Reading Fluency<br>CARDS<br><br>Teacher’s Guide<br><br>Includes Table of Contents, Fluency Assessment Template, Words Per Minute Template, Progress Chart and Student Answer Sheet Template
Introduction

The Fluency Comprehension set is a collection of 30 progressively difficult fiction, realistic fiction, and non-fiction stories that provide students with multiple ways to practice and improve the three parts of reading fluency: accuracy, rate, and prosody. Proper reading fluency encompasses the speed, or rate, of reading as well as the ability to read with expression and comprehend what was read. The set also allows students to self-evaluate their progress, and features formal and informal teacher evaluation with ways to record and track student progress.

Using the fluency cards and practicing repeated reading will help increase students’ fluency rates. The card set also focuses on story comprehension, so that students are not just speed reading without comprehending the meaning of the text. Designed to provide supplemental reading activities to a reading program, the set can be used for independent learning or in reading centers. Cards are sequentially numbered to encourage independent practice and self-pacing.

Each story card includes numbers at the end of every row. These numbers represent the number of words in the story at that certain point. These numbers allow the reader or the evaluator to count the number of words correctly read in one minute to evaluate students’ reading fluency rates. Each hyphenated word is counted as one word.

There are photographic images on each card to make the story more engaging and to tell the student what the story is about. These images support comprehension and are there so that the cards could be used to teach comprehension if chosen by the teacher. If this is a distraction for students, a piece of blank paper can be used to cover the photos when a reading is being timed.

Difficult vocabulary that readers will encounter in the passage is listed on the back of the story cards list. The pronunciation and definition of these vocabulary words are listed to help the student better understand the meaning of the words, as well as how to pronounce them when encountered during reading. Students should practice reading these words and become familiar with them before reading the stories to help prevent stumbling and hesitation while reading.

Use the two included one-minute timers or the Primary Timer (LER8137) when timing a student’s fluency rate. The oral readings/assessments can be done in pairs, small groups or with a teacher, so that the student doing the reading is not timing him/herself. This prevents the reader from having to watch the timer. Also, a stack of books can be placed on the table/desk between the sand timer and the child reading aloud in order to obstruct the view of the timer from the reader. Both of these options can prevent distraction while the student is trying to read.

The set also includes one CD with an audio version of each story to model correct pacing, intonation, and expression.

Ways to Teach and Practice Fluency

The best way to teach fluency is to demonstrate or model it, and then practice it repeatedly. Teachers can model fluent reading to the class by reading aloud to them on a daily basis or listening to stories on tape or CD. Modeling incorrect reading fluency is also important. While reading, teachers can change their voice tones and intonation to show the difference between correct and incorrect fluency. Comparing the differences will help students to recognize the characteristics of a good fluent reader.

Discuss qualities that make good readers with students. Some examples include: paying attention to punctuation, voice intonation, stressing certain words, phrasing, and comfortable pace.

Students should have the opportunity to practice reading on a daily basis to help increase reading fluency. Repeated reading activities allow students to practice over and over. To keep students interested in reading and practicing their fluency, a variety of reading activities can be performed. There are suggested activities on the back of each story. Students are encouraged to practice reading the passage until they feel confident in their reading.

The fluency cards can be photocopied and passed out to the whole class to perform choral reading. This allows students who may not be that confident in their reading to hear others read, as well as practice and listen to the rhythm of the reading without being put on the spot.

Ways to Evaluate Fluency

There are formal and informal ways to evaluate students’ reading fluency. Teachers should continually use informal evaluation by listening to students read and correct them when errors are made.

Formal assessment can be done by determining a student’s fluency rate. Track how many words per minute a student can read. Teachers, teacher aids, or even other students in the class can evaluate the reader. Students first read a passage, which they have previously practiced, aloud for one minute. The evaluator follows along with a copy of the story to mark words mispronounced or skipped. The total number of words read in one minute is recorded. If the student mispronounced a word and did not self-correct the word, that word is subtracted from the total number of words read to get the total words correct per minute: WCPM.

The WCPM score can be recorded and tracked throughout the year to capture students’ reading growth. Use the progress chart and WCPM graph to keep detailed records of students’ fluency rate progress. Individual graphs can also be kept for each student. This will help students to see how their fluency has improved.

Videotaping students while they read is another way to assess fluency rate. This allows students to self-evaluate as well as to share their reading progress with parents or reading specialists. It is important for students to self-evaluate their reading fluency so they know in which areas they need improvement. Use the Oral Reading Fluency Assessment form after a student has read a passage aloud. The evaluation form allows students to honestly reflect on their reading skills. This form can also be filled out by the teacher or evaluator when they are formally assessing a student’s reading fluency. The evaluation form can be saved to track the student’s fluency progress throughout the year.

