daily routines?
   a. so the children will stay in their seats
   b. so the children will have homework
   c. so the children will know what to do
Wilbur and Orville Wright were famous inventors. Today they are known for starting the age of flight.

In the late 1800s, the Wright brothers lived in Dayton, Ohio. They had a shop where they built and sold bicycles. Yet they had other plans. These plans included the sky. Wilbur had studied flying machines. In 1900, he built a glider. The brothers would go on to build many more. Gliders have no engines. They drift on the air.

Would the glider fly? The brothers risked their lives to find out. They traveled to an area called Kitty Hawk in North Carolina. Winds are steady there. That means they are mostly the same. The glider flew. Yet it also crashed. The brothers built a new glider with larger wings. By 1903, the brothers had made 250 glider flights.

The brothers were ready to invent something else. They wanted to build a flying machine. They began building engines. Soon Wilbur and Orville were ready for powered flight.

It was December 17, 1903. The day was windy and rainy. The dunes at Kitty Hawk would make a soft landing place. Or crash place. Orville climbed into the Flyer, a glider with an engine. For twelve minutes he was up in the sky with the invention. That amazing invention brought about the age of flight.
The Wright Brothers

Comprehension Questions

1. Why are the Wright brothers famous today?
   a. Their motorized glider began the age of flight.
   b. Their motorized bicycle began the age of travel.
   c. They invented bicycles and airplanes.

2. What did the brothers do when they were ready to build a flying machine?
   a. They invented engines.
   b. They invented gliders.
   c. They invented wings.

3. What is an invention?
   a. something that has an engine
   b. something that a person uses to fly
   c. something new that a person creates

4. The Wright brothers began building engines
   a. before they built bicycles.
   b. after the Flyer flew.
   c. after the glider flew.

5. The Wright brothers flew at Kitty Hawk. Which of the following is probably not a reason they chose that location?
   a. The winds are steady.
   b. The air is warm.
   c. The dunes make a soft place to crash.
Megan ran into her sister’s bedroom. Donna was sitting by the window. She was quietly reading a book.

“Donna! Guess what? Aunt Pam is taking us downtown to shop for school clothes,” said Megan excitedly.

Donna frowned. “I already have enough school clothes. I’ll just wear my outfits from last year,” she replied. “I don’t need to go shopping. I’ll stay home. You and Aunt Pam can go shopping.”

“You’d better check the clothes in your closet, Donna,” suggested Megan. “They may have fit you last year. But they’ll be too small this year.”

Donna shook her head. She went to her closet and pulled out her school clothes. After she had tried on the clothes, she realized that Megan was right. The clothes were too small. She had grown taller over the summer.

So Donna went downtown on the bus with her sister and her aunt. They shopped for shirts, pants, and skirts. They bought shoes and socks. Megan got a new coat. Donna got a new sweater. After shopping, Aunt Pam treated the girls to lunch.

On the way home, Megan asked, “Aren’t you glad we went shopping, Donna?”

“I don’t enjoy shopping,” said Donna. “But I’m glad to have school clothes that fit me!”
1. What is the main idea of this story?
   a. It’s very important to read books.
   b. Riding the bus can be a lot of fun.
   c. Sometimes you need to shop for new clothes.

2. What will Donna do with her new clothes?
   a. give them to Megan
   b. wear them to school
   c. return them to the store

3. What is the meaning of the word outfits in the story?
   a. sets of clothes
   b. pairs of shoes
   c. shopping bags

4. After Donna tries on her old school clothes,
   a. she sits by the window and reads a book.
   b. she realizes her clothes are too small.
   c. she tells Megan she does not want to shop.

5. Why do Donna, Megan, and Aunt Pam take the bus downtown?
   a. It is too far to walk.
   b. It is raining.
   c. They don’t know the way.
Chickens lay eggs. Baby chicks come out of those eggs. Each egg has something special inside. It is called an embryo. The embryo becomes a baby chick. But it needs time. It needs twenty-one days. Those twenty-one days make up the chick’s life cycle. During that time, the embryo changes. It changes to look like a chick. Let’s learn what happens.

