Reading Comprehension and Skills

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Basic reading skills activities necessary for developing the skills students need to succeed!

Written by: Elizabeth E. Hanson

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Read the story and answer the questions.

1. What is the main idea of this story? (Circle the answer)
   A. The climax is the best part of the story.
   B. Falling action always follows the climax.
   C. The plot of a story usually has six basic steps.

2. What does a reader learn about during the exposition?

   _____________________________________________________________

3. A word that means “where the story is located” is: (Circle the answer)
   A. conclusion
   B. setting
   C. characters

4. What step usually follows the climax?

   _____________________________________________________________

5. What happens during the resolution?

   _____________________________________________________________
Nathan Hale

“I only regret that I have but one life to lose for my country.” American patriot Nathan Hale spoke these words in 1776 as he was being led to the gallows to be hung by the British for being a spy. Captain Hale, only twenty-one years of age, undertook a dangerous mission to go behind enemy lines. During the Revolutionary War, the American colonists had lost several important battles to the British. Volunteers were needed to spy on the position of the British army. Hale volunteered to do this for his country. He was secretly dropped on the shore of Long Island and was able to pass all of the guards, except one. This last guard had Hale arrested. British General Howe, without waiting for a trial, immediately ordered Hale to be executed. Even though he was a very young man, Hale handled himself with dignity and quietly accepted his fate. Many of the British soldiers who witnessed Hale in his final hours admired him for these actions and for those very famous words he spoke.

1. What is the main idea of this story? (Circle the answer)
   A. Nathan Hale will always be remembered for his bravery.
   B. Being a spy is dangerous.
   C. The British were cruel to execute Nathan Hale.

2. Why did Hale volunteer to go on this dangerous mission? (Circle the answer)

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3. Who were the American colonists fighting against during the Revolutionary War?

____________________________________________________________________________

4. A word that means “to have great respect for” is:
   A. position
   B. fate
   C. admire

5. Why did even the British soldiers admire Nathan Hale?

____________________________________________________________________________

6. What word means “one who loves his country”? (Circle the answer)
   A. volunteer
   B. patriot
   C. colonist
Read the story and answer the questions.

Paul Revere

One of the most famous heroes of the Revolutionary War is Paul Revere. In April of 1775, American colonists in Boston were waiting for an attack on their city by the British. However, they did not know if the attack would come by land or sea. Colonists acted as lookouts in Boston’s Old North Church and had arranged signals to alert the citizens of the attack. From the top of this church, everyone in Boston would be able to see the signal. The signal was “one if by land, two if by sea.” One lit lantern at the top of the Old North Church meant the attack was coming by land, and two lit lanterns meant the attack was coming by sea. As British ships sailed up the Charles River, a single lantern was lit in the church. After seeing the signal, Paul Revere rode through the countryside alerting his neighbors of the coming battle. Revere rode and rode all night shouting the news, “The British are coming, the British are coming!” Thanks to his bravery, the colonial soldiers were prepared for the attack.

1. What is the main idea of this story? (Circle the answer)
   A. The British attacked Boston by sea.
   B. Lanterns were useful to colonists.
   C. Paul Revere’s bravery helped prepare his neighbors for battle.

2. Another word for “watchful, ready for action” is: (Circle the answer)
   A. heroic
   B. alert
   C. brave

3. Boston is located in which state?

____________________________________________________________________________

4. Why did the colonists choose the Old North Church as the signal area?

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5. Why is Paul Revere considered a hero?

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On July 20, 1969, American astronaut Neil Armstrong announced the following message: “Houston, Tranquility base here, the Eagle has landed.” Armstrong, along with fellow astronaut Edwin “Buzz” Aldrin, had just become the first people to land on the moon. After leaving the huge Apollo rocket that continued to orbit the moon, the two astronauts carefully navigated the small lunar module toward the surface of the moon. The lunar module was nicknamed the “Eagle.” This nickname was given in honor of the bald eagle, the national bird of the United States. Millions of people from every country on Earth huddled near televisions and radios waiting for the news, wondering if a man would finally walk on the moon. Finally, Armstrong touched his foot to the ground and spoke the now famous words, “That’s one small step for man, one giant leap for mankind.”

1. What is the main idea of this story? (Circle the answer)
   A. Man first landed on the moon on July 20, 1969.
   B. “Buzz” Aldrin accompanied Neil Armstrong to the moon.
   C. Communication by radio and television was possible from the moon to the earth.

2. What did Neil Armstrong mean when he said, “The Eagle has landed”?

3. Which astronaut touched his foot to the surface of the moon first? (Circle the answer)
   A. Buzz Aldrin
   B. Neil Armstrong
   C. A Russian Astronaut

4. What did the Apollo rocket do while the lunar module was directed toward the moon’s surface?

5. Reread lines 4 and 5 of the paragraph. What does the word “navigated” mean here?

6. Were people interested or not in this space journey? What information tells you this?
Thor

Students often study about Greek gods and goddesses, but often skip Norse mythology. The word “Norse” comes from the Scandinavian countries of Northern Europe. Norway, Sweden and Finland are Scandinavian countries. One of the most famous Norse gods is Thor. Thor was the god of war and thunder. He was second in command to Odin, the chief god. The Norse people loved Thor because he fought against the giants who threatened their homes. Thor had a magic hammer that came back to him after he hurled it at his foes. He was also able to double his strength when he put on his belt. Thor was strong, but was not thought to be very smart. His memory lives on today. In fact, we speak of him every Thursday. The actual meaning of Thursday is “Thor’s day”!

1. What is the main idea of this story? (Circle the answer)
   A. Thor was not very smart.
   B. Thor, a figure from Norse mythology, is still remembered today.
   C. Thor had a magic hammer.

2. Thor was the god of: (Circle the answer)
   A. Thursday
   B. Odin
   C. war and thunder

3. How was Thor able to double his strength?

____________________________________________________________________________

4. Why did the Norse people love Thor?

____________________________________________________________________________
____________________________________________________________________________

5. What tool did Thor use against his enemies?

____________________________________________________________________________

6. A god who was higher in command than Thor was: (Circle the answer)
   A. struck by Thor’s magic hammer
   B. Norse
   C. Odin
Tall Tales

Many types of stories, such as myths and fables, began in Europe and Asia, but the tall tale is a completely American invention. Perhaps you have heard of some of the most famous tall tales - Paul Bunyan and Babe the Blue Ox, Rip Van Winkle or Pecos Bill. What do all of these characters have in common? All of the characters were honorable heroes and fought on the side of good. For example, Pecos Bill was thought to have lassoed a cyclone to save his neighbors. Early American settlers did not have televisions or radios. For entertainment, they sat around campfires spinning, or making up, tall tales. Later, they would tell their children and grandchildren the stories, always exaggerating just a little bit. It was not important for these stories to be historically correct. It was only important that they were fun. Next time you hear a tall tale, remember that these “yarns” had their start in America.