The Progress Chart, WCPM Graph, and Oral Reading Fluency Assessment templates should be photocopied and kept in a safe location that students can not easily access. This will allow for multiple uses of the templates as well as keep the student scores private. The recorded data is a great discussion tool for use during parent-teacher conferences.
<table>
<thead>
<tr>
<th>Card</th>
<th>Title</th>
<th>Fiction</th>
<th>Non-Fiction</th>
<th>Content Area</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Snack Time</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>Living and Non-Living Things</td>
<td>Non-Fiction</td>
<td>Science</td>
<td></td>
<td>106</td>
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<tr>
<td>3</td>
<td>The Story of a Pumpkin</td>
<td>Fiction</td>
<td></td>
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<td>104</td>
</tr>
<tr>
<td>4</td>
<td>Pairs of Shoes</td>
<td>Realistic Fiction</td>
<td>Math</td>
<td></td>
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<tr>
<td>5</td>
<td>Fun in the Snow</td>
<td>Fiction</td>
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<tr>
<td>6</td>
<td>Parts of a Map</td>
<td>Non-Fiction</td>
<td>Soc. St.</td>
<td></td>
<td>112</td>
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<tr>
<td>7</td>
<td>Is the Grass Greener?</td>
<td>Fiction</td>
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<td>113</td>
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<tr>
<td>8</td>
<td>An Elephant's Habitat</td>
<td>Non-Fiction</td>
<td>Science</td>
<td></td>
<td>110</td>
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<tr>
<td>9</td>
<td>Worth the Wait</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>10</td>
<td>Who Has More to Spend?</td>
<td>Realistic Fiction</td>
<td>Math</td>
<td></td>
<td>113</td>
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<tr>
<td>11</td>
<td>The Missing Gold Shoes</td>
<td>Fiction</td>
<td></td>
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<td>121</td>
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<tr>
<td>12</td>
<td>Protect the Planet</td>
<td>Non-Fiction</td>
<td>Soc. St.</td>
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<tr>
<td>13</td>
<td>Fall Leaves</td>
<td>Fiction</td>
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<td>14</td>
<td>Phases of the Moon</td>
<td>Non-Fiction</td>
<td>Science</td>
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<tr>
<td>15</td>
<td>The Bears and the Fish</td>
<td>Fiction</td>
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<td>118</td>
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<tr>
<td>16</td>
<td>Symmetrical Shapes</td>
<td>Realistic Fiction</td>
<td>Math</td>
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<td>122</td>
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<td>17</td>
<td>At the Beach</td>
<td>Fiction</td>
<td></td>
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<td>121</td>
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<tr>
<td>18</td>
<td>Mount Rushmore</td>
<td>Non-Fiction</td>
<td>Soc. St.</td>
<td></td>
<td>119</td>
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<tr>
<td>19</td>
<td>What Are You Drawing?</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>118</td>
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<tr>
<td>20</td>
<td>Turn It Off!</td>
<td>Non-Fiction</td>
<td>Science</td>
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<td>114</td>
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<tr>
<td>21</td>
<td>A Special Birthday</td>
<td>Fiction</td>
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<tr>
<td>22</td>
<td>Converting Time</td>
<td>Realistic Fiction</td>
<td>Math</td>
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<td>125</td>
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<td>23</td>
<td>Grass for Two</td>
<td>Fiction</td>
<td></td>
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<td>132</td>
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<tr>
<td>24</td>
<td>Different Customs</td>
<td>Non-Fiction</td>
<td>Soc. St.</td>
<td></td>
<td>124</td>
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<tr>
<td>25</td>
<td>A Dream Job</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>127</td>
</tr>
<tr>
<td>26</td>
<td>Solids, Liquids, and Gases</td>
<td>Non-Fiction</td>
<td>Science</td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>27</td>
<td>Who Ate the Cookie?</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>130</td>
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<tr>
<td>28</td>
<td>What to Eat?</td>
<td>Realistic Fiction</td>
<td>Math</td>
<td></td>
<td>129</td>
</tr>
<tr>
<td>29</td>
<td>Sailing a Big Boat</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>30</td>
<td>A Tale of Two Penguins</td>
<td>Fiction</td>
<td></td>
<td></td>
<td>132</td>
</tr>
</tbody>
</table>

*GIL - Grade Interest Level
*GRL - Guided Reading Level
*DRA - Development Reading Assessment Level
## Oral Reading Fluency Assessment

Card # ________  Title of Story _____________________________  Name ________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by the whole audience</td>
<td>Volume is generally appropriate</td>
<td>Volume is quiet</td>
<td>Volume is quiet and unnatural and can not be heard by the whole audience</td>
</tr>
<tr>
<td>Smoothness</td>
<td>Generally smooth and well-phrased</td>
<td>Some breaks caused by difficult words</td>
<td>Several pauses and choppy reading</td>
<td>Frequent, extended pauses and word-by-word reading</td>
</tr>
<tr>
<td>Expression</td>
<td>Reads with good expression and generates interest from the audience</td>
<td>Varied expression throughout</td>
<td>Reads with some expression, but seems forced</td>
<td>Little expression and doesn’t generate much interest from the audience</td>
</tr>
<tr>
<td>Pace</td>
<td>Perfect</td>
<td>Uneven combination of fast and slow</td>
<td>Really needs to: speed up</td>
<td>Did not understand it well because it was: too fast too slow</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student was prepared and has obviously rehearsed</td>
<td>Student seems prepared but might have needed more rehearsal</td>
<td>Student is somewhat prepared, but clearly rehearsal was lacking</td>
<td>Student does not seem prepared to present</td>
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</table>

Comments:  

<table>
<thead>
<tr>
<th>Total</th>
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# Progress Chart

<table>
<thead>
<tr>
<th>Students</th>
<th>Card</th>
<th>Date</th>
<th>WCP</th>
<th>Card</th>
<th>Date</th>
<th>WCP</th>
<th>Card</th>
<th>Date</th>
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</table>

*WCPM - Words correctly per minute*
Card # _______  Title of Story ___________________________________________  Name _________________________

Words Read Per Minute_________________________  Words Read Per Minute_________________________

Date_________________________  Date_________________________

How many times did you practice this passage?_________________________

How did you practice?  
☐ partner read  ☐ choral read with a small group  ☐ recorded read
☐ echo read  ☐ student - adult read  ☐ other

What is the main idea of the passage?