On Day 1 the embryo looks like a glob. But it uses the egg yolk and white to grow. The eyes form. On Day 2 something amazing happens. The heart beats. By Day 6, a tiny beak forms. On Day 8 something important happens. The egg tooth appears. A chick needs it to break out of its shell. By Day 10, claws form and feathers grow. The next day, the embryo takes in calcium from the shell. This helps the bones grow strong. The embryo takes up more space in the egg.

By Day 20, the shell is a very tight fit! On Day 21 it’s time for the chick to hatch. The egg tooth pokes the shell and the chick breaks out of it. At first the chick is wet and tired. Later the fluffy chick will huddle with its brothers and sisters.
1. How long does it take for an embryo to become a chick?
   a. twenty-one days
   b. seventeen days
   c. ten days

2. The egg tooth is important because
   a. a chick uses it to eat food inside the shell.
   b. a chick uses it to take in calcium.
   c. a chick uses it to break out of the shell.

3. In this passage, the word hatch means
   a. to come out of an egg.
   b. to lay an egg.
   c. to grow feathers.

4. On what day does an embryo take in calcium for the bones?
   a. Day 10
   b. Day 11
   c. Day 20

5. Why does the shell become a tight fit?
   a. The shell gets smaller because the chick eats it.
   b. The chick takes up more space inside of it.
   c. The chick breaks it apart with the egg tooth.
Mom knocked on Chad’s bedroom door and asked, “May I come in?”
  “Just a minute,” answered Chad. Mom heard some rustling and then Chad opened the door.
  “Hi, Mom!” he said.
  “Do you want to go for a walk?” Mom inquired.
  “I’m a little busy right now,” Chad said. “Can I go another time?”
  “OK,” Mom replied. “Is there anything you need help with?”
  “No, thanks,” said Chad. “See you later, Mom.” Chad went back into his bedroom and shut the door behind him.
  Mom went for a walk. She wondered what Chad was doing, but she would have to wait to find out.
  When Mom came home, Chad greeted her at the front door. He said, “Mom, I have something for you.
  Wait here.”
  Chad quickly ran to his bedroom. When he returned, he handed Mom a homemade card and a large bunch of pretty pink flowers.
  Mom was astonished. She could not have been more surprised. “What’s this for, Chad? It’s not my birthday.”
  “Open the card,” said Chad.
  Mom read the card, which said, “Thanks for being such a great mom. I love you!”
  Mom hugged Chad. “Thank you! Were you making this card in your bedroom? Was that why you didn’t want to go for a walk?”
  Chad grinned. “I had something more important to do!”
1. This story is mostly about
   a. going for a walk.
   b. thanking Mom.
   c. making a card.

2. What will Mom do with the flowers?
   a. Send them to a friend.
   b. Give them back to Chad.
   c. Put them in a vase of water.

3. In this story, the word **astonished** means
   a. surprised.
   b. worried.
   c. disappointed.

4. What happens first in the story?
   a. Mom goes for a walk.
   b. Mom gets flowers.
   c. Mom knocks on Chad's door.

5. How does Mom feel when Chad surprises her?
   a. tired
   b. angry
   c. happy
Today boys and girls,” said Mr. Tam, “we are going to work with estimation. Estimation is a way of making a good guess about numbers. An estimate does not have to be exact. It should be close. You must think before you estimate. Use what you know to make an educated guess.” He placed a jar of marbles on the table.

“Wow!” said Mike. “That is a big bunch of marbles.”

“Yes,” said Mr. Tam. “But how many marbles? Does anyone have an estimate?”

“I do,” said Tina. “I think it’s less than a hundred.”

“Yes,” said Mr. Tam. “But how many marbles? Does anyone have an estimate?”

“I have a collection of seventy-five marbles at home. It fills up two jars about the size of yours. So I think your jar has forty marbles in it.”

Mr. Tam wrote forty on the board. “Anyone else?” he asked.

