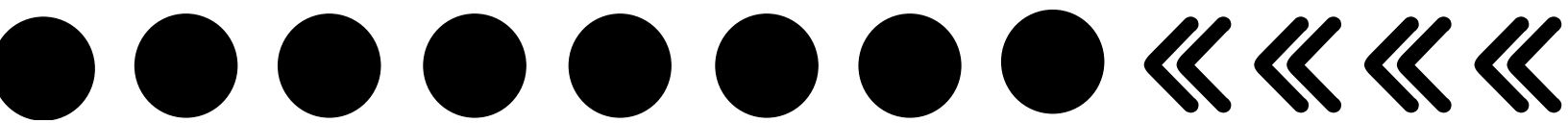


# 10 FREE 3rd - 5th Grades At Home Learning: READING PASSAGES



## Hammerhead Sharks

Sharks are fascinating creatures. These sharks swim in shallow waters near the coastlines and far offshore. Most hammerheads migrate thousands of miles each year. Although they travel in schools, there are as many as 100 sharks during the day.

## CASTLES

From about 500 to 1500 A.D. Most countries in Europe were ruled by kings. The kings often went to war to gain more land. Castles were used to defend each kingdom's land. During the Middle Ages, castles were built across Europe. Kings and queens lived in castles.

## STORIES, MYTHS, AND TRADITIONAL TALES

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

## Archaeology

Archaeology is the science of learning about the past. Archaeologists study the remains of ancient civilizations. They learn how things were made and used. They also discover what tools they used. Archaeologists dig for things that were buried long ago. They learn how things were made and used. They also discover what tools they used. Archaeologists dig for things that were buried long ago.

## Historical Text: The Wright Brothers

The Wright brothers were the first to make a powered airplane that could be flown. They were inventors and engineers. They spent many years working on their airplane. They finally succeeded in 1903. They flew for only a few seconds, but it was a big step forward.

## Reading Passage: The Baker

Remember the first time she helped her mom or dad? She did know that she must have been very happy. It was one of her favorite things to do! She loved it when she made cookies for bake sales. Girl

## Fennec Foxes

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

The fennec fox lives in North Africa and can be found in the Sahara Desert. It also lives to the east in Sinai and Arabia. Fennec foxes like to live in sandy deserts. They like dry places.

## Themes in Literature: IT COULD ALWAYS BE W

*Jewish Folktale*

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

A certain man had come to the end of his rope and so he decided to ask his rabbi for some advice. "Rabbi," he cried, "My life is terrible. I am poor and my wife, our six children, and I all live in a tiny one room house. Our nerves are shattered and we quarrel all the time. I don't know how much more of this I can take."

The rabbi considered the man's situation and said, "My son, I'll tell you what to do. If you follow my advice carefully, your life will improve." "Oh yes, rabbi, I'll do whatever you say." "Tell me, what animals do you own?" asked the man. "I have a cow, a goat, and a few chickens," he responded. "Well, this is what you should do. Take all of the animals inside your house to live with you." The man was astonished by what the rabbi told him to do, but he followed his advice and brought all of the animals inside the house.

The next morning, the man rushed to see the rabbi saying, "Rabbi, I've done what you said. My life is even worse than ever. My house has turned into a pigsty. Please tell me what I should do." "My son," replied the rabbi, "go home and take all of the animals out of the house." So the man went home and took the chickens out of the house but soon afterwards he went running back to the rabbi. "Help me rabbi," he cried. "My goat is destroying everything in the house. It is turning my life upside down!" "Go home," the rabbi said, "and take the

## Elements of DRAMA

## The New Puppy

At Jackson's Farm in the country, Farmer Jackson had a dog named Rufus. Rufus, Nathan, their father, and Farmer Jackson had promised to give one of the new puppies to Rufus and they were anxious to choose one and to take it to the farm. (Nathan got out of the car towards the barn) Hi, Mr. Jackson. Are the puppies in the barn?

FARMER JACKSON (smiling): You betcha! Come on in and take a look.

NATHAN: Can you believe how cute they are! How are we ever going to choose one?

FARMER JACKSON: We should take them all!

FARMER JACKSON: Aw, guys. I wish we could, but one is enough for us.

## INFERENCE: TEETH

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

When babies are born, their teeth are hidden. The first baby teeth break through around 6 to 12 months old. Soon, the entire first set of teeth, called baby teeth, come in. This happens for many kids by the time they are three years old. Starting at age five or six, most kids start losing their baby teeth. These teeth get loose because they are pushed out by permanent teeth that are under them. By age 12 or 13, most baby teeth have fallen out and kids have a full set of permanent teeth.

When the permanent teeth come in, there are 28 of them. Fourteen teeth, called wisdom teeth usually grow in at the back of the mouth and 14 are in the front. These wisdom teeth usually make the teeth too crowded and can cause pain.

Inside your mouth, the teeth are surrounded by gums. The part of the tooth that is above the gum line is called the crown. Much of the tooth, including its root, is hidden below the gum line. The crown of each tooth is covered with enamel. Enamel is a covering that protects the inside part of the tooth.

Under the enamel, is the dentin. The dentin is the largest part of the tooth. It is made of a hard material called dentin. Dentin is not as strong as enamel. Dentin protects the very inside part of the tooth, called the pulp. The pulp is the part of the tooth that has a blood supply for each tooth are found in the pulp. When you eat too hot or too cold or if you get a cavity, the pulp is the part of the tooth that feeds the tooth and keeps it alive and healthy.

You have several different types of teeth in your mouth. The two types of teeth on either side of them are incisors. There are four incisors in the top and four in the bottom. These teeth are flat and are used for cutting and chopping food. The two types of teeth in the middle are canines. These teeth are sharp and are used for tearing food. The two types of teeth in the back are molars. These teeth are used for grinding food.

Next to the incisors are pointy teeth called canine. Canine teeth are two on the top and two on bottom. Next to your canine teeth are

## Themes in Literature: IT COULD ALWAYS BE W

*Jewish Folktale*

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

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The next morning, the man rushed to see the rabbi saying, "Rabbi, I've done what you said. My life is even worse than ever. My house has turned into a pigsty. Please tell me what I should do." "My son," replied the rabbi, "go home and take all of the animals out of the house." So the man went home and took the chickens out of the house but soon afterwards he went running back to the rabbi. "Help me rabbi," he cried. "My goat is destroying everything in the house. It is turning my life upside down!" "Go home," the rabbi said, "and take the

The TEACHER next door

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Thanks so much!

Jenn

# Teacher Notes

With so many teachers required to send home packets and remote learning activities for students, I wanted to help out by putting together some options you can use with your 3rd – 5th grade students.

1. If you'd like more freebies:

- [Click here to take a look at my TpT FREEBIES.](#)
- [Click here to grab 10 days of FREE Morning Work \(grades 3rd – 6th\) with a print and a Google Slides version.](#) It has reading, grammar, math, science, and social studies.
- [Click here to have access to a FREE RESOURCE LIBRARY of 20+ items for upper elementary classrooms.](#) By joining my newsletter, you'll receive a non-spammy email each week or so with tips, ideas, and helpful resources.

*\*\*\* I will also be sending a FREE Digital Reading Unit (for Google Slides or PowerPoint) soon for 3rd, 4th, and 5th.*

2. Here are the reading passages included in this freebie set, as well as the title of the unit they're from if you'd like to take a look for later. Even though they're labeled for a specific grade, many of the passages can work for 3rd – 5th grades, depending upon your class.

1. Archeology: [Main Idea for 3rd](#)

2. Hammerhead Sharks: [Main Idea for 4th/5th](#)

3. Castles: [Main Idea Kit - Differentiated for 3rd – 5th](#)

4. The Wright Brothers: [Text Evidence for 4th – 5th](#)
5. Fennec Fox: [Text Evidence Kit – Differentiated for 3rd – 5th](#)
6. Two Fables: Lion and the Mouse and Dove and the Ant: [Compare and Contrast for 3rd – 5th](#)
7. Teeth: [Inference Using Informational Text for 3rd](#)
8. The Baker: [Characters, Setting, and Events for 3rd – 5th](#)
9. The New Puppy (Drama): [Elements of Poetry, Drama, and Prose 3rd – 5th Grades](#)
10. It Could Always be Worse: [Theme for 4th – 5th Grades](#)

This is a stressful time for teachers and for students. Do make sure to take care of yourself as much as possible. Here are two blog posts that hopefully are good reminders of tips we can do to lessen that stress:

[5 Ways to Cope With Teacher Stress](#)

[50 Self-Care Ideas for Stressed Out Teachers](#) (Mostly FREE)

Thanks for all you do!  
Jenn

# Teacher Notes

These reading passages for Google Slides are ones that I converted from traditional pencil and paper materials to a digital format, hoping that it would help teachers who need to send home assignments via the computer.

To Get Started Using the Reading Passages With the Google Slides Version:

- You need internet access.
- You need a Google Account. To use Google Classroom, you'll need to have a school or district account. See your school administrator if you don't currently have access. [www.classroom.google.com](http://www.classroom.google.com)
- Download the Link for the Google Slides™ Resource Here:  
[https://docs.google.com/presentation/d/1QPdrFXozgC8IZ0nYKFKP\\_NIFTN6EnYt9x4zro2DvsA4/copy](https://docs.google.com/presentation/d/1QPdrFXozgC8IZ0nYKFKP_NIFTN6EnYt9x4zro2DvsA4/copy)
- It will ask you if you want to make a copy (yes). Open the File on your own Google Drive and you'll see it is in the edit mode.

To Assign the Google Slides™ Reading Unit With Students:

- Besides having your own Google account, each student will need his/her own account to use the Digital Reading Unit in Google Classroom™
- *Before students begin, it's VERY important to first save a copy of the file on your own Google Drive, and then make a copy for EACH student. You do not want them to edit the original file.*
- In Google Slides, two of the passages are differentiated, so there are three different levels for each (Castles and Fennec Fox). You'll want to either assign these individually (1 and A are the easiest levels and 3 and C are the most challenging levels), and delete the other two, or you could simply have the whole class do the same one and delete the other two passages for each.
- The Answer Key is with the PDFs and is not on Google Slides.