What did you learn from the passage?

Were there parts of the story that you did not understand?
It was time for a snack, so Danny sat at his table. He sat beside his friend Bruce. There were five children at Danny’s table.

Ellen was the snack helper that day. She came to Danny’s table and put down five boxes of juice. She put down four cookies.

Danny looked at the cookies. Something was not right. There were four cookies, but there were five children. As Danny was thinking, each of the other children took one cookie. The cookies were gone.

Bruce saw that Danny did not have a cookie. Bruce broke his cookie in two. He gave half to Danny.

Danny thanked Bruce. What a good friend!
Words to Know
five of put right

Difficult Words to Learn

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>gone</td>
<td>gôn</td>
<td>used up</td>
</tr>
<tr>
<td>half</td>
<td>hăf</td>
<td>one of two parts</td>
</tr>
<tr>
<td>snack</td>
<td>snăk</td>
<td>a quick meal</td>
</tr>
</tbody>
</table>

Choose 3 different ways to practice reading the passage

- Partner Read – find a partner and read out loud to each other
- Choral Read – read with a small group at the same time
- CD – listen to the story on CD; read along with the story as it is read
- Recorded Read – record yourself reading on a video, CD or tape recorder
- Student-Adult Read – read with an adult, have them listen to you read and provide feedback

Things to remember when reading:

- Raise and lower your voice to show appropriate emotion
- Read at a comfortable pace
- Change the tone of your voice to emphasize important words
- Pause at commas and periods
- Raise your voice when you see a question mark
- Read exclamations with strong feeling
- Change your voice when reading dialogue as if you were those characters
- Comprehend what is going on in the story
Picture a pig and a palm tree. They look very different from each other. But they have something in common. They’re both organisms. Organisms are living things.

Here’s how you can tell something is an organism. It grows, changes, and reproduces. That means it makes young. Many organisms even move.

Picture a pencil and a video game. They have something in common, too. They’re non-living things. Sometimes it’s tricky to tell living and non-living things apart.

Here’s how you can tell something is a non-living thing. It can’t move—by itself. It doesn’t grow, change, or reproduce.

Look around to find other living and non-living things.
Living and Non-Living Things

Words to Know

both  by  from  very

Difficult Words to Learn

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>living</td>
<td>lĭv’ĭng</td>
<td>having life</td>
</tr>
<tr>
<td>non-living</td>
<td>nŏn-lĭv’ĭng</td>
<td>not having life</td>
</tr>
<tr>
<td>organism</td>
<td>ôr’gə-nĭz’əm</td>
<td>something living that grows, changes, and reproduces</td>
</tr>
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- Comprehend what is going on in the story
The three children finished cutting the pumpkin. Gramps said, "Good job! Why are you sad?"

Janesaid, "We really like this pumpkin. We want to enjoy it next year, too."

Gramps smiled. "I can help."

"But how? This pumpkin will fall apart," said Mark.

"Just wait," said Gramps. "You'll see."

The children did not know it, but Gramps saved the pumpkin's seeds. He waited for spring. Then he planted the seeds. By fall, new pumpkins had grown.

Gramps took the three children to his garden. "Look. These pumpkins grew from the seeds of your old pumpkin. That old pumpkin is still making you happy!"
The Story of a Pumpkin

Words to Know
by know old why

Difficult Words to Learn

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>pumpkin</td>
<td>pŭmp′kĭn</td>
<td>a large round fruit with thick orange skin and seeds</td>
</tr>
<tr>
<td>seeds</td>
<td>sēds</td>
<td>the small hard parts of plants from which new ones can grow</td>
</tr>
</tbody>
</table>

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- Comprehend what is going on in the story
Lucia’s shoes were stuffed in her closet. She wanted to put them in order. First, she pulled out a green sneaker. Next, she pulled out an orange flip-flop.

“These aren’t a pair,” Lucia said. Soon her shoes were in a pile. She found the other green sneaker.

“Now I have one pair,” Lucia said. “I have to find the other flip-flop. Then I’ll have another pair.” She found a brown boot. She kept looking.

“Here’s the other flip-flop,” Lucia said. “I’ll put the pairs next to each other. I’ll put single shoes over here. When I find a mate, I’ll add them to the pairs sequence.”

Soon Lucia’s shoes were in order.
Words to Know

her  first  green  found

Difficult Words to Learn

<table>
<thead>
<tr>
<th>Word</th>
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<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mate</td>
<td>māt</td>
<td>one of a pair</td>
</tr>
<tr>
<td>pair</td>
<td>pâr</td>
<td>two things that are used together</td>
</tr>
<tr>
<td>sequence</td>
<td>sē′kwans</td>
<td>a number of things put in a special order</td>
</tr>
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- Comprehend what is going on in the story
The children look out the window. They see everything covered in snow! They dress in their warm outdoor clothes. Now they are ready to go.

The children step softly on the snow. They go to the backyard shed. Then they open the wooden door and pull out the sled.

