











# Reading Plus













# ReadingPlus 2

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# Unit 1

## Old Man Blue and Junction Town

### Pre-Reading

Q1 What did the mountain look like?

---

Q2 What did the town call this mountain?

---

Q3 Why was the town called Junction Town?

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### Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 She stood in the *center* and stopped.
- 2 I heard *strange* noises in the house.
- 3 I live in a *town* over there.

A Middle ( )

B Not known; unfamiliar ( )

C Larger than a village, smaller than a city ( )



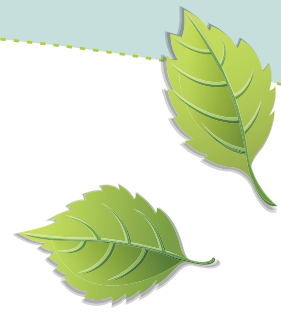
There was a town with a strange looking mountain.  
It looked like the face of an old man. There was a large cave at the very center that looked like a mouth. They called this mountain “Old Man Blue.”

Junction Town, Kansas, was named because a lot of trains used to meet up there. The town was born because so many people passed through. Today the town does not have many trains coming through anymore, but it still keeps its name because that was how the town was founded.

## Vocabularies

<b>strange</b>	Not known, unfamiliar
<b>town</b>	Larger than a village, smaller than a city
<b>center</b>	Middle





## Finding Subjects & Verbs

Find the subject and the verb in the story.

**Example:** One day, a hungry fox saw a bunch of grapes on the vine.

**Subject:** \_\_\_\_\_ a hungry fox

**Verb:** \_\_\_\_\_ saw

A It looked like the face of an old man.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

B They called this mountain "Old Man Blue."

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

C Junction Town, Kansas, was named because a lot of trains used to meet up there.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

D Today the town does not have many trains coming through anymore.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Ash Hill & Big Fish

## Pre-Reading

Q1 Where is Ash Hill located?

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Q2 What color did the hill turn into after it burned?

---

Q3 Where is Big Fish located?

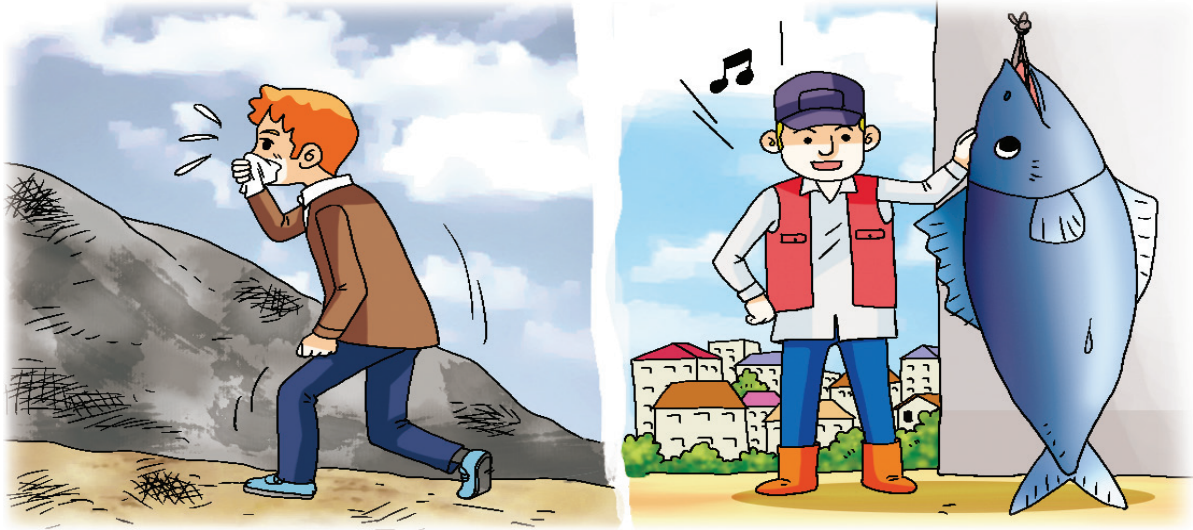
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## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 I put out the campfire and it turned into *ash*.
- 2 I am a *resident* of Korea.
- 3 Adam *exaggerated* on what he got on his test.

- |   |   |                |
|---|---|----------------|
| A | Grayish-white powder left when something is burned            | (            ) |
| B | A person who stays at a place permanently, or for a long time | (            ) |
| C | To say something bigger or greater than it really is          | (            ) |



In California there is a place called Ash Hill. A long time ago, there was a fire in the hill that burned everything on it. The hill turned ashy and black. One day, a traveler came through town. The ash bothered him so much that he said, “This town is nothing but a hill of ash.” Ash Hill became the new name.

Big Fish, Texas got its name from one of its residents. The man liked to tell a lot of lies and exaggerate everything. He told people that he had caught a fish bigger than himself. The people didn’t believe him because he told so many lies. Then he showed them the fish and it really was bigger than him.

## Vocabularies

<b>resident</b>	A person who stays at a place permanently, or for a long time
<b>exaggerate</b>	To say something bigger or greater than it really is
<b>ash</b>	Grayish-white powder left when something is burned

## Understanding Roundup

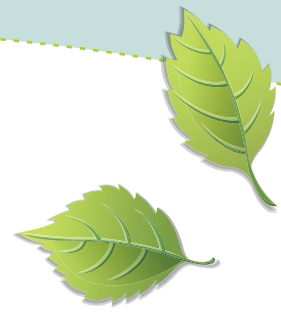
- 1 The hill was ashy because \_\_\_\_\_.
  - a. there was a fire
  - b. people threw out their candles on the hill
  - c. there were a lot of ash trees
- 2 Ash Hill was named by \_\_\_\_\_.
  - a. a clown
  - b. a doctor
  - c. a traveler
- 3 No one believed the man from Texas because \_\_\_\_\_.
  - a. they couldn't hear him
  - b. he told too many lies
  - c. they just didn't trust anyone
- 4 The man who caught the big fish \_\_\_\_\_.
  - a. said it was bigger than him
  - b. said it was the smallest fish ever
  - c. said it was as big as a whale

## Do you Know This?

- 1 What does it mean to exaggerate?
  - a. Telling someone your age
  - b. Someone saying how big a storm was when really it was a small storm
  - c. Asking someone how the weather is
- 2 To go fishing, what do you need to pack?
  - a. a fishing pole
  - b. a bed
  - c. a toothbrush







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A The hill turned ashy and black.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B The ash bothered him so much.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Big Fish, Texas got its name from one of its residents.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D He told people that he had caught a fish bigger than himself.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Then he showed them the fish and it really was bigger than him.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 3

# Nails

## Pre-Reading

Q1 What are the shields called on your fingers and toes?

---

Q2 What do we have to do to our nails to keep them clean?

---

Q3 What animal has claws that can retract?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 I need to go *trim* my hair at the hair salon.
- 2 My dog *shields* me from danger.
- 3 My family is *precious* to me.
- 4 *Retract* what you said to me about my family!

- |                                      |                |
|--------------------------------------|----------------|
| A To make neat or tidy               | (            ) |
| B Someone or something that protects | (            ) |
| C Valuable                           | (            ) |
| D To take back                       | (            ) |



You have tiny shields on the ends of your fingers and toes. These are called fingernails and toe nails. They protect the tips of your hands and feet. We have to trim our nails or else they will get in the way.