# More About the Digital Reading Passages:

1. **VERY IMPORTANT:** On the passage slides, the print will most likely be hard to read on a computer due to its size. (These weren't specifically made for the computer.) **PLEASE** encourage your students to enlarge the page size/text size by clicking on Zoom 100% or more to better read the passage.
2. The slides are either made to type in the text box or to move a circle to show the correct multiple choice answer. There should be no copying and pasting required whatsoever.

Please note... I do have reading units in my TpT store that are specifically made for Google Slides.

If you'd like more Digital Reading Units, either now or in the future...I do hope you'll take a look at my paperless reading units.

[3rd Grade Fiction Bundle of 10 \(Nonfiction is coming soon\)](#)

[4th Grade Fiction and Nonfiction Bundle of 20](#)

[5th Grade Fiction and Nonfiction Bundle of 20](#)

Also, I will be sending a link to a free sample of 3rd, 4th, and 5th grade Digital Reading Units in my newsletter. If you'd like to sign up, click here:

[The Teacher Next Door's Newsletter](#)

I hope these reading passages help in some way.

Please feel free to email me if you have any questions:  
theteachernextdoor01@gmail.com

Thanks so much and hang in there!  
Jenn

# → Archaeology

Archaeology is the science of learning about the past. These scientists, called archaeologists, study the remains of things people have left behind or thrown away. This helps them learn about people who lived long ago. They learn how people lived, what they looked like, and what tools they used. Archaeologists study everything from shipwrecks to lost cities that were hidden under in the sand.



You will often find archaeologists on a “dig,” because things from the past often get buried under layers of dirt. They can be buried by people, or by natural disasters like floods, volcanoes, or hurricanes. Once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed. Archaeologists study these once hidden areas.

When archaeologists start on a dig, they always dig square holes, in a neat, organized way. They make a grid to help them keep records of where they make each find. This is important because they never keep the things that they find. They take them back to the lab and try to put a map together of everything that they have found. This helps them understand how people lived long ago. On a dig, they find two types of things. Artifacts are items that are smaller. These items may be moved and might be displayed in a museum later on. Larger things like fireplaces, floors, or walls which can't be moved are called features.

Archaeologists use many different tools from a toothbrush, to expensive machines. Other tools include a trowel, to scrape off layers of dirt, a handpick, to loosen the dirt, and shovels, to scoop the dirt into wheelbarrows. This soil is moved to an area called a dumpsite.

When archaeologists work underwater, they use a different set of tools. Underwater archaeologists usually dress like scuba divers. They carry tools like a measuring tape, a special plastic notepad that they can write on underwater, and a digging tool. Instead of shoveling dirt, they use tools called dredges or airlifts. These work like big vacuum cleaners. The dredges suck up sand that cover artifacts and blow the sand away. To lift heavy artifacts out of the water, they use giant balloons called liftbags.



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

1. Look at the choices below. Write SD for supporting details or MI for the main idea of the archaeology passage.

- A. \_\_\_\_\_ Archaeologists use a variety of tools.
- B. \_\_\_\_\_ Many items from the past are buried under dirt.
- C. \_\_\_\_\_ Some archaeologists work underwater.
- D. \_\_\_\_\_ Archaeologists study items from the past.

2. The author stated that once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed.

What does the word "natural disaster" mean?

- A. A naturally occurring event that causes lots of damage or loss of life
- B. Food that is grown naturally
- C. Every day weather

3. Look at the first paragraph. Which one is the best choice for its main idea?

- A. Archaeologists may work under the water.
- B. Archaeologists learn about how people lived long ago.
- C. Archaeologists use many different tools.

4. Look at the fourth paragraph. Which one is the best choice for its main idea?

- A. Archaeologists use toothbrushes.
- B. Archaeologists use many different tools.
- C. Archaeologists scoop dirt into wheelbarrows.

5. When archaeologists work in the dirt, it is called a what?

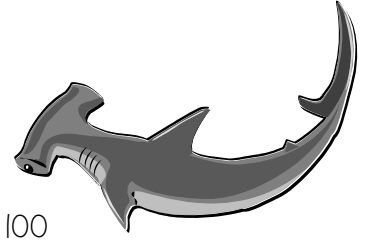
- A. A work area
- B. The pre-museum
- C. A dig

6. Which one is NOT a supporting detail from this passage?

- A. Archaeologists sometimes work under the water.
- B. Archaeologists work in an organized way.
- C. Archaeologists are smarter than paleontologists.

# HAMMERHEAD Sharks

Hammerhead sharks are fascinating creatures. These sharks mostly live in warm waters near the coastlines and far offshore, all around the world. Most hammerheads migrate to cooler water in the summer months. Although they travel in large groups with as many as 100 sharks during the day, these sharks like to hunt alone at night.



There are nine different species of hammerheads but only three are dangerous to humans; the great hammerhead, the smooth hammerhead, and the scalloped sharks. Hammerhead sharks come in a variety of sizes and weights, with the great hammerhead being the largest of them all. It can grow up to 20 feet in length and weigh up to 1,000 pounds. Most hammerhead species though, are fairly small and are considered harmless to humans.

Hammerhead sharks are gray-brown to olive-green on top. Underneath, they are off-white, which allows them to blend in well in the water. One of its most recognized features is the shape of its head. It looks somewhat like a hammer, with its eyes set far apart at each end of its head. On the tops of their bodies, hammerhead sharks have a large dorsal fin with a point at the top of it. Their triangular teeth are pointy too and grow in rows, just like other types of sharks. These teeth are jagged and are extremely sharp.

Hammerhead sharks are expert predators and eat a variety of foods including small fish, small sharks, shrimp, octopus, and squid. Their favorite food is sting ray, which often hides under the sandy ocean floor. When food is scarce, some scientists believe that the hammerheads will eat each other in order to survive.

Hammerheads have an excellent sense of smell, which helps them locate food easily. The shape of their head and the placement of their eyes, also helps them locate prey by allowing them to see in various directions better than other species of sharks. In addition, they have a number of sensory organs in their head to feel vibrations and movements of their prey, even when they don't see them.

Unlike most fish, hammerhead sharks do not lay eggs but give birth to live young around 11 months. Female hammerhead sharks give birth to 20 – 40 pups at a time. The mothers do not take care for their young, but separate themselves from them immediately. Some baby sharks are eaten by other sharks but a good number still survive. Most hammerheads live from 20 – 25 years in the wild.

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

1. Look at the choices below. Write SD for supporting details or MI for the main idea of the hammerhead shark passage.

- A. \_\_\_\_\_ Hammerhead sharks eat a variety of foods.
- B. \_\_\_\_\_ Hammerhead sharks are unique animals.
- C. \_\_\_\_\_ A hammerhead shark's body features help it find prey.
- D. \_\_\_\_\_ Hammerhead sharks are born live.

2. The author stated that hammerhead sharks will eat other hammerhead sharks if food is scarce. What does "scarce" mean?

- A. Easily found
- B. Scary
- C. Not easily found

3. Look at the second paragraph. Which one is the best choice for its main idea?

- A. There are several different species of hammerhead sharks.
- B. Most hammerhead sharks are harmless to humans.
- C. The great hammerhead is the largest hammerhead shark.

4. Look at the last paragraph. Which one is the best choice for its main idea?

- A. Hammerhead sharks are born live.
- B. Hammerhead sharks may live up to 25 years in the wild.
- C. Hammerhead sharks have an interesting life cycle.

5. Which food is a hammerhead's favorite?

- A. Squid
- B. Sting ray
- C. Octopus

6. Which one is NOT a supporting detail from this passage?

- A. A hammerhead's eyes allow it to see in many directions.
- B. Just like bats and owls, hammerheads are nocturnal.
- C. Most hammerheads live 20 - 25 years in the wild.

# CASTLES



The Middle Ages was from about 500 to 1500 A.D. Most countries in Europe at that time were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this time, thousands of castles were built across Europe. Kings and queens lived in the castles, but they were also homes for barons, duchesses, and lords. There were also many workers who lived at the castle. They kept the castle running by doing things like cooking all the meals and cleaning up after everyone. Besides being a home, the castles were used as forts. They were made to defend themselves against other armies.

Castles were built in many locations. The best location for a castle was at the top of a hill. Hills were good lookout spots. They helped them see enemies coming from many miles away. Being on a hill made them easier to defend.

The first castles were made from wood. The wood could easily be set on fire. One fire-arrow could burn down a whole castle. So, castle owners began to build castles with stone to make them much stronger. The builders found stones and put them together using mortar. The mortar was made with water, sand, and lime (powdered limestone). They put mortar between the stones. The mortar was like glue. As soon as the mortar dried, the stone walls became very strong.

Castles were built for protection. Thick stone fences called "curtain walls" went all the way around the castle. Water-filled moats (deep trenches filled with water) were built next to the curtain walls. These stopped armies from using ladders to climb over the wall. It also stopped them from going under the walls.

The main entrance to the castle had a strong gatehouse. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the drawbridge to stop enemies from getting inside.

One of the most important weapons was the crossbow. A crossbow shoots arrows. Castles were made with narrow slits in the walls to protect soldiers while shooting their arrows. They could also shoot and then stand behind "battlements". These battlements look like teeth on the roofs of castle towers.

If enemies came into the castle, there were things inside to slow them down. For example, stone staircases went up and around in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose. Uneven stairs might trip soldiers who weren't expecting them. Castles also had secret passages. These passages let people get away quickly or to hide when they needed to.

Castles were built in Europe until the 1400's, when cannons were used in war. Castle owners tried to make the castle walls stronger but cannonballs could easily break down a stone wall. Many castles were torn apart or not taken care of. Some were changed into schools, churches, or prisons. It was the end of the castle building time.

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and the people who lived there
- B. Castles had moats
- C. Castles were first made of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_\_\_ Mortar was made of sand, water, and lime
- B. \_\_\_\_ How castles were built
- C. \_\_\_\_ Castles made of wood could burn down

3. There are eight paragraphs in this passage. Which paragraph has a main idea of *Castles were built with things on the inside to slow enemies down*? Circle one: 1 2 3 4 5 6 7 8

4. List one supporting detail for the *Castles were built with things inside* paragraph: \_\_\_\_\_

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5. Look at the 6<sup>th</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_\_\_ Battlements looked like teeth
- B. \_\_\_\_ Soldiers shot from castle towers
- C. \_\_\_\_ Crossbows were important weapons

6. Look at the second paragraph. What is the main idea of this paragraph?

- A. Enemies could be seen from far away when castles were built on hills
- B. Castles could be built anywhere
- C. The best place to build a castle was at the top of a hill

7. Look at the first paragraph. Which one is NOT true?

- A. Workers lived in the castles
- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

- A. Castle building ended because cannons could break down castle walls
- B. Some castles were changed into schools or churches
- C. Some castles weren't taken care of

# CASTLES



In the Middle Ages (from about 500 to 1500 A.D.), most countries in Europe were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this dangerous time, thousands of castles were built across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as forts, and were built to defend themselves against other armies.