The children take turns pulling the sled. They slowly climb to the top of a hill. Then they sit down front to back. They know they are in for a thrill.

With a push, the sled starts to move. It picks up speed on the way. The children race to the bottom. They want to keep sledding all day!
Fun in the Snow

Words to Know
open pull sit take

Difficult Words to Learn
<table>
<thead>
<tr>
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<th>Pronunciation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>shed</td>
<td>shĕd</td>
<td>a small building used for storing things</td>
</tr>
<tr>
<td>sled</td>
<td>slĕd</td>
<td>a frame on runners, used for sliding down snowy hills</td>
</tr>
<tr>
<td>thrill</td>
<td>thrĭl</td>
<td>a feeling of excitement</td>
</tr>
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- Comprehend what is going on in the story
This map shows water and land. Look closer. It has other parts. Find the compass. A compass names directions. You can use it to find north, south, east, and west.

Look at the legend. A legend is a box that tells you what the symbols and colors mean. Symbols are shapes that stand for things. A circle stands for a city. Colors show types of land. One color is for mountains, and another color is for deserts.

At the bottom of the map is a scale. The scale tells you how far it is from one spot to another.

Maps are very useful. Do you know where you live on this map?
Parts of a Map

Words to Know
from
use
very
where

Difficult Words to Learn

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>compass</td>
<td>kŭm′pəs</td>
<td>something that shows directions</td>
</tr>
<tr>
<td>legend</td>
<td>lĕj′ənd</td>
<td>a box that tells what a map’s shapes or colors stand for</td>
</tr>
<tr>
<td>scale</td>
<td>skāl</td>
<td>a group of marks that stand for longer distances</td>
</tr>
<tr>
<td>symbols</td>
<td>sĭm′bəls</td>
<td>things that stand for other things</td>
</tr>
</tbody>
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Choose 3 different ways to practice reading the passage

- Partner Read – find a partner and read out loud to each other
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- Pause at commas and periods
- Raise your voice when you see a question mark
- Read exclamations with strong feeling
- Change your voice when reading dialogue as if you were those characters
- Comprehend what is going on in the story
Two cows were in a field. They were eating grass.

“This grass is the best,” said the first cow.

The second cow said, “Look at the grass in the next field. It looks better. I must try it.”

It was not easy to get to the next field. A fence stood in the way. The second cow had to squeeze through a gate. Then she was in the next field.

The second cow took a bite of grass. “Yuck! This grass is not good. It is not as good as our grass,” she told the first cow.

The first cow said, “The grass always seems greener on the other side of the fence.”
**Words to Know**

always as best then

**Difficult Words to Learn**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>fence</td>
<td>fĕns</td>
<td>a structure set up to keep animals in an area</td>
</tr>
<tr>
<td>field</td>
<td>féld</td>
<td>an open area where animals eat or plants grow, often surrounded by a fence</td>
</tr>
<tr>
<td>squeeze</td>
<td>skwĕz</td>
<td>to push through a small space</td>
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- Comprehend what is going on in the story
African elephants are huge! They can weigh fifteen thousand pounds. They can be fourteen feet tall. Elephants live in groups. These groups need a lot of space. Their habitat has open space. Elephants live on grasslands.

Grasslands have few trees and bushes. But they do have a ton of grass! And elephants love to eat grass. They can eat four hundred pounds of food a day. Most of it is grass. They also like roots, bark, and leaves.

People say elephants never forget. This is because elephants use their memories every year. They use them during the dry season. That is when they need to remember where to find water.
**Words to Know**

- live
- open
- their
- use

**Difficult Words to Learn**

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<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitat</td>
<td>hăbˈĭ-tătˈ</td>
<td>the place where an animal lives</td>
</tr>
<tr>
<td>grasslands</td>
<td>grăsˈlăndsˈ</td>
<td>an area mostly covered with grass</td>
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- Change your voice when reading dialogue as if you were those characters
- Comprehend what is going on in the story
A new toy store was opening. People lined up out front. Jean and Mom waited in line for a long time.

“The store should open soon,” said Mom.

“I can’t wait!” said Jean.

In a short time, a man came to the door. “The Tons of Toys store is now open,” he announced.

The line inched forward.

Jean and Mom walked through the door. Bells sounded and balloons fell down.

“You are customer number one hundred,” the man told Jean.

“You get a gift card to use in our store.”

“Thank you very much!” said Jean.

Mom smiled. “We were in the right place at the right time!”
Words to Know
thank  use  walked

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<tr>
<th>Word</th>
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<tbody>
<tr>
<td>announced</td>
<td>ǝ-nounsd’</td>
<td>made known to people</td>
</tr>
<tr>
<td>customer</td>
<td>kūs’ta-mǝr</td>
<td>a person who buys things</td>
</tr>
<tr>
<td>inched</td>
<td>ĕnchd</td>
<td>moved very slowly</td>
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“May I help you?” the Candy Lady asked.

“I’ll take three berry sticks, please,” Robbie said. “And one piece of bubble gum. And two mints.”

“Each one is five cents,” the Candy Lady said. “So that means your total is—"

“Thirty cents,” Robbie said. He gave the Candy Lady a quarter and a dime. She gave him a nickel in change.

“What would you like, Ann?”

“Two lollipops, please,” said Ann. “And two berry sticks and three jellies. Five cents each, right? Here are two quarters.”

“Here’s your change,” said the Candy Lady. “Is it more than Robbie’s? Or less than?”