“I can see marbles on the sides of the jar. I think we should count them,” said Mike. “I see about twenty-five on this side. If there are twenty-five on the other side, then there are fifty in the jar.”

Mr. Tam wrote fifty on the board. “We have two estimates,” he said. “Now how can we find out which one is closer? Or even exactly right?”

“Count the marbles!” exclaimed Tina and Mike.
1. Another good title for this story is
   a. Exactly Right.
   b. The Marble Collection.
   c. Good Ways to Guess.

2. Why do Mike and Tina estimate in different ways?
   a. They both have collections of marbles.
   b. There is more than one way to estimate.
   c. They both know the answer.

3. What is an estimate?
   a. a marble
   b. a guess
   c. a collection

4. How does Tina’s knowledge of her collection help her estimate?
   a. She counts the marbles on the sides of the jar.
   b. She counts the total number of marbles in the jar.
   c. She knows how much space her collection fills.

5. Why will Tina and Mike count the marbles?
   a. to check if they are the same size
   b. to check their estimates
   c. to start a new collection
Jill noticed newspapers in the hall and in the den. She noticed newspapers in the living room and in the kitchen. In fact there were newspapers all over the house.

“Mom, what are we doing with all these newspapers?” asked Jill.

“That’s a good question, Jill,” said Mom. “We have too many newspapers in our house, don’t we?”

Mom looked thoughtful. “I know what we can do. Let’s recycle the papers. You can help, Jill.”

Jill looked puzzled. She asked, “What does recycle mean, Mom?”

“It means the papers are treated. Then they can be used again,” answered Mom. “Recycling helps save trees.”

Mom gathered string and scissors. She and Jill carried the newspapers outside to the backyard. As Jill handed Mom the papers, Mom put them in neat piles. Then Mom cut the string. She tied string around each stack of papers. At last all the newspapers were tied into bundles.

“Are the newspapers recycled now?” asked Jill.

“Not yet,” Mom explained. “We’ll put the newspapers by the curb. Tomorrow the recycling truck will come. A worker will pick up the papers and take them to the recycling plant. Then the papers will be treated and used again.”

“Let’s recycle again,” said Jill, smiling. “I like to save trees!”
1. This story is about
   a. how to recycle newspapers.
   b. how to have fun.
   c. how to work together.

2. What will Mom and Jill do when they get more newspapers?
   a. Give the papers to a neighbor.
   b. Recycle the papers.
   c. Throw the papers in the trash.

3. What does it mean to **recycle** something?
   a. to tie up with string
   b. to make a neat stack
   c. to treat and use again

4. What happens after Mom and Jill bring the newspapers outside?
   b. Mom and Jill tie the papers up with string.
   c. Mom explains what it means to recycle.

5. How do Mom and Jill feel about trees?
   a. They think trees are important.
   b. They do not care about trees.
   c. They think there are too many trees.
What is your dream career? A career is a job that you will have for many years. You probably see people doing their jobs all the time. Think about your teacher or your coach. Picture your doctor or your mail carrier. All those people have careers. Their jobs make life better for others.

There are endless career choices. How do you pick the right one? People are all different. They have different talents and skills. By matching your talents and skills with a career, you will find your dream job.

Think about your special interests and abilities. Are you interested in law? Judges and police officers think about the law all the time. Is science your favorite subject? Pilots know a lot about several kinds of science. Are you great at fixing things? Mechanics know how to fix all sorts of things. Do you like to help others? Teachers help others learn many different subjects.