1. What is the main idea of this story? (Circle the answer)
   A. You cannot believe a tall tale.
   B. Tall tales began in America.
   C. Myths and fables began in Europe and Asia.

2. Why was Pecos Bill considered a hero?

____________________________________________________________________________

3. If you were telling a “yarn,” you might be accused of: (Circle the answer)
   A. exaggerating the details of a story
   B. telling the truth
   C. telling only your side of a story

4. What characteristics do the heroes of tall tales share?

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5. Would you rather watch TV or sit around a campfire making up stories with friends and family? Explain your answer.

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Read the story and answer the questions.

**Dog Training**

When you take your dog for a walk, is your dog really taking you for a walk? If this is the case, then it is time to train your dog. The first step is to establish leash control. Your dog must learn to walk next to you without pulling away. While you are holding your dog on the leash, do not let him pull away, because soon the dog will think this is the normal way to walk. Instead, when your pet begins to pull away, gently, but firmly, pull him back. Next, when the dog is walking properly, say, “Heel.” Soon your dog will learn not to tug on the leash and that “Heel” means to walk next to you. This will take practice. Your dog will not learn this in just one or two walks. Over time, your four-legged furry buddy will come to accept that his pal is also his boss.

1. What is the main idea of this story? (Circle the answer)
   A. Some dogs train themselves.
   B. How to train your dog to walk with you.
   C. You can easily train a dog in one day.

2. What word in the paragraph would be considered a command? (Circle the answer)
   A. heel
   B. walk
   C. pull

3. What is the first step in training your dog to walk with a leash?

4. What should you do if your dog begins to pull away from you?

5. What is the second step in training your dog to walk with a leash?

6. What is the purpose of saying, “Heel?”
Aquatic Movement

Aquatic animals are animals that live in water. There are many, many types of animals that live in the water. There are also many different ways that animals can move themselves through the water. Most fish swim by moving their tails back and forth in a waving motion. Dolphins, porpoises and whales also use their tails to swim. These animals move their tails up and down instead of side to side as most fish do. They also use their fins to balance themselves. A turtle uses its feet to move through the water. A turtle’s feet are webbed, so they can use their feet as flippers, paddling themselves along.

Some animals do not use tails or flippers to swim. Squid and jellyfish use thrust to move through the water. A squid pulls water into its body, then squirts it out. When the water squirts out, the squid moves in the opposite direction of the squirting water. Jellyfish move in a similar way. These animals push water out from underneath their bodies and move in the opposite direction of the water that has been pushed out.

1. What is the main idea of this story? (Circle the answer)
   A. Aquatic animals can move through the water in many ways.
   B. Aquatic animals are animals that live in water.
   C. Turtles move with flippers and squid use thrust.

2. Where does an aquatic animal live? (Circle the answer)
   A. in Africa
   B. in thick, tropical forests
   C. in the water

3. What is the difference between the way most fish and dolphins use their tails?

4. What does a turtle use to move? What is special about this body part?

5. Explain how an aquatic animal can move by thrust.
Classroom Trial

Mrs. Hurch’s sixth grade class was holding a mock trial. The plaintiff was Alex, who claimed Zachary had taken his pen. The jury members were the students. They were prepared to hear each boy’s testimony. “It’s my pen,” Alex insisted. “My uncle is an astronaut and he gave it to me. It writes upside down and can be used in outer space. “It’s my pen.” Zachary said, “Ask my brother.” Some of the students looked at each other with disbelief. They knew Zachary’s brother was out of town. He was on a business trip promoting his new line of computers. Mrs. Hurch passed around the pen. It had the words “NASA Space Program” printed along the side. The boys had left the room while the class discussed the facts of the case. An hour later, Zachary was cleaning the chalkboards and pouting. His face was red. Alex was at his desk, writing a story with the NASA pen. He had a content look on his face.

1. Who decided the true ownership of the pen? (Circle the answer)
   A. Mrs. Hurch
   B. Alex and Zachary
   C. the students in the classroom

2. Who did the students decide the pen belonged to? How do you know who they chose?

3. Do you think the students made the correct decision? Why or why not?

4. What is the meaning of the word “mock” in the first sentence of the paragraph? (Circle the answer)
   A. serious
   B. complicated
   C. pretend

5. Why did some of the students glance at each other after Zachary said, “Ask my brother”?

Save the Elephants

During the 1980's, the African elephant population had become endangered because humans had hunted them so frequently. The number of elephants had declined from well over one million to about six hundred thousand. It is estimated that more than two hundred seventy elephants were killed each day! Thousands of baby elephants, known as calves, were left to take care of themselves. The African elephant was in danger of becoming extinct. What was happening to the elephants? They were being killed by poachers who wanted their ivory tusks because ivory is valued all over the world. It was used for jewelry, statues, knife handles, billiard balls and other products. Organizations that protect animals and look out for their well-being were outraged. They devised a plan to change the situation. They began a publicity campaign to spread awareness of the problem. Some large companies helped by refusing to buy ivory and asking their customers to do the same. International laws were eventually passed to help make the killing of elephants less appealing. The sale of ivory was also made illegal world wide.

1. What is the main idea of this story? (Circle the answer)
   A. The African elephant was in danger of becoming extinct.
   B. Ivory is used in making many products.
   C. There used to be well over one million African elephants in the world.

2. What may have happened if no one had made changes to help the African elephant?
____________________________________________________________________________

3. How were baby elephants affected by poachers?
____________________________________________________________________________

4. Name three objects that ivory was used for.
____________________________________________________________________________

5. What are three things that were done to save the African elephants?
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Colonists Come to America

After Christopher Columbus discovered America in 1492, many people wanted to come live in the new land. Many Europeans left their countries and settled along the Atlantic Coast of North America between Florida and Canada. Some people came to make a better life for themselves. Other people, especially the Pilgrims, Puritans and Quakers, came to gain religious freedom.

