

Middle School

Summer Reading Packet

Includes practice for:

Main Idea and Details

Making Inferences

Summarizing

Drawing Conclusions

Compare/Contrast

READING STRATEGY

Identifying Main Idea & Details

- ❖ Identifying the main idea a writer is trying to get across will help you understand and remember the writer's most important points.
 - The **main idea** is the most important idea about a topic.
 - **Details** are used to support the main idea.
 - To find the **main idea**, list supporting details and think about how they are related.
 - If there is no sentence that states the main idea, make up one using the supporting details.
- ❖ Read this paragraph. Look for the **main idea** and **details** that support the main idea.

Main Idea

This sentence tells what the whole paragraph is about. It states the **main idea** of the paragraph.

Details

These sentences give **details**. They give more information about the main idea.

A Long Friendship

Dogs and people may have been companions for far longer than was previously thought. Recent research indicates that dogs and humans joined company more than 140,000 years ago. DNA evidence shows that dogs evolved from wolves in Europe at about the same time that early humans left Africa. One scientist believes this shows that dogs and people formed a hunting partnership soon after humans arrived in Europe.



◆ You could chart the **main idea** and **details** in the paragraph like this:

Main Idea

Dogs and humans have been companions for far longer than was previously thought.

Supporting Details

Research shows that dogs and humans joined company more than 140,000 years ago.

DNA evidence shows that dogs evolved from wolves in Europe at about the same time that early humans left Africa.

Dogs and humans formed a hunting partnership soon after humans arrived in Europe.

Your Turn

◆ Read this selection. Look for the **main idea** and **details**. Make a chart like the one above.

Here Comes the . . . Maildog?

For three years, from 1883 to 1886, the town of Calico, California, had a very unusual mail carrier—a dog named Dorsey.

Dorsey was the pet of the town's postmaster, Jim Stacy. He went along on Stacy's rounds with him. When Stacy fell ill and was unable to deliver the mail, he counted on Dorsey to take over. Stacy made a special harness for Dorsey and attached a pair of saddlebags to it. Then he sent Dorsey off with a note tied to his collar. The note requested that people place any return mail in the saddlebags. Dorsey completed his rounds successfully.

When Stacey recovered, Dorsey didn't retire. Instead, he was rewarded with his own official mail route.



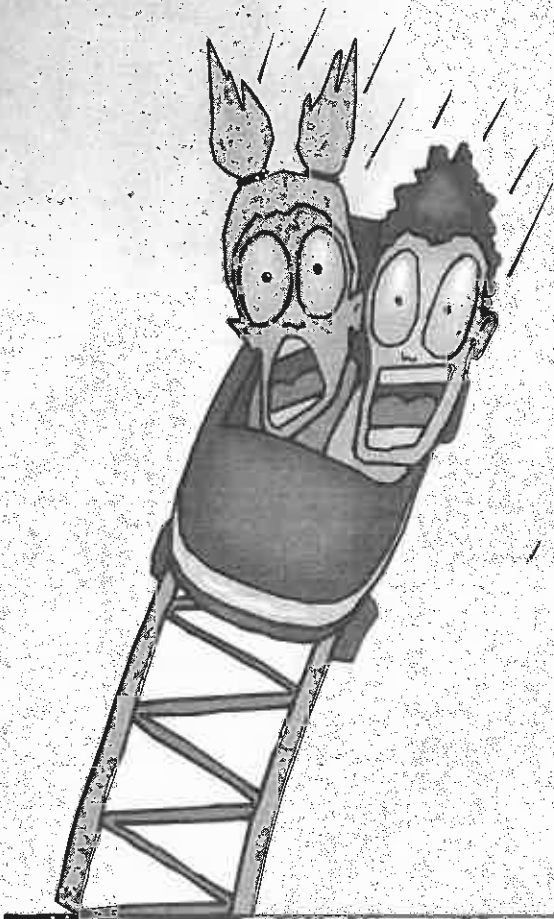
Passage 14 Main Idea and Supporting Details

It's a Wild and Wonderful Ride, But Is It Safe?

by Akiko Ono

The Cyclone, Kurba, Superman, Space Mountain, the SooperDooperLooper, the Great American Scream Machine, the Corkscrew . . . What do these names have in common? They're all roller coasters at American amusement parks.

Roller coasters are the most popular rides at most amusement parks. These days, each new coaster built has to be bigger, faster, more exciting, and scarier than the last. But how do riders know the coasters are safe?



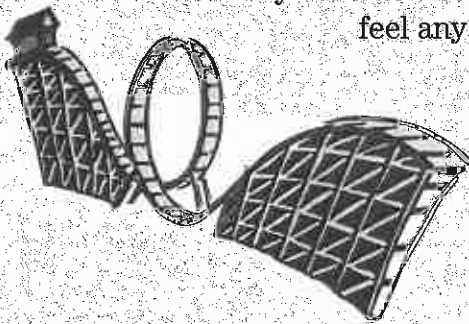
What do parks do to test their coasters before we excitedly jump into a car, fasten our belts, and take that ride?

Parks are very careful about testing their coasters. They have to make sure that the coaster does not go too fast and that the loops and turns are not too tight. They also have to make sure that riders will not get sick or hurt. They use computer models to make sure the design is safe. The models show, for example, that the coaster won't fly off the track or send riders shooting into midair. They test the coasters with water dummies of different sizes that represent real riders. Then they study the effects of the coaster ride on the dummies. They use crash test dummies, like carmakers do, to measure the stress the coaster puts on human bodies. Finally, they run the ride over and over with real test riders. What a great job that sounds like—riding roller coasters all day!

Actually, it's probably not as fun as it sounds. Think about it. Your body is jolted around, your stomach drops, and the turns and loops make you dizzy—all day long. Some parks hire volunteers to come in and ride all day. One such rider, when interviewed, said, "When I was asked if I wanted to be a test rider, I jumped at the chance. And the first six or seven times were great! But by the thirtieth time, I was so ready to get off that ride. I felt sick and had a headache. And frankly, the ride was boring by then."

Parks also hire full-time testers. These people ride new roller coasters many times before the coasters open. One test rider says, "By the way, it's not a good idea to eat a big meal just before you test coasters." No kidding! The same tester remembers how once when a new coaster opened, he rode it 23 times in a row. The rest of his day wasn't so great.

Testers learn each coaster well. They can hear any little new sound or feel any new



bump or jolt the coaster makes. Several times a week, they ride each coaster to check for anything that seems different or that concerns them. If they notice anything, however small, they let the people who repair the coaster know. The staff then goes over the coaster to make sure there is nothing wrong with it.

Full-time testers seem to love their jobs, even if there is the occasional day of feeling sick. They never get over the rush that comes when they turn upside down, drop 80 feet, and twist through turns. For these thrill-seekers, coasters never get boring. For the rest of us, the testers are the last step in making sure our rides are safe as well as fun and exciting. ©

1. What is the main idea of this article?

- (A) Each new coaster has to be bigger, faster, more exciting, and scarier.
- (B) Amusement parks test their roller coasters for safety.
- (C) Working as a full-time roller coaster tester can be very tiring.
- (D) Roller coaster test riders are thrill-seekers who love riding coasters.

2. Which detail best supports the idea that test-riding a new roller coaster might not be as fun as it sounds?

- (A) One such rider, when interviewed, said, "When I was asked if I wanted to be a test rider, I jumped at the chance."
- (B) These people ride new roller coasters many times before the coasters open.
- (C) The models show that the coaster won't fly off the track or send riders shooting into midair.
- (D) Your body is jolted around, your stomach drops, and the turns and loops make you dizzy—all day long.

3. List two details from this passage to support the idea that testers learn each coaster well.

Passage 24 Main Idea and Supporting Details

LeBron James Launches P.E. Program and a New Career

by Jesse Whitaker

Akron, Ohio—On September 8, NBA rookie LeBron James wowed the students of Akron's Margaret Park Elementary School. He visited the school to help start a new physical education program. James said that he wanted to help kids in Akron get into shape. He hopes students in his hometown have a chance to play sports.

In 2003, James became a professional basketball player in the NBA. He was drafted by the Cleveland Cavaliers as their first pick. Unlike many players who go to the NBA, James didn't go to college first. He went from high school to the pros at the age of 18. He was 6 feet 8 inches tall and weighed 240 pounds.