Animals have nails too, but theirs are more suitable for their lifestyle. Cats have claws that they can retract. They can use their claws to climb things. The nails humans have help protect our precious fingers that we use to do work. Nails are made from the same materials horses have on their hooves and rhinoceroses have in their horns.

## Vocabularies

<b>shield</b>	Someone or something that protects
<b>trim</b>	To make neat or tidy
<b>retract</b>	To take back
<b>precious</b>	Valuable

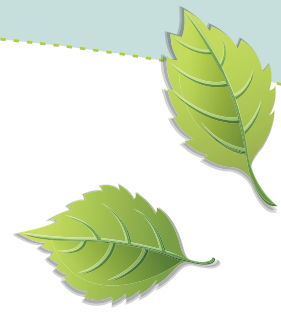
## Understanding Roundup

- 1 Fingers have nails to \_\_\_\_\_.  
a. protect them                      b. weaken them                      c. decorate them
- 2 We have to trim our nails because \_\_\_\_\_.  
a. they will get in the way      b. they will get too sharp      c. they are ugly
- 3 Animal's nails are called \_\_\_\_\_.  
a. feet                                  b. hands                                  c. claws
- 4 Nails are made from the same material that are in \_\_\_\_\_.  
a. glass                                  b. books                                  c. hooves

## Do you Know This?

- 1 What are some activities that require you to use your hand?  
a. soccer, ice skating, walking  
b. handball, clapping, shaking hands
- 2 What are some things you can climb?  
\_\_\_\_\_
- 3 Which animal or insects can climb a tree using their claws?  
a. squirrels                              b. butterflies                              c. dogs





## Finding Subjects & Verbs

Find the subject and verb in the sentence.

- A They protect the tips of your hands and feet.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B We have to trim our fingernails or else they will get in the way.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C They can use their claws to climb things.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D The nails humans have help protect our precious fingers.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Nails are made from the same material as horses have on their hooves.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 4

# Our Eyes

## Pre-Reading

Q1 Do humans see better in the daylight or night?

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Q2 What animal has sharper eyes than humans?

---

Q3 Where does the light pass through in the eye?

---

## Vocabulary Preview

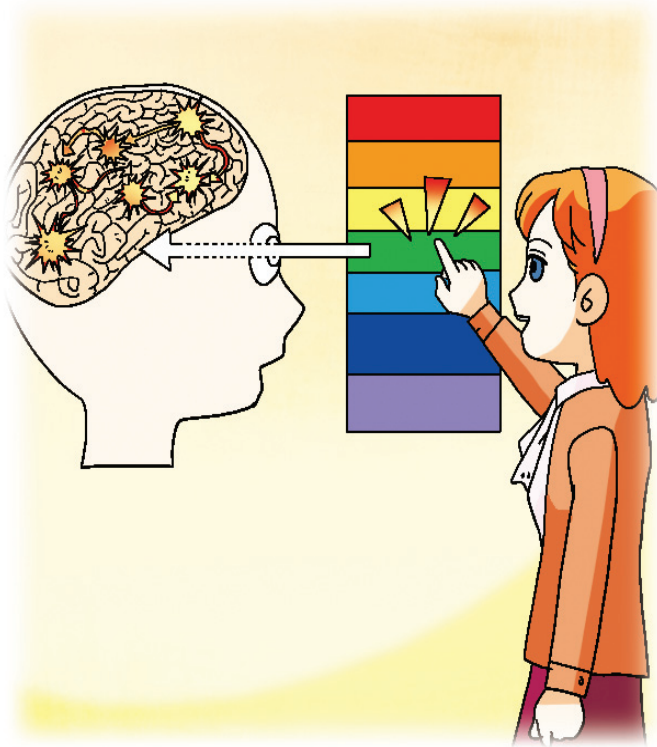
Read each sentence and write the correct word in each blank.

- 1 Humans were *evolved* from apes.
- 2 The image of the photo was very *sharp*.
- 3 Plants need water to *survive*.

A To develop (            )

B Clear (            )

C To remain alive (            )



Our eyes are specially designed to help us survive. Humans see better in the daylight when there are less predators around. We can see many colors, which can help us find the best food. Our eyes are not as sharp as other animals like an eagle, but that is because we did not evolve this way. Our eyes can see very far which could have helped us find water.

Light enters through a small opening in our eye. This light passes through nerves shaped like rods and cones. Our brain then processes these images and tells us what we saw. All of this happens very quickly!

## Vocabularies

**survive** To remain alive

**evolve** To develop

**sharp** Clear

## Understanding Roundup

- 1 Humans see better \_\_\_\_\_.  
a. at night                      b. during the day                      c. before we sleep
- 2 We can see many colors which \_\_\_\_\_.  
a. help us hide  
b. help us find good food  
c. help us fight
- 3 Our eyes can see very \_\_\_\_\_.  
a. far                      b. short distances                      c. medium distances
- 4 Light is interpreted by \_\_\_\_\_.  
a. our stomach                      b. the brain                      c. our hands

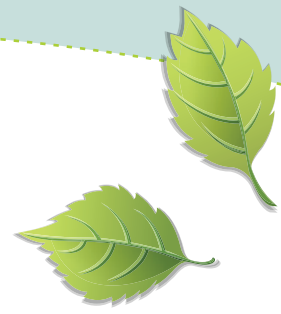
## Do you Know This?

Use the 5 senses to answer the questions. (Hearing, Taste, Smell, Sight, Touch)

- 1 The fireworks were really loud. (                      )
- 2 As I was walking to the store, I watched a man running away. (                      )
- 3 The new pillow I bought was really soft. (                      )
- 4 The food at the restaurant was really spicy. (                      )
- 5 The new perfume I bought was strawberry scented. (                      )







## Finding Subjects & Verbs

Find the subject and verb in the sentence.

- A** Our eyes are specially designed to help us survive.  
Subject : \_\_\_\_\_  
Verb : \_\_\_\_\_
- B** Our eyes can see very far which could have helped us find water.  
Subject : \_\_\_\_\_  
Verb : \_\_\_\_\_
- C** Light enters through a small opening in our eye.  
Subject : \_\_\_\_\_  
Verb : \_\_\_\_\_
- D** This light passes through nerves shaped like rods and cones.  
Subject : \_\_\_\_\_  
Verb : \_\_\_\_\_
- E** Our brain then processes these images and tells us what we saw.  
Subject : \_\_\_\_\_  
Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 5

# Sea Creatures

## Pre-Reading

Q1 What is the biggest creature on earth?

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Q2 What does the Blue Whale eat?

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Q3 What do sea cucumbers look like?

