Match the words at the top of the page with their definitions below. Then, draw an image and write an example sentence that helps you remember the definition. This can be a thing, a person, or a way to use the word.

grant culture generation in addition theme traditional

1 To <u>grant</u> is to agree to give, do, or allow.



I will grant
your wish for
more money.

is a group of people who are about the same age.

describes old ways of thinking or doing things.

4 A ______is a group's values and

way of life.

is a central message in a story, play, or poem.

is a phrase that means the same thing as *also*.

★ With a partner, play a word guessing game. Describe one of the words without saying the word itself. Use the definition, synonyms, and examples as clues. Once a word is guessed correctly, switch roles.

Core5 Level 18

Read the words at the top of the page. Then, use these words to fill in the blanks in the passages.

in addition culture generations traditional themes traditional

1	Momotaro and the Island of Ogres – A Book Review			
	Many cultures have their own superheroes. A superhe	ero from Japan is at the center		
	of Momotarō and the Island of Ogres, a folktale re	told by Stephanie Wada.		
	The tale begins when a cou	iple adopts a baby they find inside		
	a peach. They name him Momotarō, Peach Boy. Moi	motarō becomes stronger and		
	braver than any man as he tries to stop the attacks of	cruel ogres.		
	to great storytelling, this book has wonderful art. Pe	eople of all		
	will enjoy it, whether they are children or adults.			
2	2 Momotarō Xander and the Lost Island of Monsters – A	A Book Review		
	Meet Xander Miyamoto. He is the main character in	n Margaret Dilloway's novel,		
	Momotarō Xander and the Lost Island of Monsters. Xa	inder is an American boy who		
	creates a comic book that tells a	folktale about Momotarō,		
	a warrior hero from the of J	apan. Then, Xander turns out to		
	be Momotarō! He sets out to rescue his father who	has been captured by monsters.		
	This fun novel explores, like	bravery and imagination.		
3	3 In your opinion, which book reviewed here seems	more interesting? On another		
	page, make a concept web like the one below to p	lan your response. Include details		
	from the passages.			
		<u> </u>		
	your opinion	\rightarrow		
		· /		

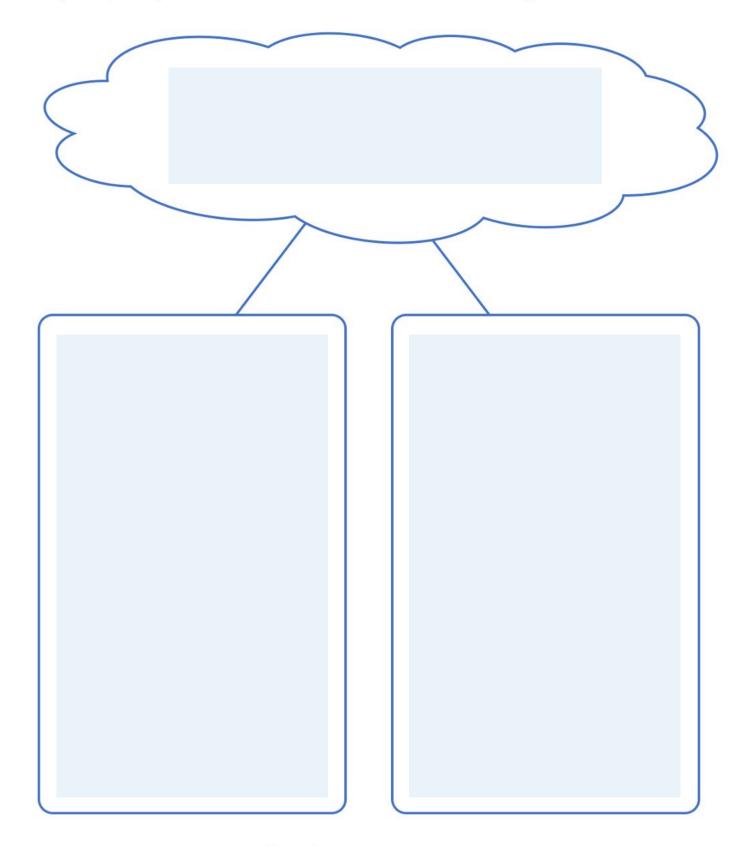
Find a traditional folktale from a culture that interests you. Use the folktale to create a comic book that retells the traditional story for a younger generation.

why?

why?

mo

In your opinion, which book reviewed here seems more interesting?



Match the words at the top of the page with their definitions below. Then, draw an image and write an example sentence that helps you remember the definition. This can be a thing, a person, or a way to use the word.

access estimate habitat migration structure therefore

Access	2	3 A
is a way of getting in.	is a signal word that means	is where a plant or animal
	for that reason	lives and grows.
		(

This door gives

access to the

kitchen

- is to guess an amount using the facts you have.
- is when a group moves from one area to another.

★ Write each word on its own card and each definition on a separate card. Shuffle the cards and flip

them over. Play a card memory game to match each word with its definition.

Read the words at the top of the page. Then, use these words to fill in the blanks in the passages.

habitats structures migration therefore estimated migrations

_					
1	Turn Off the Lights				
	Songk	Songbirds of the Americas migrate between their southern and northern habitats.			
	The b	irds fly mainly at	night, and starlight he	lps them find their way. Their flight paths	
	somet	times take them o	over cities. There, the k	pirds are confused by the lights of tall	
			_, like lit buildings. The	refore, they crash into windows or fly	
	in circ	les without findin	ng an escape. It's	that each large lit	
	buildi	ng causes 1,000 b	oird deaths every year.	A program called Lights Out asks building	
	owne	rs to shut off nigh	nttime lights during the	e fall and spring	
	In citi	es that have adop	oted Lights Out, fewer	bird deaths occur.	
2	Rescu	ie from Dangerou	us Airports		
	As the	ey fly on their _		paths, Snowy Owls are drawn to	
	airpo	rts that look like	good places to stop.	These airfields look just like the open,	
	grass	y land of their su	ımmer Arctic habitat.	However, these owls sometimes cause	
	accide	ents by flying int	o airplanes.	, some airports have begun	
	to use	e a plan to move	the owls to safer loc	cations. Wildlife experts are called in to	
	trap t	the Snowy Owls	and release them safe	ely in natural	
3	In your opinion, which strategy is more helpful to protect migrating birds? Select one of the following ways to present your opinion:				
		Write a paragraph	h to state your opinion.		
		Discuss your opin or disagree?	nion with a classmate or	an adult. In what ways do you agree	
		Create a comic str	rip with words and pict	tures that illustrate your opinion.	