Castles were built in many locations but the best location for a castle was at the top of a hill. Hills were good lookout spots and helped them see enemies coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were built out of wood but could easily be set on fire. One flaming arrow could burn down a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar. Then they smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were built with features for extra protection. Thick stone fences called "curtain walls" surrounded the castle. Water-filled moats (deep trenches filled with water) were placed next to the curtain walls. These stopped armies from using ladders to climb over the wall or to tunnel under the walls.

A strong gatehouse was built at the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons back then was the crossbow. Castles were made with narrow slits in the walls, to allow archers to be protected while shooting their arrows. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies came inside the castle, there were things inside that were made to slow them down. For example, narrow, winding stone staircases went upward in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose, to trip soldiers who were not familiar with them. Castles also had secret passageways to allow people to either escape or to hide in hidden places.

Castles were built in many parts of Europe until the 1400's, when cannons were used in war. Even though castle owners tried to make the castle walls stronger, cannonballs could easily break down a stone wall. Many castles either were torn apart, fell into ruin, or were converted into schools, religious buildings, or prisons. It was the end of the castle era.

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

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and the people who lived there
- B. Castles had moats
- C. Castles were first built of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_\_\_ Mortar was made of sand, water, and lime
- B. \_\_\_\_ How castles were built
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- A. \_\_\_\_ Battlements looked like teeth
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- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

- A. Castle building ended because cannons could break down castle walls
- B. Some castles were converted to schools or religious buildings
- C. Some castles fell into ruin

# CASTLES



In the Middle Ages (from about 500 to 1500 A.D.), most European countries were ruled by kings who often went to war to gain land. Knights and soldiers were used to defend each kingdom's territories. During this dangerous time, thousands of castles were built across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as fortresses, and were specifically built to defend themselves against invading armies.

Castles were built in many locations but the best location for a castle was at the top of a hill because it served as a good lookout spot, as enemies could be seen coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were constructed out of wood but they proved to be too easily set on fire. One flaming arrow could destroy a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar and then smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were designed with features which provided extra protection. Thick stone fences called "curtain walls" surrounded the castle and water-filled moats (deep trenches filled with water) were placed next to the curtain walls to prevent armies from using ladders to climb over the wall or to tunnel under the walls.

A heavily fortified gatehouse formed the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat if they wanted to let people in and they would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons of that time was the crossbow. Castles had narrow slits which allowed archers to shoot, while providing them with protection. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies made it inside the castle, there were features there that were designed to slow them down. For example, narrow, winding stone staircases spiraled upward in a clockwise direction, which gave right-handed fighters coming down the steps an advantage, since they could more easily swing their swords. Stairs were sometimes built to be uneven purposely, to trip invaders who were not familiar with them. Castles also had secret passageways to allow residents to either escape or to hide in hidden places.

Castles were a major part of the European landscape until the 1400's when cannons became a widespread weapon. Even though castle owners tried to reinforce their walls, a stone castle proved to be no match for a cannonball blast. Many castles either were torn apart, fell into ruin, or were converted into schools, monasteries, or prisons. It was the end of the castle era.



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

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and nobility
- B. Castles had moats
- C. Castles were first built of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_\_\_ Mortar was made of sand, water, and lime
- B. \_\_\_\_ The castle's construction
- C. \_\_\_\_ Castles made of wood could burn down

3. There are eight paragraphs in this passage. Which paragraph has a main idea of *Castles were built with features on the inside to slow enemies down*? Circle one: 1 2 3 4 5 6 7 8

4. List one supporting detail for the *Castle's inside features* paragraph: \_\_\_\_\_

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5. Look at the 6<sup>th</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_\_\_ Battlements looked like teeth
- B. \_\_\_\_ Archers shot from castle towers
- C. \_\_\_\_ Crossbows were important weapons

6. Look at the second paragraph. What is the main idea of this paragraph?

- A. Enemies could be seen from far away when castles were built on hills
- B. Castles could be built anywhere
- C. The best location to build a castle was at the top of a hill

7. Look at the first paragraph. Which one is NOT true?

- A. Workers lived in the castles
- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

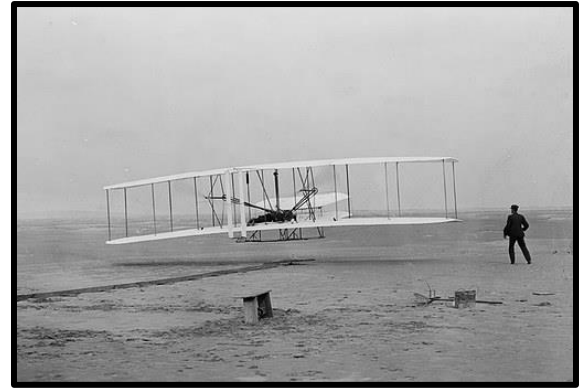
- A. Castle building ended because cannons could destroy castle walls
- B. Some castles were converted to schools or monasteries
- C. Some castles fell into ruin

# Historical TExT:

## The Wright Brothers

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

Orville and Wilbur Wright were brothers who were born four years apart. Wilbur was born in 1867 and Orville was born in 1871. They also had two other brothers and a sister. Their father was a bishop in their church, so they moved around a lot. Both parents encouraged them to read and to learn about the world. One day their father gave them a flying toy made of paper, cork, and bamboo. They played with it so much that they broke it, but it inspired them to promise each other that one day they would fly themselves.



Throughout their childhood, the boys continued to be interested in mechanical things and flight. Orville decided to sell kites at school to make money and Wilbur read everything he could find about how birds flew and machines worked. As the brothers became adults, they opened a bicycle shop. While they were young, their mother was the one in the family who fixed things, so both brothers learned to be very good mechanics and could fix just about anything anyone asked them to fix. While working in the bicycle shop, the idea of designing an airplane was born.

In the early 1900's, many people were interested in the possibility of flight but most were focused on gliders. The Wright Brothers experimented with the possibility of flight using a light but powerful engine. Taking their profits from the bicycle shop, they started testing their airplane invention at Kitty Hawk, North Carolina, which was located in a windy area in the country.

On December 17, 1903, the Wright Brothers made the first successful historic airplane flight, with Orville piloting the plane (called 'the Flyer') and Wilbur running alongside the plane at the wing tip. This first flight was only 120 feet in length and lasted 12 seconds, at a speed of only 6.8 miles per hour. It was recorded in a famous photograph.

Over the next few years, the Wright Brothers continued to develop their aircraft and received their first patent in 1904. By 1908, Wilbur made over 100 flights and in France, he set a record with his longest one, at 2 hours and 19 minutes.

1. What was the Wright Brothers' inspiration for flying? Point to the evidence from the text. \_\_\_\_\_

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2. What activities were the brothers involved in during their childhood, that helped to prepare them to invent the airplane? What is your evidence from the text? \_\_\_\_\_

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3. Which parent was the family mechanic? Make sure to list your proof from the text. \_\_\_\_\_

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4. Make an inference. How was a glider different from the first airplane? Find reasons from the text. Using your inference skills, why do you think the Wright Brothers chose a windy place to do their test flights? \_\_\_\_\_

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# Fennec Foxe

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



- ① The fennec fox lives in North Africa and can be found in the Sahara Desert. It also lives to the east in Sinai and Arabia. Fennec foxes like to live in sandy deserts. They like dry places with low growing plants.
- ② The fennec fox has sharp curved claws. It uses these to dig large dens with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their dens with bits of fur and feathers. This makes them soft and cozy. They sleep during the day to avoid the heat of the desert. Most foxes live alone but fennec foxes like to live in groups. They live in family groups of up to ten members.
- ③ The fennec fox is about fifteen inches long. It weighs about three pounds. Its tail is 7 - 12 inches long and has a black tip. The fennec fox's tail is useful. It helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur. This helps it blends in with the sand in the desert. Its fur is thick to keep it warm during cold desert nights.
- ④ One of the things that makes the fennec fox easy to recognize is its ears. Its ears are very large compared to its body. The fennec fox's ears always stand straight up. They are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears help them get rid of body heat. Their ears also help to cool the foxes off in the hot desert.
- ⑤ At night, fennec foxes look for food. They eat both meat and plants, so they are omnivores. They hunt for insects like grasshoppers or locust. They also look for small birds, mice, and lizards. They eat plants like roots, grasses, fruits, and berries. They can live a long time without water. In fact, they get most of their water from the foods they eat.
- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind. They open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

Directions: For numbers 1 - 8, use your crayons to underline evidence from the text. Make sure to underline the complete sentence, and not simply a word or two.

1. Using blue, underline the text which explains how long a fennec fox's ears are.
2. Using red, underline the text which describes how the fennec fox's tail is helpful when it sleeps.
3. Using yellow, underline the text which describes how its thick fur is helpful at night.
4. Using green, underline the text which tells how many babies are usually born in a litter.
5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
7. Using brown, underline the text which describes where fennec foxes live in North Africa.
8. Using black, underline the text which explains how many fennec foxes live in a group.

Directions: There are six paragraphs in the passage. Match the question about the text, to the number of the paragraph where the answer is found.

9. \_\_\_\_\_ How long is the fennec fox's tail?
10. \_\_\_\_\_ Which insects do fennec foxes like to eat?
11. \_\_\_\_\_ How large are fennec fox pups when they are first born?
12. \_\_\_\_\_ How does its tail help it when it runs?
13. \_\_\_\_\_ Why do fennec foxes sleep during the day?
14. \_\_\_\_\_ How do fennec foxes get most of their water?
15. \_\_\_\_\_ How are fennec fox's ears helpful to them?