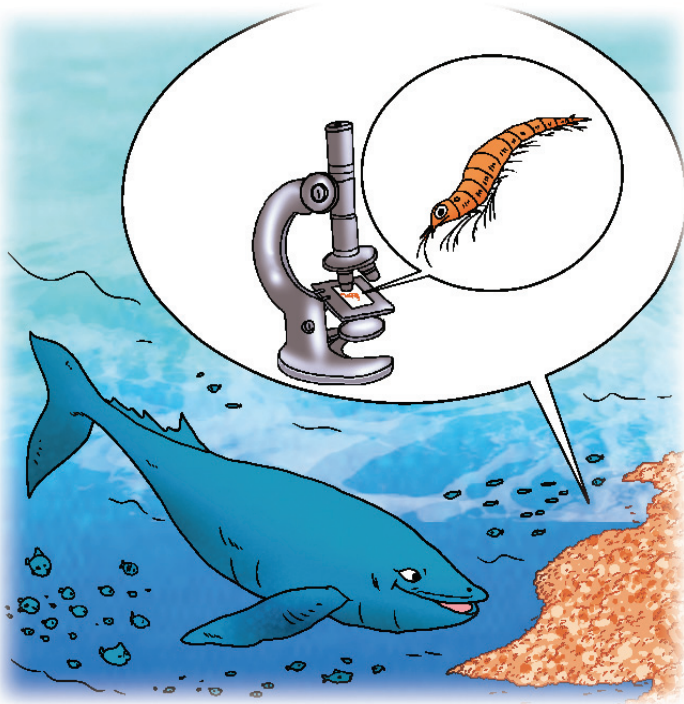
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## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 The pillow was very *squishy*.
- 2 Dogs are small *creatures* compared to humans.
- 3 Dinosaurs are *extinct* creatures.

- |                                  |                |
|----------------------------------|----------------|
| A Soft, sponge-like              | (            ) |
| B A living being, like an animal | (            ) |
| C No longer existing or living   | (            ) |



There are many different types of life in the sea. They come in different sizes, shapes, and colors. Some sea creatures are bigger than a person and others are so small that they can only be seen with a microscope.

The biggest creature on earth is the Blue Whale, but it only eats the tiniest krill. Deep under water, there are still creatures that we do not know about. Species that were once thought extinct may still be around.

Some sea creatures are named because they are similar to other things. For example, the sea cucumber looks like the cucumbers people eat. Unlike the cucumber, the sea cucumber's body is soft and squishy.

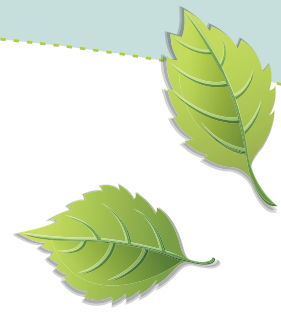
## Vocabularies

**creature** Living being, like an animal

**extinct** No longer existing or living

**squishy** Soft, sponge-like





## Finding Subjects & Verbs

Find the subject and verb in the sentence.

- A They come in different sizes, shapes, and colors.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Some sea creatures are bigger than a person.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C The biggest creature on earth is the Blue Whale.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Species that were once thought extinct may still be around.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E For example, the sea cucumber looks much like the cucumbers people eat.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 6

# Coral Reefs

## Pre-Reading

1 Where do the under water communities live?

---

2 Why do they keep a lookout?

---

3 What is coral sensitive to?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 I told my dog to *lookout* while I was sleeping.
- 2 The weather was *affected* by global warming.
- 3 Our *community* likes to get together for dinner on Saturdays.
- 4 The water moved *rapidly* while I was on a boat.

- |   |                |
|---|----------------|
| A Keeping watch                             | (            ) |
| B To have an influence                      | (            ) |
| C A group of people living in the same area | (            ) |
| D Moving at a fast speed                    | (            ) |



There are underwater communities that live in coral reefs. Many of these sea creatures live and work together to survive. Some may dig homes while another keeps a lookout in case a predator swims by.

The coral itself is a living creature, growing for thousands of years on the remains of other coral. Coral is very sensitive to temperature changes and can die if there is rapid climate change. There are worries that in the future, coral reefs will die out and majorly affect the global ecosystem.

## Vocabularies

<b>community</b>	A group of people living in the same area
<b>lookout</b>	Keeping watch
<b>rapid</b>	Moving at a fast speed
<b>affect</b>	To have an influence

## Understanding Roundup

- 1 There are underwater communities in \_\_\_\_\_.  
a. sand bars                      b. tide pools                      c. coral reefs
- 2 Some sea creatures \_\_\_\_\_.  
a. build ships                      b. work together                      c. filter sea water into freshwater
- 3 The coral is a living creature that grows for \_\_\_\_\_.  
a. a few years                      b. one year                      c. thousands of years
- 4 The death of coral reefs could \_\_\_\_\_.  
a. majorly affect the global ecosystem  
b. become a small problem  
c. be the solution to global warming

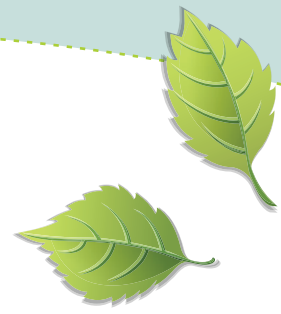
## Do you Know This?

Choose whether the temperature is 'cold' or 'hot'.

- 1 I am wearing a t-shirt and shorts. ( cold / hot )
- 2 There is fog coming out of my mouth. ( cold / hot )
- 3 I am playing outside in the snow. ( cold / hot )
- 4 There are people swimming in the pool. ( cold / hot )
- 5 I have to turn on the heater when I get in the car. ( cold / hot )
- 6 People are wearing swimsuits outside. ( cold / hot )
- 7 People go to the beach for vacation. ( cold / hot )
- 8 The temperature in Alaska during the winter. ( cold / hot )
- 9 I have to turn on the air conditioner. ( cold / hot )
- 10 People go to the ski resort for vacation. ( cold / hot )







## Finding Subjects & Verbs

Find the subject and verb in the sentence.

- A There are underwater communities that live in coral reefs.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Many of these sea creatures live and work together to survive.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Some may dig homes while another keeps a lookout in case a predator swims by.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D The coral itself is a living creature.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Coral is very sensitive to temperature changes.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 7

# Learning to Fly

## Pre-Reading

1 What was Mother Bird teaching her children?

---

2 Why did Mother bird want to teach her children to fly?

---

3 Did the baby birds dislike or enjoy flying?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 Birds *flap* their wings to fly.

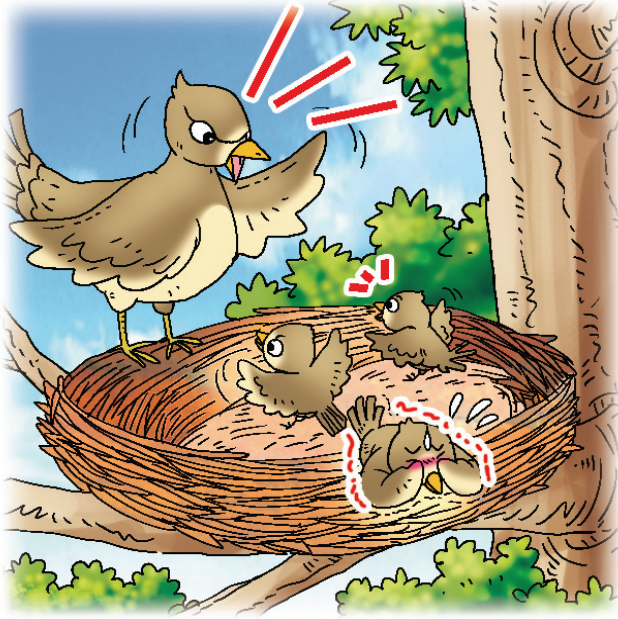
2 Babies are very *weak*.

3 Be careful! You are going to *fall* down and hurt yourself.

A To wave up and down (            )

B Not strong (            )

C To drop or come down freely (            )



One morning, a mother bird decided to teach her children to fly. They were getting too big for the nest.