James was born in Akron, Ohio, on December 30, 1984. His mother was the most important person in his life growing up. By the time James entered high school, everyone in

Akron knew he was a good basketball player. At St. Vincent-St. Mary High School, he became the star of the basketball team. He usually scored about 30 points per game. He led his team to the Division III State Championship. In his senior year, he was on the cover of *Sports Illustrated*!

Some people say that James will be the greatest basketball player ever. When he joined the Cavaliers, James signed a three-year contract worth almost \$13 million. He got \$4.02 million for his first year. He also signed advertising contracts worth close to \$100 million.

No one has ever been paid the kind of money and attention that James has received before playing his first professional game. Many people will watch closely to see if James can live up to such high expectations.

1. What is this passage mostly about?

- (A) a new physical education program
- (B) basketball teams in Akron, Ohio
- (C) the sports career of LeBron James
- (D) how to become a player in the NBA

2. Write two details from the passage supporting the idea that James is already a huge star.

3. Another good title for this passage would be _____.

- (A) LeBron James: Basketball Player
- (B) The Cavaliers Draft James
- (C) St. Vincent-St. Mary High School Graduates
- (D) NBA Players



Passage 25 Main Idea and Supporting Details

Evelyn Trout:

A Remarkable Woman

On January 24, 2003, Evelyn "Bobbi" Trout passed away. She was 97. As one of the first women to fly airplanes, Trout did some amazing things. She held an international pilot's license that was signed by Orville Wright in 1929. Trout was also the last survivor of the 19 pilots who flew in the 1929 National Women's Air Derby, a race from California to Ohio. That was the race that made her famous.

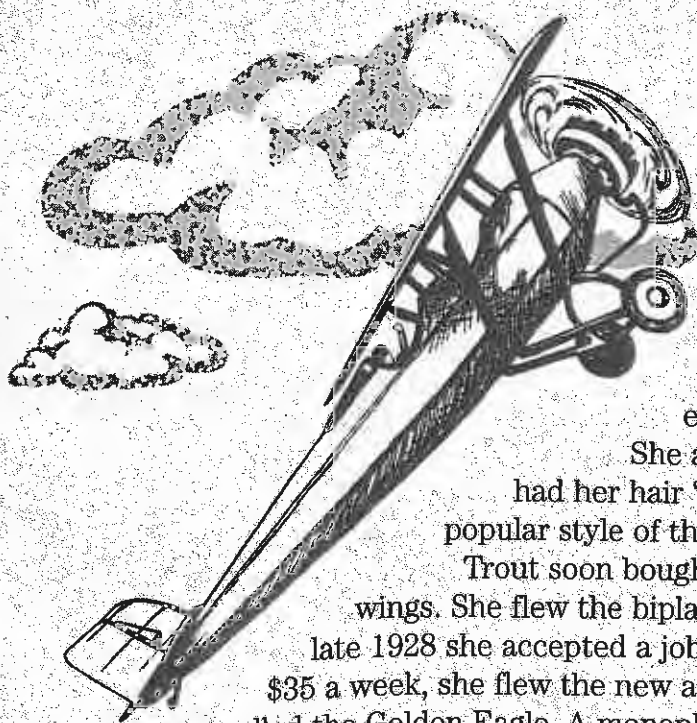
Trout was born in Illinois in 1906—less than three years after the Wright brothers' first airplane flight. At 14, she began working at the family service station and became a good mechanic. (This skill served her well more than once when she began flying airplanes.) At the age of 16, Trout took her first plane ride from Rogers Airport in Los Angeles. From that moment on, she knew she wanted to be an aviator. She took her first flying lessons in 1928 and earned her solo pilot's license in four months.

She also gained the nickname Bobbi when she had her hair "bobbed," or cut short. That was a popular style of the times.

Trout soon bought a biplane—a plane with two pairs of wings. She flew the biplane in many air shows around California. In late 1928 she accepted a job offer from a man named R.O. Bone. For \$35 a week, she flew the new airplane he had just built. It was a monoplane called the Golden Eagle. A monoplane has one set of wings.

Trout set many aviator records. With the Golden Eagle she soon won an air race in Los Angeles. Then she set a new solo endurance record for women and made her first night landing. In 1929 Trout set the high-altitude record for light planes at 15,200 feet. The next year she won an air race in Burbank, California. In 1931, she and Edna May Cooper set a new world endurance record by flying nonstop for 122 hours, 50 minutes. Trout flew airplanes until 1984.

Trout received many awards and honors for her achievements. In 1933, she received the Aviation Gold Cross from the king of Romania. Only two other flyers had ever received this award before: Charles Lindbergh and Amelia Earhart. In 1976 she received the Outstanding Women's Award from the OX5 Aviation Pioneers.



In 1993, she was inducted into the Women in Aviation International Hall of Fame. In 1996, she received the Howard Hughes Memorial Award for her lifetime achievements in aviation. She was the first woman to receive this award.

In 1999 during an interview with the *Los Angeles Daily News*, Trout recalled the early days of flying. "People thought we were nuts," she said, describing how people reacted to her and other women pilots in the 1920s. But she certainly had a remarkable life.

1. What is this passage mostly about?

- (A) why Evelyn Trout was called Bobbi
- (B) the Powder Puff Derby
- (C) Evelyn Trout's life as a pilot
- (D) the Wright brothers

2. Which sentence best states the main idea of this passage?

- (A) On January 24, 2003, Evelyn "Bobbi" Trout passed away in San Diego, California.
- (B) As one of the first women to fly airplanes, Trout did some remarkable things.
- (C) Trout held an international pilot's license that was signed by Orville Wright in 1929.
- (D) Trout was also the last survivor of the 19 pilots who flew in the 1929 National Women's Air Derby, a race from California to Ohio.

3. Why was Trout's nickname "Bobbi?"

- (A) She acted like a man.
- (B) She had her hair cut short.
- (C) She didn't like "Powder Puff."
- (D) It was a popular name.

4. Write a detail from the passage to support the idea that Trout set many aviation records.

5. Write a detail from the passage to support the idea that Trout received many honors and awards for her achievements.



READING STRATEGY

Making Inferences

- ❖ When you read, you can use clues, along with what you already know, to help you figure out what the author doesn't tell you.
 - As you read, ask yourself: "What is the author leaving out that is important to understanding the article?"
 - Look for clues in the text.
 - Ask yourself: "What do I already know about something like this?"
 - Use clues and your own experience to figure out what the author means or does not tell you.
- ❖ Read this story. Use story clues and what you already know to **make inferences** that will answer these questions:
 - What can you figure out about Mark McGwire's batting ability?
 - What can you figure out about Sammy Sosa's ability as a ballplayer?

Clue

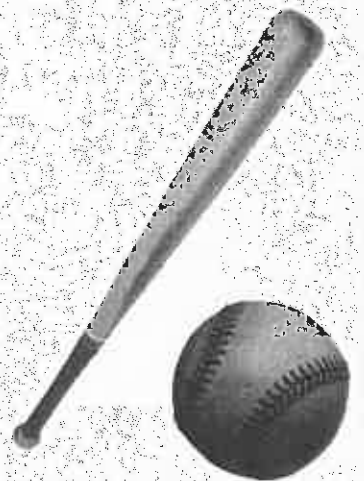
These sentences give clues to how amazing Mark McGwire's accomplishment was.

Clue

Sosa's 66 home runs are a clue to his hitting ability.

Race for the Record

On September 8, 1998, Cardinals slugger Mark McGwire hit his 62nd home run of the season. In doing so, he broke Roger Maris's record, which had stood for 37 years. McGwire went on to hit a total of 70 home runs. The 66 homers pounded in by the Cub's Sammy Sosa that same year would have been a record-breaking event in any other season!



- ❖ You could chart the clues that helped you **make inferences** in the paragraph like this:

Clues
Roger Maris's home-run record stood for 37 years.
Mark McGwire broke Maris's record and hit 70 home runs in one season.
Sammy Sosa hit 66 home runs in the same season.