# Fennec Foxe

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



- ① The fennec fox lives in North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with low growing plants.
- ② The fennec fox uses its sharp curved claws to dig large burrows with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
- ③ The fennec fox is about fifteen inches long and weighs about three pounds. Its tail is 7 - 12 inches long and has a black tip. The fennec fox's tail is useful because it helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur, so it blends in with its sandy habitat. Its fur is thick to keep it warm during cold desert nights.
- ④ One of the things that makes the fennec fox easy to recognize is its ears. Its ears are especially large compared to its body. The fennec fox's ears always stand straight up and are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears also help them get rid of body heat to cool the foxes in the hot desert climate.
- ⑤ At night, fennec foxes search for food. They are omnivores (eat both meat and plants) and hunt for insects like grasshoppers or locust, small birds, mice, and lizards. They also eat roots, grasses, fruits, and berries. They can survive a long time without water. In fact, they get most of their water from the foods they eat.
- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

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14. \_\_\_\_\_ How do fennec foxes get most of their water?
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# Fennec Foxe

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



- ① The fennec fox is native to North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with scrub vegetation.
- ② The fennec fox uses its sharp curved claws to dig complex burrows with tunnels up to 32 feet in length. These dens have multiple entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
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- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become mature at nine to eleven months old. Fennec foxes live about 12 years in the wild.



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13. \_\_\_\_\_ Why do fennec foxes sleep during the day?
14. \_\_\_\_\_ How do fennec foxes get most of their water?
15. \_\_\_\_\_ How are fennec fox's ears helpful to them?

# STORIES, MYTHS, AND TRADITIONAL LITERATURE

NAME: \_\_\_\_\_

Directions: Read the fables below. Then answer the questions.

## THE LION AND THE MOUSE

By Aesop



One day a tiny mouse came upon a sleeping lion. "Since he's sleep," thought the mouse, "He'll never suspect I'm here!" So the little mouse climbed up onto the lion's tail, scurried across its back, slid down its leg and leapt off of its paw. Suddenly, the lion woke up and quickly caught the mouse between its claws. "Oh, please," said the mouse, "Let me go and someday I'll come back and help you." At this thought, the lion smiled. "You are so small! How could you ever be able to help me?" The lion laughed so hard he dropped the mouse who ran, until she was very far away.

The next day, two hunters appeared in the jungle and set up a trap made of ropes in the lion's lair, in order to catch the lion. Later that night, the lion came home and stepped into the trap. The lion roared and pushed and pulled against the ropes but could not free himself. When the mouse heard the lion's pitiful roars, she came back to help him. The mouse began nibbling at a rope until it broke and the lion was freed. At that, the lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being so small. You helped me by saving my life after all!"



## THE DOVE AND THE ANT

By Aesop



Once an ant was hurrying along on its six legs. Suddenly, it stopped and said aloud, "I'm thirsty". A dove heard the ant and cooed from a perch in a nearby tree, "If you're thirsty, why don't you get a drink of water from the brook? The brook isn't far from here. Do be careful though, that you don't fall in." The Ant raced to the brook and started to drink. As he was drinking, a sudden wind blew the Ant into the water. "Help!" the Ant cried, "I'm drowning!" The Dove acted quickly to save the Ant. With its beak, the Dove broke a twig from the tree and flew over to the brook. The Dove dropped the twig next to the Ant, who climbed onto the twig and floated ashore. A short time later, the Ant saw a Hunter setting a trap to catch the Dove. The Dove began to fly towards the trap and the Ant knew it had to act quickly to save the Dove. The Ant ran towards the hunter and bit his bare ankle as hard as he could. "Ouch!" the Hunter cried. When the Dove heard the Hunter, she flew away.

1. What is the theme of these stories? \_\_\_\_\_

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2. Compare the two stories. How are they alike? \_\_\_\_\_

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3. Contrast the stories. How are they different? \_\_\_\_\_

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4. Choose one of the stories and summarize it: \_\_\_\_\_

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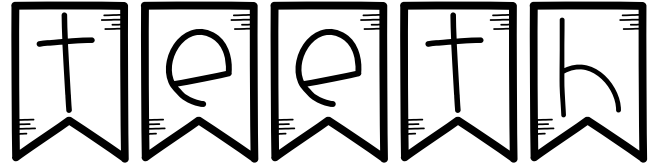
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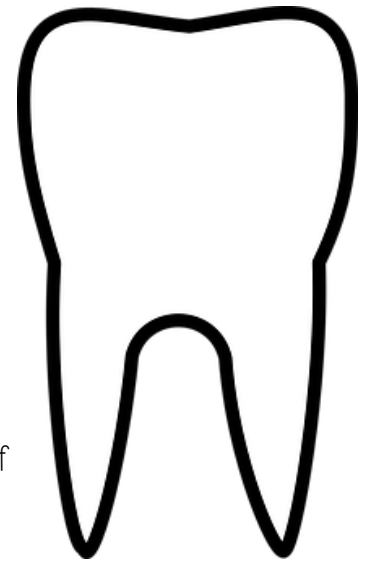
# INFERENCES:



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

When babies are born, their teeth are hidden. The first baby teeth break through around 6 to 12 months old. Soon, the entire first set of 20 teeth, called baby teeth, come in. This happens for many kids by the time they are three years old. Starting at age five or six, most kids start losing their baby teeth. These teeth get loose because they are pushed out by the permanent teeth that are under them. By age 12 or 13, most baby teeth have fallen out and kids have a full set of permanent teeth.

When the permanent teeth come in, there are 28 of them. Four more teeth, called wisdom teeth usually grow in at the back of the mouth between the ages of 17 and 25. These wisdom teeth usually make the teeth too crowded and need to be removed.



Inside your mouth, the teeth are surrounded by gums. The part of the tooth that you can see is called the crown. Much of the tooth, including its root, is hidden under the gums. The crown of each tooth is covered with enamel. Enamel is a covering on the outside of the tooth. It protects the inside part of the tooth.

Under the enamel, is the dentin. The dentin is the largest part of the tooth and goes from the top of the tooth down to the roots. Dentin is not as strong as enamel, but it is still very hard. Dentin protects the very inside part of the tooth, called the pulp. Nerve endings and a blood supply for each tooth are found in the pulp. When you eat foods that are too hot or too cold or if you get a cavity, the pulp is the part of the tooth that feels the pain. The tooth's blood vessels feed the tooth and keep it alive and healthy.

You have several different types of teeth in your mouth. The two front teeth and the teeth on either side of them are incisors. There are four incisors on the top and four on bottom. These teeth are flat and are used for cutting and chopping food. We bite into food using these teeth.

Next to the incisors are pointy teeth called canine. Canine teeth help tear food. There are two on the top and two on bottom. Next to your canine teeth are your bicuspid teeth. You have eight bicuspid in all. There are four on top and four on the bottom. Bicuspids are shaped differently from both incisors and canines. Bicuspids are bigger and have ridges. This allows them to crush and grind food. In the very back of your mouth are the molars. There are eight of these, with four on the top and four on the bottom. Molars are the largest and strongest teeth. They grind the food until it's small and ready to be swallowed. Wisdom teeth are the last four teeth to come in, with one in each back corner of the mouth.

1. The author stated that when a baby is born, its teeth are hidden. Make an inference. Where are the baby's teeth?

- A. Under the baby's gums
- B. In the baby's stomach
- C. The parents have them

2. Make an inference. The author stated that wisdom teeth make the teeth too crowded. What does this tell you about the person's mouth when the wisdom teeth come in?

- A. The mouth is too big
- B. The mouth is too round
- C. The mouth is too small

3. What do the roots of a tooth do?

- A. Help a person mash food into small pieces
- B. Clean the tooth
- C. Anchor the tooth to the gums

Match the tooth to its description:

- |          |   |                 |
|----------|---|-----------------|
| 4. _____ | Pointy teeth which tear food                      | A. incisor      |
| 5. _____ | The largest teeth which get food ready to swallow | B. canine       |
| 6. _____ | For crushing and grinding up food                 | C. bicuspid     |
| 7. _____ | For cutting or biting into food                   | D. molars       |
| 8. _____ | The teeth which usually have to be removed        | E. wisdom teeth |

9. Why do you think you have different kinds of teeth?

- A. To make your smile look better
- B. Each has a different purpose to help you eat different foods
- C. Each one fits together

10. Imagine a person had braces before they got their wisdom teeth. The braces made their teeth straight. What might happen when their wisdom teeth come in?

- A. Their teeth would get crowded and crooked
- B. They would become smarter
- C. It wouldn't change their other teeth

# Character Passage: The Baker

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

Paige couldn't remember the first time she helped her mom or dad make cookies, but she did know that she must have been very young. Making cookies was one of her favorite things to do! Everyone always loved it when she made cookies for bake sales, Girl Scout meetings, or just when friends came over.



One day, Paige's teacher, Mrs. Kelly, told the class about a town which was trying to recover after a hurricane. Many homes and schools had been flooded and some even destroyed. Families were hurting and Mrs. Kelly asked her students if they would like to help. Everyone agreed that they would do something to raise money to send the hurricane survivors. Some planned to hold car washes, some wanted to set up lemonade stands, and Paige decided to sell her cookies.

Now, instead of baking cookies just for fun, Paige wanted to make as much money as she could to help those who were suffering from the storm. Paige told grocery store managers what she was doing, and many of them donated the ingredients she needed. Paige took cookie orders from neighbors, from her parent's friends at work, and from the people who went to her church. Then one Saturday, three of Paige's friends came over and set up an assembly line to bake the cookies together. Once the cookies cooled, they were put into bags tied with ribbon and a small note explaining how the cookies were made to help those in need of help. Paige's mom helped deliver the cookies and they both were amazed at the way people reacted. Time and time again, people gave them much more money than what the cookies cost. When the whole class put all of their money together, they felt really good about how they had been able to help. Paige, however, didn't feel that she was done. She decided to continue to bake and to sell cookies, as a way to help wherever she could.

1. What were the settings in this story? \_\_\_\_\_

\_\_\_\_\_

2. What inspired Paige to bake cookies to sell? \_\_\_\_\_

\_\_\_\_\_

3. Which character trait(s) does Paige show in this story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Which part of the text gives you this idea? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Elements of **DRAMA**

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

## The New Puppy



Setting: On the Jackson's Farm in the country

Characters: Sofia, Nathan, their father, and Farmer Jackson

{Farmer Jackson had promised to give one of the new puppies to Nathan and Sofia and they were anxious to choose one and to take it home.}

SOFIA: (running out of the car towards the barn) Hi, Mr. Jackson. Are the puppies still in the barn?