★ Create a poster about migrating birds with words and diagrams. Explain the dangers facing migrating birds, and describe ways that your classmates can help protect migrating birds.

means new or not like anything else that exists.

Match the words at the top of the page with their definitions below. Then, draw an image and write an example sentence that helps you remember the definition. This can be a thing, a person, or a way to use the word.

occupy contribution previous original express influence

means earlier or past.

1 To OCCUPY
is to live in or take over.

The dog will occupy its new doghouse.

is something that is done to help something else.

is an effect on what happens.

is to show a feeling with words, actions, or looks.

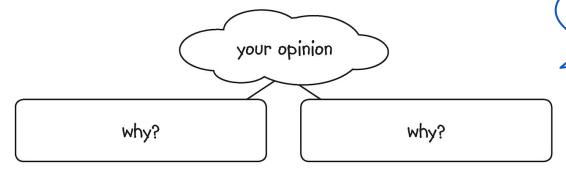
★ Use a thesaurus to find one synonym for each word. Write each word and the synonym on separate cards. Play a card memory game to match each word with its synonym.

Read the words at the top of the page. Then, use these words to fill in the blanks in the passages.

influences	express	original	expresses	contributions	previous

1	Jazz	
	In jazz, musicians have the freedom to	their own musical ideas.
	When played by a jazz musician, a famil	iar song sounds different and interesting. Jazz
	began in the early 1900s in the America	an South. It grew out of a
	form of popular music called ragtime, n	amed for its "ragged" beat. More recently, rock
	music has made	to jazz. And jazz, in turn, has had an influence on
	rock and other musical forms.	
2	2 Cajun Music	
	Imagine an outdoor party filled with the	ne sounds of and creative
	music. The musicians play an accordior	n, a fiddle, a guitar, and a triangle. The singer's
	song is in French and	feelings about a lost love. But the music
	sounds happy and upbeat. This is Cajun	(KAY-jun) music. For more than 250 years, people
	called Cajuns have lived in southern Lou	uisiana. Cajun music developed from traditional
	French folk tunes, along with	from blues and country music.
	Cajun music is still played and enjoyed	today.
\vdash		

3 In your opinion, does jazz or Cajun music have a greater influence on music you listen to today? On another page, make a concept web like the one below to plan your response. Include details from the passages.

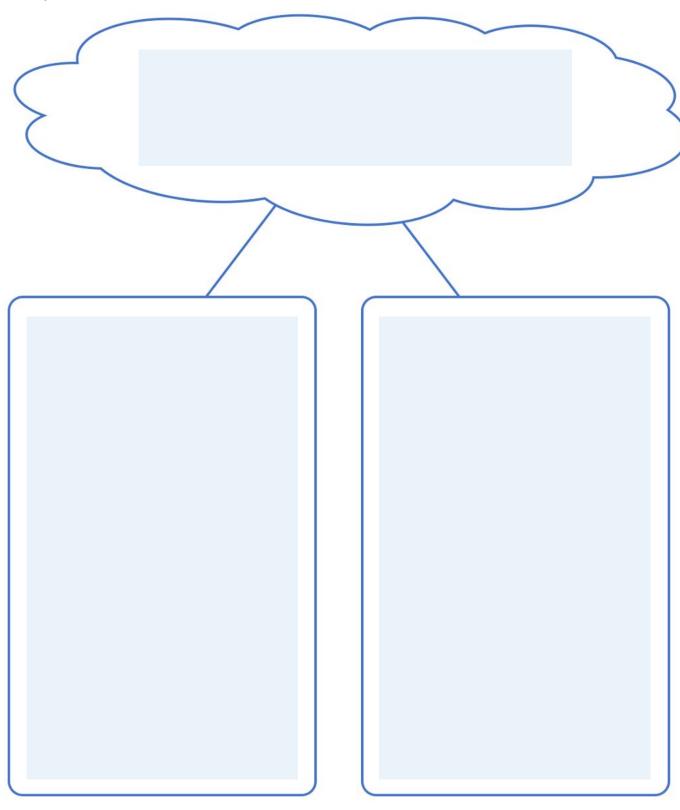


★ Think about someone who has influenced you. Write a letter to that person to express how you feel about the contributions he or she has made to your life.

Н

mo

In your opinion, does jazz or Cajun music have a greater influence on music you listen to today?



Match the words at the top of the page with their definitions below. Then, draw an image and write an example sentence that helps you remember the definition. This can be a thing, a person, or a way to use the word.

significant destructive effect location reduce economic

means important.

Significant

The detective

is a specific place where something is located.

3 To _____

is to make smaller or less.

describes a thing that damages or destroys.

5 An _____ is a result, or what happens.

means relating to the economy and money.

🖈 Brainstorm other forms of each word (e.g., reduce: reduction, reduced, reducible). Create a word cloud or word tree to show how the words are related.

