

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 4 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

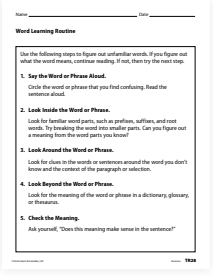
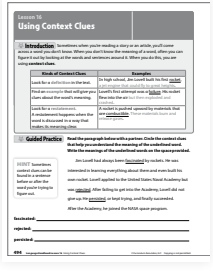
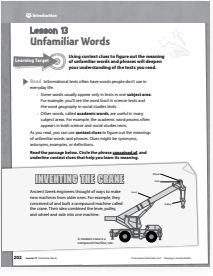
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 4
Reading activities
included in this packet!

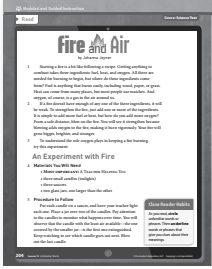
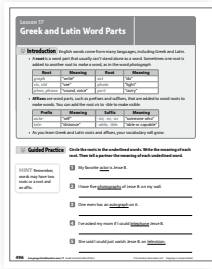


Grade 4 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
0	<p>Grade 4, Ready Reading Word Learning Routine</p> 	<ul style="list-style-type: none"> • Read the Word Learning Routine together. Keep it handy—you'll need it later! 	N/A	10
1	<p>Grade 4 Ready Language Handbook, Lesson 16</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Guided Practice. 	<p>Guided Practice: CONTEXT CLUES</p> <ol style="list-style-type: none"> Interested in learning everything about them After failing to get into the Academy Or kept trying <p>DEFINITIONS</p> <ol style="list-style-type: none"> fascinated—deeply interested in rejected—turned down, not accepted persisted—kept trying <p>Independent Practice 1. C, 2. A, 3. B, 4. B</p>	11–12
2	<p>Grade 4 Ready Language Handbook, Lesson 16</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Think exercise. 	<p>Think: example answer</p> <p>Helpful Context: Their idea combined the lever, pulley and wheel-and-axle...</p> <p>Clues: Idea</p> <p>Possible Meaning: Came up with the idea</p> <p>The meaning of the phrase: <u>Conceived of</u> means “thought of or came up with something,” like an idea or invention</p>	13–14

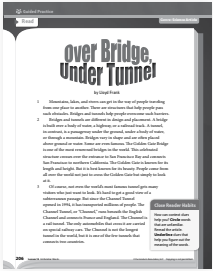
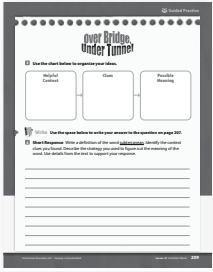
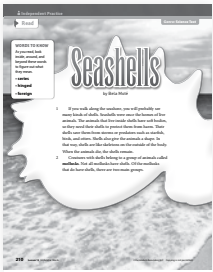
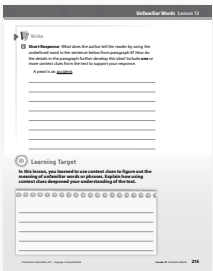
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
3	<p>Grade 4, Ready Reading Lesson 13 Part 2</p> 	<ul style="list-style-type: none"> • Read the passage “Fire and Air.” • Complete Modeled and Guided activities. 	<p>Think: example answer Definition: Combust means “to burn”</p> <p>Helpful Context: “All three are needed for burning to begin.”</p> <p>Clues: Starting a fire Possible Meaning: Catch on fire</p> <p>Definition: Monitor means “to pay close attention or to watch closely”</p> <p>Helpful Context: “You will observe that”</p> <p>Clues: Watching</p> <p>Possible Meaning: Watch; keep an eye on</p>	15–16
4	<p>Grade 4 Ready Language Handbook, Lesson 17</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Guided Practice. 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. <i>act</i> means “do” 2. <i>photo</i> means “light”; 3. <i>graph</i> means “write” 4. <i>phone</i> means “sound, voice” 5. <i>vis</i> means “see” <p>Independent Practice</p> <p>1. B, 2. B, 3. A, 4. B</p>	17–18