The London Company, a group of men who sought out gold and other types of riches, came to America in hopes of finding wealth in the new land. This group of men asked the king of England for land in America. They also asked for permission to establish a colony. Upon arrival in America, the London Company founded Jamestown, the first permanent English settlement in America. It was founded in 1607. This group eventually purchased ships and supplies and began relocating people who wanted to move to and settle in America.

A voyage to America took about eight weeks and was dangerous. Fierce winds would often blow the ships off course. Many ships would end up shipwrecked. The ships were also often crowded and dirty. Many passengers on these voyages became ill and some even died. Upon arrival in America, life did not become any easier. There were many hardships to face because much of the land was covered with dense forests.

1. About how long did it take colonists to travel to America?

2. Name three groups of people who came to America in search of religious freedom.

3. Why was the London Company originally formed?

4. Why was a voyage to America dangerous?

5. Why do you think it would be difficult to arrive in a new country with most of the land covered with dense forests?
The Colonial Kitchen

The most important room in the home of a colonial family was a kitchen. Sometimes it was the only room. The most important element of the kitchen was the fireplace. The kitchen was usually centered around it. Fire was essential to the colonists, and they were careful to keep one burning at all times. Before going to bed, someone would make sure the fire was set up properly so that it would burn all night. In the morning, someone would blow on the embers to create a flame again. If the fire went out, a family member would have to go to a neighbor’s house to get some hot coals. There were no matches in the colonial kitchen so oftentimes, it would take a half hour to light a new fire using flint, steel and timber.

In addition to a fireplace, there were other colonial kitchen staples. One or two large iron broilers hung over the hot fireplace coals. These were used in cooking family meals. A butter churn was likely to be found in the kitchen as well. With this appliance, cream from the family cow could be churned into butter. A family owned very few eating utensils. There were usually only a few pewter spoons made by family members. The dishes included pewter plates, wooden bowls and wooden mugs with handles.

1. What was the most important part of a colonial kitchen?

____________________________________________________________________________

2. Why was it important to keep a fire burning?

____________________________________________________________________________

3. What happened if the fire went out?

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____________________________________________________________________________

4. What were iron broilers used for?

____________________________________________________________________________

5. What were eating utensils and dishes like?

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The Oak Tree

Many years ago, a little gray squirrel hid an acorn away in the soil to save it for winter. He did not go back to dig it up. Now a tall oak tree stood where the little squirrel had planted the acorn. The tree was so tall that it looked down on the other trees. A fawn stopped in the shade of the oak tree to chew some tender leaves. At night, an owl flew to the tree looking for food. After he had found some, he hooted, “Who-o-o,” and flew away. Around the oak tree stood two dogwood trees. One was dressed in pink blossoms and the other was all aglow in white blossoms. Not far away from the oak were some tall pine trees. People liked the pine smell and the pine cones. The birds and animals used the pine trees for winter homes. It was the oak, however, that attracted animals and people in the spring and summer time. It was such a happy, shady, comfortable place to be.

1. What is the tallest tree in these woods?

____________________________________________________________________________

2. Who planted the tallest tree?

____________________________________________________________________________

3. What trees stood near the oak tree?

____________________________________________________________________________

4. What animals visited the oak tree?

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5. Why did people like the pine tree?

____________________________________________________________________________

6. Why did birds like the pine tree?

____________________________________________________________________________

7. Which tree did people and animals prefer in spring and summer?

____________________________________________________________________________
The Impact of the Automobile

During the late 1890’s, about three-fifths of all Americans lived in rural areas. The majority of these people had little or no contact with anyone who lived more than 20 miles away. In the early 1900’s, automobile makers began mass producing cars. The development of the automobile had an enormous impact on the way people lived. It gave them freedom of movement beyond their own communities in a short time. This meant people could travel outside of their communities to find work, to do shopping or to visit friends and family. In this way, the automobile has also contributed to the growth of suburbs, hotels and highways, among many other things. During the 1920’s, many people were relocating to suburbs because of the convenience of being able to simply drive into the city to go to work. By the 1950’s, some companies were beginning to move their factories to suburban areas.

Many aspects of life have changed because of the automobile. Some of the changes would be very mysterious to people who had lived before the 1900’s. Just think what these people might say if today they saw a fast food restaurant drive-through window!

1. What is the main idea of this story? (Circle the answer)
   A. A long time ago people didn’t travel much.
   B. Fast food drive through windows are a new invention.
   C. The invention of the automobile had a huge impact on the way people lived.

2. During the late 1890’s, why didn’t people have much contact with others who lived more than about 20 miles away?
   __________________________________________

3. What are two things that automobiles contributed to the growth of?
   __________________________________________

4. What do you think someone from the 1890’s would think of a drive-through window?
   __________________________________________
   __________________________________________

5. Besides a drive-through window, think of something that we have in modern times that we would not have if we did not have cars.
   __________________________________________
Ecosystems

Human beings, plants and animals are all part of the biosphere. The biosphere is the region on or near the surface of the Earth where living things can survive. There are millions of species of plants and animals in the biosphere. A habitat is a place where each species lives. Habitats of plants and animals often overlap, creating a larger area called a biological community. The biological community is where tens, or even hundreds, of species live together.

Living things adapt to their environments in many different ways. In polar regions, seals grow thick, warm coats to protect themselves against cold and ice. Animals that live in severe cold climates hibernate (sleep for long periods of time) to conserve energy. They also store food during times of warmer weather for the cold winter months ahead. In deserts, cacti store water so that they have moisture during periods when it does not rain. Desert animals learn how to burrow underground to avoid the searing sun. These burrowing animals will move around at night when it is cooler.

1. What is a biosphere?

______________________________________________________________________________

______________________________________________________________________________

2. How many kinds of species live in the biosphere? (Circle the answer)
   A. hundreds
   B. thousands
   C. millions

3. What is a biological community?

______________________________________________________________________________

4. Give two examples of how an animal might adapt to a cold environment.

______________________________________________________________________________

5. Why do burrowing animals move around at night?

______________________________________________________________________________

6. A word that means “to sleep for long periods of time” is: (Circle the answer)
   A. sear
   B. burrow
   C. hibernate
The Eating Habits of a Mosquito

Have you ever been irritated by the buzzing sound of a mosquito flying close to your ear? If you have, then you can be sure that it was in fact a female mosquito making that annoying sound. She was attracted to you by the carbon dioxide that you breathe out, your body heat, smell and moisture. She was in search of blood. A female mosquito needs to feed on the blood of birds, reptiles, people and other mammals. She uses the protein in the blood as nourishment while she is producing and laying eggs. The female mosquito inserts her beak, also called a fascicle, which is like a saw with six needle-like parts. She saws into the skin for about one minute and then she sucks the blood for a few minutes, unless she is swatted first! The nutritional needs of the male mosquito are not as demanding as the female’s needs. The male mosquito will never “bite” you. He feeds on flower nectar and other plant juices. It is from these sources that he gets all the food he needs.