Inga Bird looked down at the ground. It seemed like it was very far away. She got scared. “Mom I don’t want to fly yet,” Inga Bird said.

Mother Bird replied, “You must learn to fly because it’s what birds do.”

The baby birds all watched Mother Bird jump from the nest and flap her wings. “See? This is how you do it,” she said.

The baby birds went to the edge of their nest. One by one they jumped and flapped with their wings. They did not fall, they flew! However, their wings were still weak and they could not go very far. They enjoyed flying very much.

“Tomorrow we will practice more. Soon you will be able to leave the nest,” Mother Bird said.

## Vocabularies

<b>weak</b>	Not very strong
<b>fall</b>	To drop or some down freely
<b>flap</b>	To wave up and down

## Understanding Roundup

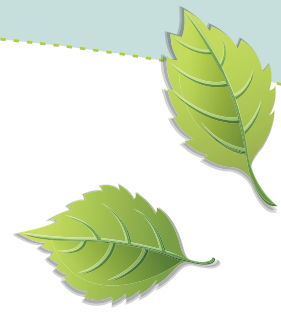
- 1 Which happened last?
  - a. The babies flew.
  - b. The babies came home.
  - c. Inga Bird got scared.
- 2 Where did the birds live?
  - a. in a cave
  - b. in the ground
  - c. in a nest
- 3 Why was Inga Bird scared?
  - a. She saw a fox.
  - b. She had a bad dream.
  - c. She was afraid to fall.
- 4 How did the birds fly?
  - a. by flapping their wings
  - b. by running fast
  - c. by jumping

## Do you Know This?

Draw lines and match up the words.

- |                           |   |            |
|---------------------------|---|------------|
| 1 a bird's home           | · | · weak     |
| 2 moving through the air  | · | · big      |
| 3 not small               | · | · morning  |
| 4 opposite of sky         | · | · fly      |
| 5 to make yourself better | · | · nest     |
| 6 not strong              | · | · practice |
| 7 time of day             | · | · ground   |





## Finding Subjects & Verbs

Find the subject and verb in the sentence.

- A One morning, a mother bird decided to teach her children to fly.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Inga Bird looked down at the ground.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C The baby birds all watched Mother Bird jump from the nest and flap her wings.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D The baby birds went to the edge of their nest.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E One by one they jumped and flapped their wings.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 8

# Baby Otter

## Pre-Reading

1 Where did Mother Otter go?

---

2 Why was Baby Otter crying?

---

3 How do baby otters and mother otters know each other?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 You need to *tie* your shoelaces.

2 I am *scared* of the dark.

3 *Kelp* grows in the ocean.

A To fasten or secure ( )

B To become frightened ( )

C Large seaweed ( )



Baby Otter was asleep in the kelp. Mother Otter had tied her baby to a piece of kelp and had gone off to look for food. Baby Otter woke up and saw that Mother Otter was not there. He got scared and began to cry. There were a lot of other baby otters around him tied to the kelp. Baby Otter was tied too tightly to go and look for his mommy. The other mothers were coming back with food for their babies. Baby Otter looked for Mother Otter.

He called out to one, “Mommy!”

The one he called out to looked back and said, “I am not your mother.”

Baby Otter was crying because he missed his mother. Where was she? One mother was coming close to him. He called out to her happily. He could smell that it was his mother and she could smell him.

Baby otters and mother otters know each other by smell. Baby Otter was very happy he found his mother.

## Vocabularies

<b>kelp</b>	Large seaweed
<b>tie</b>	To fasten or secure
<b>scared</b>	To become frightened

## Understanding Roundup

- 1 This story is about...
  - a. an otter looking for his mother
  - b. an otter looking for food
  - c. an otter eating kelp
- 2 What was baby otter tied to?
  - a. coral
  - b. water
  - c. kelp
- 3 Why did baby otter cry?
  - a. because he missed his mother
  - b. because he got hurt
  - c. because he was cold
- 4 How did the otters recognize each other?
  - a. by looks
  - b. by smell
  - c. by name

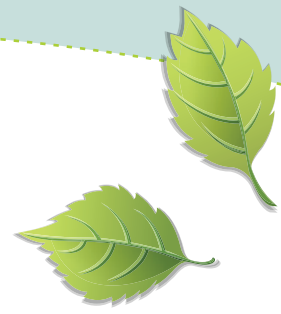
## Do you Know This?

Write '?' or '.' at the end of each sentence.

- 1 What did Baby Otter do when he woke up ( )
- 2 Why did Baby Otter cry ( )
- 3 Mother Otter had to look for food ( )
- 4 How long did it take Mother Otter to come back ( )
- 5 The baby smelled its mother ( )
- 6 There were a lot of babies ( )
- 7 Who is crying ( )
- 8 Mother Otter brought back food for her baby ( )







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Baby Otter woke up and saw that Mother Otter was not there.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Baby Otter was tied too tightly to go and look for his mommy.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C He called out to her happily.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D He could smell that it was his mother and she could smell him.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Baby otters and mother otters know each other by smell.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 9

## A Squirrel and His Acorns

### Pre-Reading

1 Why was the squirrel digging the ground?

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2 Where did the fox hide?

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3 What did the fox want to do to the squirrel?

---

### Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 Cats have 4 *paws*.
- 2 There were lots of *acorns* under the oak tree.
- 3 They *scurried* away like dogs.
- 4 Dogs like to *bury* bones in the ground.

- |                                 |                |
|---------------------------------|----------------|
| A Feet of an animal             | (            ) |
| B The fruit of an oak tree      | (            ) |
| C To move quickly and hurriedly | (            ) |
| D To put in to the ground       | (            ) |



One day a little squirrel was digging into the ground. He was going to bury some acorns to store for the winter. He moved the dirt with his paws. Soon he had a hole big enough to bury all of his acorns.

Just then, a fox was walking by. The fox watched the squirrel and hid in some bushes. The squirrel put the dirt to cover up his acorns. Just as the squirrel was

about to leave, the fox jumped. She jumped at the squirrel because she wanted to eat him.

The squirrel heard the noise and quickly got away. He scurried up a tree where the fox could not reach him. The fox was left on the ground.

## Vocabularies

<b>bury</b>	To put into the ground
<b>paw</b>	Feet of an animal
<b>acorn</b>	The fruit of an oak tree
<b>scurry</b>	To move quickly and hurriedly

## Understanding Roundup

- 1 What was the squirrel doing?
  - a. looking for acorns
  - b. eating acorns
  - c. burying acorns
- 2 What was the fox doing?
  - a. watching the squirrel
  - b. eating acorns
  - c. climbing trees
- 3 Where did the squirrel go?
  - a. into a hole
  - b. up a tree
  - c. into a cave
- 4 How did the squirrel escape?
  - a. His friend told him.
  - b. He know the fox was there all along.
  - c. He heard a noise.

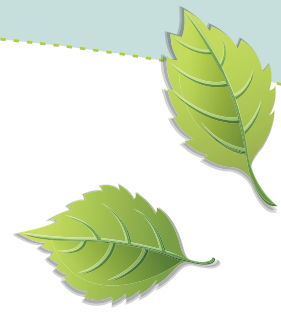
## Do you Know This?