What I Know
If a record is not broken for a long time, it must have been a hard thing to do.
Someone who breaks a record and then sets an even bigger record has done something amazing.
Sosa also broke Roger Maris's record.

What I Can Figure Out
Mark McGwire is a great batter.
Sammy Sosa is also a great batter.

Your Turn

- ❖ Read this story. What **inferences** can you make about the stone blocks? Make a chart like the one above.

The Mystery of the Great Stones

In many places around the world there are large blocks of stone. Some of these stand alone. Others form rings or lines. Still others look like huge tables. They are some of the earliest buildings.

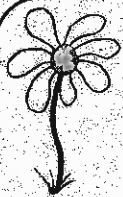
Most of these stones are on flat land. No other stones are around them. We think people from long ago used ropes and logs to move the stones. This took many years.

What did the stones mean? It's still a mystery. Some rings may have been calendars. Maybe they were meeting places. What do you think?



Passage 4 Making Inferences and Predictions

On Top of the World



July 15

Dear Mom,

We climbed up to Baxter Peak, at the top of Mount Katahdin. That's the highest peak in Maine. Joni, my counselor snapped a photo of each of us as we reached the summit. She took a group shot, too. I'll show you the photos when I get home.

The night before our climb, Joni told us about the different trails on Katahdin. We talked about them and then took a vote on our route. Most of us wanted to go up the Knife Edge trail, which is really difficult. In some places the trail is only a few feet wide and the ground slopes down steeply on both sides. The drop is about 2,000 feet—and this goes on for a mile!

I voted for the Knife Edge because it's the most famous trail on the mountain. Still, when the votes were counted, I was pretty nervous. I really wondered if I could manage it.

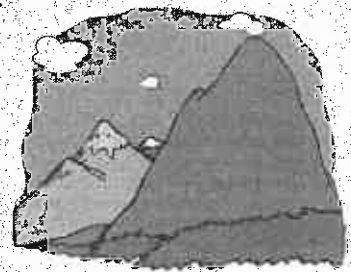
Well, the photos are living proof that I did! It was an amazing experience. We got up at 5:00 in the morning. We knew it would be a long day. I think everyone was a bit nervous—even Lee. The counselors had done this dozens of times before. They were excited, but not nervous. They told us over and over that we could do it, no sweat. Joni took me aside and said, "You are well prepared for this climb. You can do it, and you will love it!" She was right. I did love it, and I'll never forget what a great feeling it was to reach the top.

To reach the Knife Edge, we started out on the Chimney Pond Trail, which was easy at first. It got more rugged as we climbed, and before long we were clambering up and over huge boulders. On the Knife Edge, we inched our way along carefully. We had to go single file. That's how narrow the trail was. I was shaking, but I made it! All 12 of us made it. I think these guys are going to be my best friends for life after what we went through together!

It was a clear day, and the view from the top was spectacular. We stopped, rested, ate, and gazed at the view for about an hour. Then Joni reminded us that it would take us another six hours to get back down.

I'll have lots more to tell when I see you. Don't worry, Mom. I am taking good care of myself.

Love,
Cary



1. Where do you think Cary was when she wrote this letter?

- (A) at her best friend's house
- (B) at school
- (C) at summer camp
- (D) at Joni's house

2. You can guess that Cary's friend Lee usually is _____.

- (A) shy
- (B) confident
- (C) nervous
- (D) smart

3. Why do you think the counselors kept telling the group that they could do it?

- (A) because the group didn't listen the first time
- (B) because the counselors forgot that they'd already told them
- (C) so the group wouldn't be scared
- (D) to make sure everyone could hear them

4. Why do you think Cary was shaking on the Knife Edge?

5. When Cary returns home, what will she probably do first?



Passage 6 Making Inferences and Predictions

The Snowball

Bik woke up with a feeling of excitement. It was the first day of winter and that meant snow. Bik watched the first large flakes fall on the green grass.

Bik dashed out in his bare feet and pajamas. He grabbed a handful of snow and tried to form it into a ball, but it kept falling apart. The government just couldn't get the formula right. He'd seen kids making snowballs in old movies.

Mr. King came strolling down the street.

"Oh, brother," thought Bik, "here come stories of the good old days."

"Before global warming, we used to have real snow!" exclaimed Mr. King.

"Did you always have it precisely on the first day of winter?" asked Bik.

"No," admitted Mr. King, "but snow was cold, and we had to dress warmly."

"Was it fun to throw snowballs?" asked Bik.

Mr. King nodded. "I'll be right back," he said. Several minutes later he returned with something in his mittened hand. The mitten was wet and dark.

"What's that?" asked Bik.

"It's an authentic American snowball," said Mr. King. "It's probably the last in America. It's been in my freezer for over 20 years, but I want you to have it."

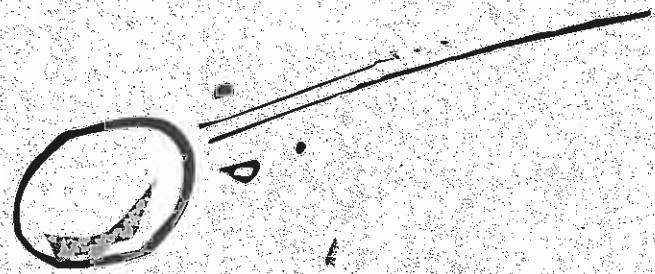
"Thanks!" said Bik, taking the snowball. "Can I do whatever I want with it?"

Mr. King grinned. "I presume you know what snowballs are for," he said.

Bik eyed the side of the house.

1. When does this story take place?

- (A) thousands of years ago
- (B) hundreds of years ago
- (C) today
- (D) in the future



2. What is strange about the weather in this story?

3. What will Bik probably do next?

- (A) throw the snowball at the house
- (B) eat the snowball
- (C) throw the snowball at Mr. King
- (D) put it in his freezer

ROCKET MAN!

adapted by Lee McKlow

Do the words "blast off" thrill you?

Would you like people to say that you have "the right stuff"? That is the best **compliment** an astronaut can give someone. NASA astronaut Tom Jones has the right stuff. He has blasted into space three times. Here he tells an interviewer what it is like:

Interviewer: When did you decide to become an astronaut?

Tom Jones: When I was 10. It was 1965, and U.S. astronauts were practicing for the first trips to the moon.

Interviewer: What does it feel like when you blast off in the space shuttle?

Tom Jones: First, there's a **rumble** as the engines fire up. Then there's a huge **jolt**, followed by steady shaking. In the eight minutes it takes to get to orbit, the pressure (heavy feeling) against your chest builds. It feels like a 700-pound gorilla is sitting on top of you. Once in orbit, the pressure is gone and you are weightless.

Set Your Purpose

What's it like to be in outer space? Read this interview for some inside information.

Interviewer: What does it feel like to be weightless?

Tom Jones: It's very peaceful, like you're floating underwater. With a touch of your finger, you can push off and **glide** wherever you want.

Interviewer: What's cool about being in space?

Tom Jones: The view of Earth. At any point, you can "swim" over to the window and catch a **glimpse** of oceans, snow-covered forests, and deserts. The colors are amazing.

Interviewer: What advice would you give kids who want to be astronauts?

Tom Jones: Work hard in school. You need a college degree. You also need three years of work experience before you can apply to NASA to become an astronaut.

If you don't get picked the first time, keep trying. And don't give up!



Backpack

Inside is Tom's life-support system: electricity, oxygen, water, and a radio.

Helmet

Three layers protect Tom from the sun's ultraviolet rays.

Chest Pack

Tom can control the temperature inside his suit by pressing buttons on his chest pack.

Safety Straps

These are attached to a thin steel cable from the spaceship so Tom can walk in space without floating away!

Think About It

Would you like to travel to outer space?
Why or why not?

Name _____

Date _____

Check Your Understanding

Fill in the letter with the best answer for each question.