Going to college or trade school will help you get ready for your career. It may seem like a long way off. Yet that shouldn’t stop you from doing what you can do now. And that is dreaming about what you would like to do!
1. How should someone choose a career?
   a. go to college or trade school
   b. think about what they dislike doing
   c. match their talents and skills with a job

2. What is the best career choice for a person interested in rules?
   a. a mechanic
   b. a judge
   c. a dancer

3. What is a career?
   a. a job someone does for a short time
   b. a special school to train for a job
   c. a job someone has for many years

4. What should people do before starting a career?
   a. go to colleges or trade schools
   b. get jobs that deal with science
   c. work as mechanics or teachers

5. Why is it smart to think about your abilities before choosing a job?
   a. You can find a job that will pay a lot of money.
   b. You can get a job as a firefighter or a police officer.
   c. You can get a job where you will use your abilities.
The penguin felt sad. Somehow she had gotten separated from her family. She had gone in one direction and her family had gone in another. Now she was standing alone in the snow. How would she ever get home?

The penguin knew she couldn’t fly home, so she started to walk. She walked a long way. Then she climbed up a steep hill, hoping she could spot her home from the top. But when she got to the peak, all she could see was ice and snow for miles.

The penguin lay down on her belly and slid down the hill. It was fun. She started walking again over the snow. When the penguin came to a patch of water, she dove in and flapped her wings. She had fun swimming in the ocean water. While she was underwater, she snacked on some fish. She enjoyed her meal.

All day long, the penguin walked, swam, and ate fish. Now night was coming and the penguin was worried. How would she find her way in the dark?

Suddenly the penguin looked down. At her feet she saw long, thin tracks in the snow. She followed the tracks across the snow. They led her right to her home. She was happy to be with her family again.
1. What is the main idea of this story?
   a. A lost penguin finds her way home.
   b. A penguin family goes on a walk.
   c. Penguins live where it is cold.

2. Why does the penguin eat fish?
   a. She is tired of walking.
   b. She is hungry.
   c. She is worried about the coming night.

3. What is the meaning of the word separated in the story?
   a. a state of sadness
   b. a feeling of coldness
   c. being apart from others

4. After the penguin sees the tracks in the snow,
   a. she follows them home.
   b. she swims underwater.
   c. she slides down a hill.

5. The tracks in the snow are from
   a. a polar bear.
   b. the penguin’s family.
   c. the penguin.
Have you lost any teeth yet? Most kids begin to lose them between the ages of five and seven. That’s because permanent teeth push to the surface. These teeth force baby teeth out of the mouth. Baby teeth fall out until the ages of twelve or thirteen.

Kids have twenty baby teeth. There are four incisors, two canines, and four molars in each jaw. Incisors help cut food. Canines help tear food. Molars help grind food. Adults have thirty-two teeth. There are four incisors, two canines, four premolars, and six molars in each jaw. Premolars help break up food. Then the molars grind it.

You will have your teeth for your entire life. You need to treat them well. Visit your dentist regularly. Sugar causes teeth to decay. That means they break down. It’s important to limit sugary treats and juices. Try to brush your teeth after you eat. Sometimes that’s hard. Make sure you always brush after breakfast and before bed. You have a small mouth. That means you should use a small toothbrush. Place a pea-sized bit of toothpaste on your brush. Take care not to swallow it. There’s one more thing you should learn to do. That’s flossing your teeth. Your mouth and teeth will thank you.
A Healthy Mouth

Comprehension Questions

1. Why is it important to take care of your teeth?
   a. You have different kinds of teeth.
   b. You have your teeth for a lifetime.
   c. You have two sets of teeth.

2. People have different kinds of teeth
   a. to help them chew food.
   b. to make their smiles nicer.
   c. to last a lifetime.

3. **Canines** help you
   a. cut food.
   b. grind food.
   c. tear food.

4. What causes baby teeth to fall out?
   a. eating too much sugar
   b. using too large of a toothbrush
   c. permanent teeth start to grow

5. Someone who eats lots of sugary foods
   a. will cause their teeth to decay.
   b. will never have premolars.
   c. will have crooked incisors.
It is almost lunchtime. Mom pulls some sandwich makings out of the refrigerator. Mei gets plates while Yang gathers silverware.

Then Dad comes in from outside. “It’s such a nice day today,” he says. “I have an idea. Let’s eat lunch outside on the deck.”

Mei pipes up, “I have a better idea. Let’s eat lunch on the grass in the yard.”