This material is a component of Lexia® Core5® Reading. For classroom use by the licensed user only. Do not distribute or reproduce without the permission of the publisher. Materials subject to change. © 2021 Lexia Learning Systems LLC, a Cambium Learning® Group company. Core Level 18

Read the words at the top of the page. Then, use these words to fill in the blanks in the passages.

effects destructive location reduce reduce economic 1 Safety First When a flooding river is destructive to homes in the floodplain, people seem surprised. They shouldn't be. A floodplain—the low, flat land near a river—is a poor for buildings. Flooding causes loss of life and brings economic disaster. There is a way to ______ flood damage, though. The floodplain should be returned to its natural state, filled with plants and animals. Then, floods will have welcome ______ on soil and living things. 2 Building Plans Some people argue that the way to reduce the bad effects of floods is to stop building on river floodplains. However, it makes good ______ sense to build homes on river floodplains. Housing is needed, and floodplains are sometimes the only and left to build on. Importantly, buildings can be put up in ways that make floods less . New houses and other structures can be built on posts called stilts. Then, flood water flows under them. Existing houses can be raised, too. With planning, it is possible to flood risks and live safely in floodplains. 3 In your opinion, is it better to build homes in safer locations or wherever makes economic sense? Select one of the following ways to present your opinion: ☐ Write a paragraph to state your opinion. ☐ Discuss your opinion with a classmate or an adult. In what ways do you agree or disagree? ☐ Create a multimedia presentation with images and words to explain your opinion.

Design a house that could survive the negative effects of a flood. Think of ways to reduce damage or destruction. Draw and label the location and parts of the house.

Draw a line to match each punctuation mark with what it tells the reader to do.

1	!
2	?
3	

Make your voice go up at the end of the sentence.

Make your voice sound excited.

Do not make your voice go up or down very much.

Read each sentence aloud. Circle the punctuation mark at the end of the sentence. Then, explain what the reader's voice should do.

4	We missed the train? Explain: The reader's voice goes up at the end of the sentence	. •
5	We missed the train. Explain:	. •
6	We missed the train! Explain:	

Read each sentence, and circle the punctuation mark that makes sense. Then, write it on the line.

7 "That was a spectacular day" my aunt exclaimed.	•	!	?
8 Clive stated, "The capital of Alaska is Juneau"		!	?
9 Unsure, she mumbled, "This stove is portable"		!	?
10 "They completed the new structure already" she asked.		!	?
11 He answered, "I had toast this morning"		!	?
12 "Everyone is here" the coach bellowed.		!	?
13 Yaxi whispered, "The new teacher is here today"	•	!	?
14 "He speaks Portuguese" Mariana wondered aloud.		!	?

Read Sentences 7 to 14 to a partner. Your partner should be able to tell the ending punctuation from your voice.

Read each sentence aloud, and put emphasis on the bold word so it stands out. Then, circle the question that the bold word answers.

1 Luke ate slowly this morning.	When?	Who?	How?
2 Luke ate slowly this morning.	When?	Who?	How?
3 Are my blue mittens here?	What?	Where?	Which ones?
4 Are my blue mittens here?	What?	Where?	Which ones?
5 Those three athletes worked hard!	Which ones?	What?	How many?
6 Those three athletes worked hard!	Which ones?	What?	How many?
7 The cotton sheets arrive tomorrow.	How?	When?	What kind?
8 The cotton sheets arrive tomorrow.	How?	When?	What kind?

Read each sentence and the question that follows it aloud. Circle the word in the sentence that answers the question. Then, reread the sentence, putting emphasis on the circled word so it stands out.

9 This building has nine floors.	How many?
10 This building has nine floors.	Which one?
11 The queen clapped wildly at the tennis match.	Who?
12 The queen clapped wildly at the tennis match.	How?
13 Did you put the broom outside?	What?
14 Did you put the broom outside?	Where?
15 I chose the small strawberries.	Who?
16 I chose the small strawberries.	What kind?

Read Sentences 1 to 8 to a partner. Your partner should be able to tell which word you put emphasis on.

Read each sentence aloud. Circle the sentence that has a pause (/) in the best spot.

1 Last winter we visited our / grandparents.	Last winter / we visited our grandparents.
2 When the / storm ended, he saw a rainbow.	When the storm ended, / he saw a rainbow.
3 Yes / please put the pencils away.	Yes please put / the pencils away.
4 The telephone / rang, so she answered it.	The telephone rang, / so she answered it.
5 He dropped the plate breaking / it.	He dropped the plate / breaking it.
6 Just before dawn, / a knock awakened them.	Just before dawn, a knock awakened / them.
7 Oh, / I wish you hadn't done that.	Oh, I wish you / hadn't done that.
8 I visited the museum / and saw the exhibits.	I visited / the museum and saw the exhibits.
9 Finally he finished washing / the dishes.	Finally / he finished washing the dishes.

Read each sentence aloud. Add a pause (/) in the best spot.

	9.9	31 .				
10	Unlike	his	sister	Tom	eniovs	winter.
	Cillinc	1113	313 661	10111	Cilio	VVIIICCI.

11 Finally they saw an eagle!

12 He enjoys juice but she loves milk.

13 After lunch they biked to the park.

14 In this drawer you will find paper.

15 Whenever someone walks by, Jorge's dog barks loudly.

16 Every October many birds migrate to a warmer climate.

17 Hey, I'm so glad you decided to come to the park with us!

18 Without hesitating Norah volunteered to help wash the car.

Read Sentences 10 to 18 to a partner. When you pause, your partner should tap the table quietly.

Read each poem. Underline the word at the end of each line. Then, circle the the correct rhyme scheme.