- From Tom Jones's description, you can infer that when astronauts blast off, they
 - feel no pain or unpleasant pressure.
 - "swim" around feeling peaceful.
 - must put up with unpleasant pressure.
 - take a nap.
- People who want to become astronauts
 - do not have to work hard in school.
 - must work hard in school.
 - should watch TV instead of studying.
 - do not need any work experience.
- According to Tom Jones, what causes you to feel like you're "floating underwater"?
 - blasting into space
 - looking at oceans
 - becoming an astronaut
 - being weightless
- Which words best describe people who have "the right stuff"?
 - silly and lazy
 - foolish and weightless
 - brave and hardworking
 - sleepy and likely to give up
- According to Tom Jones, the cool thing about being in space is
 - having a gorilla sit on your chest.
 - feeling a jolt as the ship blasts off.
 - listening to the rumble of the engines.
 - seeing amazing views of the Earth.

Vocabulary

Find each vocabulary word in the selection. The words and sentences around it will help you figure out its meaning.

Fill in the letter with the best definition of the underlined word.

- "The right stuff" is the best compliment an astronaut can give someone.
 - space suit
 - forests and oceans
 - words of praise
 - engine
- First, there's a rumble as the engines fire up.
 - kind of bee
 - deep, long rolling noise
 - peaceful feeling
 - explosion
- Then there's a huge jolt, followed by steady shaking.
 - good time
 - heavy gorilla
 - sudden jerk
 - gentle touch
- With a touch of your finger, you can push off and glide wherever you want.
 - hold down
 - turn upside down
 - have trouble moving
 - move smoothly and easily
- Through the window, you can catch a glimpse of oceans, forests, and deserts.
 - quick look
 - type of airplane
 - movie
 - far-off sound

Name _____

Date _____

Word Work

Antonyms are words that have opposite meanings. For example, *weightless* and *heavy* are antonyms.

Write the word that means the opposite of the words in dark type.

compliment noise
glide peaceful amazing

1. The astronaut heard the **silence** of the engines as the space shuttle blasted off. _____
2. The astronaut felt very **troubled**. _____
3. He could **stumble** easily from one end of the spaceship to the other. _____
4. From the window, the astronaut had a glimpse of Earth's **ordinary** colors. _____
5. It was a big **insult** for him to say that she had the "right stuff." _____

The letter combinations **sh**, **th**, and **ch** each stand for a special sound that is different than the sounds of the two letters pronounced separately.

fish **thirteen** **chicken**

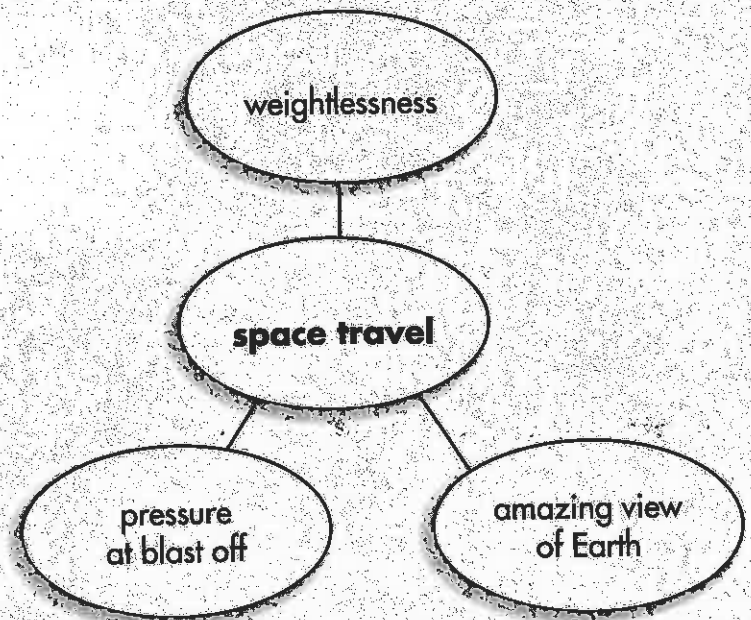
Read the definitions. Complete the word by adding the letters **sh**, **th**, or **ch**. Write the word.

6. a rocket ship that can fly into space and land again on earth ttle
7. to tremble or shiver ake
8. to select or pick oose
9. to stretch toward something rea
10. an exciting moment rill

Write Now

Tom Jones gave a description of his journey into space. This word web highlights what he saw and felt.

- Plan to write a journal entry about traveling in space. First, imagine that you went with Tom Jones on an expedition in space. Create your own word web with the words "My trip with Tom Jones" in the center circle. Add words that describe what you might see and feel.
- Write your journal entry. Remember to use your word web. Add descriptive details to make your journal interesting to read.



Holt, Rinehart & Winston Learning, Inc. All rights reserved. © Houghton Mifflin Harcourt Publishing Company

Summarizing

- ❖ When you read, it's good idea to stop now and then to summarize the important points.
 - As you read, ask yourself: "What is the selection about?"
 - The answer tells you the **topic**. This can be a word, a phrase, or a sentence.
 - Ask yourself: "What are the most important points?" Restate these in your own words.
 - Keep the summary short. Include only a topic sentence and a few important points.
- ❖ Read this paragraph. Think about the topic and the main points the author is making about the topic. How can you summarize the paragraph?

Topic

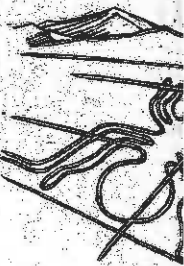
The first sentence states the **topic**:
huge drawings on Peru's Nazca plain.

Main Points

These sentences make **important points** about the topic.

Mystery in the Desert

Huge drawings of spiders, birds, fish, and reptiles spread for miles across Peru's remote Nazca plain. Some of the figures are so large they can be recognized only from the air. To make the drawings, surface pebbles were removed to expose the lighter rocks and soil underneath them. The surface material was then piled along both sides of the line. Because it almost never rains in the desert, these mysterious drawings have survived for more than 1,500 years.



❖ You could **summarize** this paragraph like this:

The Nazca plain in Peru is covered with huge drawings of animals and other figures made more than 1,500 years ago.

Your Turn

❖ Read this selection. Look for the most important points to **summarize**. Make a chart to record the important points, then write your summary.

Easter Island

There are more mysteries per square mile on this barren dot of land than anywhere else on Earth. Nearly 800 statues—called *moai* (mo-AY) by the people who live there—are scattered around the island. Some weigh as much as 80 tons and stand 65 feet high. All have a powerful, forbidding appearance. At some point in the 18th century, nearly all the statues were knocked off their pedestals.

The walls of a volcanic crater in the middle of the island contain about 400 statues in various stages of completion. They are embedded in the stone where they were carved.

Who made these statues thousands of years ago? What became of these people? Why did they make them, and why did they stop? Why were the statues overturned? These questions about the mystery of Easter Island will probably never be answered.





Name _____

Simply Put

Read the three paragraphs below. Circle the best summary for each article.

Charles De Gaulle became a brigadier general early in the Second World War. When the German army advanced and France fell to them, he escaped to London. There he formed a French national committee in exile. With this body he was able to organize the French resistance. Together with other exiled Frenchmen, De Gaulle joined the British to conquer Syria.

1. Which of these sentences best summarizes the article above?

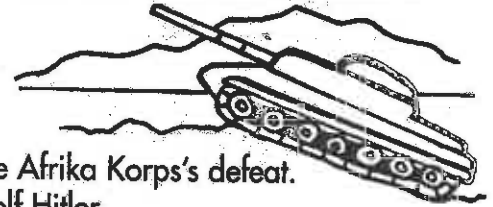
- a. Charles De Gaulle was known for his stubborn determination.
- b. Charles De Gaulle was a French general and leader during World War II.
- c. During World War I Charles De Gaulle was wounded three times and taken prisoner by the Germans.



Erwin Rommel led the Seventh Tank Division as the German forces dashed across the French countryside on their way to the English Channel. Because his moves were so brilliant as commander of the *Afrika Korps* in North Africa, his friends and enemies called him the Desert Fox. Knowing that the Allied forces would likely attack along the English Channel, the Germans made Rommel responsible for the German defense of Northern France in 1944. After the invasion, Rommel was accused by other German officers of participation in the attempted assassination of Hitler in July. In response, Erwin Rommel killed himself.

2. Which of these sentences best summarizes the article above?

- a. Rommel escaped North Africa in 1943 shortly before the Afrika Korps's defeat.
- b. Rommel was a part of the assassination plot against Adolf Hitler.
- c. Erwin Rommel was a famous German soldier who, despite his great military accomplishments, was accused of plotting Hitler's assassination.