“Wait!” Mom says. “I have the best idea. Let’s eat lunch at the park. We can have a picnic there.”

The whole family is excited about the plan. They arrange food and lemonade in a picnic basket. Everything has a place. Dad gets the picnic blanket, Mei gets her jump rope, and Yang gets his soccer ball.

The family rides the subway to the park. They find a nice spot beside a field of bright yellow flowers. Dad spreads the blanket out and they all sit down.

Mom passes around the food and lemonade. Then the family enjoys their tasty lunch.

After lunch, Yang and Dad kick the soccer ball around. They pretend to have a big game. Mei jumps rope while Mom reads a book. Then it is time to go home.

As the family is packing things up, Yang says, “You were right, Mom. This was the best idea!”
1. This story is mostly about
   a. sitting on the grass.
   b. making lunch.
   c. having a picnic.

2. What will the family do next?
   a. play a game of soccer
   b. ride the subway home
   c. unpack the picnic basket

3. What is the meaning of the word **arrange** in the story?
   a. to check the weather
   b. to put things in order
   c. to open the refrigerator

4. Why does Dad suggest eating lunch outside?
   a. It is a nice day.
   b. There are not enough chairs inside.
   c. He wants to go to the park.

5. The word that best describes the family’s picnic is
   a. weird.
   b. dull.
   c. pleasant.
Sara and Steven always argued. They argued about keeping things even.

"I have six books, two stuffed animals, and one basketball," said Steven.

"Oh yeah?" said Sara. "I have six books, two stuffed animals, and one softball. We're even."

"Are not," said Steven. "A basketball is greater than a softball in size."

"Yes, a softball is less than a basketball in size. But we can also compare the amount of things we have."

"What do you mean?"

"My six books, two stuffed animals, and one softball add up to nine. Your six books, two stuffed animals, and one basketball equals nine, too. So we're even."

She grinned broadly.

Steven considered her argument for a moment. Then he waved his ice cream cone.

"Oh yeah? I have more ice cream!" he cried.

"You do not!" said Sara. "I have more!" She waved her cone twice to prove it.

"Wait a minute," said Steven, as he looked at Sara's cone. "You have a strawberry scoop, a chocolate scoop, and a vanilla scoop."

He studied his cone closely. "I have a strawberry scoop, a chocolate scoop, and a vanilla scoop. Your cone is equal to mine, I guess."

"I knew it," insisted Sara. "We're even, Steven!"

"Are not! I'm taller than you are!"

He grinned.
1. Another good title for this story is
   a. My ice cream is less than yours!
   b. My toys are better than yours!
   c. We’re even, Steven!

2. Sara has forty balloons. Steven has fifty-three. Who has more?
   a. Sara
   b. Steven
   c. neither

3. What do Sara and Steven compare in this story?
   a. sizes and amounts
   b. nickels and dimes
   c. ice cream and cookies

4. What is the first thing Steven mentions when he argues with Sara?
   a. books
   b. stuffed animals
   c. ice cream

5. What can you infer about Steven and Sara?
   a. They are not very good friends.
   b. They are brother and sister.
   c. They love to compete.
All the animals on the farm get along. They all mind their own business. The cows munch on grass together. The horses run in the meadow together. The rabbits hop and play together. The pigs roll around in the mud together. The hens peck at bits of grain together. The ducks swim around on the pond together.

Two of the farm animals get along especially well, though. Here is why.

One day the pig was trying to scramble under the gate from one part of the pigpen to another. He had always fit under the gate before. But on this day, the pig must have eaten a lot of corn. His belly had grown bigger. And now he was stuck under the gate. He couldn’t crawl forward. He couldn’t crawl backward. He just lay under the gate and squealed sadly.

The duck heard the squealing and waddled over.

