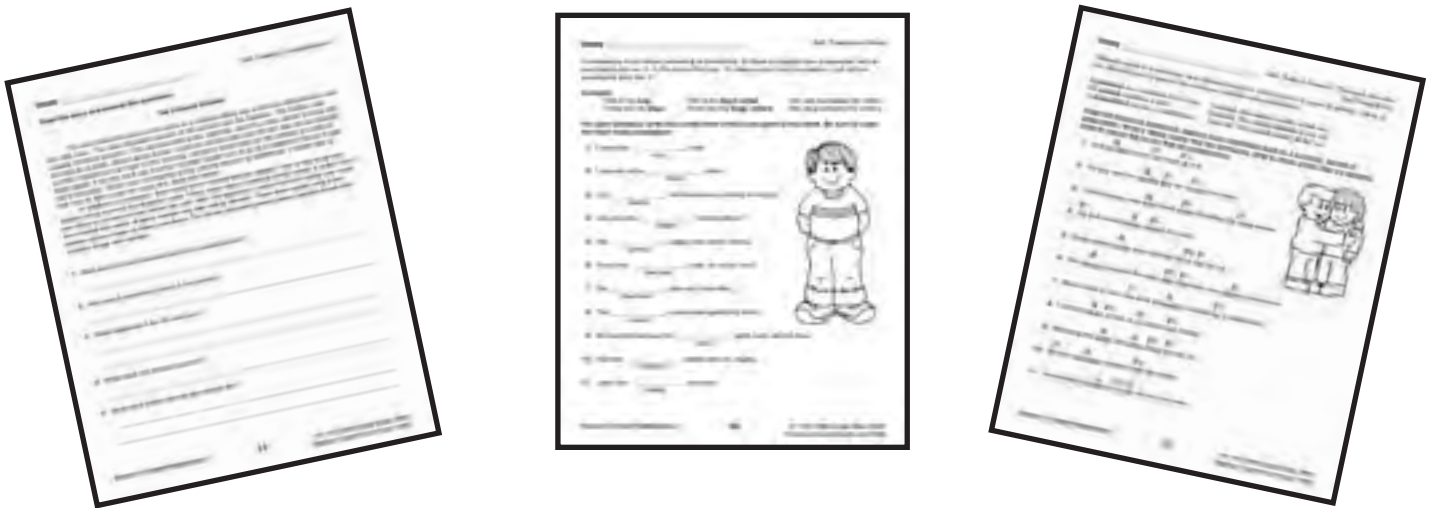


Fifth Grade Basic Skills Reading Comprehension and Skills



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

Written by: Elizabeth E. Hanson

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Basic Skills Books
at your local educational retailer!**

Name _____

Date _____

Student Page Completion Chart

Page No.	Skill	Passed	Date
3	Reading Comprehension - Story Plot	<input type="checkbox"/>	
4	Reading Comprehension - Nathan Hale	<input type="checkbox"/>	
5	Reading Comprehension - Paul Revere	<input type="checkbox"/>	
6	Reading Comprehension - "The Eagle Has Landed"	<input type="checkbox"/>	
7	Reading Comprehension - Thor	<input type="checkbox"/>	
8	Reading Comprehension - Tall Tales	<input type="checkbox"/>	
9	Reading Comprehension - Dog Training	<input type="checkbox"/>	
10	Reading Comprehension - Aquatic Movement	<input type="checkbox"/>	
11	Reading Comprehension - Classroom Trial	<input type="checkbox"/>	
12	Reading Comprehension - Save the Elephants	<input type="checkbox"/>	
13	Reading Comprehension - Colonists Come to America	<input type="checkbox"/>	
14	Reading Comprehension - The Colonial Kitchen	<input type="checkbox"/>	
15	Reading Comprehension - The Oak Tree	<input type="checkbox"/>	
16	Reading Comprehension - The Impact of the Automobile	<input type="checkbox"/>	
17	Reading Comprehension - Ecosystems	<input type="checkbox"/>	
18	Reading Comprehension - The Eating Habits of a Mosquito	<input type="checkbox"/>	
19	Reading Comprehension - Statue of Liberty	<input type="checkbox"/>	
20	Reading Comprehension - Animal Defenses	<input type="checkbox"/>	
21	Sequencing - Taking a Timed Test	<input type="checkbox"/>	
22	Sequencing - Answering Essay Questions	<input type="checkbox"/>	
23	Dictionary Skills - Finding Definitions	<input type="checkbox"/>	
24	Dictionary Skills - Alphabetical Order	<input type="checkbox"/>	
25	Using Reference Books	<input type="checkbox"/>	
26	Using an Encyclopedia	<input type="checkbox"/>	
27	Fact or Opinion	<input type="checkbox"/>	
28	Using Who and Whom	<input type="checkbox"/>	
29	Using Bring and Take	<input type="checkbox"/>	
30	Possessive Nouns	<input type="checkbox"/>	
31	Parts of Speech - Nouns, Verbs and Adjectives	<input type="checkbox"/>	
32	Parts of Speech - Pronouns, Adverbs and Prepositions	<input type="checkbox"/>	
33	Commas - Setting Off Words in Direct Address	<input type="checkbox"/>	
34	Commas - Using Commas in a Series	<input type="checkbox"/>	
35	Commas - Using Commas with Introductory Words	<input type="checkbox"/>	
36	Using Conjunctions	<input type="checkbox"/>	
37	Using Conjunctions	<input type="checkbox"/>	
38	Using Quotation Marks	<input type="checkbox"/>	
39	Using Quotation Marks	<input type="checkbox"/>	
40	Using Quotation Marks	<input type="checkbox"/>	