FARMER JACKSON (smiling): You betcha! Come on in and take a look.

SOFIA: Nathan, can you believe how cute they are! How are we ever going to decide?

NATHAN: I think we should take them all!

NATHAN'S FATHER: Aw, guys. I wish we could, but one is enough for us. Which one will it be?

SOFIA: I know which one. We'll take the runt. He looks like he needs us the most (wrapping the tiniest puppy in her arms while Nathan looks on and nods in agreement).



1. What is the setting of the play? \_\_\_\_\_

2. Who are the characters in the play? \_\_\_\_\_

3. Look at the "description". What did Farmer Jackson promise Sofia and Nathan? \_\_\_\_\_

4. Look in the "stage directions" for Sofia's first line. Why do you think she got out of the car and started running towards the barn? \_\_\_\_\_

5. Why do you think Sofia and Nathan's Dad said one puppy was enough for them? \_\_\_\_\_

6. Why did Sofia want the runt? \_\_\_\_\_

7. Do you think Nathan agreed? How do you know? \_\_\_\_\_



## Themes in Literature:

# IT COULD ALWAYS BE WORSE

## *Jewish Folktale*

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

Directions: Read the folktale below and answer the questions.

A certain man had come to the end of his rope and so he decided to pay a visit to his rabbi to ask for some advice. "Rabbi," he cried, "My life is terrible and is getting worse all of the time. We are a poor family and my wife, our six children and my in-laws, all live in a tiny one room house. Our nerves are shattered and we quarrel constantly. I don't know how much more of this I can take."

The rabbi considered the man's situation and said, "My son, I'll tell you what to do. If you follow my advice carefully, your life will improve." "Oh yes," replied the man. "I'll do whatever you say." "Tell me, what animals do you own?" asked the rabbi. "I have a cow, a goat and a few chickens" he responded. "Well, this is what you need to do. Go home and bring all of the animals inside your house to live with you." The man was astonished by what the rabbi told him to do, but he followed his advice and went home and brought all of the animals inside the house.

The next morning, the man rushed to see the rabbi saying, "Rabbi, I did what you told me to do but things are even worse than ever. My house has turned into a barn. Please tell me what I should do." "My son," replied the rabbi, "go home and take the chickens out of the house." So the man went home and took the chickens out of the house but soon afterwards, he went running back to the rabbi.

"Help me rabbi," he cried. "My goat is destroying everything in the house. She is turning my life upside down!" "Go home," the rabbi said, "and take the goat out of the house." So the man went home and took the goat outside but soon afterwards he went rushing back to the rabbi.

"Rabbi, you must save me now. The cow has turned my house into a barn. How can I live with such a messy animal that moos day and night?" "Here's what you should do," said the rabbi. "Go home and take the cow out of the house." So the man went home immediately and took the cow out of the house.

The next morning, the man rushed to see the rabbi once more. "Rabbi, you have made my life sweet again. Now that all the animals are outside, the house is so quiet and so much more roomy and clean! Thank you so much for your wise advice."

1. What message is the author trying to convey in this story? \_\_\_\_\_

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2. Which key detail in the text gave you a clue about the theme? \_\_\_\_\_

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3. Summarize this folktale: \_\_\_\_\_

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4. How did the rabbi help the man feel better about his life? \_\_\_\_\_

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5. Do you think the rabbi's advice was truly wise? Why or why not? \_\_\_\_\_

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# → Archaeology

## Key

Archaeology is the science of learning about the past. These scientists, called archaeologists, study the remains of things people have left behind or thrown away. This helps them learn about people who lived long ago. They learn how people lived, what they looked like, and what tools they used. Archaeologists study everything from shipwrecks to lost cities that were hidden under in the sand.



You will often find archaeologists on a “dig,” because things from the past often get buried under layers of dirt. They can be buried by people, or by natural disasters like floods, volcanoes, or hurricanes. Once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed. Archaeologists study these once hidden areas.

When archaeologists start on a dig, they always dig square holes, in a neat, organized way. They make a grid to help them keep records of where they make each find. This is important because they never keep the things that they find. They take them back to the lab and try to put a map together of everything that they have found. This helps them understand how people lived long ago. On a dig, they find two types of things. Artifacts are items that are smaller. These items may be moved and might be displayed in a museum later on. Larger things like fireplaces, floors, or walls which can't be moved are called features.

Archaeologists use many different tools from a toothbrush, to expensive machines. Other tools include a trowel, to scrape off layers of dirt, a handpick, to loosen the dirt, and shovels, to scoop the dirt into wheelbarrows. This soil is moved to an area called a dumpsite.

When archaeologists work underwater, they use a different set of tools. Underwater archaeologists usually dress like scuba divers. They carry tools like a measuring tape, a special plastic notepad that they can write on underwater, and a digging tool. Instead of shoveling dirt, they use tools called dredges or airlifts. These work like big vacuum cleaners. The dredges suck up sand that cover artifacts and blow the sand away. To lift heavy artifacts out of the water, they use giant balloons called liftbags.

## Key

1. Look at the choices below. Write SD for supporting details or MI for the main idea of the archaeology passage.

- A. \_\_SD\_\_ Archaeologists use a variety of tools.
- B. \_\_SD\_\_ Many items from the past are buried under dirt.
- C. \_\_SD\_\_ Some archaeologists work underwater.
- D. \_\_MI\_\_ Archaeologists study items from the past.

2. The author stated that once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed.

What does the word "natural disaster" mean?

- A. A naturally occurring event that causes lots of damage or loss of life
- B. Food that is grown naturally
- C. Every day weather

3. Look at the first paragraph. Which one is the best choice for its main idea?

- A. Archaeologists may work under the water.
- B. Archaeologists learn about how people lived long ago.
- C. Archaeologists use many different tools.

4. Look at the fourth paragraph. Which one is the best choice for its main idea?

- A. Archaeologists use toothbrushes.
- B. Archaeologists use many different tools.
- C. Archaeologists scoop dirt into wheelbarrows.

5. When archaeologists work in the dirt, it is called a what?

- A. A work area
- B. The pre-museum
- C. A dig

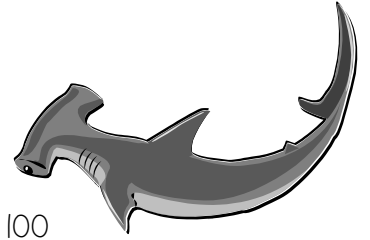
6. Which one is NOT a supporting detail from this passage?

- A. Archaeologists sometimes work under the water.
- B. Archaeologists work in an organized way.
- C. Archaeologists are smarter than paleontologists.

# HAMMERHEAD Sharks

## Key

Hammerhead sharks are fascinating creatures. These sharks mostly live in warm waters near the coastlines and far offshore, all around the world. Most hammerheads migrate to cooler water in the summer months. Although they travel in large groups with as many as 100 sharks during the day, these sharks like to hunt alone at night.



There are nine different species of hammerheads but only three are dangerous to humans; the great hammerhead, the smooth hammerhead, and the scalloped sharks. Hammerhead sharks come in a variety of sizes and weights, with the great hammerhead being the largest of them all. It can grow up to 20 feet in length and weigh up to 1,000 pounds. Most hammerhead species though, are fairly small and are considered harmless to humans.

Hammerhead sharks are gray-brown to olive-green on top. Underneath, they are off-white, which allows them to blend in well in the water. One of its most recognized features is the shape of its head. It looks somewhat like a hammer, with its eyes set far apart at each end of its head. On the tops of their bodies, hammerhead sharks have a large dorsal fin with a point at the top of it. Their triangular teeth are pointy too and grow in rows, just like other types of sharks. These teeth are jagged and are extremely sharp.

Hammerhead sharks are expert predators and eat a variety of foods including small fish, small sharks, shrimp, octopus, and squid. Their favorite food is sting ray, which often hides under the sandy ocean floor. When food is scarce, some scientists believe that the hammerheads will eat each other in order to survive.

Hammerheads have an excellent sense of smell, which helps them locate food easily. The shape of their head and the placement of their eyes, also helps them locate prey by allowing them to see in various directions better than other species of sharks. In addition, they have a number of sensory organs in their head to feel vibrations and movements of their prey, even when they don't see them.

Unlike most fish, hammerhead sharks do not lay eggs but give birth to live young around 11 months. Female hammerhead sharks give birth to 20 - 40 pups at a time. The mothers do not take care for their young, but separate themselves from them immediately. Some baby sharks are eaten by other sharks but a good number still survive. Most hammerheads live from 20 - 25 years in the wild.

## Key

1. Look at the choices below. Write SD for supporting details or MI for the main idea of the hammerhead shark passage.

- A. \_\_SD\_\_ Hammerhead sharks eat a variety of foods.
- B. \_\_MI\_\_ Hammerhead sharks are unique animals.
- C. \_\_SD\_\_ A hammerhead shark's body features help it find prey.
- D. \_\_SD\_\_ Hammerhead sharks are born live.

2. The author stated that hammerhead sharks will eat other hammerhead sharks if food is scarce. What does "scarce" mean?

- A. Easily found
- B. Scary
- C. Not easily found

3. Look at the second paragraph. Which one is the best choice for its main idea?

- A. There are several different species of hammerhead sharks.
- B. Most hammerhead sharks are harmless to humans.
- C. The great hammerhead is the largest hammerhead shark.

4. Look at the last paragraph. Which one is the best choice for its main idea?

- A. Hammerhead sharks are born live.
- B. Hammerhead sharks may live up to 25 years in the wild.
- C. Hammerhead sharks have an interesting life cycle.

5. Which food is a hammerhead's favorite?

- A. Squid
- B. Sting ray
- C. Octopus

6. Which one is NOT a supporting detail from this passage?

- A. A hammerhead's eyes allow it to see in many directions.
- B. Just like bats and owls, hammerheads are nocturnal.
- C. Most hammerheads live 20 - 25 years in the wild.

# CASTLES: KEY



The Middle Ages was from about 500 to 1500 A.D. Most countries in Europe at that time were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this time, thousands of castles were built across Europe.