1. What is the main idea of this story? (Circle the answer)
   A. Male and female mosquitoes are annoying, but necessary to our environment.
   B. A mosquito’s buzzing sound is very annoying.
   C. The difference between a male and female mosquito’s nutritional needs.

2. What attracts a female mosquito to a mammal?

____________________________________________________________________________

3. Why does the female mosquito need blood?

____________________________________________________________________________

4. What is another name for the beak of a mosquito? (Circle the answer)
   A. a needle
   B. a reptile
   C. a fascicle

5. What does a male mosquito feed on?

____________________________________________________________________________

6. If you have just been “bitten” by a mosquito, what was the gender of that mosquito?

____________________________________________________________________________
Statue of Liberty

Did you know that the Statue of Liberty was a gift to the people of the United States from the people of France? In 1865, a French writer and historian named Edouard de Laboulaye proposed the idea of the statue. He was speaking to guests who were attending a dinner party in his home. He explained that the statue would be a present for America from the people of France. If it could be completed by 1876, the centennial of the American Revolution, the gift would celebrate one hundred years of freedom in the United States. The French had helped the Americans to gain their independence from Great Britain during the Revolutionary War. Laboulaye wanted the statue to stand forever as a symbol of freedom, and to be a token of the long friendship between America and France.

1. What is the main idea of this story? (Circle the answer)
   A. The Statue of Liberty celebrates one hundred years of freedom.
   B. The Statue of Liberty represents America’s freedom from Great Britain.
   C. The Statue of Liberty was a gift from France to celebrate freedom and friendship.

2. Who came up with the idea of the Statue of Liberty?

____________________________________________________________________________

3. Why did the statue have to be completed by 1876?

____________________________________________________________________________

____________________________________________________________________________

4. What country helped America gain its independence? (Circle the answer)
   A. Britain
   B. France
   C. Canada

5. What war did the Americans fight in order to gain independence?

____________________________________________________________________________

6. What does the word “centennial” mean?

____________________________________________________________________________
Animal Defenses

Almost every creature in nature has some type of defense against its predators. A predator is an animal that hunts another type of animal. Some of these defenses include claws that an animal can fight with or the ability to change colors to hide amongst trees, dirt, grass and other elements of nature. Another type of defense is being brightly colored. The monarch butterfly is an example of an animal whose defense is being brightly colored. This butterfly is sometimes called the "milkweed butterfly" because when the butterfly is in its caterpillar stage of life, it eats only milkweed plants. This plant contains a type of poison in its white, milky sap. The poison stays inside of the caterpillar’s body making them poisonous to eat. When the caterpillar turns into a butterfly, it continues to feed on the milkweed plant. The poison does not harm the monarch in either the caterpillar or butterfly stage. Although the bright colors do not help the butterfly to fight or hide itself, most animals have learned over time that bright colors signal a poisonous creature.

1. What is the main idea of this story? (Circle the answer)
   A. The monarch butterfly gets its bright colors from the milkweed plant.
   B. You should not eat monarch butterflies.
   C. The monarch butterfly is an example of an animal whose defense is being brightly colored.

2. Name two types of animal defenses.

____________________________________________________________________________
____________________________________________________________________________

3. Why is the milkweed plant harmful?

____________________________________________________________________________

4. Why is it harmful for an animal to eat a monarch butterfly?

____________________________________________________________________________

5. Why would an animal not want to eat a brightly colored animal or insect?

____________________________________________________________________________
The main idea of a paragraph tells what the paragraph is about. Other sentences in the paragraph give details or support the main idea. These sentences are called supporting details.

Below are some sentences that go together to make a paragraph. The sentences are out of order. Rewrite the sentences in the correct order, making a paragraph. Begin with the sentence that tells the main idea.

**Taking a Timed Test**

- After you have estimated the time, answer the easier questions, then answer the harder ones.
- Next, estimate how much time you have to answer each question.
- If you follow successful test taking skills, you can eliminate a lot of stress.
- When you are finished, if you have time left over, you should check over your answers for errors.
- When you receive your test, you should skim through all of the questions and mark the ones that are easiest.
The main idea of a paragraph tells what the paragraph is about. Other sentences in the paragraph give details or support the main idea. These sentences are called supporting details.

Below are some sentences that go together to make a paragraph. The sentences are out of order. Rewrite the sentences in the correct order, making a paragraph. Begin with the sentence that tells the main idea.

**Answering Essay Questions**

- Conclude your essay by summing up your answer.
- The following steps will make answering an essay question more manageable.
- After you have completed your outline, begin your essay with a topic sentence that includes the keywords of the question.
- Then, support your topic sentence using the information from your outline.
- First, make a rough outline that includes supporting facts, details and information that you want to include in your essay.
Name ________________________  

Use a dictionary to look up the following words. Write the meaning of each word.

1. camel

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. caravan

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. desert

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4. oasis

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Write two sentences using the words from above.

5. _________________________________________________________________________
   _________________________________________________________________________

6. _________________________________________________________________________
   _________________________________________________________________________
Put the following flower names in alphabetical order. Use the first letter as a guide.

<table>
<thead>
<tr>
<th>violet</th>
<th>rose</th>
<th>daffodil</th>
<th>orchid</th>
<th>aster</th>
</tr>
</thead>
<tbody>
<tr>
<td>iris</td>
<td>carnation</td>
<td>gladiolus</td>
<td>buttercup</td>
<td>jonquil</td>
</tr>
<tr>
<td>tulip</td>
<td>lily</td>
<td>petunia</td>
<td>nasturtium</td>
<td>hyacinth</td>
</tr>
</tbody>
</table>

1. __________  5. __________  9. __________  13. __________
2. __________  6. __________ 10. __________  14. __________
3. __________  7. __________ 11. __________  15. __________
4. __________  8. __________ 12. __________

Put the following animal and bird names in alphabetical order. Use the first letter as a guide.