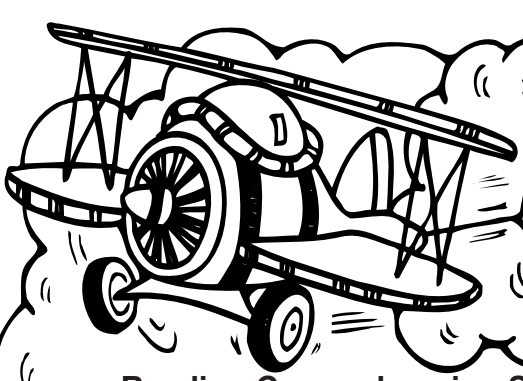
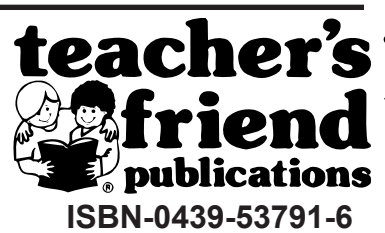


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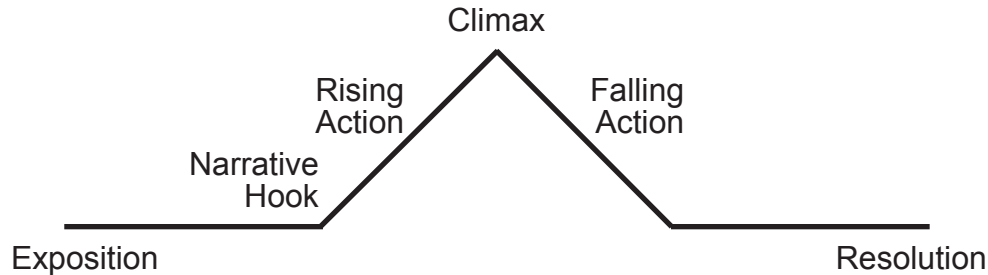
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Read the story and answer the questions.

Story Plot

The plot of a story is the series of events in a story . It usually follows the pattern below .



In the first step, or the **exposition**, the reader learns about the characters and setting. The **narrative hook** is the part where the author grabs the reader’s attention and relates the conflict, or the problem in the story. Next is the **rising action**. During rising action, the author will add more information and details to the story. The reader is wondering what will happen next. Rising action leads to the **climax**. This is the most exciting part of the story. “Who did it?” or “How will this story end?” the reader may ask. Then, in the **falling action**, the author will answer these questions. Finally, in the **resolution**, the story is brought to a conclusion. The next time you read a book, try to identify the six steps that make up the plot.

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?

Read the story and answer the questions.

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)

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?

5. Why is Paul Revere considered a hero?

Read the story and answer the questions.

“The Eagle Has Landed”

1 On July 20, 1969, American astronaut Neil Armstrong announced the following
2 message: “Houston, Tranquility base here, the Eagle has landed.” Armstrong, along with
3 fellow astronaut Edwin “Buzz” Aldrin, had just become the first people to land on the moon. After
4 leaving the huge Apollo rocket that continued to orbit the moon, the two astronauts carefully
5 navigated the small lunar module toward the surface of the moon. The lunar module was
6 nicknamed the “Eagle.” This nickname was given in honor of the bald eagle, the national
7 bird of the United States. Millions of people from every country on Earth huddled near
8 televisions and radios waiting for the news, wondering if a man would finally walk on the
9 moon. Finally, Armstrong touched his foot to the ground and spoke the now famous words,
10 “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?