Kings and queens lived in the castles, but they were also homes for barons, duchesses, and lords. There were also many workers who lived at the castle. They kept the castle running by doing things like cooking all the meals and cleaning up after everyone. Besides being a home, the castles were used as forts. They were made to defend themselves against other armies.

Castles were built in many locations. The best location for a castle was at the top of a hill. Hills were good lookout spots. They helped them see enemies coming from many miles away. Being on a hill made them easier to defend.

The first castles were made from wood. The wood could easily be set on fire. One fire-arrow could burn down a whole castle. So, castle owners began to build castles with stone to make them much stronger. The builders found stones and put them together using mortar. The mortar was made with water, sand, and lime (powdered limestone). They put mortar between the stones. The mortar was like glue. As soon as the mortar dried, the stone walls became very strong.

Castles were built for protection. Thick stone fences called "curtain walls" went all the way around the castle. Water-filled moats (deep trenches filled with water) were built next to the curtain walls. These stopped armies from using ladders to climb over the wall. It also stopped them from going under the walls.

The main entrance to the castle had a strong gatehouse. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the drawbridge to stop enemies from getting inside.

One of the most important weapons was the crossbow. A crossbow shoots arrows. Castles were made with narrow slits in the walls to protect soldiers while shooting their arrows. They could also shoot and then stand behind "battlements". These battlements look like teeth on the roofs of castle towers.

If enemies came into the castle, there were things inside to slow them down. For example, stone staircases went up and around in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose. Uneven stairs might trip soldiers who weren't expecting them. Castles also had secret passages. These passages let people get away quickly or to hide when they needed to.

Castles were built in Europe until the 1400's, when cannons were used in war. Castle owners tried to make the castle walls stronger but cannonballs could easily break down a stone wall. Many castles were torn apart or not taken care of. Some were changed into schools, churches, or prisons. It was the end of the castle building time.

## Key

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and the people who lived there
- B. Castles had moats
- C. Castles were first made of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. SD\_\_ Mortar was made of sand, water, and lime
- B. M\_\_ How castles were built
- C. SD\_\_ Castles made of wood could burn down

3. There are eight paragraphs in this passage. Which paragraph has a main idea of *Castles were built with things on the inside to slow enemies down*? Circle one: 1 2 3 4 5 6  7 8

4. List one supporting detail for the *Castles were built with things inside* paragraph: *Answers may vary: Stone staircases went up and around in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose. Uneven stairs might trip soldiers who weren't expecting them. Castles also had secret passages. These passages let people get away quickly or to hide when they needed to.*

5. Look at the 6<sup>th</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. SD\_\_ Battlements looked like teeth
- B. SD\_\_ Soldiers shot from castle towers
- C. M\_\_ Crossbows were important weapons

6. Look at the second paragraph. What is the main idea of this paragraph?

- A. Enemies could be seen from far away when castles were built on hills
- B. Castles could be built anywhere
- C. The best place to build a castle was at the top of a hill

7. Look at the first paragraph. Which one is NOT true?

- A. Workers lived in the castles
- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

- A. Castle building ended because cannons could break down castle walls
- B. Some castles were changed into schools or churches
- C. Some castles weren't taken care of



# CASTLES: KEY



In the Middle Ages (from about 500 to 1500 A.D.), most countries in Europe were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this dangerous time, thousands of castles were built across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as forts, and were built to defend themselves against other armies.

Castles were built in many locations but the best location for a castle was at the top of a hill. Hills were good lookout spots and helped them see enemies coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were built out of wood but could easily be set on fire. One flaming arrow could burn down a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar. Then they smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were built with features for extra protection. Thick stone fences called "curtain walls" surrounded the castle. Water-filled moats (deep trenches filled with water) were placed next to the curtain walls. These stopped armies from using ladders to climb over the wall or to tunnel under the walls.

A strong gatehouse was built at the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons back then was the crossbow. Castles were made with narrow slits in the walls, to allow archers to be protected while shooting their arrows. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies came inside the castle, there were things inside that were made to slow them down. For example, narrow, winding stone staircases went upward in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose, to trip soldiers who were not familiar with them. Castles also had secret passageways to allow people to either escape or to hide in hidden places.

Castles were built in many parts of Europe until the 1400's, when cannons were used in war. Even though castle owners tried to make the castle walls stronger, cannonballs could easily break down a stone wall. Many castles either were torn apart, fell into ruin, or were converted into schools, religious buildings, or prisons. It was the end of the castle era.

## Key

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and the people who lived there
- B. Castles had moats
- C. Castles were first built of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_SD\_\_ Mortar was made of sand, water, and lime
- B. \_\_M\_\_ How castles were built
- C. \_\_SD\_\_ Castles made of wood could burn down

3. There are eight paragraphs in this passage. Which paragraph has a main idea of *Castles were built with things on the inside to slow enemies down*? Circle one: 1 2 3 4 5 6  7 8

4. List one supporting detail for the *Castles were built with things inside* paragraph: *Answers may vary: If enemies came inside the castle, there were things inside that were made to slow them down, Narrow, winding stone staircases went upward in a clockwise direction, This helped right-handed fighters coming down the steps, since they could more easily swing their swords, Stairs were sometimes built to be uneven on purpose, to trip soldiers who were not familiar with them, Castles also had secret passageways to allow people to either escape or to hide in hidden places.*

5. Look at the 6<sup>th</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_SD\_\_ Battlements looked like teeth
- B. \_\_SD\_\_ Archers shot from castle towers
- C. \_\_M\_\_ Crossbows were important weapons

6. Look at the second paragraph. What is the main idea of this paragraph?

- A. Enemies could be seen from far away when castles were built on hills
- B. Castles could be built anywhere
- C. The best place to build a castle was at the top of a hill

7. Look at the first paragraph. Which one is NOT true?

- A. Workers lived in the castles
- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

- A. Castle building ended because cannons could break down castle walls
- B. Some castles were converted to schools or religious buildings
- C. Some castles fell into ruin

# CASTLES: KEY



In the Middle Ages (from about 500 to 1500 A.D.), most European countries were ruled by kings who often went to war to gain land. Knights and soldiers were used to defend each kingdom's territories. During this dangerous time, thousands of castles were built across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as fortresses, and were specifically built to defend themselves against invading armies.

Castles were built in many locations but the best location for a castle was at the top of a hill because it served as a good lookout spot, as enemies could be seen coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were constructed out of wood but they proved to be too easily set on fire. One flaming arrow could destroy a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar and then smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were designed with features which provided extra protection. Thick stone fences called "curtain walls" surrounded the castle and water-filled moats (deep trenches filled with water) were placed next to the curtain walls to prevent armies from using ladders to climb over the wall or to tunnel under the walls.

A heavily fortified gatehouse formed the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat if they wanted to let people in and they would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons of that time was the crossbow. Castles had narrow slits which allowed archers to shoot, while providing them with protection. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies made it inside the castle, there were features there that were designed to slow them down. For example, narrow, winding stone staircases spiraled upward in a clockwise direction, which gave right-handed fighters coming down the steps an advantage, since they could more easily swing their swords. Stairs were sometimes built to be uneven purposely, to trip invaders who were not familiar with them. Castles also had secret passageways to allow residents to either escape or to hide in hidden places.

Castles were a major part of the European landscape until the 1400's when cannons became a widespread weapon. Even though castle owners tried to reinforce their walls, a stone castle proved to be no match for a cannonball blast. Many castles either were torn apart, fell into ruin, or were converted into schools, monasteries, or prisons. It was the end of the castle era.

## Key

1. What is the main idea for the entire passage?

- A. Castles were built to protect kings and nobility
- B. Castles had moats
- C. Castles were first built of wood and later built of stone

2. Look at the 3<sup>rd</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_SD\_\_ Mortar was made of sand, water, and lime
- B. \_\_M\_\_ The castle's construction
- C. \_\_SD\_\_ Castles made of wood could burn down

3. There are eight paragraphs in this passage. Which paragraph has a main idea of *Castles were built with features on the inside to slow enemies down*? Circle one: 1 2 3 4 5 6  7 8

4. List one supporting detail for the *Castle's inside features* paragraph: *Answers may vary: If enemies made it inside the castle, there were features to slow them down, Narrow, winding stone staircases spiraled upward in a clockwise direction, which gave right-handed fighters coming down the steps an advantage, since they could more easily swing their swords, Stairs were sometimes built to be uneven purposely, to trip invaders who were not familiar with them, Castles also had secret passageways to allow residents to either escape or to hide in hidden places.*

5. Look at the 6<sup>th</sup> paragraph. Write **M** beside the main idea of this paragraph and **SD** beside each supporting detail.

- A. \_\_SD\_\_ Battlements looked like teeth
- B. \_\_SD\_\_ Archers shot from castle towers
- C. \_\_M\_\_ Crossbows were important weapons

6. Look at the second paragraph. What is the main idea of this paragraph?

- A. Enemies could be seen from far away when castles were built on hills
- B. Castles could be built anywhere
- C. The best location to build a castle was at the top of a hill

7. Look at the first paragraph. Which one is NOT true?

- A. Workers lived in the castles
- B. Kings and queens were the only ones who lived in castles
- C. Thousands of castles were built in the Middle Ages

8. What is the main idea for the last paragraph?

- A. Castle building ended because cannons could destroy castle walls
- B. Some castles were converted to schools or monasteries
- C. Some castles fell into ruin

# Historical TExT:

## The Wright Brothers

### Key

Orville and Wilbur Wright were brothers who were born four years apart. Wilbur was born in 1867 and Orville was born in 1871. They also had two other brothers and a sister. Their father was a bishop in their church, so they moved around a lot. Both parents encouraged them to read and to learn about the world. One day their father gave them a flying toy made of paper, cork, and bamboo. They played with it so much that they broke it, but it inspired them to promise each other that one day they would fly themselves.



Throughout their childhood, the boys continued to be interested in mechanical things and flight. Orville decided to sell kites at school to make money and Wilbur read everything he could find about how birds flew and machines worked. As the brothers became adults, they opened a bicycle shop. While they were young, their mother was the one in the family who fixed things, so both brothers learned to be very good mechanics and could fix just about anything anyone asked them to fix. While working in the bicycle shop, the idea of designing an airplane was born.