<table>
<thead>
<tr>
<th>quail</th>
<th>bear</th>
<th>turtle</th>
<th>whale</th>
<th>lion</th>
</tr>
</thead>
<tbody>
<tr>
<td>goat</td>
<td>jaguar</td>
<td>monkey</td>
<td>zebra</td>
<td>seal</td>
</tr>
<tr>
<td>donkey</td>
<td>yak</td>
<td>horse</td>
<td>kangaroo</td>
<td>parrot</td>
</tr>
<tr>
<td>opossum</td>
<td>antelope</td>
<td>ibis</td>
<td>elephant</td>
<td>camel</td>
</tr>
<tr>
<td>vulture</td>
<td>fox</td>
<td>rabbit</td>
<td>nuthatch</td>
<td></td>
</tr>
</tbody>
</table>

1. __________  7. __________ 13. __________  19. __________
2. __________  8. __________ 14. __________  20. __________
3. __________  9. __________ 15. __________  21. __________
4. __________ 10. __________ 16. __________  22. __________
5. __________ 11. __________ 17. __________  23. __________
6. __________ 12. __________ 18. __________  24. __________
Skill: Using Reference Books

- Use a **dictionary** to find information about words such as definitions, pronunciation, parts of speech, number and division of syllables.
- Use an **encyclopedia** to find articles that have a great amount of detail about many different people, places and other subjects.
- Use an **almanac** to find statistics such as population numbers, annual rainfall, election results, and world records in sports.
- Use an **atlas** to find maps and other information about states, cities and countries.

Write the word **dictionary, encyclopedia, atlas or almanac** to show where you would find information about the following. Some information may be found in more than one type of reference book.

1. __________________________ the life of Abraham Lincoln
2. __________________________ the meaning of the word “citizen”
3. __________________________ the winners of the last five World Series
4. __________________________ the pronunciation of the word “prepared”
5. __________________________ the most direct route from Miami to Baltimore
6. __________________________ details about World War I
7. __________________________ the states through which the Mississippi River runs
8. __________________________ the number of votes received by each presidential candidate in the 1960 U.S. Presidential election
9. __________________________ how the word “meteorology” is divided into syllables
10. __________________________ a list of the ten longest rivers in the world
11. __________________________ the part of speech of the word “choose”
12. __________________________ the history of computers
Name ________________________  

Skill: Using an Encyclopedia

An encyclopedia is a reference book with articles on many different topics. The articles are arranged in alphabetical order by volumes. Most letters of the alphabet will have its own volume. The last volume will be an index of all the material found in each volume. Just like a dictionary, guide words are used to show the first topic on each page. At the end of most articles there is a listing of related articles for the reader to investigate.

A. Find the entry for George Washington in an encyclopedia. 
Answer the following questions.

1. When was George Washington born? ________________________________
2. Where was he born? ____________________________________________
3. List his military positions. _______________________________________
4. What is he best known for? ______________________________________

B. Find the entry for the Great White Shark in an encyclopedia. 
Answer the following questions.

1. Where does this shark live? ______________________________________
2. What is special about this shark? _________________________________
3. How big does it get? ___________________________________________
4. What is a “feeding frenzy?” ____________________________________

C. Find the entry for World War II in an encyclopedia. 
Answer the following questions.

1. In what years was this war fought? ________________________________
2. Name three of the Axis countries. _________________________________
3. Name six of the Allied countries. _________________________________
4. Who was President of the United States at the end of the war? _________
5. Who was the commanding general of the Allies? _____________________
A fact is something that can be proven. An opinion cannot be proven.

Read the following sentences. Beside each sentence write an “F” if it is a fact or an “O” if it is an opinion.

1. ________ All of the countries in South America are alike.
2. ________ All South Americans are good swimmers.
3. ________ People like the climate of Peru better than the climate of Brazil.
4. ________ The continent of South America is almost completely surrounded by water.
5. ________ The Andes Mountains run all the way down the western edge of the continent.
6. ________ Half of the people of South America are Brazilians.
7. ________ Most South Americans want to live in Brazil.
8. ________ The Andes are the longest continuous mountain barrier in the world.
9. ________ The Eiffel Tower is located in Paris.
10. ________ You can see the Mona Lisa at the Louvre Museum.
11. ________ French people love to eat croissants.
12. ________ The Chateau of Versailles is the most beautiful chateau in all of France.
13. ________ Louis XIV was also called the Sun King.
14. ________ The Seine River runs through Paris.
15. ________ If you visit Paris you can go shopping on the Champs Élysées.
16. ________ Everyone wants to go to Paris.
“Who” is used as a subject in a sentence, and “whom” is used as an object in a sentence.

**Example:**  *Who* gave you those socks? (who is the subject of the sentence)
   For *whom* did you buy those socks? (whom is used an object of the preposition “for”)

**In each of the sentences below, decide whether the pronoun should be used as a subject or an object. Choose the correct pronoun, either who or whom, and write it in the blank.**

1. Do you know _____________ she is?

2. I voted for Cindy Brady, _____________ my friends recommended.

3. John Smith, _____________ I sat next to in class, fell asleep.

4. _____________ did she meet at the party?

5. Can you tell me _____________ that player is?

6. There is no one _____________ really understands me.

7. I do not know with _____________ Stella went to the dance.

8. Mr. Doyle is a man _____________ likes to dance.

9. She is a friend _____________ I seldom see.

10. The boy to _____________ I was speaking is the class president.

11. Her father is _____________ I was speaking of.

12. Why is he the one _____________ was chosen to play?
Fill in each blank with either bring or take.

1. I will __________ the book bag home.

2. Will you __________ the letter to Joan.

3. Please __________ the rest of the cake home.

4. My mother will __________ the leftovers to my sister.

5. The dog will __________ me the ball.

6. Will you __________ me home?

7. Little Red Riding Hood will __________ the basket to her grandmother.

8. I will __________ the flowers to my sick friend.

9. Can I __________ you to the shop?

10. I can __________ you home after we go to the movie.

11. Who will __________ the cake to the party?

12. He loves to __________ the dog for a walk.
Name ______________________

Skill: Possessive Nouns

A possessive noun shows ownership of something. To make a singular noun possessive, add an apostrophe and an “s” to the end of the noun. To make a plural noun possessive, just add an apostrophe after the “s”.

Example:

That is my dog. That is my dog’s collar. (the dog possesses the collar)
Those are my dogs. Those are my dogs’ collars. (the dogs possess the collars)

For each sentence, write the correct form of the noun given in the blank. Be sure to make the noun show possession.