1 Cookies He added butter, sugar, flour, eggs, and a bit of orange extract. He did not expect that little addition to have such a flavor impact!	A B C B A A B B A B A B
2 Worth a Try Today, I tried something new. It wasn't a tremendous success. But I took a risk and grew, which is part of the learning process!	A B C B A A B B A B A B
3 Training Triathlete Early in the morning, she suits up for a swim, jumping into the pool at a very quiet gym. Then it's out of the water and onto her bike. She rides with other athletes—they know what it's like. Finally, she runs up several hills—all long and steep— after which she falls into a deep, deep sleep.	A B B C C A A A B B C C A A B B A C

Read each poem. Underline the word at the end of each line. Then, write the rhyme scheme next to the poem.

As we walked along the beach admiring the shells within our reach, we paused to look across the sea: dolphins jumping—not two, but three!	
6 The Bee We should applaud the honey bee, who works all day but seems carefree. It's really such an important critter. Don't you think we can all agree: without it, life would be much more bitter?	

★ On another page, write a poem with an A A B B rhyme scheme. Then, read your poem to a partner.

Draw a line to match each term with its function in a sentence.

1 adverb
2 noun
3 adjective
4 verb
5 pronoun
6 prepositional phrase

names a person, place, thing, or idea
tells what kind, how many, or which one
shows an action or links words
starts with a preposition and tells where or when
tells where, when, or how the action happens
takes the place of a noun

Solve each puzzle below by adding, subtracting, or rearranging words. Write the new sentence on the line.

- 7 That squirrel ran. + a prepostional phrase that tells where = That squirrel ran up the tree.
- 8 Some dogs bark. + an adverb that tells how =
- **9** The snake hissed. + an adjective that tells what kind =
- **10** The kids meet at the park. the present tense verb + a future tense verb =
- 11 Aunt Kabil reads often. the noun 🕂 a pronoun to replace the noun =
- 12 Frogs jumped. + an adjective that tells how many + an adverb that tells how =
- 13 They walk. the pronoun + a noun + an adverb that tells how =
- ★ Create your own sentence puzzle, and give it to a partner to solve.

Read each sentence. Underline the possessive noun, and circle the noun that belongs to the possessive noun.

- 1 They visited the artist's exhibit at the museum last week.
- 2 The basketball players' uniforms are green and white.
- 3 Carlos's homework is in his notebook, which he left on the bus.
- 4 Our two dogs' toys are in every room of this apartment.
- 5 The flowers' scent filled the garden and attracted many bees.
- 6 Sai's poem used both rhythm and rhyme to express her ideas.
- 7 We looked everywhere for my grandfather's glasses.
- 8 Horses' tails can help them keep flies and gnats away.

Write a sentence that uses the possessive noun. Circle the noun that belongs to the possessive noun.

- 9 birds'

 10 baker's

 11 Pam's

 12 goat's

 13 brothers'

 14 car's

 15 teachers'

 16 friend's

 17 giraffe's
- Find three sentences that use possessive nouns in your independent reading. Write the sentences on another page, and tell whether the possessive noun is singular (one) or plural (more than one).

Read each sentence. Cross out the simple subject. Then, rewrite the sentence with a new subject. Remember: The simple subject is the noun or pronoun that answers the question, Who or what is doing the action?

1 That strong athlete will run up the mountain.

2 My teacher's coffee spilled yesterday.

3 After dinner, the young children will play outside.

4 The enormous snakes live near the swamp.

5 Twelve tiny turtles relax on the log.

Read each sentence. Cross out the simple predicate. Then, rewrite the sentence with a new predicate. Remember: The simple predicate is the verb that answers the question, What is the action?

6 The two dogs waited patiently by the fence.

- **7** She exercises outside every day after school.
- 8 My grandmother dances at the community center.
- The rhinoceros charged through the pride of lions.
- 10 Tomorrow my cousin and I will celebrate together.

Find three simple sentences in your independent reading. Rewrite each sentence, replacing the simple subject and the simple predicate with a new subject and predicate.

Read the two simple sentences. Use the given coordinating conjunction to combine the two ideas into one compound sentence.

1 She runs in the morning. + She swims at night.	and
2 The active foxes played. + The sick ones slept.	but
3 The children will bike to school. + They will get a ride.	or
4 The bear growled loudly. + We didn't camp there.	so
5 Some artists draw. + Others create sculptures.	and
6 These animals will eat now. + Those ones will not eat.	but
7 Each morning the man sips tea.	or
8 My uncle liked the mirror. + He bought it.	so

Complete each compound sentence. Use the underlined coordinating conjunction to help you decide what to write.

- 9 The musician will practice today, and

 10 The musician practices often, but

 11 The musician practiced rarely, so

 12 The musician will practice now, or

 .
- Read Sentences 9 to 12 to a partner. Explain the meaning of the conjunction in each sentence. For example, the conjunction and means in addition.

Read each compound sentence below, and decide if it is missing a subject, a verb, or a conjunction. Circle what is missing. Then, rewrite the sentence so that it is complete.

1 Ada arrived on time, her brother arrived late.	verb conjunction
2 They up the hill, and they looked at the sky.	subject verb
3 The kids will swim today, so will sleep well tonight.	subject conjunction
4 Wayne loves milk, but he cheese.	subject verb
	verb
5 We could write the words, we could type them.	conjunction

Read the two simple sentences. Use a coordinating conjunction (and, but, or, so) to combine the two ideas into one compound sentence.

- 8 The friends might make dinner. + They might go out to eat. =
- 10 We live near the town. + Our cousins live next door. =

The cake was in the oven too long. + It burned. =

On another page, explain why it is useful to know how to combine the ideas of two sentences into one sentence.

Read each sentence. Circle the relative pronoun. Then, write a noun on the line to complete the sentence.

1 My uncle's	, which has six seats, is in the garage.
2 The small,	whose fur is brown, is very shy.
3 The old th	at I found is covered with mud.
4 Tafara's, w	ho loves to bake, gave us cookies.
5 The young	whom we met loves to read.
6 Have you met the	whose eyes are blue?
7 Last week I saw the new	, which is excellent.
8 Did you find the	that the baby lost in her crib?
9 My stepmother spoke with a	who collects clocks.