Bernard Montgomery was appointed commander of the British Eighth Army in Africa. Although the German army had earlier success there, "Monty" began the offensive at Al 'Alamayn in Egypt, which successfully forced the German and Italian soldiers out. When General Eisenhower became supreme commander of the Allied forces, Montgomery served as the chief of the British forces. In August of 1944, he was promoted to field marshal of British and Canadian troops.

3. Which of these sentences best summarizes the article above?

- a. Bernard Montgomery served his country in its war against Germany and Italy during the Second World War.
- b. General Montgomery was an ardent supporter of General Eisenhower.
- c. Bernard Montgomery was responsible for ridding North Africa of the German troops.

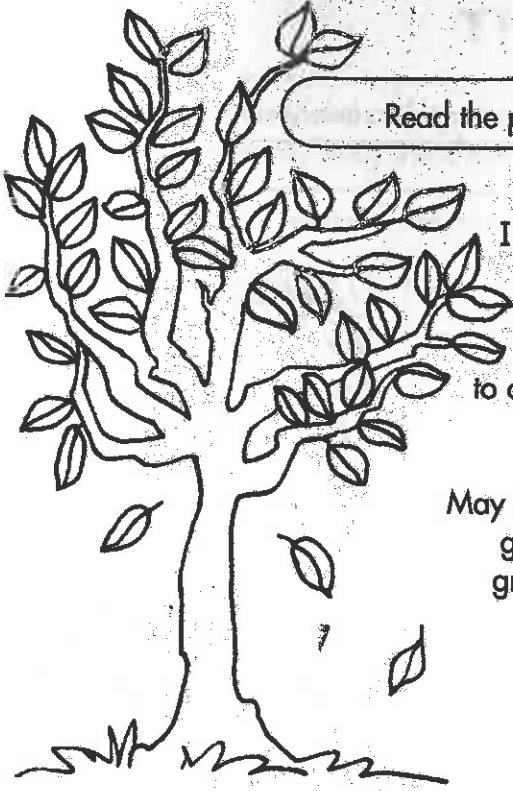




Name _____

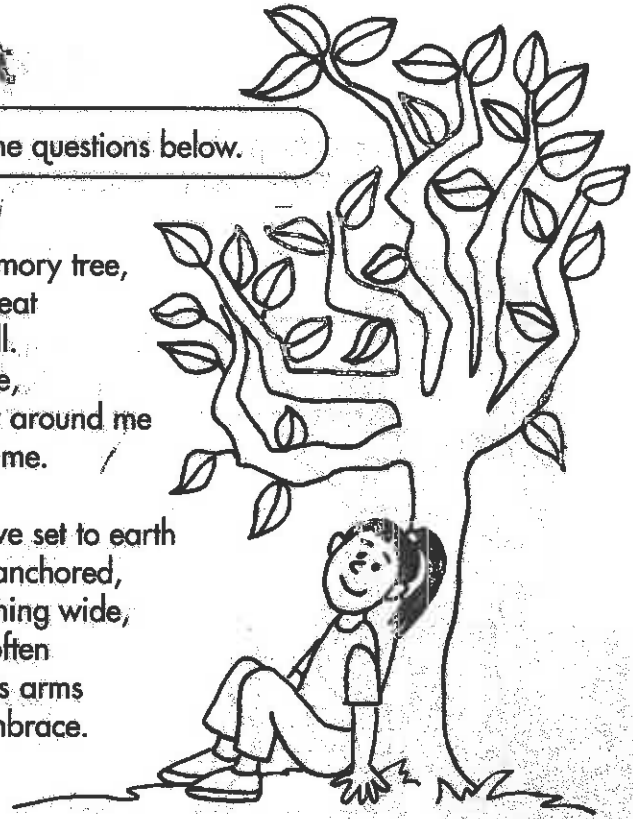
I Plant

Read the poem and answer the questions below.



I have planted a memory tree,
 neither too great
 nor too small.
 A tree for life,
 to celebrate the beauty around me
 and to remind me.

May this tree of life I have set to earth
 grow roots strongly anchored,
 grow branches stretching wide,
 to remind me often
 of a grandparent's arms
 and that loving embrace.



1. Write a summary of the poet's message.

2. What does the poet remember?

3. What is the poet celebrating?

4. Which word is a synonym for secured? _____

5. Which words show the poet is joyful?





Name _____

Mystery of the Disappearing Lunches

Growing up with five brothers wasn't easy. For one thing, they have a tendency to completely overwhelm you—with the noise level, the sports equipment, the testing out of new wrestling moves. Another downside is that nothing is just yours. It seems like brothers believe "what's mine is mine and what's yours is mine."

It really shouldn't have surprised me when my school lunches started disappearing from the refrigerator each morning. Mom was so good to us, preparing the six bag lunches each evening. But when I went to grab mine on Monday it was gone! And it was gone every day for a week! Of course, Mom questioned all of the boys and each one denied taking my lunch. It wasn't so difficult to make another one, but it was annoying! After a week of this, Mom had us make our own lunches, thinking that if we packed our own it would be reasonable to believe that we would pack what we wanted and not need more.

Unfortunately, this didn't work. Besides having an incredible mess in the kitchen every evening

and huge amounts of food going into the lunch bags, mine was still missing in the morning. Ready to do anything, Mom finally decided to consult Dad. She had been trying not to bother him with too many problems since he had been working so many overtime hours, but this was getting increasingly frustrating. Should she ground all the boys? Should she just give me lunch money?

As Mom told Dad about the situation at the dinner table that night, with all of us sitting there eating, Dad actually blushed a little! The boys burst out laughing when Dad said with a little chuckle, "Oh, weren't one of those lunches meant for me? I thought you were saving me time by packing mine, too, especially since I've been leaving at five in the morning."

With the mystery of my missing lunches solved and Mom's promise to make Dad his own lunch, my brothers were off the hook. That is until my nail polish started disappearing.

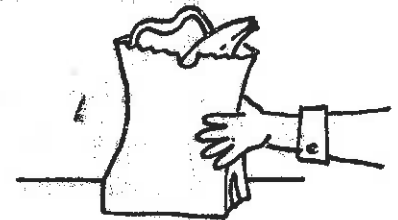
Answer the following using complete sentences.

1. Write a brief summary of the story. Put events in sequential order.

2. How does the author feel about her brothers? Why do you say this?

3. Write another possible solution to the mystery of the disappearing lunches. Be brief but complete.

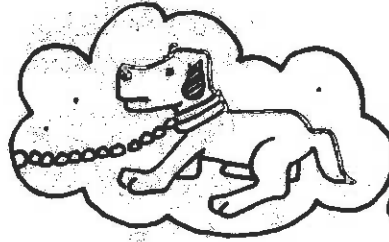
4. Create another title for this story.





What's Going On?

Match these summary statements with the articles below.



- ___ 1. When we help others selflessly, we allow ourselves to grow emotionally.
- ___ 2. One's fears may often seem irrational.
- ___ 3. Sights, tastes, or smells may trigger memories of past experiences.
- ___ 4. In emergencies we perform feats we might otherwise consider impossible.

- a. I don't like mice. I know they're just little animals that cannot hurt me, but mice petrify me. I do not recall any incident or dream that would cause this fear. I don't even remember ever seeing a live mouse, except in a pet shop. But every time someone even mentions that one may be in the vicinity, I climb on a chair and yell, "Mouse!"
- b. On his way to school Mark, saw the puppy. He heard it, too, as it whined and pulled against its choke chain. The small cocker spaniel was shaking with fear, its chain caught in the fence links, pulling tighter and tighter around its neck. When it saw Mark, the puppy barked, but couldn't move. So Mark spoke to it in a comforting, soothing voice. He slowly reached in to untangle the puppy's chain, and gently held the little one near to his chest. It whined and sniffled and cuddled and then reached up to lick Mark's chin. Although he figured he'd be late for school, Mark knocked on apartment-house doors until he found the puppy's owner. The

old woman's gratitude did Mark's heart good.