1. I have that ____________ shirt.
   (boy)

2. I have all of the ____________ shirts.
   (boys)

3. Our ____________ favorite movie is coming on tonight.
   (family)

4. Did you cook ____________ favorite dinner?
   (Peter)

5. The ____________ pages were torn to shreds.
   (books)

6. That is the ____________ desk, do not sit there.
   (teacher)

7. The ____________ gifts are in the office.
   (teachers)

8. The ____________ waves beat against the shore.
   (ocean)

9. We laughed because the ____________ spots were red and blue.
   (cow)

10. The best ____________ papers were on display.
    (students)

11. I gave her ____________ old dress.
    (Molly)
Different words in a sentence have different functions. Each function is a part of speech. Some of the different parts of speech are nouns, verbs and adjectives.

A **noun** is a person, place or thing. Example: The brown **dog** barks.
A **verb** tells what a noun is doing. Example: The brown dog **barks**.
An **adjective** describes a noun. Example: The **brown** dog barks.

Read the following sentences. Identify each underlined word as a noun, verb or adjective. Write **N** above words that are subject nouns, write **V** above words that are verbs, write **A** above the words that are adjectives.

1. **Jerry put** his **blue** ribbon in a box.
2. George’s **new car** is covered with mud.
3. **Sally saw** the **cute** puppy and **wanted** to take it home.
4. **He fell** to the ground.
5. Her **red bike** was stolen from the school yard.
6. **Kyle plays** baseball on the **grassy** field.
7. Then, the **blue bird** flew out of the **big** window.
8. **Jessie lives** on a **busy** street.
9. **Cindy just sat** and **cried** for hours in the **big green** chair.
10. **Nora visited** an **old** castle during the summer.
11. **Ann received** the **best** grades in the class.
Different words in a sentence have different functions. Each function is a part of speech. Some of the different parts of speech are pronouns, adverbs and prepositions.

A **pronoun** is a substitute for a noun. Example: We walked quickly to her car.

An **adverb** modifies a verb. Example: We walked quickly to her car.

A **preposition** shows a relationship. Example: We walked quickly to her car.

**Read the following sentences. Identify each underlined word as a pronoun, adverb or preposition. Write P above words that are pronouns, write A above words that are adverbs, write Pr above the words that are prepositions.**

1. Jack **usually** leaves his house **at** 5:30.

2. Did you see how **quickly she** ran **around** the track?

3. The lost puppy was **soon** found **under** the bridge **by** some leaves.

4. His feet moved **slowly** toward the desk.

5. Susan yelled **loudly** when the ball fell **on** her big toe.

6. She **happily** accepted the prize **after her** name was **properly** announced.

7. Marie wants to have her work **thoroughly** checked by a professional.

8. Fred fell **deeply** in love as he stood **near** Wendy.

9. Wanda spoke **sadly** and **softly** about her lost cat.

10. **We are** completely satisfied with the results.

11. Harvey slept **peacefully** on our old worn out sofa.
A comma is used to set off the name of someone in direct address.

**Examples:**
- “Edward, would you like to play on our team?”
- “Can you come over in five minutes, Laura?”
- “I can see, Mr. Jones, that your order was not filled.”

The following sentences need to have commas added in order to make them correct. Add commas where necessary.

1. “How are you doing Emma?”

2. “Dad can I have some money?”

3. “Don’t talk to me like that Robert!”

4. “Mom can you let me make that decision alone?”

5. “Sir what is wrong with you?”

6. “Sonny catch this ball.”

7. “Fred I am so glad you stayed and helped me load the car.”

8. “You look great Lance.”

9. “Ruth mind your manners.”

10. “Could you repeat that Mrs. Stone?”

11. “Steven why did you say that to me?”

12. “Excuse me Greg can you move over just a little?”
A comma is used to separate items in a series when there are at least three items. A comma is **not** necessary before an “and” or an “or” in a series.

Example: incorrect—I had a sandwich chips an apple and some milk for lunch today.
          correct—I had a sandwich, chips, an apple and some milk for lunch today.

The following sentences need to have commas added in order to make them correct. Add commas where necessary.

1. We ate hamburgers french fries and hot dogs.

2. Jan Lisa Joan and Samantha all went camping together.

3. We can pick red berries blackberries or blueberries in the woods.

4. Rod can either swim run or ride a bicycle in the race.

5. Students will learn to read write and do arithmetic in my class.

6. Bring your paint paint brushes canvases and smocks to art class tomorrow.

7. Can you bring either a towel lotion or a radio to the beach?

8. Mrs. Turner said we should all have flashlights water food and a sleeping bag for the trip.

9. On our trip we can go through Mississippi Alabama or Florida.

10. My bicycle has a broken chain a flat tire and a broken pedal.

11. When I go to Paris I will eat at a café visit the Louvre Museum and climb the Eiffel Tower.

12. The best months to travel to France are September October November and December.
Use a comma to set off an introductory word such as yes, well, oh, indeed, now and of course.

Example: Yes, she can go to the football game.

The following sentences need to have commas added in order to make them correct. Add commas where necessary.

1. Of course you may stay.
2. Now who is going to take out the trash?
3. Well it’s time to start the movie.
4. Anyway the show must go on.
5. Unfortunately he left early.
6. Why I have never felt so beautiful.
7. However we should tell our parents about the broken window.
8. Indeed I think she saw a ghost.
9. My aren’t you shy.
10. No she is not my girlfriend.

Make a list of all of the introductory words used above.
A conjunction is a word used to join words or groups of words. Some commonly used conjunctions are:

although because however or that when
and but since if though whether
yet as for nor than unless

Some conjunctions are used in pairs:

either.....or neither.....nor not only.....but also

Underline the conjunctions in the sentences below.

1. The river was high because of the heavy rains, but it did not flood on my street.

2. If you find the answer, write it on the board or on the paper on my desk.

3. Not only will she serve dinner, but also dessert.

4. Sometimes the moon can be seen during the day, but not always.

5. Unless he mows the grass, we will not be able to play the game.

6. Either Maria or Lucy will deliver the news.

7. Everyone will be allowed to attend since this is a public building.

8. Yolanda was upset when she discovered he had finished neither his dinner nor his dessert.

9. The audience clapped as the band played and the students took a bow.

10. Unless we hurry, we will be late because the castle is three hours away.

11. The lightning was scary, however no one was hurt.
A conjunction is a word used to join words or groups of words.
Some commonly used conjunctions are:

- although
- because
- however
- or
- that
- when
- and
- but
- since
- if
- though
- whether
- yet
- as
- for
- nor
- than
- unless

Some conjunctions are used in pairs:

- either.....or
- neither.....nor
- not only.....but also

Fill in each blank with an appropriate conjunction.