Choose the word from the following and fill in the blanks.

gigantic yellow search run climb wonder fox squirrel bear victory

- 1 The word that means a win ( )
- 2 A red animal with a bushy tail ( )
- 3 A color ( )
- 4 To move quickly ( )
- 5 A word to describe something big ( )
- 6 An animal with brown fur and sleeps in a cave ( )
- 7 To look for ( )





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A One day a little squirrel was digging into the ground.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B He moved the dirt with his paws.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C The fox watched the squirrel and hid in some bushes.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D He scurried up a tree where the fox could not reach him.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E The fox was left on the ground.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 10

# Lost and Found

## Pre-Reading

Q1 On what day did it snow a lot?

---

Q2 On what day did George and Lana find their things?

---

Q3 Where did Lana find her bracelet?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 I will be *under* the tree over there.
- 2 I wear a *scarf* when it is cold outside.
- 3 My mom bought me a *bracelet* for my birthday.

- |  |                |
|--|----------------|
| A Below; in a lower position                           | (            ) |
| B A piece of cloth worn at the head, neck or shoulders | (            ) |
| C Chain you wear on your wrist                         | (            ) |



On Saturday it snowed a lot. On Sunday, George and Lana went outside to play in the snow. They threw snowballs and made snow angels. Lana lost her bracelet and George lost his scarf in the snow.

“I need to find my bracelet,” Lana said. “Mom, help me find it!”

Mom said, “The snow is too deep, Lana. We can’t find it.”

“What about my scarf?” George asked.

Dad said, “Soon something nice and warm will come into the sky and help you find it.”

On Monday, the sun was shining in the sky. The snow melted away a little. The days passed and the snow continued to melt away. When the snow was gone, George found his scarf. Lana found her bracelet by the tree they had played under.

## Vocabularies

**scarf** A piece of cloth worn at the head, neck or shoulders

**bracelet** Chain you wear on your wrist

**under** Below; in a lower position

## Understanding Roundup

- 1 When did the snow start?
  - a. Sunday
  - b. Saturday
  - c. Monday
- 2 What prevented the children from finding their things?
  - a. the sun
  - b. the wind
  - c. the snow
- 3 What happened at the end of the story?
  - a. The snow kept falling.
  - b. The snow melted.
  - c. The children gave up on their lost things.
- 4 What helped the children?
  - a. the sun
  - b. the snow
  - c. their parents

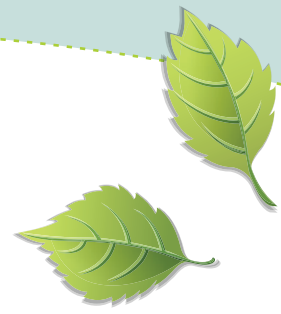
## Do you Know This?

Read each story and choose the best word to fill in the blank.

- 1 "The sun is covered by clouds. The trees do not have any leaves. The snow piles up on the ground."  
This is a story about \_\_\_\_\_.
  - a. summer
  - b. spring
  - c. winter
- 2 "On Saturday a lot of snow fell from the sky. The sun melted it away the next day. On Monday, there was no snow at all."  
This is a story about \_\_\_\_\_.
  - a. melting snow
  - b. snow hiding things
  - c. children







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A On Saturday it snowed a lot.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B On Sunday, George and Lana went outside to play in the snow.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Lana lost her bracelet and George lost his scarf in the snow.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D On Monday, the sun was shining in the sky.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Lana found her bracelet by the tree they had played under.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 11

# Queen Elizabeth I

## Pre-Reading

1 Queen Elizabeth I was the daughter of \_\_\_\_\_.

\_\_\_\_\_

2 Who convinced Elizabeth's father to make her princess again?

\_\_\_\_\_

3 When did Elizabeth become queen?

\_\_\_\_\_

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 *Ascend* to the top of the mountain, you can see everything from up here.

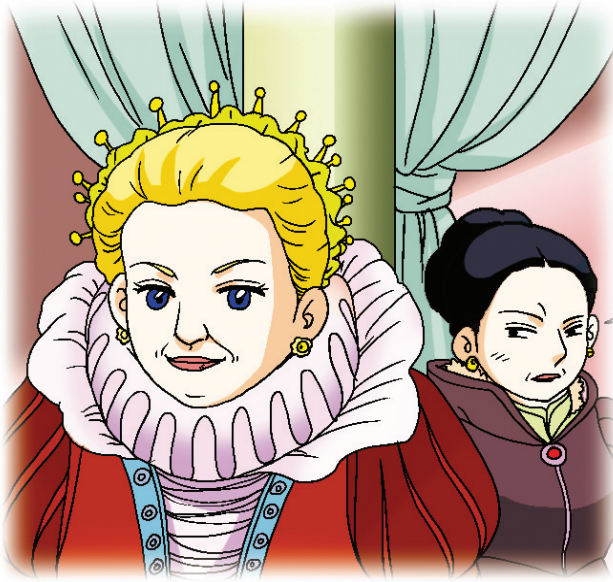
2 She *declared* that she didn't want to go home.

3 Criminals are *executed* when they are guilty.

A To go or move up; to rise ( )

B To make known officially ( )

C To put to death ( )



Queen Elizabeth I was the daughter of Anne Boleyn and Henry VIII. Her mother was executed when Elizabeth was a small child and she was declared illegitimate by her father who wanted a male heir. Elizabeth was told that she was no longer a princess.

Elizabeth's stepmother helped to convince her father to declare Elizabeth a princess again.

When Henry VIII died, his heir did not live for long and Elizabeth's sister, Mary, ascended the throne. Elizabeth had to live carefully because Mary was afraid that she would try to steal the throne. When Mary died, Elizabeth became queen and launched a golden era for England.

\* **illegitimate** 사생아

## Vocabularies

<b>execute</b>	To put to death
<b>declare</b>	To make known officially
<b>ascend</b>	To go or move up; to rise

## Understanding Roundup

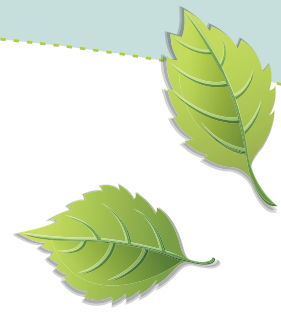
- 1 Why did Henry VIII declare Elizabeth illegitimate?
  - a. Because he wanted a son.
  - b. Because she did something bad.
  - c. Because he wanted to help her.
- 2 Elizabeth had to be careful with Mary because \_\_\_\_\_.
  - a. Mary was a loving sister
  - b. Mary was suspicious of Elizabeth
  - c. Mary wanted to give her throne to her husband
- 3 Elizabeth was \_\_\_\_\_.
  - a. a good queen
  - b. very lazy
  - c. a liar
- 4 The person who helped Elizabeth become a princess again was \_\_\_\_\_.
  - a. her stepmother
  - b. her brother
  - c. her sister

## Do you Know This?

Choose the correct answer.