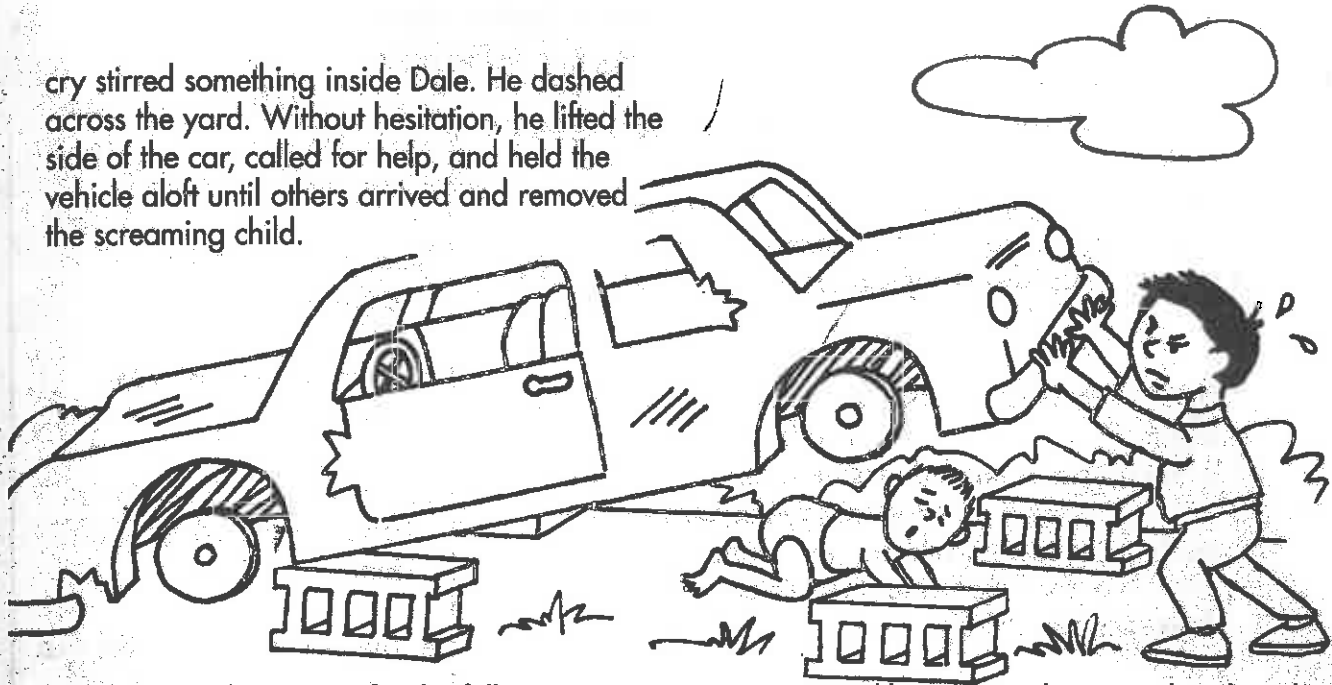
- c. There it was again—that burning smell. It was unlike any other odor. Terry had ever smelled—not burning leaves nor plastic; not the stench of burnt rubber nor the reek of singed hair; not the pungent camp fire smell, either. No, the scent was similar to that of the smoky mist when ... hmm ... that night when the Norton's old Five and Dime store burned to the ground downtown. What a sight that had been, Terry mused. Boy! That must have happened fifteen or twenty years ago!
- d. Dale smiled as he watched his baby nephew Jackson crawl across the grassy yard. What a mover! Along the back of the yard rested an old car on cinder blocks, its tires gone. The baby crawled toward this rusting hulk, slowly reached for the door handle, and pulled himself up. Suddenly the ancient car lurched and slipped off the blocks, knocking the startled child to the ground. The baby's



Name _____

What's Going On? (cont.)

cry stirred something inside Dale. He dashed across the yard. Without hesitation, he lifted the side of the car, called for help, and held the vehicle aloft until others arrived and removed the screaming child.



5. Write an article or story for the following summary statement: Although people want what they don't have, once they have it, they don't care for it anymore.



READING STRATEGY

Drawing Conclusions

- ❖ When an author does not spell out everything you want to know about a character or an event, you can combine story clues with what you already know to draw a conclusion that makes sense.
 - As you read, look for clues that can help you form an idea about what the author does not tell you.
 - Ask yourself: "What do I already know about something like this?"
 - Use the story clues to draw a conclusion.
- ❖ Read this paragraph. What conclusion can you draw about Sacajawea's role in the expedition?

Her Name Was Sacajawea

In 1803, President Jefferson sent two men to explore part of the West. Their names were Lewis and Clark. There were no maps and they needed a guide. They hired a fur trader and his wife. Her name was Sacajawea (sah kuh juh WEE uh).

Sacajawea grew up in the Shoshone (shoh SHOH nee) tribe. She knew how to hunt and fish. She knew every inch of the land. She found food when there was none. They walked through deep snow and paddled on rough waters. The journey was dangerous.



Clues

The things Sacajawea did are a clue as to how she helped in the expedition.

◆ You could chart the information you learned to draw a conclusion like this:

Clues	What I Already Know	Conclusion
Sacajawea knew how to hunt and fish, knew every inch of the land, and found food when there was none.	On an exploration trip like this, food and directions are difficult to come by.	Sacajawea was very helpful and played an important part in the expedition.

Your Turn

◆ Read this selection. Draw conclusions about a demolition event. Make a chart like the one above.

Combine Crunch

What do you do with a \$200,000 harvester when it becomes old and worn out? If you're a farmer in Washington State, you might enter it in a demolition derby for harvesting combines. Weighing as much as 15,000 pounds and standing 15 feet high, combines make a mighty crunch when they smash together! Demolition derbies with cars just don't compare, observers say.

As part of the town of Lind's annual rodeo, the combine demolition derby has been a great success. Participants paint their combines in bright colors and give them names like Grim Reaper and Red Baron. One year, the only woman competitor painted her rig purple and named it Raisin Cain.

Groups of five to six combines compete in heats that last ten minutes. Any rig that isn't able to move is forced to drop out. The last combine moving at the end of the night wins. And the crowd always goes home happy.



Passage 10 Drawing Conclusions

Meet a Snowboard Champ

This week Kids and Sports magazine interviewed snowboard enthusiast Steve Glass. Steve has been snowboarding for five years. Last month, Steve was in the ISF Junior World Championships.

Kids and Sports: Steve, how did you get started snowboarding?

Steve: Well, I learned to ski when I was pretty small. I loved skiing, but when I started to see the tricks that snowboarders could do, I knew that was the sport for me. And I love competing.

Kids and Sports: Of course, most snowboarders don't compete. They are in the sport for the fun of it.

Steve: That's right. Enjoying the beauty of the mountain with friends—there's nothing like it.

Kids and Sports: Steve, do you have some advice for kids who are interested in trying the sport?

Steve: Sure. It's important to have the right equipment. It's a good idea to rent first. Beginners should get a freestyle board, which is shorter, wider, and more flexible than a race board. Choose boots and bindings that work together. Soft boots are for freestyle riding. You won't need a hard boot unless you take up racing later on.

Kids and Sports: What about clothing?

Steve: Just wear a jacket that's long and loose. Snowboard pants are a good idea; get the kind with padding at the knees and bottom. You will be glad you did!

Kids and Sports: Anything else?



story continued on page 22

21

Steve: Always wear a hat, gloves that won't fall off, and sunglasses or goggles. And don't forget sunscreen.

Kids and Sports: Okay. Now, how about some hints about what to do out on the mountain?

Steve: Well, first you should practice moving on flat ground. Then try walking uphill. Practice falling, both forward and backward. To do this, try to relax and keep your arms tucked close to your body. Getting up is tricky for beginners, so practice that, too. Have someone show you the basic riding position and a few different turns. Then, when you know all that, you may want to try some ground tricks and spins.

Kids and Sports: Thanks, Steve. I'm sure our readers can't wait to get to the slopes. Anything else?

Steve: Yes. Have a great time, and always keep your leash attached so you don't lose your board!

1. Why do you think Steve says it's a good idea to rent equipment first?

2. Why do you think Steve suggests getting special snowboard pants?

- (A) If you don't have them, people will know you're a beginner.
- (B) You have to buy them because you can't rent clothing.
- (C) They are required equipment for the sport.
- (D) The padding in them will help protect you when you fall.