Ann checked her coins.

“Fifteen cents is more than five,” she said.
Who Has More to Spend?

Words to Know
asked  gave  him  may

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<tbody>
<tr>
<td>change</td>
<td>chānj</td>
<td>the money given back to someone who has paid more than what is owed</td>
</tr>
<tr>
<td>less than</td>
<td>lēs thăn</td>
<td>a smaller amount</td>
</tr>
<tr>
<td>more than</td>
<td>môr thăn</td>
<td>a greater amount</td>
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- Comprehend what is going on in the story
Jada climbed the stairs to the attic. She spotted a pretty pair of gold boots. The boots would be the perfect thing to wear in the school play, but Jada knew she would have to ask Mom first.

Jada found Mom in the kitchen. Mom gave Jada permission to wear the boots. But when Jada returned to the attic, the gold boots were missing!

Jada searched the attic. She searched the whole house. She could not find the gold boots.

Just then, Jada looked out the window. Something was shining in the sun. It looked like gold.

Jada ran outside to the garden. Dad was almost done putting up a scarecrow. Jada laughed. On the scarecrow’s feet were the gold boots!
**Words to Know**

first    just    would

**Difficult Words to Learn**

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<th>Word</th>
<th>Pronunciation</th>
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<tbody>
<tr>
<td>gold</td>
<td>gōld</td>
<td>a shiny, yellowish metal</td>
</tr>
<tr>
<td>permission</td>
<td>pər-miʃˈən</td>
<td>agreement for something</td>
</tr>
<tr>
<td>scarecrow</td>
<td>skārˈkrō</td>
<td>a figure placed in a garden to scare away birds</td>
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- Comprehend what is going on in the story
Think about where you live. You are a citizen of that place. It’s up to you to be a good citizen. Good citizenship means many things. You can be a good citizen by protecting the planet.

One way to protect the planet is to recycle! Recycling means reusing items instead of throwing them out. The United States recycles 32 percent of its waste. Most places collect items for recycling. These items include newspaper, glass, and plastic.

Plastic bottles can be recycled. They can become swimming goggles. Plastic bottles can become a backpack. They can even become skateboard wheels.

Please practice good citizenship. Don’t throw that plastic bottle out. Recycle it! Other citizens will thank you. And you’ll help the planet.
Words to Know

live  many  thank  where

Difficult Words to Learn

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</tr>
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<tbody>
<tr>
<td>citizenship</td>
<td>sĭt′ĭ-zan-shĭp′</td>
<td>the duties people have in the places they live</td>
</tr>
<tr>
<td>protecting</td>
<td>prǝ-tēkt′ĭng</td>
<td>keeping something from being harmed</td>
</tr>
<tr>
<td>recycle</td>
<td>rē-sĭ’kəl</td>
<td>to reuse an item</td>
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- Comprehend what is going on in the story
All summer long, leaves grow on trees,
Their branches are dressed in green.
Then the fall months come around.
And it’s a whole new scene.

With the fall comes chilly air.
And the days grow brief.
For the trees, it’s time to change
And that means every leaf.

Some leaves turn from green to orange.
Others grow bright red.
Some leaves turn to yellow,
While some go brown instead.

The trees are dressed in colors.
They all show off their best.
They know their leaves will soon be gone.
And then it’s time to rest.

When the winds begin to blow,
The leaves fall to the ground.
Now lots of pretty leaves
Are piled all around.
Words to Know

every           from           green

Difficult Words to Learn

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<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>brief</td>
<td>brēf</td>
<td>short in time</td>
</tr>
<tr>
<td>chilly</td>
<td>chĭl’ē</td>
<td>cold</td>
</tr>
<tr>
<td>scene</td>
<td>sēn</td>
<td>a place where events happen</td>
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- Comprehend what is going on in the story
The moon is Earth’s neighbor. Earth travels around the sun. The moon travels around Earth. The moon doesn’t make any light. As it moves, sunlight hits the moon in different places. This makes the moon look like it’s glowing.

The moon seems to change a bit each night. These changes are called phases. During a month, the moon goes through eight phases. A “new moon” can’t be seen at all. Then a sliver of the moon can be seen. This is called a crescent moon. It looks like a curved shape. In the middle phase, the moon is full. At the end, the moon is a crescent again. But it faces the other direction. Then the phases start again.
Phases of the Moon

Words to Know
again called goes then

Difficult Words to Learn

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<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>crescent</td>
<td>krĕs‘ənt</td>
<td>the shape of the moon when it looks like it has curved edges ending in points</td>
</tr>
<tr>
<td>moon</td>
<td>mōōn</td>
<td>the natural satellite that moves around Earth</td>
</tr>
<tr>
<td>phases</td>
<td>fāz–ēs</td>
<td>one of the forms of something that is seen again and again</td>
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One day two bears went for a walk. "I’m hungry," said the first bear.

"Me, too," said the second bear.

"Let’s find some food," the first bear said.

Soon the bears came upon a deep pool of water. A fish was in the water.

"I’ll catch that fish," said the first bear. She tried to squeeze herself into the pool of water. She could not fit.

"Let me try," said the second bear. She stretched her paw into the water. She could not reach the fish. "I give up," she said.

The first bear said, "That fish would not be very tasty anyway!"