1. Sam _______________ I must finish these chores _______________ we will not be paid.

2. Are you _______________ Megan going to the movie?

3. The car is old, _______________ it still runs well.

4. _______________ Lisa _______________ Susan can baby-sit tonight.

5. Ashley is two years older _______________ Joseph.

6. I was sad _______________ I couldn’t go to the party _______________ I was sick.

7. _______________ it was late, we could still buy tickets _______________ we entered.

8. I will pay you now _______________ you have completed the work.

9. Do you know _______________ the pep rally will be.

10. You may _______________ go to the library _______________ to the gym.

11. We listened quietly _______________ the violinist played.
A direct quote is a person’s exact words in writing. Quotation marks are used to enclose the exact words.

**Example:** “I am a very worthy person,” said Bishop.

**All of the sentences below are direct quotations. Place quotation marks in the correct places.**

1. Hurry up! said Jenny.

2. Please sign the register, said Mrs. Mellon.

3. Oh, I did not know she was in the room, whispered Karen.

4. Be quiet! Megan shouted at the top of her lungs.

5. William happily stated, I love my school.

6. At 3:00, the ticket girl announced, The next show will begin immediately.

7. Lanny laughed as he said, Your sunglasses are right there on your head.

8. Please don’t tell this to anyone, Natalie whispered as she glanced around.

9. What are you going to do about that? asked Rowena sternly.

10. Carl’s stomach groaned as he asked, What time do we eat?

11. Then she turned and looked at me and simply said, No way.

12. I think the man over there said, Please help me.
Quotation marks are used to enclose a person’s exact words. A direct quotation begins with a capital letter. Commas are used to separate a direct quotation from the rest of a sentence.

Example: “I want an ice cream cone,” said Sharon.

All of the sentences below are direct quotations. Add quotation marks, commas, capital letters and end punctuation in the correct places.

1. Vanilla is good said Charlie, but chocolate is better

2. Suddenly Joan offered I’ll wash your car for you

3. *Tom Sawyer* was a great book said Joe

4. I don’t know you replied Angie

5. Thank you Caroline yelled across the crowded room

6. Make sure you have turned all of your journals in said Ms. Liz

7. I am with you all the way said Tomeka

8. Our waitress turned around and exclaimed I’ve just won the lottery

9. Jan looked up wearily and said I will finish this work later

10. Joey yelled over the loud speaker All classes have been cancelled today then he laughed

11. Watch out exclaimed Roger

12. Just who do you think you are asked the angry woman
A direct quotation is a person’s exact words in writing. Quotation marks are used to enclose these words.

Example: Clyde said, “I am a great baseball player.”

An indirect quotation does not use a person’s exact words. There are no quotation marks needed in the case of an indirect quotation.

Some of the sentences below are direct quotations. Some of the sentences are indirect quotations. Read each sentence and write a “D” in the blank if it is a direct quote. Write “I” in the blank if it is an indirect quote. Add quotation marks where they are necessary.

1. _______ The game starts at 1:00 P.M. on Friday, said Clyde.
2. _______ Come and get your popcorn! yelled the man.
3. _______ The coach told us to be at the ballpark at 12:30 sharp.
4. _______ You’re out! shouted the umpire.
5. _______ How could that be? asked Mr. Allen.
6. _______ You did not touch the base, said the umpire.
7. _______ I explained to her why she should stay at home.
8. _______ The umpire yelled for the players to get on with the game.
9. _______ The catcher gave the pitcher a signal to throw a fast ball.
10. _______ When Jan arrived, Marcy Winters exclaimed, Jan, what happened to your hair?
11. _______ Then she smiled and said, It’s me, the new Jan Brady!
Read the following paragraph. As you read, check for errors in the following: run-on sentences, correct capitalization and missing punctuation. Correct all of the errors you find in the paragraph.

Christa McAuliffe

Christa’s interest in the space program began when she was only in seventh grade. it all started as she watch alan shepard, the united states’ first astronaut, fly off into outer space she was so excited.

Christa loved history and when she grew up she became a social studies teacher When the opportunity arose for school teachers to apply for the next shuttle mission into space, christa applied and was chosen she was one of more than 11,000 teachers who had applied. imagine her excitement when she found out that she had been chosen.

Christa left her teaching position and her family behind in concord, new hampshire to train for her mission her dream was coming true. she planned to record every moment in order to show her students that space travel could indeed be a part of their futures

Then a terrible thing happened the shuttle she was on the challenger broke apart shortly after liftoff on January 28, 1986. Christa and the six other crew members lost their lives.
Characters and setting
falling action
the story is brought to a conclusion

The British
needed someone to spy on the
position of the British army.
because he handled himself with dignity

He rode all night alerting his neighbors that the
British were coming.

The church was tall enough so that everyone could
see the signal from there.

He lassoed a cyclone to save his neighbors.
They were honorable heroes who fought on the
side of good.

Answers will vary.

The lunar module landed on the surface of the moon.
It continued to orbit the moon.

they "steered" the module toward the moon's surface.

We know that they were interested because of the words, "they huddled near
televisions and radios waiting for the news."

He could double his strength by putting on his belt.

He fought against the giants who threatened
their homes.

a hammer

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A. He should gently, but firmly, pull him back.

B. Yes, because Alex's uncle is an astronaut and the pen had the words, "NASA Space Program" written on it.

C. He would have had to get more hot coals from a neighbor and spend up to a half hour starting a new fire.

D. They decided it belonged to Alex. We know this because an hour later Alex was happily writing a story.

5. Yes, because the fish moves their tails back and forth and dolphins move their tails up and down.

6. The difference between the way a fish tails and a dolphin uses theirs is that fish use their tails to move forward in the water and make turns, while dolphins use their tails to move forward in the water and make turns.
Answers will vary.

2. Inside a pine tree, think of something that we humans could use instead.

Answers will vary.

3. Why don’t birds live in the oak tree?

Answers will vary.

4. The year 1876 was the one hundred year anniversary of the American Revolution.

2. The American Revolution was a time period of one hundred years.

The Impact of the Automobile

During the last ten years, the automobile has brought about basic changes to all Americans’ lives. The majority of people have cars. We can’t live without them. The development of the automobile has changed the way we work and live. At home, we can now park our cars in garages. We can travel to a distant place in a short time. We can travel to places far away in a short time. In the past, people had to travel far away in a long time. Today, people can travel far away in a short time. The automobile has changed the way we work and live.