Read the story and answer the questions.

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

Read the story and answer the questions.

Read the story and answer the questions.

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?

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

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?"

Read the story and answer the questions.

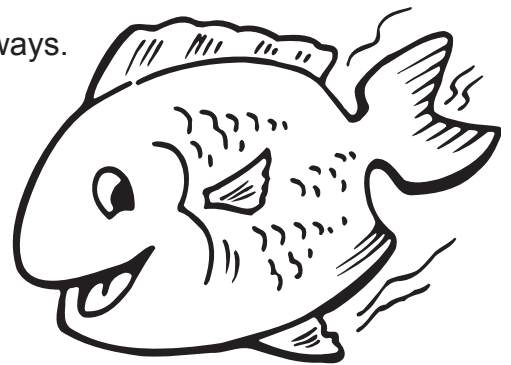
Aquatic Movement

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.

Read the story and answer the questions.

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"?

Name _____

Skill: Reading Comprehension

Read the story and answer the questions.

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?

Read the story and answer the questions.

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?

Read the story and answer the questions.

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?

4. What were iron broilers used for?

5. What were eating utensils and dishes like?

Read the story and answer the questions.

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?

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?

Read the story and answer the questions.

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.

Read the story and answer the questions.

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

Read the story and answer the questions.

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?

Read the story and answer the questions.

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?

Read the story and answer the questions.

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?

Name _____

Skill: Dictionary Skills - Finding Definitions

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. _____

Name _____

Skill: Dictionary Skills - Alphabetical Order

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

violet	rose	daffodil	orchid	aster
iris	carnation	gladiolus	buttercup	jonquil
tulip	lily	petunia	nasturtium	hyacinth

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

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

quail	bear	turtle	whale	lion
goat	jaguar	monkey	zebra	seal
donkey	yak	horse	kangaroo	parrot
opossum	antelope	ibis	elephant	camel
vulture	fox	rabbit	nuthatch	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

Name _____

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? _____

Name _____

Skill: Fact or Opinion

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.

Name _____

Skill: Using Who and Whom

“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?



Name _____

Skill: Using Bring and Take

“To bring” means “to come carrying something.” “To take” means “to go carrying something.” Think of bring as related to the infinitive “to come” and take as related to the infinitive “to go.”

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)



Name _____

Skill: Parts of Speech - Nouns, Verbs and Adjectives

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.



Name _____

Skill: Parts of Speech - Pronouns, Adverbs
and Prepositions

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.

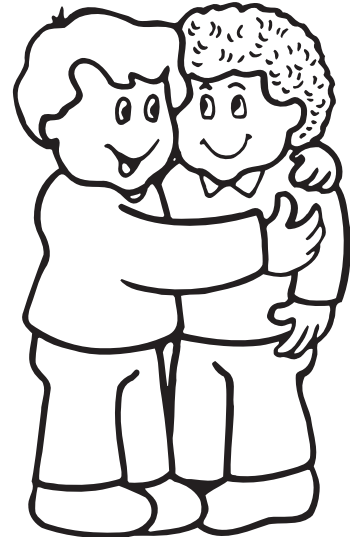
A **pronoun** is a substitute for a noun. Example: We walked quickly to **her** car.

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.



Name _____

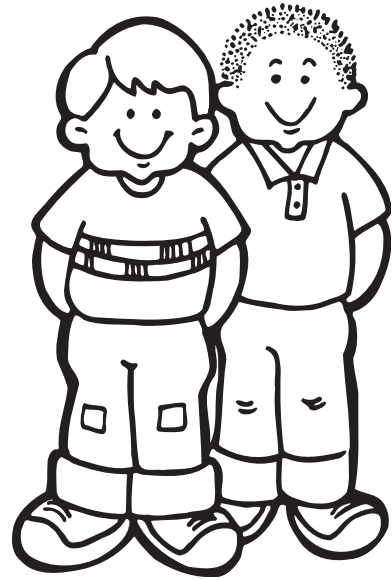
Skill: Commas - Setting off Words in Direct Address

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?"