The two bears walked away because it is easy to dislike what you cannot have.
**Words to Know**

could  give  let  upon

**Difficult Words to Learn**

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<th>Definition</th>
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<tbody>
<tr>
<td>catch</td>
<td>kăch</td>
<td>to trap a living thing</td>
</tr>
<tr>
<td>stretched</td>
<td>strĕchd</td>
<td>made longer to grab something</td>
</tr>
<tr>
<td>tasty</td>
<td>tā′stē</td>
<td>having a good flavor</td>
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Miss Ramos showed the class a photo of a butterfly. “What can you tell me about this butterfly?” she asked.

“It’s black and orange,” said Jade.

Miss Ramos smiled. “What else?”

“The wings are the same,” Alex said.

“That’s right!” said Miss Ramos. “I can draw a line down the middle of the butterfly and fold the photo along it. Then the wings line up. That means they’re symmetrical.”

“Is a square symmetrical?” asked Jade.

“Yes, the sides line up when folded,” said Miss Ramos. “It’s also geometrical because it’s a shape made from straight or curved lines. Can you name other symmetrical and geometrical shapes?”

“Hearts and stars,” said Alex.

“Circles and diamonds,” said Jade.

“You got it!” said Miss Ramos.
Symmetrical Shapes

Words to Know
asked made right tell

Difficult Words to Learn

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<th>Definition</th>
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<tbody>
<tr>
<td>geometrical</td>
<td>jē′-mēt′-rī-kəl</td>
<td>made up of shapes that use straight lines or curves</td>
</tr>
<tr>
<td>symmetrical</td>
<td>sī-mēt′-rī-kəl</td>
<td>having the same shape on both sides of a line</td>
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Abby really did not want to go to the beach. She wanted to stay home and watch her new pet fish. She liked their pretty colors and the way they darted about the tank.

But Mom insisted that Abby come to the beach. “I have a surprise,” said Mom.

So Abby went to the beach. At the beach, Mom pulled out masks, snorkels, and fins. “We’re going to snorkel,” Mom announced.

Abby and Mom put everything on and slipped under the water. Abby’s eyes opened wide. There were fish all around her! The fish were as bright as the colors of the rainbow. They darted here and there.

Abby popped out of the water. “Thanks for the surprise, Mom!” she said.
Words to Know
around   opened   pulled  put

Difficult Words to Learn

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<tr>
<td>darted</td>
<td>där′təd</td>
<td>moved suddenly and quickly</td>
</tr>
<tr>
<td>insisted</td>
<td>ĭn-ˈsiŝtəd</td>
<td>stated or asked for something in a strong way</td>
</tr>
<tr>
<td>snorkel</td>
<td>snôr′kəl</td>
<td>to swim underwater using a tube to breathe air</td>
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Mount Rushmore is a giant statue! It is found in the Black Hills of South Dakota. Each year, three million people visit Mount Rushmore. They see the faces of four important presidents. George Washington and Thomas Jefferson are there. Abraham Lincoln and Theodore Roosevelt join them.

Gutzon Borglum made the statue. First, he had to blast away some rock. This left a thin layer of rock. Next, Borglum used a tool to make the rock smooth. Finally, he began to carve it. Borglum didn’t work alone. About four hundred workers helped him.

It took fourteen years to make the landmark. Mount Rushmore was started in 1927. It was finally finished in 1941. People have been visiting it ever since.
Mount Rushmore

Words to Know
first just would

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<td>carve</td>
<td>kärv</td>
<td>to make a design by cutting and shaping</td>
</tr>
<tr>
<td>landmark</td>
<td>länd’märk’</td>
<td>something that is protected because of its importance to the past</td>
</tr>
<tr>
<td>statue</td>
<td>stāch’yōō</td>
<td>a form of a person or animal cut from rock</td>
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- Change your voice when reading dialogue as if you were those characters
- Comprehend what is going on in the story
Three children were busy drawing pictures at the park. Dana drew curved lines on her paper. “I’m drawing a fountain,” she said.

Andy drew short, straight lines on his paper. “I’m drawing bushes,” he said.

Sam drew three round shapes on his paper.

“What are you drawing? Are those clouds?” asked Dana. Sam smiled as he said, “You’ll find out when I finish.” He turned his paper away and added some details to his drawing.

When the children finished their pictures, Dana said, “It’s time to share.” She showed her picture of the fountain. Andy showed his picture of the bushes.

Then Sam held up his picture. Three smiling children were on the paper.

“That’s us!” said Dana.
Words to Know
her  round  their  us

Difficult Words to Learn
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>details</td>
<td>dĭ- tāls′</td>
<td>small parts added to a larger whole</td>
</tr>
<tr>
<td>fountain</td>
<td>foun′tan</td>
<td>something that sprays water</td>
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- Raise your voice when you see a question mark
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- Change your voice when reading dialogue as if you were those characters
- Comprehend what is going on in the story
Drip, drip, drip. A faucet can make this sound. A faucet sounds this way when it hasn’t been turned off.

It is very important to turn off faucets. That’s because this is one way to conserve, or save, water.

Here’s another way to conserve water. Never turn on the faucet and let it run. Don’t let the water run while you brush your teeth. This wastes water and energy.

You can conserve water by thinking about other ways to use it. Picture a glass with some water left in it. You could pour the water out. Or you could use it. You could water a plant.