Read each sentence. Write a relative adverb (where, when, why) on the line to complete the sentence.

10 I remember the day	I fell off the slide.
11 Is there a morning	you could attend swim class?
12 Is there a reason	the truck stalled?
13 My friend found a time	he can visit.
14 We will choose a table	we can enjoy a quiet breakfast.
15 He cannot figure out	the flowers already wilted.
16 Do you know	the library closed early?
17 The trail	I usually run is quite icy.

In your reading, find a sentence with a relative pronoun and a sentence with a relative adverb.

Look carefully; these words are not always relative adverbs or relative pronouns when they're used in questions.

THINK ABOUT

When you read information about animals, you learn what they look like, where they live, and how they behave. You also learn special terms used in science. The terms may be defined, or there may be clues to their meaning in the surrounding words and sentences.

READ

Reread "Flamingos in the Snow" (page 2) and "How Do Flamingos Migrate?" (page 3). Use the glossary to help you with the meaning of unfamiliar words.

As you read, underline these terms and any clues to their meanings: migrate, climate, instinct, magnetic forces.

Q EXPLORE

Look again at the information you underlined to complete each sentence.

- 2 Birds that live in a tropical climate are not used to snow because ____
- Because birds have an instinct to fly, they ______
- When spring arrives, flamingos migrate because _____
- 5 Earth's magnetic forces help flamingos find their way because ______

WRITE

What are some theories that might explain how flamingos end up in Siberia? Write a paragraph to answer this question on another page. Use information from both "Flamingos in the Snow" and "How Do Flamingos Migrate?" and include these terms: migrate, climate, instinct, magnetic forces.

💢 Do research to find another interesting fact about flamingos. Draw a picture, and write a caption for it to show what you learned.



Flamingos in the Snow

For most people, flamingos bring up images of hot, tropical lagoons. The most common flamingo has pink feathers and stands as tall as an adult person. Flamingos are usually found in warm climates near shallow bodies of water.

So imagine the surprise of two young Russian boys in Siberia. They were ice fishing in November. The temperature that day was well below zero, and it was snowing heavily. Suddenly, the boys saw a strange-looking pinkish bird in the sky. It slowly circled lower and lower until it fell onto the snow and lay quietly.

Seeing that the bird was still alive, the boys got their father. He carried the flamingo back home. After warming up and getting food, the rescued bird explored the family's apartment. Later, it was named Phila and got a permanent home at a nearby zoo.

Was this a strange one-time event? No! A year later, in nearly the same spot, the same thing happened. Again, the flamingo was rescued. It was sent to the same zoo to live with Phila.

Some flamingos can live in colder climates, including those that nest in an Asian country called Kazakhstan. But these birds have an instinct that tells them to migrate in November when it starts to get really cold. They usually head south to the warmer climate of Iran. To end up in Siberia, one of the coldest regions in the world, the flamingos would have to fly the same distance in the opposite direction!

Scientists have theories for why the flamingos flew in the wrong direction. They think the issue may be related to how flamingos sense the pull of Earth's magnetic forces from the north and south poles. But no one knows for sure.

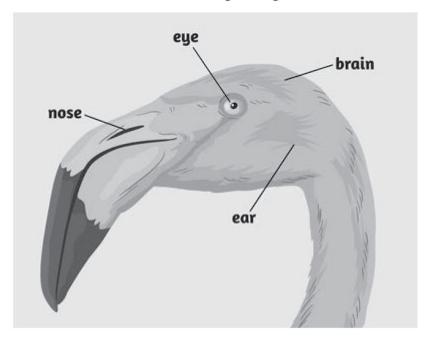
GLOSSARY

climate (noun) Climate is what the weather is usually like in a certain area.

instinct (noun) An instinct is a way of acting that is not learned. **migrate** (verb) To migrate is to move from one area to another.



How Do Flamingos Migrate?



eye

Many flamingos migrate, or leave and return to the same nesting areas each year. They use their eyes to guide them. Flamingos usually travel at night, so they use the patterns of the stars to make sure they are flying in the right direction.

ear

Like other birds, flamingos have small bits of iron deep inside their ears. The iron responds to Earth's magnetic forces, which are stronger toward the north and south poles. Flamingos sense the two opposite directions by feeling a magnetic pull, but they can't always tell if the pull is coming from the north or south.

nose

Some scientists think that birds remember "maps" of smells along their journey. Flamingos, however, have a very poor sense of smell, even though their beaks are larger than their heads! They must use their other senses to help them migrate.

brain

Many birds learn where to migrate from their parents. Young birds travel with more experienced members of the flock. This way, they can learn the route to and from their winter and summer homes.

Core 5 Level 18

What are some theories that might explain how flamingos end up in Siberia? (Include hese terms: migrate, climate, instinct, magnetic forces.)						ude

THINK ABOUT

All over the world, people have passed down stories known as folktales. In many folktales, the characters are tricky, foolish, boastful, or selfish. The characters learn a lesson, and so do the people listening to or reading the tale.

READ

Reread two folktales from different cultures, "Anansi and the Cookpots" (page 5) and "The Monkey and the Pea" (page 6).

As you read, underline details that point to the goal each character tries to reach and the theme of each folktale—the big idea or lesson.

EXPLORE

In both folktales, characters set a goal but don't reach it. Complete the chart to show why not.

Character	Goal	Why Goal is Not Reached
Anansi		
King		
Monkey		

3 Think about what each character learns by failing to reach his goal. Write a sentence that states the theme of both folktales.

WRITE

On another page, write a paragraph to explain your statement of the theme. Include details from both folktales, and be sure to use quotation marks when you write the folktale titles.