3. Why do you think Steve suggests snowboarders wear sunglasses or goggles and use sunscreen?

4. Steve suggests that you use a leash with your board. To what two things do you think the leash is attached?

5. What can you tell about Steve Glass from this interview?

- (A) He's a good student.
- (B) He always snowboards with his best friend.
- (C) He knows a lot about snowboarding.
- (D) He writes for a magazine.



Welcome to Moviefans.com!

Have you ever sat in a theater at the end of a movie to watch the credits? As the credits rolled by, you probably saw the names of crew jobs you did not know, such as gaffers and grips. What do these people do, anyway?

It takes many people to make a movie. Each person's job is important in helping to get the movie finished, or "in the can." Below are descriptions of some of those strange-sounding jobs.

Movie Terms

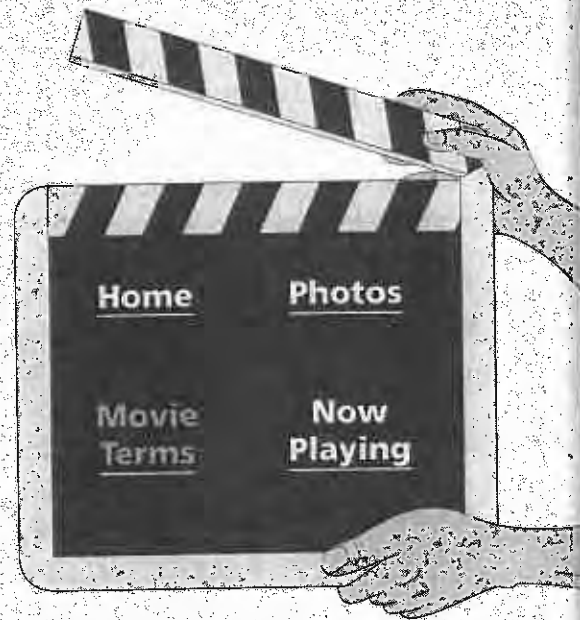
best boy: The best boy is generally the assistant chief lighting technician (tech). Best boys order lighting equipment. They are in charge of the lighting crew and make sure the crew knows when it is scheduled to work.

boom operator: A boom is a long pole with a microphone at the end. The boom operator holds the boom so that the microphone is in exactly the right place to pick up what the actors are saying. The point is to make sure the microphone picks up the sound clearly without getting in the picture.

gaffer: A gaffer is chief technician and aide to "important" people on the shoot, like the director. A gaffer's job is to make sure the lighting equipment is in the right place at the right time.

grip: The grip moves equipment where it needs to go. Grips build, move, set up, and fix any gear needed for the movie except the lighting equipment, which the gaffer takes care of.

swing gang: This crew builds and tears down sets. They move things like tables or chairs that are part of a set.





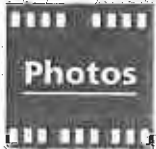
1. A gaffer and best boy might work together because they both _____.
- (A) work with lighting equipment
 - (B) are chief technicians
 - (C) work as assistant lighting chiefs
 - (D) are chief aides to the director

2. Look at the description of a grip's job. Do you think "grip" is a good name for someone who does this work? Why or why not?

3. Why do you think the boom operator tries to make sure the microphone doesn't get in the picture?

4. Think about what a swing gang does. Do you think "swing gang" is a good name for people who do this kind of work? Why or why not?

5. Which of the jobs listed would you be most interested in doing? Tell why.



READING STRATEGY

Comparing & Contrasting

- ❖ When reading a story or an article, it's helpful to think about how things are similar and how they are different.
 - As you read, ask yourself: "What is similar about these things?" and "How are they different?"
 - When you think about how things are similar, you **compare** them.
 - When you think about how things are different, you **contrast** them.
- ❖ Read this paragraph. Look for the answers to these **compare/contrast** questions:
 - How are frogs and toads similar?
 - How are they different?

Compare

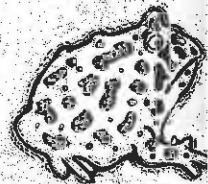
These sentences tell how frogs and toads are alike.

Contrast

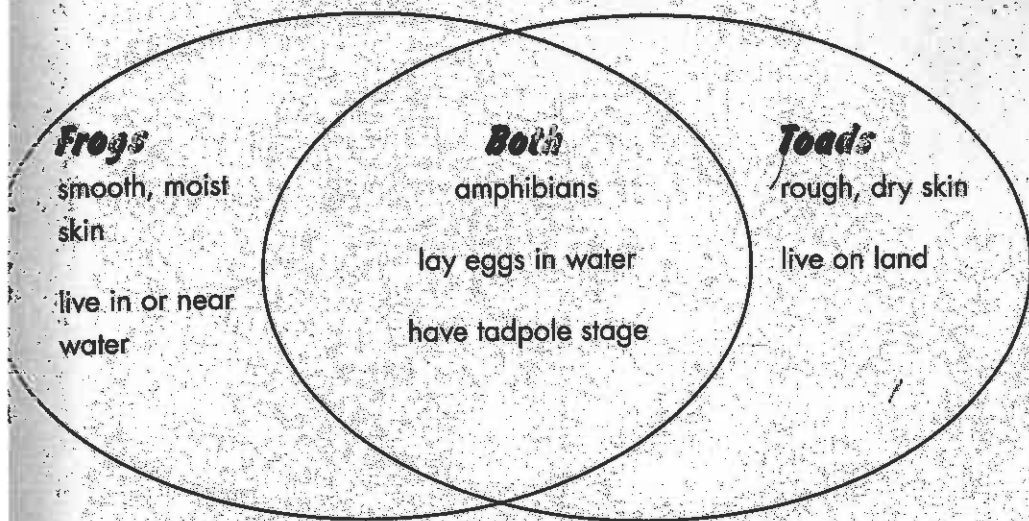
These sentences tell how frogs and toads are different.

Frogs and Toads—Alike, Then Different

Frogs and toads start out life a lot alike. They are both amphibians, so they lay their eggs in water. After the eggs hatch, both frogs and toads spend part of their lives—the tadpole stage—in water breathing with gills. The difference comes after the tadpoles lose their tails, grow legs, and develop lungs. Frogs have a smooth, moist skin and spend the rest of their lives in and near water. Toads have a rough, dry skin and live on land.



You could make a chart like this to **compare** and **contrast** frogs and toads.



Your Turn

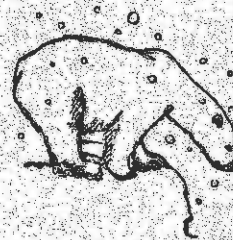
Read this passage. **Compare** and **contrast** the black bear and the polar bear. Make a chart like the one above.

The Bear Facts

Although black bears and polar bears are different in many ways, they also have a lot in common. Their body shape is similar, and they both have thick coats of fur. Newborn bear cubs of all kinds are very tiny and stay with their mother for a year or more.

A major difference between black bears and polar bears is their size. A full-grown black bear can be 4 to 5 feet long and weigh 150 to 400 pounds. The huge polar bear, at 6 to 8 feet long, can weigh up to 1,500 pounds! Black bears eat mostly green plants, berries, nuts, ants, and small animals such as mice. The chief food of polar bears is seals, although they also eat birds' eggs and berries.

Black bears have black or dark brown fur. Polar bears have fur that is yellowish-white.





Sharks

By: Gina Szczodrowski



Did you know there are over 350 types of sharks? Two of the most common are the Great White Shark and the Hammerhead Shark. These sharks (and all sharks) belong to a group of fish that do not have bones. Instead, their bodies are supported by cartilage, which is softer and more flexible than bone. Their skin is very rough. It is so rough, in fact, that it has been used as sand paper! Sharks have the same senses that we have, however, their senses of sight, smell, and hearing are much stronger than ours. While both the Great White and the Hammerhead are sharks, they have many differences.

The Great White Shark is at the top of the food chain once it becomes an adult, often preying on sea mammals, such as sea lions. As an adult, Great White Sharks can weigh in at more than 4,500 pounds! But, sharks don't start off at the top of the food chain. Baby sharks, or pups, must avoid other predators for their first years of life, including other Great White Sharks. Some pups don't live past a year because of the predators.