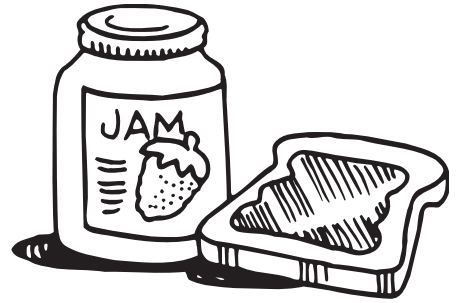
Name _____

Skill: Using Commas in a Series

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 Eif fel Tower.
12. The best months to travel to France are September October November and December .

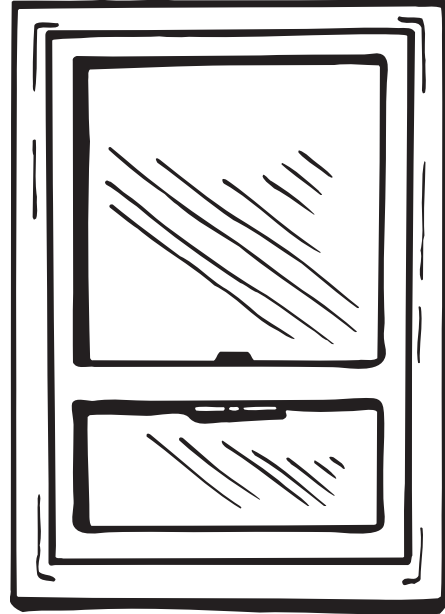
Name _____

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.

Name _____

Skill: Using Conjunctions

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.

Name _____

Skill: Using Conjunctions

A conjunction is a word used to join words or groups of words.
Some commonly used conjunctions are:

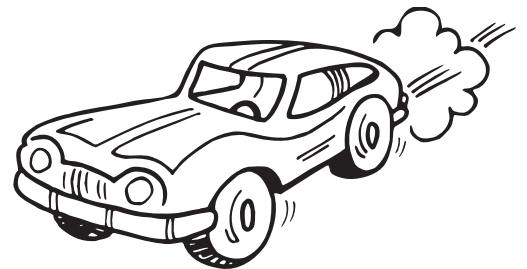
although	because	however	or	that	when
and	but	since	if	though	whether
yet	as	for	nor	than	unless

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.



Name _____

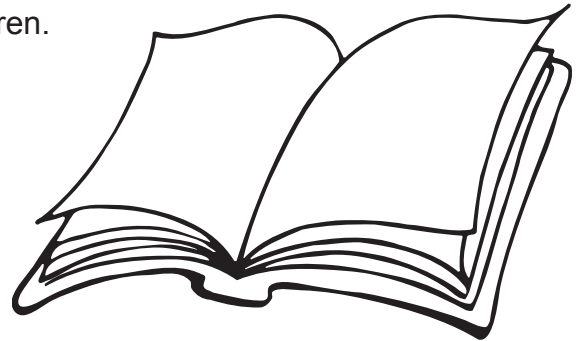
Skill: Using Quotation Marks

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.



Name _____

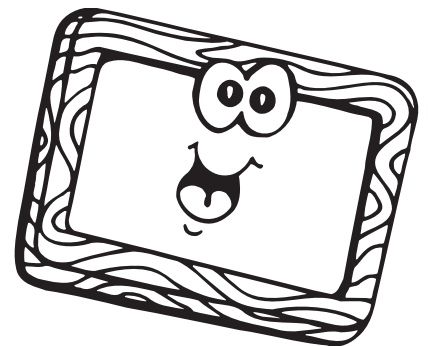
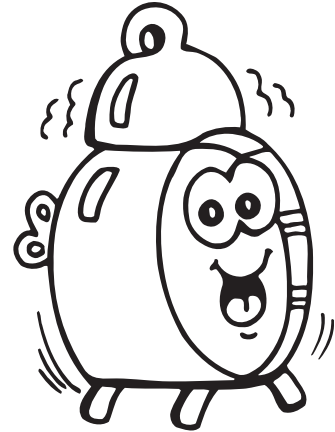
Skill: Using Quotation Marks

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



Name _____

Skill: Using Quotation Marks

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.

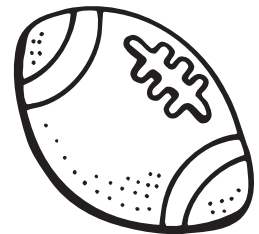


5. _____ How could that be? asked Mr. Allen.

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!