4. The monarch butterfly has poison inside of its body.

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**Skill: Sequence**

The main idea of a paragraph tells what the paragraph is about. Other sentences in the paragraph give details or support the main idea. These details are called supporting details.

Below are some sentences that go together to make a paragraph. The sentences are out of order. Rearrange the sentences in the correct order, making a paragraph. Begin with the sentence that tells the main idea.

**Tanganyika Time**

- After you have estimated the time, answer the easier questions, then answer the harder ones.
- Next, answer more difficult questions that you have answered each question.
- If you follow successful test-taking skills, you can eliminate a lot of stress. When you receive your tests, you should check over your answers for errors.

If you follow successful test-taking skills, you can eliminate a lot of stress. When you receive your test, you should check over all of the questions and mark the ones that are easiest. Next, estimate how much time you have to answer each question. After you have estimated the time, answer the easier questions, then answer the harder ones. When you are finished, if you have time left over, you should check over your answers for errors.

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**Skill: Sequence**

The main idea of a paragraph tells what the paragraph is about. Other sentences in the paragraph give details or support the main idea. These details are called supporting details.

Below are some sentences that go together to make a paragraph. The sentences are out of order. Rearrange the sentences in the correct order, making a paragraph. Begin with the sentence that tells the main idea.

**Answering Essay Questions**

- Conclude your essay by summarizing your answer.
- The following essay will make answering an essay question more manageable. First, make a rough outline that includes supporting facts, details, and information that you want to include in your essay.
- After you have completed your outline, begin your essay with a topic sentence that includes the keywords of the question. Then, support your topic sentence using the information from your outline. Conclude your essay by summarizing your answer.

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**Page 23**

**Skill: Sequence**

The main idea of a paragraph tells what the paragraph is about. Other sentences in the paragraph give details or support the main idea. These details are called supporting details.

Below are some sentences that go together to make a paragraph. The sentences are out of order. Rearrange the sentences in the correct order, making a paragraph. Begin with the sentence that tells the main idea.

**Writing a Dictionary**

- Write the dictionary in alphabetical order. Use the first letter as a guide.
- Write forward dictionary, encyclopedia, atlas or dictionary to show where you would find information about the following. Some information may be found in more than one type of reference book.

1. **encyclopedia** - The life of Abraham Lincoln
2. **dictionary** - the meaning of the word "dictionary"
3. **almanac** - the life of the last Russian Tsar
4. **dictionary** - the pronunciation of the word "pronounce"
5. **encyclopedia** - the most well-known animal in the world
6. **dictionary** - the main source of information for the American Revolution
7. **encyclopedia** - the major events of World War II
8. **dictionary** - the number of states included in each presidential election
9. **encyclopedia** - the most famous person in the world
10. **encyclopedia** - the 10th president of the United States
11. **dictionary** - the meaning of the word "encyclopedia"
12. **encyclopedia** - the history of computers

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**Skill: Dictionary Skills: Alphabetic Order**

Put the following flower names in alphabetical order. Use the first letter as a guide.

- aster, gladiolus, lily, rose
- aster, buttercup, hyacinth, lily
- aster, daffodil, jonquil, petunia

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**Skill: Dictionary Skills: Using Reference Books**

- Use a dictionary to find information about words such as definitions, pronunciation, parts of speech and number of syllables.
- Use a encyclopedia to find articles that have a great amount of detail about many different people, places, and other subjects.
- Use an atlas to find statistics such as population numbers, annual rainfall, election results, and world records.
- Use a atlas to find maps and other information about states, cities, and counties.

Write forward dictionary, encyclopedia, atlas or dictionary to show where you would find information about the following. Some information may be found in more than one type of reference book.

1. **encyclopedia** - The life of Abraham Lincoln
2. **dictionary** - the meaning of the word "dictionary"
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**Skill: Using a Dictionary**

An encyclopedia is a reference book with articles on many different topics. The article on the subject will be in its own location. To find the article, you will have to use its location. The location will be the number of the first word in the article. The number of the first word in the article and the location of the article will be the same.

Find the entry for George Washington in an encyclopedia. Answer the following questions.

1. **Where** was George Washington born? February 22, 1732
2. **When** was he born? Virginia
3. **What** is his military position? Commander of the Virginia militia, Commander in chief of American forces during Am. Revolution
4. **What** was he born known as? First President of the United States
5. **What** was his full name? Dwight Eisenhower

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**Skill: Using a Dictionary**

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Find the entry for Great White Shark in an encyclopedia. Answer the following questions.

1. **Where** can you find the article? 1941-1945
2. **What** is the topic of the article? Japan, Germany, Italy
3. **What** is the subject of the article? United States, Canada, Australia, Russia, New Zealand, Norway
4. **What** is the title of the article? First President of the United States at the end of the war
5. **What** is the author of the article? Harry S. Truman
6. **What** is the topic of the article? Dwight Eisenhower
Name ______________  Skill: Using Quotation Marks

A quotation mark is used to indicate that a person's exact words are being used. The first word of a quotation mark is capitalized.

Example: "This is my favorite book." said Sarah.

Some sentences use quotation marks. Indicate if the following sentences are direct quotations or not:

1. "You're late again!" said the teacher.
2. "Please start working," said the teacher.
3. "I'm not hungry," said John.
4. "I'm not sure," said the student.
5. "Yes, that's true," said the student.
6. "I'm not sure," said the teacher.
7. "Yes, that's true," said the student.
8. "I'm not sure," said the student.
9. "Yes, that's true," said the student.
10. "I'm not sure," said the student.
11. "Yes, that's true," said the student.

Name ______________  Skill: Using Quotation Marks

A quotation mark is used to indicate that a person's exact words are being used. The first word of a quotation mark is capitalized.

Example: "I'm not sure," said the student.

Some sentences use quotation marks. Indicate if the following sentences are direct quotations or not:

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2. "I'm not sure," said the student.
3. "I'm not sure," said the student.
4. "I'm not sure," said the student.
5. "I'm not sure," said the student.
6. "I'm not sure," said the student.
7. "I'm not sure," said the student.
8. "I'm not sure," said the student.
9. "I'm not sure," said the student.
10. "I'm not sure," said the student.
11. "I'm not sure," said the student.