Take the point of view of one of the characters. Prepare a short speech in which you tell about the lesson you have learned. Remember to use the first-person pronouns I, me, my, and mine.



Anansi and the Cook Pots A tale from western Africa

Anansi loved food, but he was far too lazy to cook. Instead, this sly spider spent his time trying to cook up clever ways to taste what his friends were preparing.

One afternoon in his small village, Anansi noticed a delicious aroma coming from his friend Rabbit's house. Rabbit was stirring greens in a large black cook pot and kindly invited Anansi to stay for lunch. Anansi wanted to eat with Rabbit, but he also wanted to find even more to eat, so he spun a web, tied one end to the cook pot, and the other end to one of his short, thick legs. He asked Rabbit to pull on the web when the greens were ready, and Anansi would hurry back.

Next, Anansi visited Monkey's house to see what he was cooking. "Good friend, join me for lunch when it's ready," Monkey offered. Anansi wanted to find even more to eat, so he fastened one end of a web to Monkey's cook pot and the other end to another one of his thick legs. "Just give a tug when lunch is ready," he told Monkey and waved goodbye.

Just down the road at Hog's house, Anansi smelled sweet potatoes cooking. Hog graciously offered to share his meal when it was ready, but just as before, Anansi wanted even more to eat. Again, he fastened a web to the cook pot and to another one of his short legs.

Anansi repeated this trick at the houses of his friends Tortoise, Hare, Squirrel, Mouse, and Fox. Soon, all eight legs were connected by webs to eight cook pots.

Down by the river, Anansi was dreaming of the feast he would soon be enjoying when he felt a tug on one leg. Then, there was a tug on another leg, and another, and another. Anansi's legs were pulled and stretched in eight different directions! He jumped into the river to wash away the webs, and when he climbed out, his legs were long and skinny. Anansi regretted being greedy, especially now that he had nothing.

Core 5 Level 18



The Monkey and the Pea A tale from India

Once there lived a king who ruled over a large and bountiful country. The king was proud of his rich lands and mighty army, but still he wanted more. So, he decided to conquer a small and poor country and add those lands to his kingdom. Then, he would be even richer and more powerful.

The king gathered his army and departed for the poor little country. The soldiers in their fine uniforms marched all day until they came to a forest where they could camp for the night. They cared for their horses, filling a feeding trough with tasty peas.

Many monkeys lived in the forest, and one of them eyed the peas hungrily from a nearby tree. The monkey imagined how delicious the peas would taste. As soon as it was safe, he darted out and scooped up as many peas as his furry hands could hold. Then, he scampered back to the tree to find a high branch where he could sit and enjoy his dinner.

Before the monkey was halfway up the tree, a single pea slipped out of his hand. He desperately grabbed at the falling pea and—alas!—dropped all the peas he had been holding. The sad monkey watched the horses gobble up all the peas on the ground. Too late, the monkey understood that in trying to grab more than he needed, he had lost everything.

The king had been thoughtfully regarding the greedy monkey. He said to himself, "I do not need to learn my lesson the hard way like this monkey. I have all that I need in my own kingdom." And, with that new knowledge, the king collected his soldiers and marched home the next morning.

Core 5 Level 18

₩

THINK ABOUT

An important way to learn about events in history is to read firsthand accounts. A firsthand account, or primary source, comes from someone who experienced the actual event. Primary sources include diaries, eyewitness reports, and letters. A secondhand account, or secondary source, is written by someone who has studied the event but wasn't there at the time.

READ

Reread "The Blizzard of 1888," a secondhand account (page 8), and "William Steinway's Diary," a firsthand account (page 9). Both texts tell about the same topic—a famous snowstorm, or blizzard, in New York City in 1888. Use the glossary to help you with the meaning of unfamiliar words.

1 As you read, underline details that help answer this Target Question: What effects did the 1888 blizzard have on New York City?

EXPLORE

2 Look again at the information you underlined. Make a plan to use it to write a paragraph that answers the Target Question. To make your plan, fill in this chart with details from both texts.

Firsthand Account			

3 The first sentence of your paragraph will state the topic. Write a topic sentence that shows what you will write about.

WRITE

4 On another page, write a paragraph that answers the Target Question. Start your paragraph with the topic sentence and use your chart to help you with the supporting details.

* What can people learn from weather disasters? Share your ideas with a partner.







The Blizzard of 1888

In 1888, William Steinway was living in New York City when a blizzard hit the area. It raged for days with fierce winds and heavy snow. The city stood still. Few people could get to work. Steinway's piano company and many other businesses were closed. Schools were also closed. High snowdrifts blocked doorways, sidewalks, and streets. The city's trains could not run on tracks covered with ice and snow.

Workers from one of Steinway's factories were able to dig a tunnel through the snow to the stables where the company's railroad horses were kept. In better weather, these horses pulled railroad cars along tracks around the city every day. During the blizzard, the horses almost starved when no deliveries of hay or oats could make it through the snow. Steinway's son George took on the Herculean task of making his way through the dangerous storm to buy oats from the city stables. George and his father knew the horses would be needed as soon as the snow could be cleared.

The blizzard also hit one of Steinway's piano factories. The strong winds lifted the factory roof, and it was nearly blown off. Workers tried to make repairs during the storm, but the wind and freezing temperatures hampered their efforts.

Steinway remained calm despite the damage done by the blizzard. He estimated the time and money needed to recover and began planning. Steinway knew he was more fortunate than many people who would need to use what little money they had just to survive the storm.

Steinway predicted that changes would need to be made for the city to survive another storm such as this. He supported plans to move the railroad to a new location: underground. This was one of the first steps toward building the subway systems we use today.