Name _____

Skill: Proofreading

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 1 1,000 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.

Answer Key

Page 3

Read the story and answer the questions.

Story Plot

The plot of a story is the series of events in a story. It usually follows this pattern:

Introduction → **Rising Action** → **Climax** → **Falling Action** → **Resolution**

As the plot develops, the characters are faced by a problem or conflict. The characters try to solve the problem, but they often face more problems. The problem is usually solved at the end of the story. The resolution is the final part of the story.

6. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

7. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

8. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

9. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

10. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

11. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

12. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the moon.
 B. The lunar module landed on the moon.
 C. The lunar module landed on the moon.

Page 3

Page 4

Read the story and answer the questions.

Character

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

1. What is the main idea of the story? (Circle the answer.)

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

2. What is the main idea of the story? (Circle the answer.)

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

3. What is the main idea of the story? (Circle the answer.)

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

4. What is the main idea of the story? (Circle the answer.)

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

5. What is the main idea of the story? (Circle the answer.)

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

Page 4

Page 5

Read the story and answer the questions.

Plot

The church was tall enough so that everyone could see the signal from there. He rode all night alerting his neighbors that the British were coming.

1. What is the main idea of the story? (Circle the answer.)

A. The church was tall enough so that everyone could see the signal from there.
 B. He rode all night alerting his neighbors that the British were coming.
 C. He rode all night alerting his neighbors that the British were coming.

2. What is the main idea of the story? (Circle the answer.)

A. The church was tall enough so that everyone could see the signal from there.
 B. He rode all night alerting his neighbors that the British were coming.
 C. He rode all night alerting his neighbors that the British were coming.

3. What is the main idea of the story? (Circle the answer.)

A. The church was tall enough so that everyone could see the signal from there.
 B. He rode all night alerting his neighbors that the British were coming.
 C. He rode all night alerting his neighbors that the British were coming.

4. What is the main idea of the story? (Circle the answer.)

A. The church was tall enough so that everyone could see the signal from there.
 B. He rode all night alerting his neighbors that the British were coming.
 C. He rode all night alerting his neighbors that the British were coming.

5. What is the main idea of the story? (Circle the answer.)

A. The church was tall enough so that everyone could see the signal from there.
 B. He rode all night alerting his neighbors that the British were coming.
 C. He rode all night alerting his neighbors that the British were coming.

Page 5

Page 6

Read the story and answer the questions.

The Eagle and the Lion

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

1. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the surface of the moon.
 B. It continued to orbit the moon.
 C. They "steered" the module toward the moon's surface.

2. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the surface of the moon.
 B. It continued to orbit the moon.
 C. They "steered" the module toward the moon's surface.

3. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the surface of the moon.
 B. It continued to orbit the moon.
 C. They "steered" the module toward the moon's surface.

4. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the surface of the moon.
 B. It continued to orbit the moon.
 C. They "steered" the module toward the moon's surface.

5. What is the main idea of the story? (Circle the answer.)

A. The lunar module landed on the surface of the moon.
 B. It continued to orbit the moon.
 C. They "steered" the module toward the moon's surface.

Page 6

Page 7

Read the story and answer the questions.

The

He could double his strength by putting on his belt. He fought against the giants who threatened their homes. a hammer

1. What is the main idea of the story? (Circle the answer.)

A. He could double his strength by putting on his belt.
 B. He fought against the giants who threatened their homes.
 C. He fought against the giants who threatened their homes.

2. What is the main idea of the story? (Circle the answer.)

A. He could double his strength by putting on his belt.
 B. He fought against the giants who threatened their homes.
 C. He fought against the giants who threatened their homes.

3. What is the main idea of the story? (Circle the answer.)

A. He could double his strength by putting on his belt.
 B. He fought against the giants who threatened their homes.
 C. He fought against the giants who threatened their homes.

4. What is the main idea of the story? (Circle the answer.)

A. He could double his strength by putting on his belt.
 B. He fought against the giants who threatened their homes.
 C. He fought against the giants who threatened their homes.

5. What is the main idea of the story? (Circle the answer.)

A. He could double his strength by putting on his belt.
 B. He fought against the giants who threatened their homes.
 C. He fought against the giants who threatened their homes.

Page 7

Page 8

Read the story and answer the questions.