The Hammerhead Shark is much different than the Great White Shark. For starters, its head is shaped like a rectangle, giving it its name. The shape of their head allows them to trap their favorite meal - stingrays. Their eyes are located on the sides of their head, which allow them to easily scan the ocean quicker than other species of sharks can. Even though stingrays are their favorite meal, they also eat bony fish, crab, lobsters, and other sea creatures. These sharks only weigh in at about 500 pounds. These pups, just like the Great White Shark pups, have to worry about predators when they are first born. Once they are adults, they do not have many predators though.

Many people are afraid of all types of sharks because of the attacks. While Great White Sharks have attacked people, the Hammerhead is not known for its attacks on people. The Hammerhead shark is dangerous, just like a Great White Shark, but not as aggressive. I don't know about you, but I sure don't want to ever have a close encounter with a shark!

Name: _____

Date: _____

1. What are sharks' bodies supported by?

- a. Bones
- b. Skin
- c. Cartilage
- d. Flippers

2. Which senses are stronger for sharks than for us?

- a. Touch, taste, and smell
- b. Sight, smell, and hearing
- c. Touch, smell, and hearing
- d. None of them

3. How are Great White Sharks different from Hammerhead Sharks?

- a. The hammerhead shark weighs more than the Great White.
- b. The Great White is known for its head shape.
- c. Great whites' pups have to worry about predators, but hammerheads' don't.
- d. Hammerheads' heads are shaped like a rectangle.

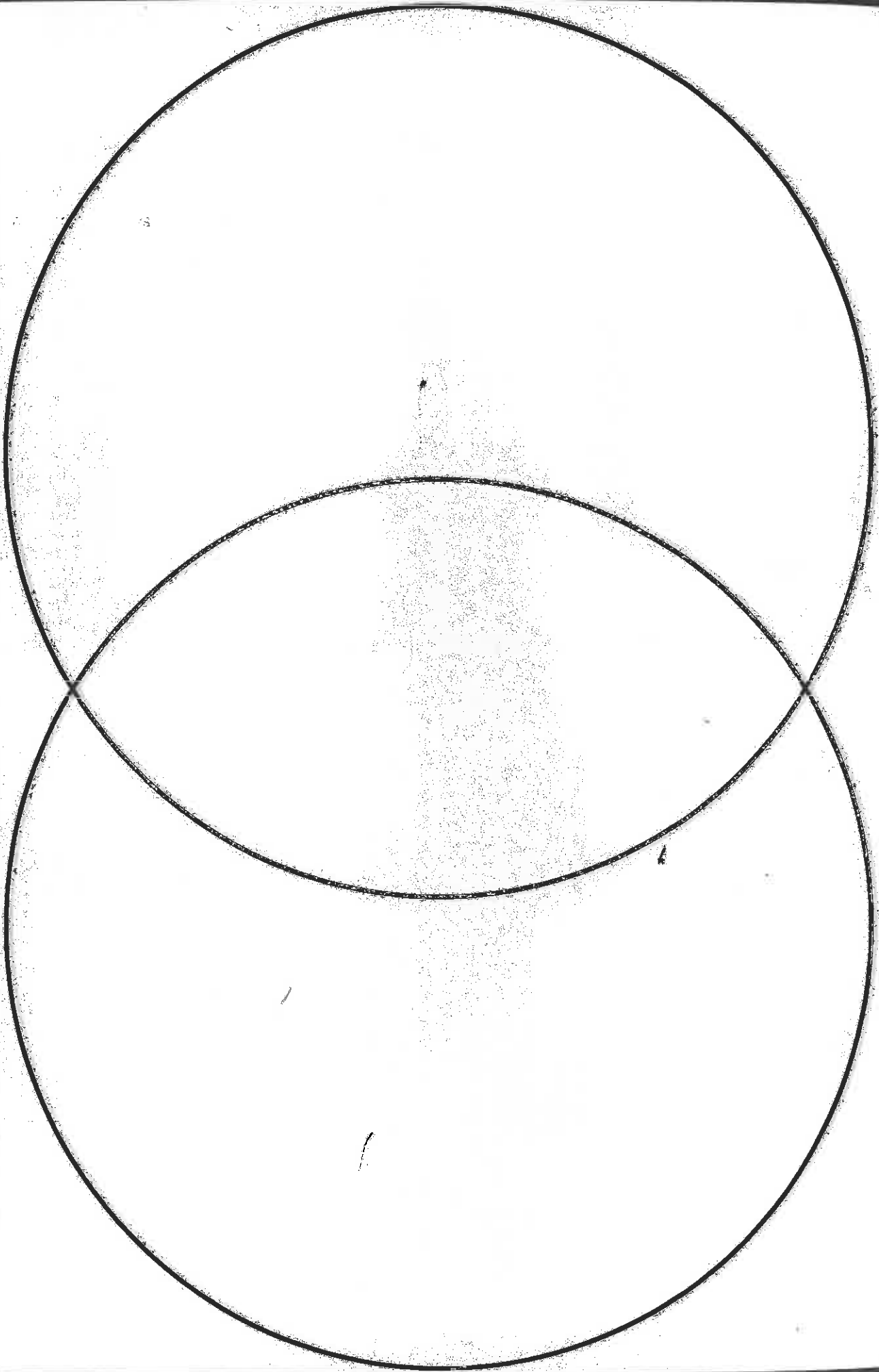
4. How are Great White Sharks similar to Hammerhead sharks?

- a. Neither of them has ever attacked people.
- b. They both weigh over 4,000 pounds.
- c. They both belong to the same group of fish.
- d. They are at the top of the food chain.

Complete a graphic organizer comparing and contrasting the five types of sharks in this article.

Name: _____

Date: _____



Compare and Contrast

Read the two passages about hurricanes. Think about similarities and differences between the two passages.

How and Where Hurricanes Form

Hurricanes are very powerful storms that are capable of causing severe damage. Some hurricanes produce winds stronger than 155 mph that are able to devastate homes and buildings. Knowing how and where hurricanes form can help keep you safe if a hurricane does strike.

Hurricanes form over warm water after the ocean has been heated up during the hot summer months. Because hurricanes need warm water, they occur most often during late summer and early fall. In the Atlantic Ocean, hurricane season is from June to November. Also, since hurricanes need warm ocean water to form, the people that are affected by hurricanes live in areas near the coast.

People who don't live near the coast have no reason to worry about staying safe during a hurricane.

If you live somewhere that hurricanes might occur, it is important for you to know what to do to protect yourself. Make sure you board up your windows and stay indoors during the storm.

Hurricanes: Staying Safe from Destruction

Hurricanes can be very dangerous and deadly storms. When a hurricane moves ashore, it can cause damage in a number of ways. It is important to know how to keep yourself safe during a hurricane.

Hurricanes can cause destruction several ways. For example, wind damage during a hurricane can be harmful. Even though hurricanes occur near coast lines, strong winds can still strike farther inland. Also, since hurricanes come with an abundance of rain, they sometimes cause mud slides or flash floods.

Everybody should know how to stay safe in case of a hurricane, whether you live in a place that hurricanes are likely to occur or not. First, have a plan of evacuation (a plan to leave the area), and listen to local weather stations for any weather advisories. If you don't have time to evacuate, then find a place to stay that is safe. Make sure your shelter is on higher ground, the windows are boarded, and that you stay inside until the hurricane passes.

Compare and Contrast

Think about similarities and differences between "How and Where Hurricanes Form" and "Hurricanes Staying Safe from Destruction." Use that information to follow the directions below.

1 Read through the passages again. Highlight all of the details that were mentioned in both "How and Where Hurricanes Form" and "Hurricanes Staying Safe from Destruction." List the most important detail below.

2 Circle 3 details in "How and Where Hurricanes Form" that are not in "Hurricanes Staying Safe from Destruction." Write the most important detail below.

3 Circle 3 details in "Hurricanes Staying Safe from Destruction" that are not in "How and Where Hurricanes Form." Write the most important detail below.

4 Which passage gives more details about how to stay safe in a hurricane?

5 Which author do you think gave the most useful information? Why?