- 1 The female parent
  - a. mother
  - b. father
- 2 The male parent
  - a. mother
  - b. father
- 3 The parent that carries the baby in the stomach for 9 months
  - a. father
  - b. mother





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Queen Elizabeth I was the daughter of Anne Boleyn and Henry VIII.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Elizabeth's stepmother helped to convince her father to declare Elizabeth a princess again.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Mary ascended the throne.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Elizabeth had to live carefully because Mary was afraid that she would steal the throne.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E When Mary died, Elizabeth became queen and launched a golden era for England.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 12

# Queen Elizabeth II

## Pre-Reading

1 Who was the dominant force on the sea?

---

2 What destroyed the slow Spanish ships?

---

3 Who wrote many books during this time?

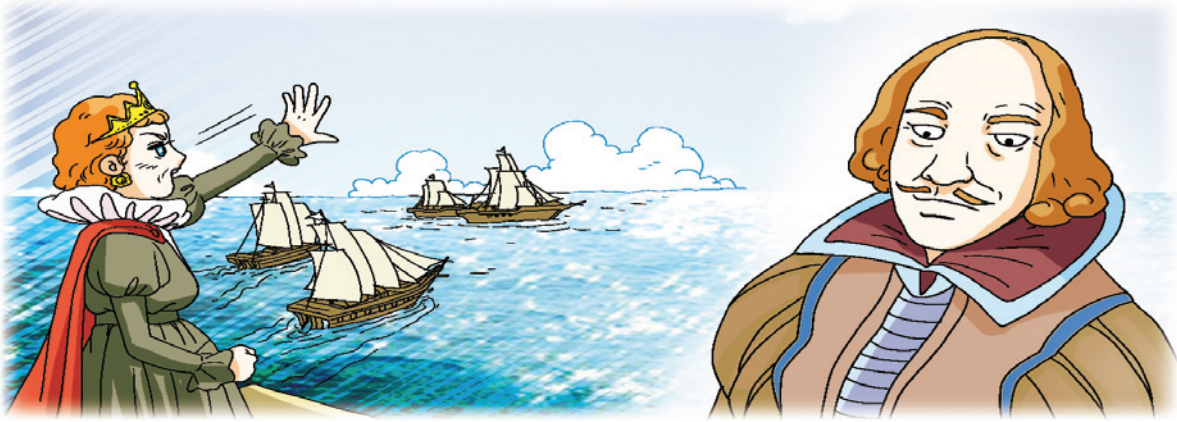
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## Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 The wind *destroyed* the house.
- 2 The community *revered* the soldiers for all of their hard work.
- 3 Good friends turned into *foes* after a fight.

- |                      |                |
|----------------------|----------------|
| A To ruin completely | (            ) |
| B Respect deeply     | (            ) |
| C Enemy              | (            ) |



At the beginning of Elizabeth's reign, Spain was the dominant force on the sea. This meant that their ships were the strongest. Spain launched an attack on England and Elizabeth had to act fast. She sent out small, quick ships that destroyed the slow Spanish ships. Elizabeth proved herself a worthy foe and gained the respect of other nations.

Elizabeth was also a great patron of the arts. It was during her time that theater flourished and William Shakespeare wrote many of his works. Today, people still revere Shakespeare as one of the greatest writers.

\* **patron** 후원자

## Vocabularies

**destroy** To ruin completely

**foe** Enemy

**revere** Respect deeply

## Understanding Roundup

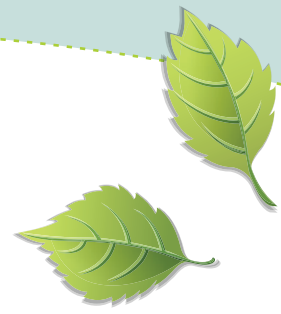
- 1 When Elizabeth first became queen, \_\_\_\_\_.
  - a. Spain was very nice
  - b. Spain attacked England
  - c. Spain wanted an alliance
- 2 England defeated Spain because \_\_\_\_\_.
  - a. their ships were faster
  - b. their ships were bigger
  - c. their ships had more cannons
- 3 A patron means \_\_\_\_\_.
  - a. someone who dislikes something
  - b. a supporter
  - c. an enemy
- 4 Shakespeare wrote for \_\_\_\_\_.
  - a. television
  - b. theater
  - c. books

## Do you Know This?

- 1 Choose the sentence that fits the definition of **attack**.
  - a. I was mad at my brother. I wanted to fight him.
  - b. My mother and I went to the store.
  - c. My sister and I were playing with dolls.
- 2 William Shakespeare was admired for his ...
  - a. books/plays
  - b. invention of the phonograph
  - c. mathematics







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Spain was the dominant force on the sea.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Spain launched an attack on England and Elizabeth had to act fast.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C She sent out small, quick ships that destroyed the slow Spanish ships.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Elizabeth proved herself a worthy foe and gained the respect of other nations.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E William Shakespeare wrote many of his works.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 13

# How Animals Sleep I

## Pre-Reading

1 Why can't fish close their eyes?

---

2 Who sleeps in beds of seaweed?

---

3 Who blows a bubble of clear gel?

---

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 Don't *stare* at my eyes!

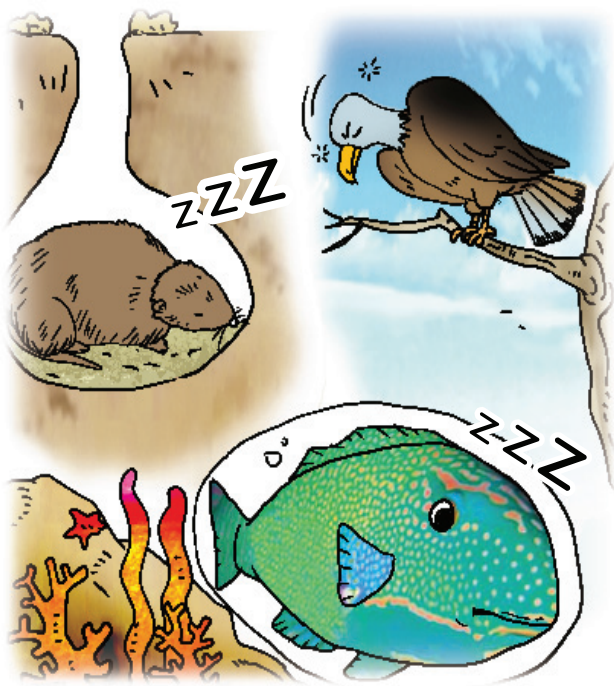
2 It *seems* to be hot outside today.

3 *Hide* behind the door before mom sees you!

A To look directly and fixedly (            )

B To appear; to look (            )

C To keep oneself out of sight (            )



After working hard all day, it's nice to fall asleep in your bed. Animals need to sleep like people do. Some animals can sleep while floating in the water. Others will dig holes in the ground for a safe place to hide as they sleep. Other animals will sleep up high in trees or under some leaves. They all have to find the best place for them to sleep.

Animals that live in the ocean might seem strange to us because we cannot

fall asleep in the water like they can. Fish do not have eyelids so they cannot close their eyes. When they sleep, they look as if they are staring out. Otters will sleep in beds of seaweed to keep themselves from floating away from their family.

Parrotfish will blow a bubble of clear gel with their mouth before they go to sleep.

This bubble protects them while they are sleeping.