In the early 1900's, many people were interested in the possibility of flight but most were focused on gliders. The Wright Brothers experimented with the possibility of flight using a light but powerful engine. Taking their profits from the bicycle shop, they started testing their airplane invention at Kitty Hawk, North Carolina, which was located in a windy area in the country.

On December 17, 1903, the Wright Brothers made the first successful historic airplane flight, with Orville piloting the plane (called 'the Flyer') and Wilbur running alongside the plane at the wing tip. This first flight was only 120 feet in length and lasted 12 seconds, at a speed of only 6.8 miles per hour. It was recorded in a famous photograph.

Over the next few years, the Wright Brothers continued to develop their aircraft and received their first patent in 1904. By 1908, Wilbur made over 100 flights and in France, he set a record with his longest one, at 2 hours and 19 minutes.

1. What was the Wright Brothers' inspiration for flying? Point to the evidence from the text.

According to the text, their father gave them, "... a flying toy made of paper, cork, and bamboo. They played with it so much that they broke it, but it inspired them to promise each other that one day they would fly themselves".

2. What activities were the brothers involved in during their childhood that helped to prepare them to invent the airplane? What is your evidence from the text?

They read a lot of books and the author also stated that, "Orville decided to sell kites at school to make money and Wilbur read everything he could find about how birds flew and machines worked".

3. Which parent was the family mechanic? Make sure to list your proof from the text.

Their mother was the family mechanic. The author stated that, " While they were young, their mother was the one in the family who fixed things..."

4. Make an inference. How was a glider different from the first airplane? Find reasons from the text.

A glider is more like a kite and doesn't use an engine but merely glides through the air.

5. Using your inference skills, why do you think the Wright Brothers chose a windy place to do their test flights?

Wind was helpful in order for the airplane to lift off the ground.

# Fennec Foxe

## Key



- ① The fennec fox lives in North Africa and can be found in the Sahara Desert. It also lives to the east in Sinai and Arabia. Fennec foxes like to live in sandy deserts. They like dry places with low growing plants.
- ② The fennec fox has sharp curved claws. It uses these to dig large dens with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their dens with bits of fur and feathers. This makes them soft and cozy. They sleep during the day to avoid the heat of the desert. Most foxes live alone but fennec foxes like to live in groups. They live in family groups of up to ten members.
- ③ The fennec fox is about fifteen inches long. It weighs about three pounds. Its tail is 7 - 12 inches long and has a black tip. The fennec fox's tail is useful. It helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur. This helps it blends in with the sand in the desert. Its fur is thick to keep it warm during cold desert nights.
- ④ One of the things that makes the fennec fox easy to recognize is its ears. Its ears are very large compared to its body. The fennec fox's ears always stand straight up. They are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears help them get rid of body heat. Their ears also help to cool the foxes off in the hot desert.
- ⑤ At night, fennec foxes look for food. They eat both meat and plants, so they are omnivores. They hunt for insects like grasshoppers or locust. They also look for small birds, mice, and lizards. They eat plants like roots, grasses, fruits, and berries. They can live a long time without water. In fact, they get most of their water from the foods they eat.
- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind. They open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

Directions: For numbers 1 - 8, use your crayons to underline evidence from the text. Make sure to underline the complete sentence, and not simply a word or two.

1. Using blue, underline the text which explains how long a fennec fox's ears are.
2. Using red, underline the text which describes how the fennec fox's tail is helpful when it sleeps.
3. Using yellow, underline the text which describes how its thick fur is helpful at night.
4. Using green, underline the text which tells how many babies are usually born in a litter.
5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
7. Using brown, underline the text which describes where fennec foxes live in North Africa.
8. Using black, underline the text which explains how many fennec foxes live in a group.

Directions: There are six paragraphs in the passage. Match the question about the text, to the number of the paragraph where the answer is found.

9.   3   How long is the fennec fox's tail?
10.   5   Which insects do fennec foxes like to eat?
11.   6   How large are fennec fox pups when they are first born?
12.   3   How does its tail help it when it runs?
13.   2   Why do fennec foxes sleep during the day?
14.   5   How do fennec foxes get most of their water?
15.   4   How are fennec fox's ears helpful to them?



# Fennec Foxe

## Key



- ① The fennec fox lives in North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with low growing plants.
- ② The fennec fox uses its sharp curved claws to dig large burrows with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
- ③ The fennec fox is about fifteen inches long and weighs about three pounds. Its tail is 7 - 12 inches long and has a black tip. The fennec fox's tail is useful because it helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur, so it blends in with its sandy habitat. Its fur is thick to keep it warm during cold desert nights.
- ④ One of the things that makes the fennec fox easy to recognize is its ears. Its ears are especially large compared to its body. The fennec fox's ears always stand straight up and are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears also help them get rid of body heat to cool the foxes in the hot desert climate.
- ⑤ At night, fennec foxes search for food. They are omnivores (eat both meat and plants) and hunt for insects like grasshoppers or locust, small birds, mice, and lizards. They also eat roots, grasses, fruits, and berries. They can survive a long time without water. In fact, they get most of their water from the foods they eat.
- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

Directions: For numbers 1 - 8, use your crayons to underline evidence from the text. Make sure to underline the complete sentence, and not simply a word or two.

1. Using blue, underline the text which explains how long a fennec fox's ears are.
2. Using red, underline the text which describes how the fennec fox's tail is helpful when it sleeps.
3. Using yellow, underline the text which describes how its thick fur is helpful at night.
4. Using green, underline the text which tells how many babies are usually born in a litter.
5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
7. Using brown, underline the text which describes where fennec foxes live in North Africa.
8. Using black, underline the text which explains how many fennec foxes live in a group.

Directions: There are six paragraphs in the passage. Match the question about the text, to the number of the paragraph where the answer is found.

9.   3   How long is the fennec fox's tail?
10.   5   Which insects do fennec foxes like to eat?
11.   6   How large are fennec fox pups when they are first born?
12.   3   How does its tail help it when it runs?
13.   2   Why do fennec foxes sleep during the day?
14.   5   How do fennec foxes get most of their water?
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# Fennec Foxe

## Key



- ① The fennec fox is native to North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with scrub vegetation.
- ② The fennec fox uses its sharp curved claws to dig complex burrows with tunnels up to 32 feet in length. These dens have multiple entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
- ③ The fennec fox is about fifteen inches long and weighs about three pounds. Its tail is 7 - 12 inches long and has a black tip. The fennec fox's tail is useful because it helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur, so it is camouflaged in the sandy habitat. Its fur is thick for insulation during cold desert nights.
- ④ One of the things that makes the fennec fox easy to recognize is its ears. Its ears are especially large compared to its body. The fennec fox's ears always stand straight up and are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears also radiate body heat to help cool the foxes in the hot desert climate.
- ⑤ At night, fennec foxes search for food. They are omnivores (eat both meat and plants) and hunt for insects like grasshoppers or locust, small birds, mice, and lizards. They also eat roots, grasses, fruits, and berries. They can survive a long time without water. In fact, they get most of their water from the foods they eat.
- ⑥ Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become mature at nine to eleven months old. Fennec foxes live about 12 years in the wild.

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# STORIES, MYTHS, AND TRADITIONAL LITERATURE

## KEY

Directions: Read the fables below. Then answer the questions.

### THE LION AND THE MOUSE

By Aesop



One day a tiny mouse came upon a sleeping lion. "Since he's sleep," thought the mouse, "He'll never suspect I'm here!" So the little mouse climbed up onto the lion's tail, scurried across its back, slid down its leg and leapt off of its paw. Suddenly, the lion woke up and quickly caught the mouse between its claws. "Oh, please," said the mouse, "Let me go and someday I'll come back and help you." At this thought, the lion smiled. "You are so small! How could you ever be able to help me?" The lion laughed so hard he dropped the mouse who ran, until she was very far away.

The next day, two hunters appeared in the jungle and set up a trap made of ropes in the lion's lair, in order to catch the lion. Later that night, the lion came home and stepped into the trap. The lion roared and pushed and pulled against the ropes but could not free himself. When the mouse heard the lion's pitiful roars, she came back to help him. The mouse began nibbling at a rope until it broke and the lion was freed. At that, the lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being so small. You helped me by saving my life after all!"



### THE DOVE AND THE ANT

By Aesop



Once an ant was hurrying along on its six legs. Suddenly, it stopped and said aloud, "I'm thirsty". A dove heard the ant and cooed from a perch in a nearby tree, "If you're thirsty, why don't you get a drink of water from the brook? The brook isn't far from here. Do be careful though, that you don't fall in." The Ant raced to the brook and started to drink. As he was drinking, a sudden wind blew the Ant into the water. "Help!" the Ant cried, "I'm drowning!" The Dove acted quickly to save the Ant. With its beak, the Dove broke a twig from the tree and flew over to the brook. The Dove dropped the twig next to the Ant, who climbed onto the twig and floated ashore. A short time later, the Ant saw a Hunter setting a trap to catch the Dove. The Dove began to fly towards the trap and the Ant knew it had to act quickly to save the Dove. The Ant ran towards the hunter and bit his bare ankle as hard as he could. "Ouch!" the Hunter cried. When the Dove heard the Hunter, she flew away.

1. What is the theme of these stories?

Answers may vary: Even someone small can do great things...One good turn deserves another...Karma...

2. Compare the two stories. How are they alike?

Both stories have a very small animal and a larger animal. In both stories, the first animal is in trouble and is saved by the second animal. Later in the story the animal that was saved is able to help the animal that saved him/her. Both stories have hunters trying to capture the larger animals.

3. Contrast the stories. How are they different?

In the first story, the lion catches the mouse and then doubts its ability to help him since it is so small. In the second story, the dove did not capture the ant but merely helped him.

4. Choose one of the stories and summarize it:

Answers may vary:

A mouse was caught by a lion and pleaded to be let go saying that it could one day help the lion. Later when the lion was trapped by hunters, the mouse did help the lion by nibbling through the lion's ropes.

An ant fell into the brook when it was getting a drink and a dove saved it. When a hunter was about to trap the dove, the ant bit the hunter's leg, saving the dove.

# INFERENCES:



## Key

When babies are born, their teeth are hidden. The first baby teeth break through around 6 to 12 months old. Soon, the entire first set of 20 teeth, called baby teeth, come in. This happens for many kids by the time they are three years old. Starting at age five or six, most kids start losing their baby teeth. These teeth get loose because they are pushed out by the permanent teeth that are under them. By age 12 or 13, most baby teeth have fallen out and kids have a full set of permanent teeth.