These small changes can make a big difference.
Words to Know
because  been  off  when

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<th>Definition</th>
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<tbody>
<tr>
<td>conserve</td>
<td>kǝn-sûrv’</td>
<td>to use carefully and not waste</td>
</tr>
<tr>
<td>energy</td>
<td>ěn’ər-jē</td>
<td>the power to make something work</td>
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Each person has a special day,
It comes just once a year.
For a little boy named Raymond,
Now that day is here.

Today is Raymond’s birthday.
He is turning six.
His family has a party,
With lots of games and tricks.

Raymond’s friends bring presents.
Each present has a card.
After Raymond opens presents,
The kids play in the yard.

After that they go inside,
Where the cake sits on the table.
Raymond’s friends call out advice,
“Blow out the candles if you’re able!”

Everyone starts sitting down.
A child fills each seat.
Each child gets cake and ice cream,
What a lovely treat!

At last the party’s over.
Raymond thanks each friend by name.
“You made my birthday special.
I’m so glad you came!”
A Special Birthday

Words to Know
after has once thanks

Difficult Words to Learn
Word | Pronunciation | Definition
--- | --- | ---
advice | ād- vīs’ | someone’s opinion about what to do
party | pär’ tē | a gathering of people for fun
special | spēsh’ al | different from normal

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Savanna read her last story problem. "Tyler left for school at 8:00 am. He returned home seven hours and thirty-eight minutes later. Then he left again for two hours and eleven minutes. What time did he get home?"

Suddenly, Savanna’s brother Cory ran into the room. "Soccer practice starts soon, Savanna. We can’t be late every time," he said.

"I’m almost finished adding the time in this story problem," said Savanna. "Tyler was gone for nine hours and forty-nine minutes. I have to convert that to time." She added nine hours and forty-nine minutes to 8:00 am.

"That sounds like a long day," said Cory. "Speaking of time, it’s almost time to go."

"I think the equivalent time is 5:49 pm," Savanna said. "Let’s go!"
**Words to Know**

every  of  read  work

**Difficult Words to Learn**

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<tr>
<td>adding</td>
<td>ăd′′ing</td>
<td>finding the sum</td>
</tr>
<tr>
<td>convert</td>
<td>kǝn-vûrt′</td>
<td>to change from one measuring system to another</td>
</tr>
<tr>
<td>equivalent</td>
<td>ĭ-kwĭv′ə-lənt</td>
<td>equal things</td>
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Two bison were eating grass in a field. The little bison thought, “There is enough grass here for both of us.” The little bison ate a tiny bit of grass. Then he decided to take a nap.

The big bison thought, “There is not enough grass here for two. I should eat it all.” The big bison ate until his stomach hurt and the grass was gone.

The little bison woke from his nap. “Where is all the grass?” he exclaimed. “There was enough here for both of us for many days.”

The big bison hung his head. “I ate all the grass.”

The little bison sighed. “Someone who is greedy often hurts himself and others. Now we must find a new field.”

The big bison knew he had made a mistake.
Words to Know
borh  had  many  take

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<tr>
<td>enough</td>
<td>ĭ-ńuf</td>
<td>as much as is needed</td>
</tr>
<tr>
<td>greedy</td>
<td>grē’đē</td>
<td>eating more than is reasonable</td>
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Every country has customs. Customs are special ways of doing things. Customs include celebrating holidays. They include eating special foods. They even include wearing special clothes. These customs become traditions when they are passed along. Parents share them with their children.

In Scotland, kilts are traditional clothes. Kilts fall to the knee. They wrap around the waist. A belt holds them in place. Kilts are made of tartan. That’s a wool material. It’s often decorated with plaid patterns. Sometimes it has colorful checks on it.

People in Scotland’s Highlands, an area with beautiful mountains, began wearing kilts in the late 1500s. In the past, Scottish families had their own tartans. Today, businesses have their own tartans. Even sports teams do. The tradition lives on.
Different Customs

Words to Know
an  every  made  their

Difficult Words to Learn

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<tr>
<th>Word</th>
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<tbody>
<tr>
<td>customs</td>
<td>kŭs’təms</td>
<td>things that people always do</td>
</tr>
<tr>
<td>traditions</td>
<td>tra-dish’əns</td>
<td>customs that have been passed down from parents to children</td>
</tr>
<tr>
<td>tartan</td>
<td>tăr’tən</td>
<td>wool material with patterns made out of right angle stripes</td>
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Sandy couldn't believe it. She was traveling in the space shuttle! The shuttle had been launched from Earth three days earlier and now it was orbiting the planet.

Sandy had been chosen for a special mission. She was going on a spacewalk.

Once Sandy stepped through the shuttle door, she was floating high above Earth.

“Here I am in space. This is my dream job,” thought Sandy. She felt as if she could float in space forever.

But the crew was calling her back to the shuttle. “Sandy! Sandy!” Someone was shaking her arm. “Sandy! Wake up!” said Mrs. Harper, Sandy’s teacher.

Sandy opened her eyes. She was sitting at her desk. She had fallen asleep in school. And her dream job was just that . . . a dream!
A Dream Job

Words to Know
as calling just

Difficult Words to Learn

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<tbody>
<tr>
<td>launched</td>
<td>lônchd</td>
<td>sent into the air</td>
</tr>
<tr>
<td>mission</td>
<td>mĭsh’an</td>
<td>a task someone has been asked to do</td>
</tr>
<tr>
<td>orbiting</td>
<td>ôr’bĭ-tĭng</td>
<td>moving around another body in space</td>
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Everything is made of matter. Matter can take three different forms. It can be a liquid, a solid, or a gas. It is possible for matter to change forms.