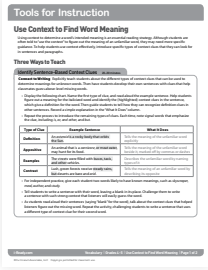
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
5	Grade 4, Ready Reading Lesson 13, Part 3 	<ul style="list-style-type: none"> • Read “Over Bridge, Under Tunnel.” • Complete Think, Talk 	Think: 1. B 2. “Some are even famous”, “This celebrated structure”, “known for”, “is best known”	19–20
6	Grade 4, Ready Reading Lesson 13, Part 5 	<ul style="list-style-type: none"> • Reread the passage “Over Bridge, Under Tunnel.” • Complete the Writing activity. 	Write: Example definition and detail: Subterranean is used to describe tunnels, which the text tells us are passageways “under the ground.” I used opposites to check my understanding.	21
7	Grade 4, Ready Reading Lesson 13, Part 6 	<ul style="list-style-type: none"> • Complete Independent Practice: “Seashells.” 	Think: 1: A, C 2 Part A: C 2 Part B: D 3 Part A: B 3 Part B: “two parts of its shell”, “find just one part of the shell” 4: B, D	22–26
8	Grade 4, Ready Reading Lesson 13, Part 7 	<ul style="list-style-type: none"> • Reread the “Seashells.” • Do the Writing activity. 	Write: Example detail: The author is telling the reader that pearls are not made on purpose by an oyster. In the sentence after “A pearl is an accident,” the author says that “a grain of sand or something else gets inside the oyster shell.”	22–24, 27

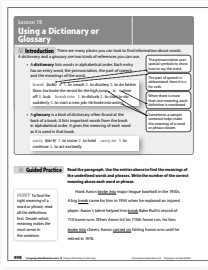
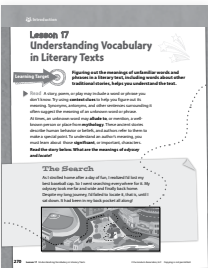
Section 1 Table of Contents

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	<p>Tools for Instruction Use Context to Find Word Meaning</p> 	<p>Parent/Guardian: Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.</p>	N/A	28–29

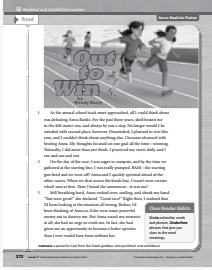
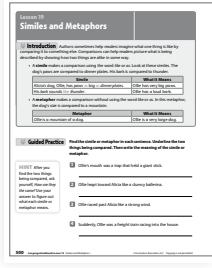

Section 2 Table of Contents

Grade 4 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	<p>Grade 4 Ready Language Handbook, Lesson 18</p> 	<ul style="list-style-type: none"> • Read the Word Learning Routine together. Keep it handy—you'll need it later! 	<p>Guided Practice: Answers provided in Introduction section</p> <p>Independent Practice: 1. C, 2. C, 3. D, 4. A</p>	30–31
2	<p>Grade 4, Ready Reading Lesson 17, Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Think exercise. 	<p>Think: Unknown Word: Locate</p> <p>Context: “..., I'd failed to locate it,...”</p> <p>Possible Meaning: Find</p> <p>Clues: “..., that is, until I sat down.”</p>	32–33

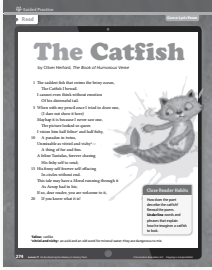
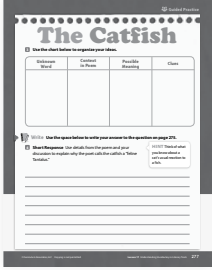
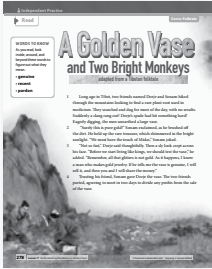
Section 2 Table of Contents

Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
3	<p>Grade 4, Ready Reading Lesson 17, Part 2</p> 	<ul style="list-style-type: none"> • Read the passage “Out to Win.” • Complete Think and Talk. 	<p>Think: example answer Unknown word: Dissatisfied</p> <p>Context: “Dissatisfied, I planned to win this year...”</p> <p>Possible Meaning: Displeased and frustrated</p> <p>Clues: “No longer would I be satisfied with second place, however.”</p> <p>Writing:</p>	34–35
4	<p>Grade 4 Ready Language Handbook, Lesson 19</p> 	<ul style="list-style-type: none"> • Read the Introduction. • Complete Guided Practice. 	<p>Guided Practice:</p> <ol style="list-style-type: none"> 1. mouth/trap; Ollie would not let go of the stick. 2. Ollie/ clumsy ballerina; Ollie was leaping, but not gracefully. 3. Ollie/strong wind; Ollie was fast and strong. 4. Ollie/freight train; Ollie was unstoppable. <p>Independent Practice 1. B, 2. D, 3. D, 4. C, 5. B</p>	36–37
5	<p>Grade 4, Ready Reading Lesson 17, Part 3</p> 	<ul style="list-style-type: none"> • Reread the passage “Out to Win.” • Complete the Writing activity. 	<p>Write: Example and detail: The word opportunity means “chance.” In paragraph 3, the narrator explains that competing against Anna Banks gave her the “opportunity to become a better sprinter.”</p>	34, 38

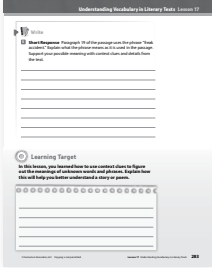
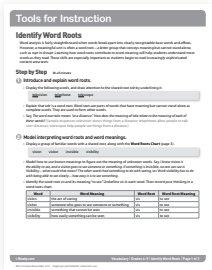
Section 2 Table of Contents

Grade 4 Reading Activities in Section 2 (Cont.)

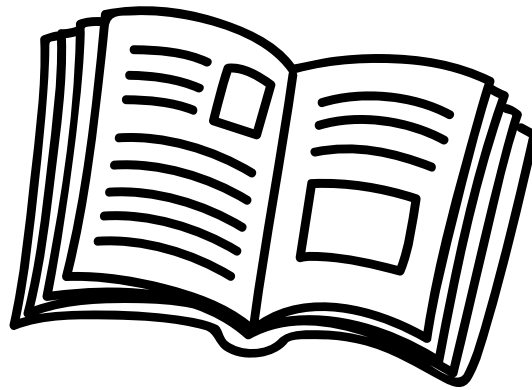
Lesson	Resource	Instructions	Answer Key	Page(s)
6	<p>Grade 4, Ready Reading Lesson 17, Part 4</p> 	<ul style="list-style-type: none"> • Read the passage “The Catfish.” • Complete Think activity. 	<p>Think:</p> <p>1: “bewail”</p> <p>2: A</p>	39–40
7	<p>Grade 4, Ready Reading Lesson 17, Part 5</p> 	<ul style="list-style-type: none"> • Reread “The Catfish.” • Complete the Think and Write activities. 	<p>Write:</p> <p>Because Tantalus was punished by having food and drink kept just out of his reach, a feline Tantalus must mean a cat that can’t reach its food. In the poem, the poet imagines that a catfish. Has the head of a cat and the tail of a fish.</p>	39, 41
8	<p>Grade 4, Ready Reading Lesson 17, Part 6</p> 	<ul style="list-style-type: none"> • Read the passage “A Golden Vase and Two Bright Monkeys.” • Complete the Think activity. 	<p>Think:</p> <p>1: B</p> <p>2 Part A: C</p> <p>2 Part B: “worthless lump”, “It was only cheap metal”</p> <p>3 Part A: D</p> <p>3 Part B: “imitated”</p> <p>4: “transformed”</p>	42–46

Section 2 Table of Contents

Grade 4 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	<p>Grade 4, Ready Reading Lesson 17 Part 7</p> 	<ul style="list-style-type: none"> • Reread “A Golden Vase and Two Bright Monkeys.” • Complete the Write activity and the Learning Target. 	<p>Write:</p> <p>In the passage the phrase “freak accident” means an accident that is extremely strange and hard to explain. The story context tells that Sonam has just fooled Dorje into thinking that his children had to be turned into monkeys, which would be extraordinary.</p> <p>Learning target:</p> <p>Context clues help you figure out the meaning of unknown words and phrases. Learning about allusions to myths and other stories will help you better understand the author’s meaning.</p>	42–44, 47
10	<p>Tools for Instruction Use Context to Find Word Meaning</p> 	<p>Parent/Guardian: Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.</p>	N/A	48

Independent Reading!