GLOSSARY

raged (verb) To rage is to move with harmful force.hampered (verb) To hamper is to get in the way of progress.subway (noun) A subway is a train that runs on underground tracks.

Core 5 Level 18

William Steinway's Diary

March 12th, Monday

During the night the most fearful snowstorm sets in I ever experienced. George & I have to wade knee deep in the snow to get to [work]. The banks are crippled, no business is done. All cars in New York & vicinity stop, accidents on the railroad occur. I have a terrible time getting to my house at 6 PM. George, my wife & daughter return covered with snow.

March 13th, Tuesday

Snowing stopped but intense cold has set in, nearly freezing me to death on the way. Return in sleigh home at 11:30 PM safe and sound.

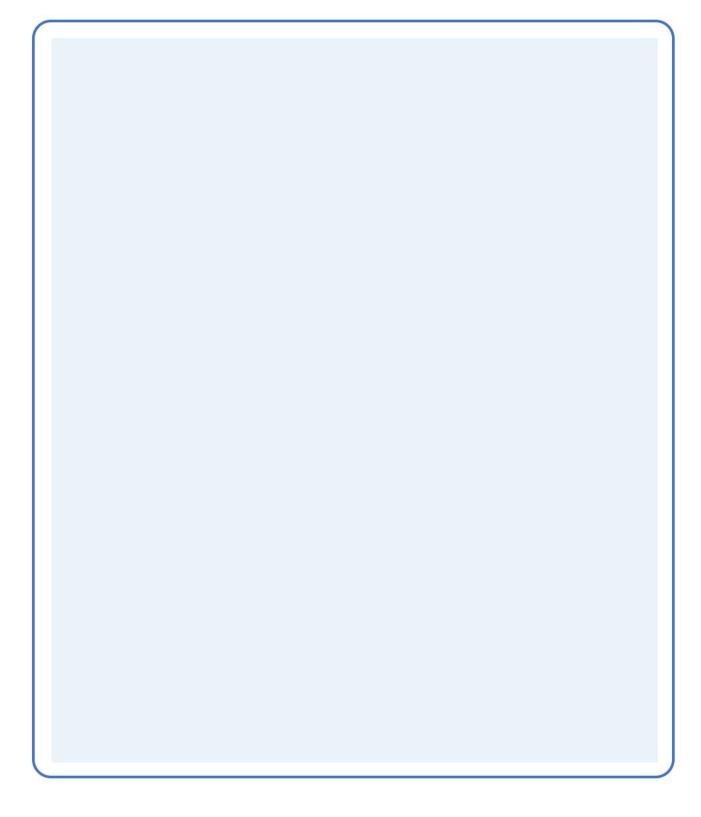
March 14th, Wednesday

It is again snowing hard. All business is suspended [because] the workmen cannot reach factories, schools stopped, our railroad horses starving for want of food. Send George out to buy oats. Learn from Dave Horn & Burkard that the roof of our key making factory was nearly blown off. Home in the evening, working.

March 15th, Thursday

At last mails begin to arrive again, and our railroads are using sleighs.

What effects did the 1888 blizzard have on New York City?



Read the compound words in the box, and think about their meanings. Draw a line to divide each word into two smaller words. Then, complete each sentence with a word from the box.

	sandstone	wildlife	eyesight	storytellers	starlight				
1	1 The rescued rhinoceros was taken to a park where elephants, giraffes, zebras, and other are cared for until they can be set free.								
2	2 An owl is a predator whose gaze can capture light even on dark nights. Their incredible helps them search for food.								
3	3 The ancient cave dwellings were built by cutting into the soft desert rock. The structures stayed cool in the hot temperatures.								
4	In every culture arou		,	pass down	and share tales				
5	Some birds migrate, but those that fly at								

Circle the two word parts that combine to make a compound word that completes each sentence. Write the word on the line. Then, underline clues in the sentence that support the meaning of the word you wrote.

6	Scientists estimate that three-quarters of coral reefs all across the planet are damaged. It is a problem.	world teller wide
7	Latanya chose a jacket with a pattern of small flowers that had not yet opened. She wore real in her hair to match her jacket.	buds rose stone
8	A parrot's feathers blend in with the bright flowers and leaves above the rainforest floor. These birds can stay hidden in a	after tree top
9	Jonah reads everything from fantasy stories to biographies to realistic fiction. Every shelf of the large in his room is full.	case sight book
10	In a traditional tale from Japan, the main character carves rocks for a living. This becomes greedy and loses everything.	water cutter stone

Choose three compound words from above and write your own definitions. Think about the word parts to help you.

Read each sentence, and underline the word with the given suffix. Then, draw a line from the sentence to the part of speech and meaning of the word you underlined.

1 -al Water pollution is a global problem that affects communities around the world.
 2 -ive Few natural hazards can match the destructive force of a tsunami.
 3 -ness One person's kindness can make the world a better place for many other people.
 4 -ous It was a joyous occasion when the total number of books read by our class reached 100.
 5 -tion The chocolate chip cookie is an invention that was actually just a sweet mistake!

(adjective)
full of joy

(adjective)
causing
damage

(adjective)
relating to
the globe

(noun) a thing that has been invented

(noun) the quality of being kind

Read the words in the box, and think about their meanings. Circle the suffix in each word. Then, find the word that best completes each sentence, and write it on the line.

fictitious traditional conclusive poisonous contribution

6 Even a small ________ to the fundraiser will bring the school band closer to its goal of having enough money for new instruments.

7 The skin of some frogs is a bright shade to warn animals not to eat them. The toxins in their skin make them _______ customs that you and your family usually enjoy on different holidays?

9 Unlike true accounts of events in history, folktales are ______ stories from the past.

10 The x-rays taken in the emergency room were ______ and showed that Ariana's leg was definitely fractured.

★ Write your own definition for three of the words you used to complete Sentences 6 to 10. Think about the word parts to help you.