She saw that the pig was stuck. So she flew off to find the farmer. She quacked and quacked until the farmer finally followed her back to the pigpen. Then the farmer saw that the pig was stuck. He raised the gate and freed the pig. Ever since that day, the pig and the duck have been the best of friends.
1. Which of the following does not relate to the main idea?
   a. a special friendship
   b. different kinds of animals
   c. life in a zoo

2. The duck wants the farmer to
   a. talk to her.
   b. scold the pig.
   c. help the pig.

3. In this story, the word scramble means
   a. to sleep.
   b. to break.
   c. to crawl.

4. Why does the pig get stuck under the gate?
   a. The pigpen is small.
   b. The pig is fat.
   c. The gate is locked.

5. What can you infer about the pig and duck’s friendship?
   a. It is unusual.
   b. It is very old.
   c. It is insincere.
You are part of a very important community—your school community. As with any community, a school community is made up of many people. Working together, they make sure school is a safe and happy place for learning.

As a student, you spend a lot of time at school. School is where you learn. You learn how to read and spell. You learn math and other subjects. You also learn other skills. Working with others is an example.

Your teacher is an important school worker. Each school day, he or she leads your class. Your teacher helps you learn your subjects and other skills. He or she helps you solve problems. You may have special teachers, too. They teach subjects such as art and music. You may not see them as often as your classroom teacher. Yet they are important members of the school community.

Who is the principal of your school? The principal is the school’s leader. He or she guides the teachers as they do their jobs. The principal also takes care of the school building and meets with parents.

Each person in the school community should be treated with respect. How? Use your best manners. Follow directions. Remember you are part of this community, too!
1. Members of a school community
   a. teach students and teachers how to work together.
   b. make sure school is a safe and happy place for learning.
   c. guide parents so that they can teach art or music.

2. In your school community, what is your role?
   a. student
   b. teacher
   c. principal

3. What is one job that a principal has?
   a. leads a class each day
   b. teaches art or music
   c. takes care of the building

4. Being respectful of others
   a. helps everyone work as a team.
   b. helps keep the building neat and clean.
   c. helps students learn their subjects.

5. Why can school be considered a student’s “home away from home”?
   a. Students have chores at school, just like they do at home.
   b. Students visit schools with their family members and caregivers.
   c. Students spend a lot of time there and learn important skills.
The pig wanted a job. She knew she could do more than just eat corn, roll in mud, and sleep in the sun.

One day the farmer brought a small cart into the farmyard. The cart was red with shiny gold wheels. The farmer wanted to have an animal pull the cart in the town parade.

First the farmer hitched the goat to the cart. After he tied her up, he commanded her to pull the cart. The goat took two steps forward. Then she spotted some tasty grass and stopped to eat. No matter what the farmer said, the goat would not move one more step.

So the farmer hitched the dog to the cart. At the farmer’s command, the dog began to pull the cart. But then the dog spied the cat. The dog ran, breaking away from the cart. He was soon out of sight.

The pig had watched all this happen. She gave a soft squeal. The farmer looked her way. His eyes lit up. He led the pig to the cart and hitched her to it. Then he gave the command to move forward.

The pig pulled the cart around the farmyard. She knew she had the job. And the farmer knew he had the right animal for the parade.
1. What is the main idea of this story?
   a. A farmer gives commands.
   b. An animal gets a special job.
   c. Farm animals play together.

2. What animal will pull the cart in the parade?
   a. the goat
   b. the dog
   c. the pig

3. What is the meaning of the word **hitched** in the story?
   a. chased away
   b. tied up
   c. looked over

4. The dog runs away because
   a. he sees the cat.
   b. he needs some water.
   c. he wants to rest.

5. Why is the pig the best animal to pull the cart?
   a. She likes to roll in mud.
   b. She runs away with the cart.
   c. She follows the farmer’s directions.
What have you eaten today? That food is in your digestive system. It is breaking the food down. It is taking in nutrients. Your body will use them for energy. This is part of digestion.

Digestion starts in your mouth. Your teeth, tongue, and saliva begin digestion. They crunch, munch, and mash the food. When it is ready to be swallowed, the food moves to the back of the mouth. It enters the esophagus. The esophagus is like an elastic tube. It connects the back of the throat to the stomach. Muscles push the food down this passage into the stomach.