See pages
49 and 50
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.


Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 16

Using Context Clues

 **Introduction** Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a definition in the text.	In high school, Jim Lovell built his first <u>rocket</u> , a jet engine that could fly to great heights.
Find an example that will give you clues about the word's meaning.	Lovell's first attempt was a <u>failure</u> . His rocket flew into the air but then exploded and crashed.
Look for a restatement . A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are <u>combustible</u> . These materials burn and release gases.

 **Guided Practice** Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

 **Independent Practice**

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

- 1** What does the word command mean?
 - A** to study
 - B** to fly with others on
 - C** to be at the head of
 - D** to be part of

- 2** What words help you understand the meaning of command?
 - A** "in charge of"
 - B** "two men"
 - C** "space mission"
 - D** "chose Lovell"

- 3** What does the word explosion mean?
 - A** a leak
 - B** a bursting of something
 - C** a lack of oxygen
 - D** leaving outer space

- 4** What does the word capable suggest about Lovell as a leader?
 - A** He is a gentle and patient leader.
 - B** He is skillful at leading others.
 - C** He is harsh to those he leads.
 - D** He is weak when leading others.

Lesson 13

Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.



► **Read** Informational texts often have words people don't use in everyday life.

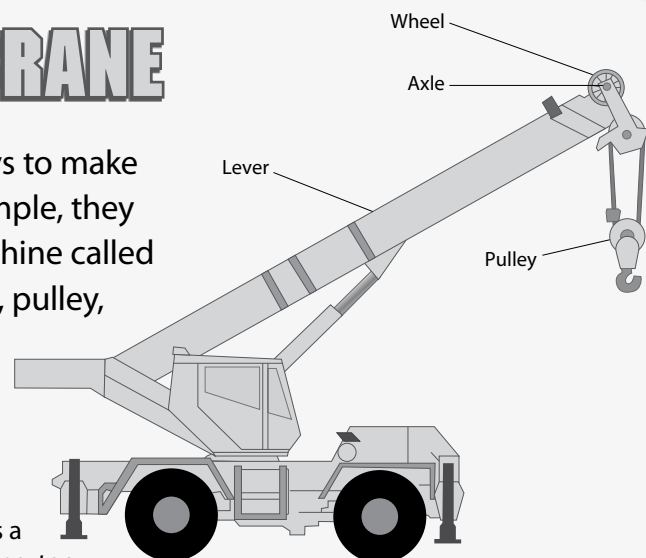
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

► **Think** What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

► **Talk** Share your chart and meaning with a partner.

- Did you agree about the helpful context?
- Did you agree about the meaning of the phrase?



Academic Talk

Use these phrases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

Fire and Air

by Johanna Joyner

- 1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- 2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- 3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

4 Materials You Will Need

- **MOST IMPORTANT:** A TEACHER HELPING YOU
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?