Read each sentence, and underline the word with the given prefix. Then, draw a line from the sentence to the part of speech and meaning of the word you underlined.

- **1 dis-** Birds can become disoriented when they migrate and fly in the opposite direction.
- **2 inter-** A zipper works by pushing together small interlocking bits of metal or plastic.
- **3 sub-** Today we learned that squares are a subset of a larger group of shapes called quadrilaterals.

(adjective) part of a larger set

(adjective) not oriented

(adjective) locking together

Read the words in the box, and think about their meanings. Circle the suffix in each word. Then, find the word that best completes each sentence, and write it on the line.

subcategories dissatisfied interview suburban disbelief intertwined interdependent

- 4 The bird nest was made of twigs that were ______ and twisted with feathers and stalks of grass.
- 6 Fiction texts can be further broken down into _______, like mysteries

5 My grandfather complained to the manager because he was _____

with the slow service and tasteless food at the restaurant.

and adventure stories.

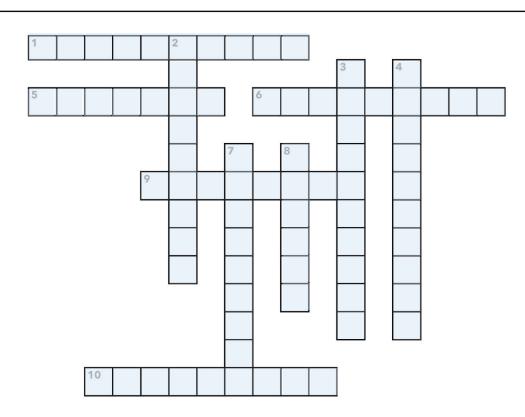
- 7 The news reporter asked the mayor to describe the city's plan for a new bridge in an that appeared on the evening news.
- 8 We looked at each other in surprise and ______ after the magician seemed to make an elephant vanish right before our eyes.
- **9** The plants and animals that live in a coral reef are _____ and need each other to survive.
- Pigeons are birds that tend to live in busy cities, but they can also be found in many areas.

★ Write your own definition for three of the words you used to complete Sentences 4 to 10. Think about the word parts to help you.

Read the words in the box, and think about their meanings. For each compound word, draw a line to divide it into two smaller words. For each word with a prefix (dis-, inter-, sub-) or suffix (-al, -tion, -ive, -ness, -ous), circle the word part added to the base word.

dishonest	caretaker	awareness	repetitive	earthbound
famous	reduction	interact	subheading	magical

Use the words in the box to complete the crossword puzzle. Look for hints in the clues below to help with the meaning of each word.



ACROSS

- 1. a heading given to a part of a text
- 5. having to do with magic
- **6.** a person who takes care of others
- 9. to act or work together
- 10. not telling the truth

DOWN

- 2. the quality of being aware
- 3. describing something that is repeated
- 4. stuck on the ground
- 7. the act of reducing or making less
- 8. full of fame

+

* Choose five words from the box at the top of the page, and write a sentence for each.

interact poisonous disorder nearby preventative therefore destructive preparation evacuation awareness

Read the passage. Think about word parts to help with the meaning of complex words.

Volcanoes are both beautiful and destructive. The soil around them is rich and ready to farm. Many people choose to live nearby, despite the danger. Therefore, it's important to raise awareness of the risks and teach people how to stay safe.

Safety preparations can be made ahead of time so people are ready if the volcano erupts. Here are some preventative steps to avoid disorder, damage, or injuries.

- Make an escape plan. Since lava can destroy everything in its path, evacuation routes should be planned in advance.
- Build walls to block lava. Barriers can force lava to flow away from places where people live and interact.
- Make a survival kit to keep people alive if they get cut off from services. Include water, canned food, a battery-operated radio, and masks to protect against poisonous, deadly gases.

Use word-part clues and context clues to help you answer the questions below. Write in complete sentences.

- 2 Why is it important to raise people's awareness of the danger of living near a volcano?
- 3 Why is it important to take preventive steps before an emergency occurs?
- 4 The passage stresses the importance of evacuation routes. What does evacuation mean?
- 5 Survival kits are an important part of an emergency plan. Why?

Why might people choose to live near a volcano?

Read this passage to a partner. Talk about the information and explain your answers to the questions above.

Read the words in the box, and think about their meanings. For each compound word, draw a line to divide it into two smaller words. For each word with a prefix (dis-, inter-) or suffix (-al, -tion, -ive, -ness, -ous), circle the word part added to the base word.

inspiration international famous upbeat noteworthy impressive landmark dangerous disagree hopefulness

Read the passage. Think about word parts to help with the meaning of complex words.

With rolling hills and green forests, few would disagree that the island of Montserrat is a place of impressive beauty. But the island is also home to a dangerous natural landmark. Years ago, a volcanic eruption made international news when it destroyed the capital city. Today, the children who live there sing folk songs about the volcano.

Folk songs have always been an important part of the island's culture. The upbeat folk music gives people the hopefulness and inspiration they need to carry on. The music has another benefit as well. Children are taught how to stay safe if the volcano erupts again. They also learn about the Montserrat's history.

Part of that history includes rock-and-roll music. In fact, before the volcano erupted, the island was home to a well-known and noteworthy recording studio for many famous musicians.

Use word-part clues and context clues to help you answer the questions below. Write in complete sentences.

1	Why does the author describe Montserrat as "a place of impressive beauty"?	

- 2 What event in Montserrat made international news years ago?
- 3 How does folk music help people carry on with their lives?
- 4 What is another benefit of the folk music that is part of Montserrat's culture?
- 5 The author states that the island was home to a noteworthy recording studio. What does *noteworthy* mean?

Read this passage to a partner. Talk about the information and explain your answers to the questions above.