The stomach is your body’s food storage sack! It stores everything you eat. Your stomach breaks the food down and smashes it into smaller pieces. The stomach mixes the food with liquids. Once the food is mixed with the liquids, it moves into your small intestine. This is a long tube inside your belly, right underneath your stomach. There the food breaks down more so that your body can take in nutrients. After a few hours, the food becomes mostly liquid. It passes into your blood. Then it moves into your liver. It is filtered. Any remaining food moves into the large intestine. There it is turned into waste.
1. Another good title for this passage is
   b. Chewing and Swallowing.
   c. The Large and Small Intestines.

2. Why is the stomach like a storage sack?
   a. Its muscles push food to the next step.
   b. It stores everything you eat.
   c. It stores the nutrients from your food.

3. What is the **esophagus**?
   a. the body’s storage sack
   b. a tube that connects the throat and stomach
   c. the place where food gets turned into mostly liquid

4. Where does digestion begin?
   a. in the stomach
   b. in the liver
   c. in the mouth

5. What can you infer about nutrients?
   a. The body doesn’t need them.
   b. They are needed to munch and crunch food.
   c. They help the body work properly.
Terry’s school is having a contest. Each class will create a pizza **recipe**. Then they will bake their pizza. The prize is a free lunch at the local pizza shop.

Terry’s teacher is Ms. Alden. Ms. Alden offers to buy the pizza dough. Then she asks her students what toppings they like. Ms. Alden lists her students’ ideas on the board. The class votes on the toppings they want to use.

Ms. Alden and her class get the dough and the toppings. The day of the pizza contest arrives. Each class gets time in the school kitchen. Ms. Alden’s class assembles their pizza. Once it is put together, it is ready to be baked.

The class looks their pizza over one last time. They think it looks too plain. Ms. Alden asks her students how they might **improve** their pizza. But they must do it quickly. Time is running out.

Terry makes a suggestion. They could add pineapple to their pizza. She has pineapple with her. The class likes Terry’s idea. They bake their pizza with pineapple on it.

Terry’s idea turns out to be a good one. The judges like the pineapple pizza best. Ms. Alden’s class wins the contest!
1. This story is mostly about
   a. school activities.
   b. learning to cook.
   c. making pizza.

2. Why does Terry suggest adding pineapple to the pizza?
   a. to make the pizza bake quickly
   b. to make the pizza look plain
   c. to make the pizza taste better

3. In this story, the word *assembles* means
   a. puts together.
   b. thinks of ideas.
   c. uses a timer.

4. What does Ms. Alden’s class do before the day of the pizza contest?
   a. assembles their pizza
   b. gets the dough and the toppings
   c. bakes their pizza

5. Why do the students want to improve their pizza?
   a. They want to win the contest.
   b. Ms. Alden tells them to improve it.
   c. They think they have the best recipe.
It was time to plan the science fair. Mrs. Lind’s class was getting ready. They talked about ideas. Mrs. Lind wrote the ideas on the board as questions.

Who has a faster heart rate—boys or girls? Where can someone swim faster—in fresh water or in salt water? Which kind of paint dries faster—oil or watercolor? Which ice melts faster—a round piece or a square piece?

“Our questions have something in common,” said Mrs. Lind. “What is it?”

“We need to use time to find the answers,” said Ari.

“That’s right,” said Mrs. Lind. “We need to use units of time. Those are hours, minutes, and seconds. We can break hours into minutes. We can break minutes into seconds. How many minutes are in an hour?”

Meg’s hand shot up. “Sixty!”

“How many seconds are in a minute?”

Ben’s hand shot up. “The same!”

“Good,” said Mrs. Lind. “What units of time will we use to answer our questions?”

“For heart rates, we need to know beats per minute,” said Ari.

“Swimmers race fast,” said Meg. “We should measure their time in seconds.”

“It could take a while for ice to melt,” said Ben. “The same for drying paint. We should use hours.”

The bell rang.