Start with a glass of water. Water is a liquid, or a fluid you can pour. A liquid does not have shape—until you put it into a container like a glass. Then it takes the container’s shape.

You can change a liquid into something with shape by freezing it. Ice cubes are solids. Solids have sizes and shapes. They are soft or hard. Solids keep their form—until you change it.

You can change ice’s form by boiling it. Put ice into a teapot and it becomes steam. Steam is a gas that does not have shape. Matter takes many forms and shapes.
**Words to Know**

does | made | put

**Difficult Words to Learn**

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<thead>
<tr>
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<tbody>
<tr>
<td>gas</td>
<td>găs</td>
<td>something that does not have shape</td>
</tr>
<tr>
<td>liquid</td>
<td>lĭk′wĭd</td>
<td>something that takes the shape of its container</td>
</tr>
<tr>
<td>matter</td>
<td>măt′ăr</td>
<td>something that takes up space</td>
</tr>
<tr>
<td>solid</td>
<td>sŏl′ĭd</td>
<td>something that has shape</td>
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- Comprehend what is going on in the story

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Mom had a mystery to solve. She had placed a pan of twelve cookies on the countertop and left the kitchen. When she returned, only eleven cookies were left.

“This calls for some detective work,” thought Mom.

Mom looked at Gerald, who was two years old. He was much too small to reach the counter. Sarah was ten, but she was playing outside.

Suddenly, eight-year-old Sebastian entered the kitchen and poured himself a glass of milk.

“Milk and cookies go together,” thought Mom.

Mom said, “Sebastian, this pan started out with twelve cookies. Now there are only eleven. What do you think happened?”

Sebastian looked guilty. “I’m sorry. The cookies looked so good that I took one.”

Mom laughed. “That’s okay, but next time wait until the cookies cool off!”
Words to Know

calls    off    some

Difficult Words to Learn

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<th>Definition</th>
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<tbody>
<tr>
<td>guilty</td>
<td>gĭl’tē</td>
<td>having done something wrong</td>
</tr>
<tr>
<td>mystery</td>
<td>mĭs’ta-rē</td>
<td>something that is difficult to understand</td>
</tr>
<tr>
<td>solve</td>
<td>sŏlv</td>
<td>to find the answer to something</td>
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Kevin opened the refrigerator. He saw some pickles. He saw some lettuce. Kevin thought, “I don’t want to eat those foods.”

Kevin decided to make a chart. He recorded pickles and grapes in one column. Then he looked in the refrigerator again. He saw hot dogs, but he needed Mom to cook them. He recorded hot dogs in a second column. Kevin also found some cake, ice cream, and sweet rolls. He recorded those foods in the second column, too.

Kevin looked at his chart. He liked all the foods in the second column. So he had a bite of cake and a spoonful of ice cream. Kevin planned to give Mom his chart. He thought she could use his data to decide what to buy at the store.
Words to Know

could don’t some those

Difficult Words to Learn

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<tr>
<td>data</td>
<td>dā’tə</td>
<td>information to be used to make a decision</td>
</tr>
<tr>
<td>recorded</td>
<td>rĭ-kôr’dĭd</td>
<td>took down by writing</td>
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This sailing boat is big and strong.
It is built to last.
Its deck and hull are made of wood.
It has more than one tall mast.

The sailors come onto the boat
While it is at the dock.
They may sail at any time,
They do not follow the clock.

The sailors know it’s time to leave
When the wind blows nice and steady.
Then they raise the sails up high.
Now everything is ready.

The wind continues to blow.
The boat moves at a fast clip.
If the wind keeps up like this,
It will be a very short trip.

The boat sails on and on.
It takes the sailors just one day
To reach another new dock.
And then they shout, “Hooray!”
**Words to Know**

- any
- fast
- made
- takes

**Difficult Words to Learn**

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<td>dock</td>
<td>dŏk</td>
<td>a landing place for boats</td>
</tr>
<tr>
<td>hull</td>
<td>hŭl</td>
<td>the side and bottom parts of a boat</td>
</tr>
<tr>
<td>mast</td>
<td>măst</td>
<td>a pole on a boat that holds the sails</td>
</tr>
<tr>
<td>steady</td>
<td>stĕd′ē</td>
<td>free from change</td>
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Ada was worried because her chick was missing. She rushed up to Koko.

"Please help me find my lost chick," Ada begged.

"Why should I help you? I am busy," answered Koko.

"You should help me because one day I may be able to help you," said Ada.

Koko did not believe this, but she agreed to search for the lost chick. Together, Ada and Koko found the chick. Ada was grateful.

"One day I will help you," Ada promised.

Days later, Ada heard a cry.

"I've fallen into this snowdrift and I can't get out," Koko called.

Ada tugged until she had pulled Koko from the snow. Koko said, "I did not believe that you could help me, but you did. I am grateful."

"One good deed deserves another," said Ada.
A Tale of Two Penguins

Words to Know

because  found  why

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<td>chick</td>
<td>chĭk</td>
<td>a young bird</td>
</tr>
<tr>
<td>deed</td>
<td>dēd</td>
<td>an action</td>
</tr>
<tr>
<td>grateful</td>
<td>grāt′făl</td>
<td>having a reason to thank someone</td>
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