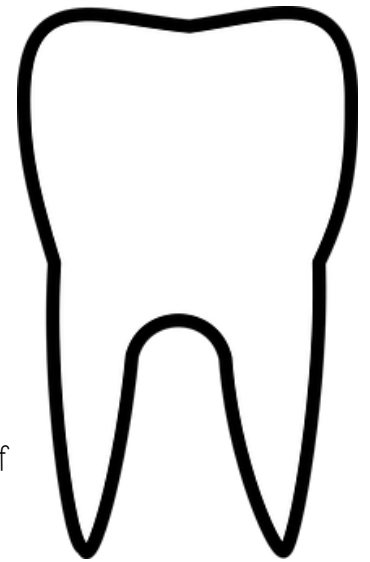
When the permanent teeth come in, there are 28 of them. Four more teeth, called wisdom teeth usually grow in at the back of the mouth between the ages of 17 and 25. These wisdom teeth usually make the teeth too crowded and need to be removed.

Inside your mouth, the teeth are surrounded by gums. The part of the tooth that you can see is called the crown. Much of the tooth, including its root, is hidden under the gums. The crown of each tooth is covered with enamel. Enamel is a covering on the outside of the tooth. It protects the inside part of the tooth.

Under the enamel, is the dentin. The dentin is the largest part of the tooth and goes from the top of the tooth down to the roots. Dentin is not as strong as enamel, but it is still very hard. Dentin protects the very inside part of the tooth, called the pulp. Nerve endings and a blood supply for each tooth are found in the pulp. When you eat foods that are too hot or too cold or if you get a cavity, the pulp is the part of the tooth that feels the pain. The tooth's blood vessels feed the tooth and keep it alive and healthy.

You have several different types of teeth in your mouth. The two front teeth and the teeth on either side of them are incisors. There are four incisors on the top and four on bottom. These teeth are flat and are used for cutting and chopping food. We bite into food using these teeth.

Next to the incisors are pointy teeth called canine. Canine teeth help tear food. There are two on the top and two on bottom. Next to your canine teeth are your bicuspid teeth. You have eight bicuspid in all. There are four on top and four on the bottom. Bicuspids are shaped differently from both incisors and canines. Bicuspids are bigger and have ridges. This allows them to crush and grind food. In the very back of your mouth are the molars. There are eight of these, with four on the top and four on the bottom. Molars are the largest and strongest teeth. They grind the food until it's small and ready to be swallowed. Wisdom teeth are the last four teeth to come in, with one in each back corner of the mouth.



1. The author stated that when a baby is born, its teeth are hidden. Make an inference. Where are the baby's teeth?

- A. Under the baby's gums
- B. In the baby's stomach
- C. The parents have them

2. Make an inference. The author stated that wisdom teeth make the teeth too crowded. What does this tell you about the person's mouth when the wisdom teeth come in?

- A. The mouth is too big
- B. The mouth is too round
- C. The mouth is too small

3. What do the roots of a tooth do?

- A. Help a person mash food into small pieces
- B. Clean the tooth
- C. Anchor the tooth to the gums

Match the tooth to its description:

- |  |                 |
|--|-----------------|
| 4. ___B___ Pointy teeth which tear food                      | A. incisor      |
| 5. ___D___ The largest teeth which get food ready to swallow | B. canine       |
| 6. ___C___ For crushing and grinding up food                 | C. bicuspid     |
| 7. ___A___ For cutting or biting into food                   | D. molars       |
| 8. ___E___ The teeth which usually have to be removed        | E. wisdom teeth |

9. Why do you think you have different kinds of teeth?

- A. To make your smile look better
- B. Each has a different purpose to help you eat different foods
- C. Each one fits together

10. Imagine a person had braces before they got their wisdom teeth. The braces made their teeth straight. What might happen when their wisdom teeth come in?

- A. Their teeth would get crowded and crooked
- B. They would become smarter
- C. It wouldn't change their other teeth



# Character Passage: The Baker

## Key

Paige couldn't remember the first time she helped her mom or dad make cookies, but she did know that she must have been very young. Making cookies was one of her favorite things to do! Everyone always loved it when she made cookies for bake sales, Girl Scout meetings, or just when friends came over.



One day, Paige's teacher, Mrs. Kelly, told the class about a town which was trying to recover after a hurricane. Many homes and schools had been flooded and some even destroyed. Families were hurting and Mrs. Kelly asked her students if they would like to help. Everyone agreed that they would do something to raise money to send the hurricane survivors. Some planned to hold car washes, some wanted to set up lemonade stands, and Paige decided to sell her cookies.

Now, instead of baking cookies just for fun, Paige wanted to make as much money as she could to help those who were suffering from the storm. Paige told grocery store managers what she was doing, and many of them donated the ingredients she needed. Paige took cookie orders from neighbors, from her parent's friends at work, and from the people who went to her church. Then one Saturday, three of Paige's friends came over and set up an assembly line to bake the cookies together. Once the cookies cooled, they were put into bags tied with ribbon and a small note explaining how the cookies were made to help those in need of help. Paige's mom helped deliver the cookies and they both were amazed at the way people reacted. Time and time again, people gave them much more money than what the cookies cost. When the whole class put all of their money together, they felt really good about how they had been able to help. Paige, however, didn't feel that she was done. She decided to continue to bake and to sell cookies, as a way to help wherever she could.

1. What were the settings in this story?

The story took place at Paige's home and at her school (also the grocery store and the homes where they delivered cookies).

2. What inspired Paige to bake cookies to sell?

Paige's teacher told the class about a town affected by a hurricane which needed help.

3. Which character trait(s) does Paige show in this story?

Paige showed generosity (giving), caring, hard work, and determination.

4. Which part of the text gives you this idea?

The text explained that Paige was willing to help and worked hard to make the cookies. In the last paragraph, the author stated that, "She decided to continue to bake and to sell cookies, as a way to help wherever she could."

# Elements of **DRAMA**

Key

## The New Puppy



Setting: On the Jackson's Farm in the country

Characters: Sofia, Nathan, their father, and Farmer Jackson

{Farmer Jackson had promised to give one of the new puppies to Nathan and Sofia and they were anxious to choose one and to take it home.}

SOFIA: (running out of the car towards the barn) Hi, Mr. Jackson. Are the puppies still in the barn?

FARMER JACKSON (smiling): You betcha! Come on in and take a look.

SOFIA: Nathan, can you believe how cute they are! How are we ever going to decide?

NATHAN: I think we should take them all!

NATHAN'S FATHER: Aw, guys. I wish we could, but one is enough for us. Which one will it be?

SOFIA: I know which one. We'll take the runt. He looks like he needs us the most (wrapping the tiniest puppy in her arms while Nathan looks on and nods in agreement).

1. What is the setting of the play?

On the Jackson's Farm in the country

2. Who are the characters in the play?

Sofia, Nathan, their father and Farmer Jackson

3. Look at the "description". What did Farmer Jackson promise Sofia and Nathan?

One of the new puppies

4. Look in the "stage directions" for Sofia's first line. Why do you think she got out of the car and started running towards the barn?

She was excited to see/choose a puppy.

5. Why do you think Sofia and Nathan's Dad said one puppy was enough for them?

Answers vary: Money, responsibility needed, space/backyard size...

6. Why did Sofia want the runt?

She said, "He looks like he needs us the most".

7. Do you think Nathan agreed? How do you know?

Yes, he nodded his head.

## Themes in Literature:

# IT COULD ALWAYS BE WORSE

## *Jewish Folktale*

### Key

Directions: Read the folktale below and answer the questions.

A certain man had come to the end of his rope and so he decided to pay a visit to his rabbi to ask for some advice. "Rabbi," he cried, "My life is terrible and is getting worse all of the time. We are a poor family and my wife, our six children and my in-laws, all live in a tiny one room house. Our nerves are shattered and we quarrel constantly. I don't know how much more of this I can take."

The rabbi considered the man's situation and said, "My son, I'll tell you what to do. If you follow my advice carefully, your life will improve." "Oh yes," replied the man. "I'll do whatever you say." "Tell me, what animals do you own?" asked the rabbi. "I have a cow, a goat and a few chickens" he responded. "Well, this is what you need to do. Go home and bring all of the animals inside your house to live with you." The man was astonished by what the rabbi told him to do, but he followed his advice and went home and brought all of the animals inside the house.

The next morning, the man rushed to see the rabbi saying, "Rabbi, I did what you told me to do but things are even worse than ever. My house has turned into a barn. Please tell me what I should do." "My son," replied the rabbi, "go home and take the chickens out of the house." So the man went home and took the chickens out of the house but soon afterwards, he went running back to the rabbi.

"Help me rabbi," he cried. "My goat is destroying everything in the house. She is turning my life upside down!" "Go home," the rabbi said, "and take the goat out of the house." So the man went home and took the goat outside but soon afterwards he went rushing back to the rabbi.

"Rabbi, you must save me now. The cow has turned my house into a barn. How can I live with such a messy animal that moos day and night?" "Here's what you should do," said the rabbi. "Go home and take the cow out of the house." So the man went home immediately and took the cow out of the house.

The next morning, the man rushed to see the rabbi once more. "Rabbi, you have made my life sweet again. Now that all the animals are outside, the house is so quiet and so much more roomy and clean! Thank you so much for your wise advice."

1. What message is the author trying to convey in this story?

Answers may vary: Appreciate what you have, because it could be worse.

2. Which key detail in the text gave you a clue about the theme?

Answers may vary: The title gives the reader a clue. The text also states that, "Now that all the animals are outside, the house is so quiet and so much more roomy and clean!" This implies that the man was starting to appreciate that his life was not so bad when you compared it to the mess and chaos of having animals inside the house.

3. Summarize this folktale:

Answers may vary: A man lives with his family in a tiny house and is not happy because they are so crowded and argue all the time. He goes to see a rabbi who tells him to bring all of his animals inside the house and then one by one he tells the man to take the animals outside. The man finally understands that his life could be a lot worse.

4. How did the rabbi help the man feel better about his life?

Answers may vary: He helped him to put things into perspective and to see that his life was not so bad after all.

5. Do you think the rabbi's advice was truly wise? Why or why not?

Answers may vary.