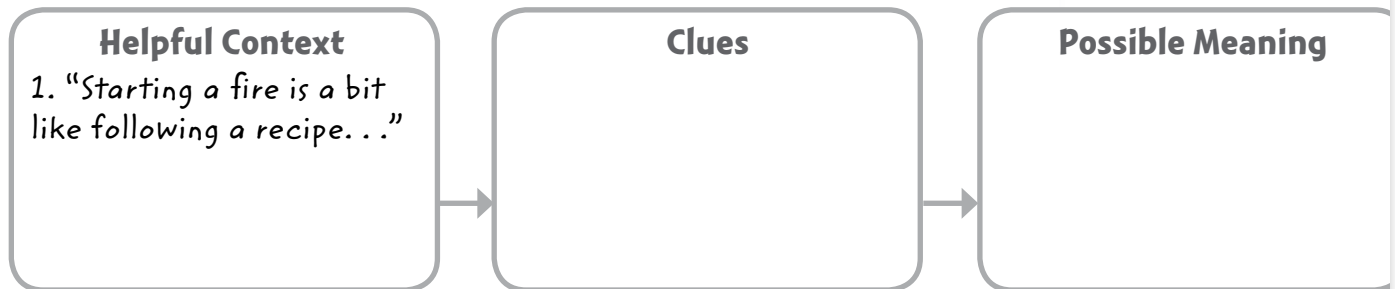


A chart will help you identify the parts of the text that provide context clues.

Think

- 1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

Combust means:



Monitor means:



Talk


- 2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?

Write

- 3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

Greek and Latin Word Parts

 **Introduction** English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
<i>graph</i>	"write"	<i>act</i>	"do"
<i>vis, vid</i>	"see"	<i>photo</i>	"light"
<i>phon, phono</i>	"sound, voice"	<i>port</i>	"carry"

- **Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
<i>auto-</i>	"self"	<i>-ist, -er, -or</i>	"someone who"
<i>tele-</i>	"distance"	<i>-able, -ible</i>	"able or capable"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.

 **Guided Practice** Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

- 1 My favorite actor is Jesse B.

- 2 I have five photographs of Jesse B. on my wall.

- 3 One even has an autograph on it.

- 4 I've asked my mom if I could telephone Jesse B.

- 5 She said I could just watch Jesse B. on television.

Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

- 1** I decided to compose a letter to Jesse B.

The prefix *com-* means “with,” and the root *poser* means “to put or set down.” What is the meaning of compose as used in the sentence?

- A** to think
- B** to write
- C** to talk
- D** to mail

- 2** Dear Jesse B., I just read a biography about you.

The prefix *bio-* means “life,” and the root *graph* means “write.” What is the meaning of biography as used in the sentence?

- A** writing about the life of an actor
- B** writing about someone else’s life
- C** writing about the beauty of life
- D** writing about how to live your life

- 3** Your life story inspires me and many other fans.

The prefix *in-* can mean “within,” and the root *spir* means “breathe.” What is the meaning of inspires as used in the sentence?

- A** causes people to become alive
- B** causes a heavy wind to blow
- C** causes people to faint
- D** causes strong lungs

- 4** I hear you are a very benevolent person, giving to many charities.

The prefix *bene-* means “well,” and the root *velle* means “wish.” What is the meaning of benevolent as used in the sentence?

- A** surrounded by good people
- B** showing good will to others
- C** liked by many good people
- D** hoping others are good

Over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar.

Reread the article.

Underline clues that help you figure out the meaning of the words.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

► **Think** Use what you learned from reading the science article to respond to the following questions.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- A things made below or above ground
- B things that slow or stop movement
- C things that help people travel
- D things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

► **Talk**

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

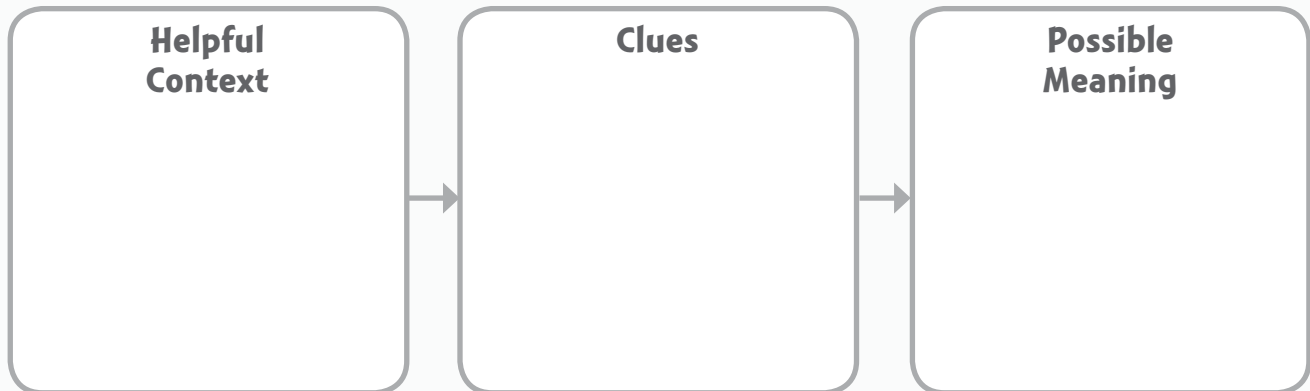
HINT Use a chart to organize your thoughts about context clues.