## Vocabularies

<b>hide</b>	To keep oneself out of sight
<b>seem</b>	To appear; to look
<b>stare</b>	To look directly and fixedly

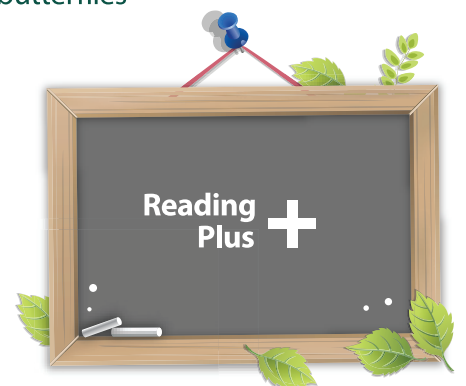
## Understanding Roundup

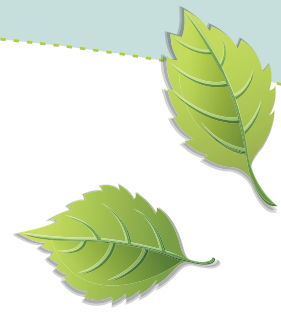
- 1 When people and animals are tired, they need to \_\_\_\_\_.  
a. do laundry                      b. sleep                      c. swim
- 2 Because fish don't have eyelids, they cannot \_\_\_\_\_.  
a. swim                      b. close their eyes                      c. breathe
- 3 Sea otters will sleep in seaweed so that \_\_\_\_\_.  
a. they don't float away  
b. they can stay warm  
c. they can hide from their family
- 4 The clear bubble that parrotfish makes \_\_\_\_\_.  
a. protects them while they sleep  
b. attracts more parrotfish  
c. lets them close their eyes

## Do you Know This?

Choose the correct answer.

- 1 Which of these animals sleep in the trees?  
a. snakes                      b. birds                      c. otters
- 2 Which of these animals sleep in water?  
a. bear                      b. kangaroo                      c. otters
- 3 Which of these animals sleep on the ground?  
a. dogs                      b. fish                      c. butterflies





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Animals need to sleep like people do.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Other animals will sleep up in high trees or under some leaves.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Fish do not have eyelids so they cannot close their eyes.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Parrotfish will blow a bubble of clear gel with their mouth before they go to sleep.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E The bubble protects them while they are sleeping.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 14

## How Animals Sleep II

### Pre-Reading

1 Where do some animals go to sleep?

---

2 How long can a desert frog stay in the hole?

---

3 Where do the insects go to sleep?

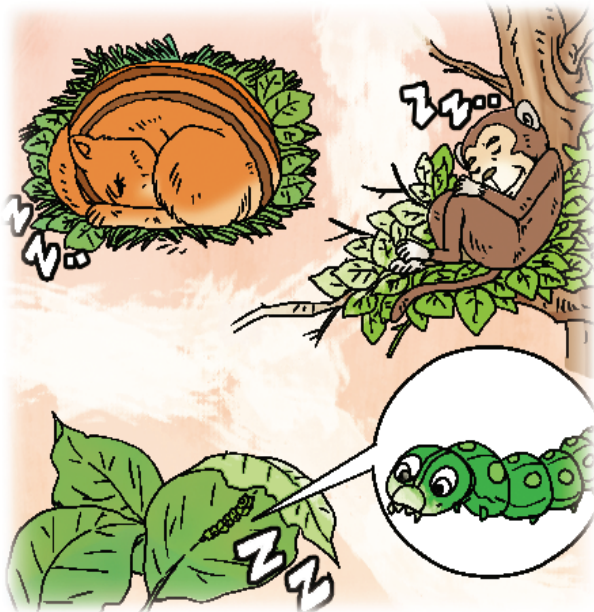
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### Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 The dog is *beneath* the table in the kitchen.
- 2 Rabbits like to *burrow* the ground for shelter.
- 3 The room *above* me is very loud today.

- |   |                |
|---|----------------|
| A Lower than; below                                   | (            ) |
| B A hole or tunnel dug in the ground by small animals | (            ) |
| C On top of or higher than; over                      | (            ) |



Some animals go under the earth to sleep. Chipmunks will curl into a ball, tucking their nose and tail in tightly. They keep food nearby in case they get hungry. They make their beds from leaves and grass.

Desert frogs live in hot dry places and will burrow underground during the hottest parts of the year. The desert frog could stay in this hole for months at a time. Monkeys will climb high above the grounds in trees.

They will make soft leafy beds to sleep in. Nothing can get the monkeys while they are up in the trees branches. Insects need rest too and they will crawl beneath leaves and go to bed. The leaves might even be their breakfast when they wake up. Bees buzz home after a long day of collecting nectar and sleep in the hive with their sisters. When they are rested they will be ready to go to work again.

\* **leafy** 잎이 무성한

\* **tuck** 밀어넣다

## Vocabularies

<b>burrow</b>	A hole or tunnel dug in the ground by small animals.
<b>above</b>	On top of or higher than; over
<b>beneath</b>	Lower than; below

## Understanding Roundup

- 1 Chipmunks make their beds out of \_\_\_\_\_.  
a. water                                      b. seaweed                                      c. leaves and grass
- 2 The desert frog stays underground because it is \_\_\_\_\_.  
a. cold    b. wet    c. hot
- 3 Monkeys live in trees and make their beds from \_\_\_\_\_.  
a. leaves                                        b. cotton                                        c. wood
- 4 A bee will go home to her \_\_\_\_\_.  
a. hive    b. cave    c. nest

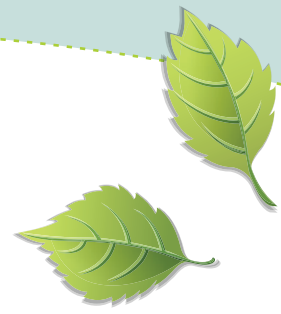
## Do you Know This?

Choose the correct answer.

- 1 Things you can find in a desert are...  
a. rattle snakes, sand, cacti  
b. ice, snow, penguins  
c. sea turtles, otters, fish
- 2 Things you can find in the trees are...  
a. rocks, sheep, goats  
b. leaves, birds, coconut  
c. water, seaweed, coral







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Some animals go under the earth to sleep.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B Desert frogs live in hot dry places and will burrow underground.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Insects need rest too and they will crawl underneath leaves and go to bed.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Bees buzz home after and long day of collecting nectar.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E When they are rested they will be ready to go back to work again.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 15

## Shivering I

### Pre-Reading

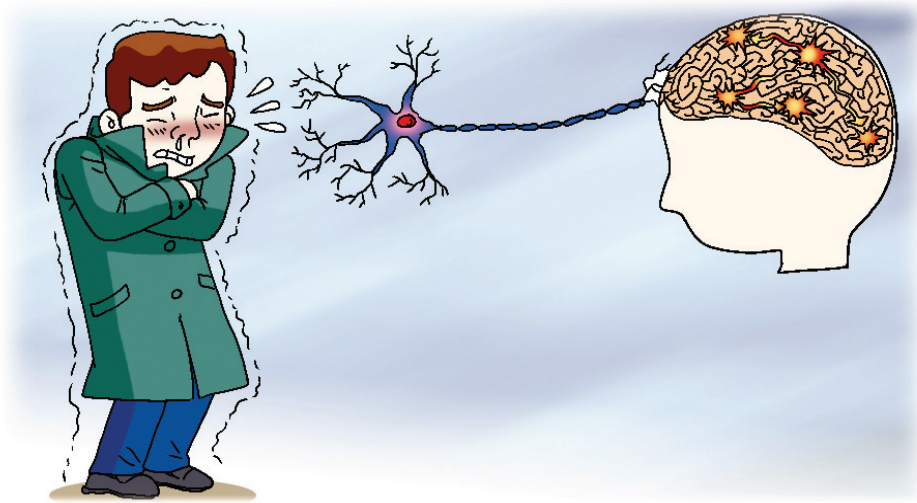
- 1 What does your body do when you are cold?  
\_\_\_\_\_
- 2 How many parts are there in the nervous system?  
\_\_\_\_\_
- 3 When the brain sends a message, where does the signal go?  
\_\_\_\_\_

### Vocabulary Preview

Read each sentence and write the correct word in each blank.