“Time flies!” said Mrs. Lind.
Hours, Minutes, or Seconds
Comprehension Questions

1. What does Mrs. Lind’s class need to do to answer their questions?
   a. use a scale
   b. use units of time
   c. use a yardstick

2. What question will most likely take the longest to answer?
   a. Which kind of paint dries faster—oil or watercolor?
   b. Who has a faster heart rate—boys or girls?
   c. What ice melts faster—a round piece or a square piece?

3. How many seconds make up a minute?
   a. fifteen
   b. thirty
   c. sixty

4. What happens at the end of Mrs. Lind’s lesson?
   a. She writes questions on the board.
   b. The bell rings.
   c. The students answer questions.

5. What unit of time measures how long it takes popcorn to pop?
   a. hours
   b. minutes
   c. seconds
Andy got his baseball glove. He went looking for his brother, Peter. He found him in the living room.

"Peter, why don’t you get your baseball glove? We can play catch," said Andy.

"No, thanks," Peter replied. "I don’t want to play baseball. But we could play tennis."

Andy thought it over. "I’m not that interested in tennis. Do you want to have a running race?"

"No, but why don’t we toss the football around for a while?" suggested Peter eagerly.

"That doesn’t sound like much fun," Andy answered. The two brothers stood looking at each other as they tried to think of something to do.

Just then Dad entered the room. "I’ve been looking for you boys," he said. "Come outside and we’ll play basketball.”

Peter and Andy looked at each other and nodded. Basketball was a sport they could both agree on—especially when it meant playing with Dad.

They went outside to the driveway. First they took some warm-up shots at the hoop. Some of their shots clanged off the metal rim while others went through the net. Then Dad played a game against Peter and Andy.

"Why didn’t we think of basketball in the first place?" Peter asked Andy.

"I don’t know," said Andy. "But I’m glad that Dad thought of it!"
1. This story is mostly about
   a. playing basketball.
   b. team sports.
   c. getting exercise.

2. Why can’t the brothers agree on a sport to play?
   a. They do not have sports equipment.
   b. They each like different sports.
   c. They would rather watch television.

3. What is the meaning of the word **hoop** in the story?
   a. a metal ring with a net
   b. a way of stretching
   c. the captain of a team

4. What do Andy, Peter, and Dad do first when they go outside?
   a. put away the basketball
   b. play a game
   c. take warm-up shots

5. Andy and Peter like to play basketball with Dad because
   a. they are taller than Dad.
   b. they have fun with Dad.
   c. he wins every game.
Jade’s mom was going to Brazil for a business trip. “Where in the world is Brazil?” asked Jade. “It sounds really far away!”

“Let’s look at the world map to find out,” suggested Mom.

Jade found the large map and carefully unrolled it. Then she spread it across the kitchen table. “A map shows the world and where things are located,” Mom explained. “A map shows what the world looks like from up above. You can see mountains, oceans, and other features. The scale shows the distance from place to place. The legend explains what the different colors represent.”

“I see,” said Jade. “Green is for forests.”

“Right,” said Mom. “Here’s the United States.” She planted Jade’s finger on the country and then pointed to the compass rose. “The compass rose is a design that shows directions.”

“I see them,” said Jade. “North, south, east, and west.”

“Move south all the way to the bottom of the United States. Now move a bit east.”

“Got it,” said Jade, moving her finger. “I’m in South America.”

“Now look for the labels that name the countries.”

Jade ran her fingers over the continent and quickly located Brazil, a large country. “You know, Mom, it doesn’t seem so far away now.”
1. What does a map show?
   a. how things got their names
   b. the weights of things
   c. where things are located

2. What does Jade identify on the compass rose?
   a. directions
   b. distances
   c. labels

3. What does a **scale** show?
   a. directions
   b. distance
   c. labels

4. How does Jade probably feel after talking Mom about the map?
   a. worried
   b. confused
   c. comforted

5. Compared to the United States, where is South America located?
   a. northeast
   b. southeast
   c. west