►  **Write**

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

over Bridge, Under Tunnel

3 Use the chart below to organize your ideas.



Write Use the space below to write your answer to the question on page 207.

4 Short Response Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

Seashells

by Bela Moté

- 1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.
- 2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.



worm shell



slipper shell



helmet shell

Univalves

3 More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

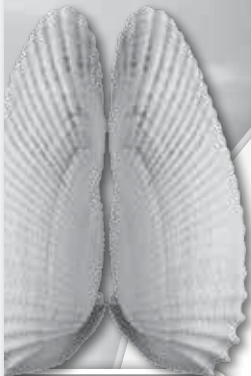
4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.



abalone shell

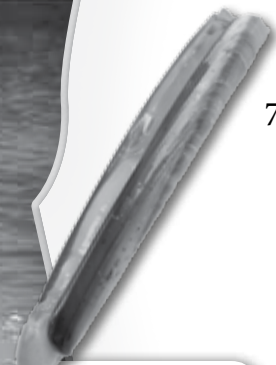
Bivalves

- 5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.
- 6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?
- 7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.
- 8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.

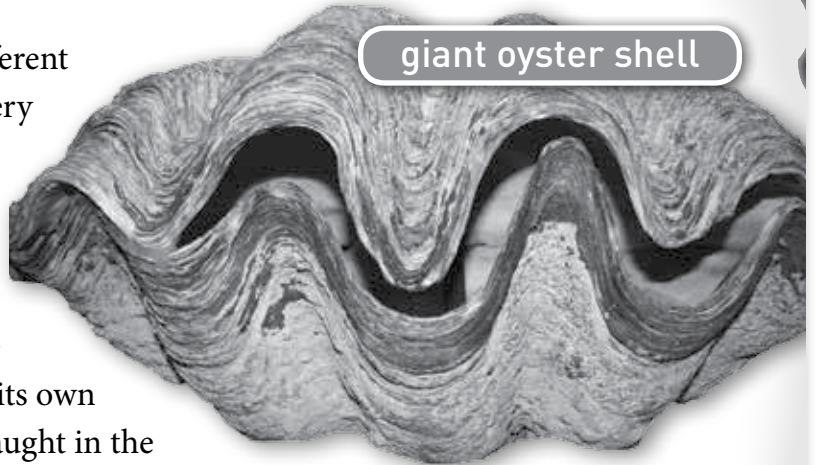


angel wing shell

kitten's paw shell



jackknife shell



giant oyster shell



pearl oyster shell

Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- A** Predators can harm some animals.
- B** Predators need to find shelter from storms.
- C** An animal's shell helps protect it.
- D** All predators have skeletons.
- E** When the animal dies, the shell remains.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- A** not letting light through
- B** easy to notice or understand
- C** shining with many varying colors
- D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- A** "next largest group of mollusks"
- B** "have small holes in their shells"
- C** "the inside of an abalone shell"
- D** "gleams with different rainbow colors"

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

- A having a hard outer shell
- B having a shell with two pieces
- C having a soft outer shell
- D having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

- 4 Read the sentence from the passage.

The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- A Bivalves are the largest group of mollusks.
- B Jackknife describes the shape of the clam.
- C An angel wing is a good name for the clam.
- D Jackknife is a good name for the clam.
- E The clam looks like an open jackknife.
- F A jackknife folds into its own case.

**Write**

- 5 Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an accident.

**Learning Target**

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.