Plot

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

1. What is the main idea of the story? (Circle the answer.)

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

2. What is the main idea of the story? (Circle the answer.)

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

3. What is the main idea of the story? (Circle the answer.)

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

4. What is the main idea of the story? (Circle the answer.)

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

5. What is the main idea of the story? (Circle the answer.)

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

Page 8

Answer Key

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.

Comprehension Questions

1. Why did Alex decide to write a story about his uncle?
 He decided it belonged to Alex. We know this because an hour later Alex was happily writing a story.

2. Why did Alex decide to write a story about his uncle?
 Yes, because Alex's uncle is an astronaut and the pen had the words, "NASA Space Program" written on it.

3. Why did Alex decide to write a story about his uncle?
 because they did not believe him

Answer Key: _____

Page 11

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.

The Cottage Builder

1. How did the cottage builder get the materials for his cottage?
 the fireplace

2. Why did the cottage builder get the materials for his cottage?
 because if it went out, it was hard to start a new one

3. Why did the cottage builder get the materials for his cottage?
 They would have to get more hot coals from a neighbor and spend up to a half hour starting a new fire.

4. Why did the cottage builder get the materials for his cottage?
 for cooking family meals

5. Why did the cottage builder get the materials for his cottage?
 There were very few utensils. Spoons and plates were made of pewter. Bowls and mugs were wooden.

Answer Key: _____

Page 14

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.


Reading Questions

1. How did the fish move?
 Fish moves their tails back and forth and dolphins move their tails up and down.

2. How did the fish move?
 He uses his feet. They are special because they are webbed.

3. How did the fish move?
 Water is pushed out from underneath their bodies and the animal moves in the opposite direction.

Answer Key: _____



Page 10

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.

Comprehension Questions

1. How did the pilgrims get to the New World?
 about eight weeks

2. How did the pilgrims get to the New World?
 Pilgrims, Puritans and Quakers

3. How did the pilgrims get to the New World?
 to seek gold and other types of riches

4. How did the pilgrims get to the New World?
 Fierce winds could blow ships off course, ships were crowded and dirty, voyagers could become ill or die because upon arrival, you would have to begin building a shelter and finding food and water

Answer Key: _____

Page 13

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.

Self-Testing


1. How did the dog learn to heel?
 to establish leash control

2. How did the dog learn to heel?
 gently, but firmly, pull him back

3. How did the dog learn to heel?
 When the dog is walking next to you say, "Heel."

4. How did the dog learn to heel?
 He will learn that "Heel" means to walk next to you.

Answer Key: _____



Page 9

Name: _____ **Self-Testing/Comprehension:** _____

Read the story and answer the questions.

Self-Testing

1. How did the public become aware of the problem?
 It may have become extinct.

2. How did the public become aware of the problem?
 They were left to take care of themselves.

3. How did the public become aware of the problem?
 jewelry, statues, knife handles, billiard balls

4. How did the public become aware of the problem?
 publicity campaigns made people aware of the problem, large companies refused to buy ivory, laws were passed to make killing elephants less appealing

Answer Key: _____

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Answer Key

Page 15

1. **the oak tree**
a squirrel
two dogwood trees
a fawn and an owl

They liked the pine smell and the pine cones.
 They could use it for a winter home.
 the oak tree

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Page 16

It would take too long to travel to see other people.
 suburbs, hotels, highways
 Answers will vary
 Answers will vary

Page 16

Page 17

a place where many species of animals live together
 growing thick warm coats, hibernating
 because it is too hot during the day

Page 17

Page 18

carbon dioxide, body heat, smell and moisture
 for nourishment while she is producing and laying eggs
 flower nectar and other plant juices
 female

Page 18

Page 19

Edouard de Laboulaye
 The year 1876 was the one hundred year anniversary of the American Revolution.
 The American Revolution
 a time period of one hundred years

Page 19

Page 20

claws to fight with, the ability to change colors, being brightly colored
 it is poisonous
 The monarch butterfly has poison inside of its body.
 Brightly colored animals are usually poisonous.

Page 20

Answer Key

Names _____ Skill: Using Context with Vocabulary Words

A student is going to read a story about a boy who is very nervous about going to school. Read the story and answer the questions.

Directions: Read the story and answer the questions. Write your answers in the space provided.

The following questions need to have context clues to answer to make them correct.

1. The boy was nervous. shy
2. The boy was nervous. shy
3. The boy was nervous. shy
4. The boy was nervous. shy
5. The boy was nervous. shy
6. The boy was nervous. shy
7. The boy was nervous. shy
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Number of Words: 13

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