- 1 I had to *carry* my sister all the way up the stairs.
- 2 The pencils were put into *bundles* of 5.
- 3 I sent a *signal* with my flashlight to my friend.

- |   |                |
|---|----------------|
| A To hold or support while moving                       | (            ) |
| B A group of objects held together                      | (            ) |
| C Sign, gesture that you use to communicate information | (            ) |



When you are cold, your body will shiver to try and warm you up. By shivering, you are moving around a little bit so it helps to keep you warm. Signals from your nervous system go to your muscles to make them shiver. How does this work?

There are two parts to the nervous system. The nerves are one part of the system. They are long, thin threads that carry messages to every part of your body. The second part of the nervous system is your spinal cord and brain. The spinal cord is a thick bundle of nerves that runs along the inside of your backbone. When your brain sends out a message, the signal goes down to the spinal cord. Through the spinal cord, the message is sent out through your nerves. The muscles get these signals and then you shiver!

## Vocabularies

<b>bundle</b>	A group of objects held together
<b>signal</b>	Sign, gesture that you use to communicate information
<b>carry</b>	To hold or support while moving

## Understanding Roundup

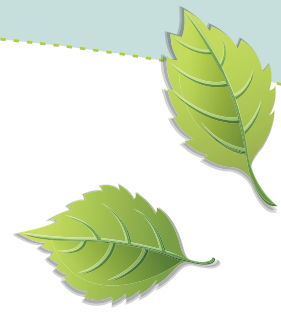
- 1 Shivering is how your body \_\_\_\_\_.  
a. warms up                      b. gets cooler                      c. exercises
- 2 Signals go from your nerves to your \_\_\_\_\_.  
a. foot                              b. arm                              c. muscles
- 3 How many parts does the nervous system have?  
a. three                              b. two                              c. one
- 4 What do nerves look like?  
a. logs                              b. boards                              c. threads

## Do you Know This?

Choose the correct answer.

- 1 The brain is located ...  
a. in the stomach                      b. in the leg                      c. in the head
- 2 The backbone is located ...  
a. at the foot                      b. at the backside                      c. in the hand
- 3 Muscles are located ...  
a. everywhere throughout the body  
b. nowhere  
c. only in the hand





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Signals from your nervous system go to your muscles and make them shiver.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B The nerves are one part of the system.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C The spinal cord is a thick bundle of nerves.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D When your brain sends out a message, the signal goes down the spinal cord.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E The muscles get these signals and then you shiver!

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 16

## Shivering II

### Pre-Reading

1 Where do the nerves send the signal?

---

2 What are the muscles told when the signal is passed to them?

---

3 How is heat produced in the body?

---

### Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 The *temperature* today was 25 degrees Celsius.

2 Can you *wait* for me in the car?

3 I have to *loosen* my shoelaces to take my shoes off.

A The degree of coldness or hotness of a body or environment (            )

B To remain; to stay (            )

C To make less tight (            )



Imagine yourself in this situation. You are waiting outside for your bus to arrive and it is raining. You're very cold and wet, so this is what happens.

A place in your brain feels that you are cold. That place sends out a message through your spinal cord to all your nerves that your temperature is dropping. The message goes to other nerves through different connections between the nerves.

The signal is passed on to the muscles and they are told, "Get ready!"

Heat is produced when a muscle moves. That is the reason why when you go run and play, you get warm. Your muscles get the signal that you are cold and they start working to make you warmer. They tighten and loosen quickly, making you shiver. This helps you get warmer.

## Vocabularies

<b>temperature</b>	The degree of coldness or hotness of a body or environment
<b>loosen</b>	To make less tight
<b>wait</b>	To remain; to stay

## Understanding Roundup

- 1 The signals your brain sends first go to your \_\_\_\_\_.  
a. spinal cord                      b. nerves                      c. head
- 2 The nerves send the message to your muscles to \_\_\_\_\_.  
a. stop                      b. freeze                      c. get ready to move
- 3 A muscle produces \_\_\_\_\_ when it moves.  
a. cold                      b. light                      c. heat
- 4 When your body becomes cold, your muscles \_\_\_\_\_.  
a. tighten and loosen                      b. dance                      c. freeze

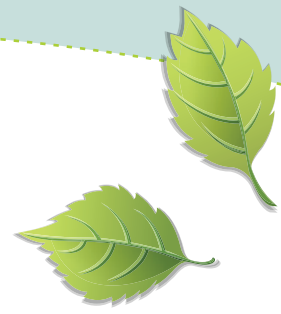
## Do you Know This?

Choose the correct answer.

- 1 What are ways to get warm or receive heat?  
a. a fire  
b. eating ice cream  
c. going swimming in a pool during the winter
- 2 Which activity warms you up?  
a. sitting doing nothing  
b. running around playing soccer  
c. swimming in a pool full of ice







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A You are waiting outside for your bus to arrive and it is raining.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B A place in your brain feels that you are cold.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C Your muscles get the signal that you are cold and they start working to make you warmer.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D They tighten and loosen quickly, making you shiver.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E This helps you get warmer.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 17

# Wild Turkey I

## Pre-Reading

1 What do male turkeys have to attract female turkeys?

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2 What is a snood?

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3 What is a wattle?

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## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 Tuck the *flap* of the envelope in.

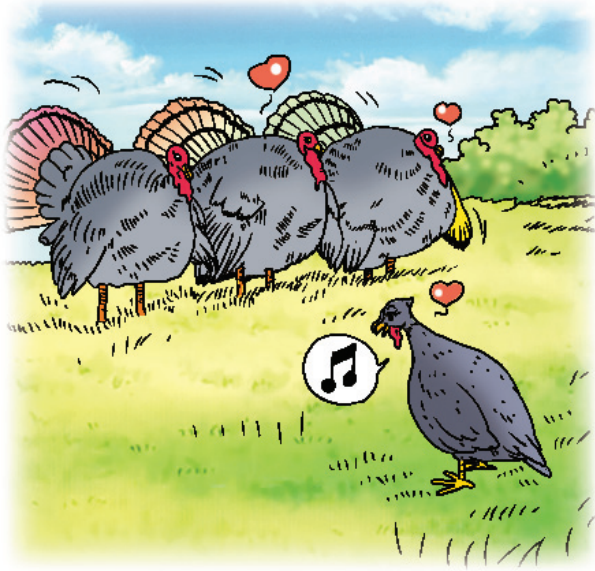
2 The road was rough and *bumpy*.

3 My teacher gave me a final *warning*.

A A piece covering something ( )

B Having a lot of bumps ( )

C Advice to beware ( )



Turkeys are different from other birds. For one thing, the way they fly is not as smooth. The way they fly is similar to helicopters because they go straight up and fast. A wild turkey was once recorded to have flown 55 miles per hour.

Turkeys look different from other birds too. Male turkeys have snoods and wattles to attract females.

The snood is a flap of skin above their beak that hangs down. It can be brightly colored. Some can even grow to be 5 inches long!

The wattle is the bumpy skin on a turkey's neck. It can also grow to be very long. The wattle can change colors from red to white and back again. Some people think that this is the male turkey's way to send a message to female turkeys. Other people think that this is how the males send out warnings to other males to stay far away.

## Vocabularies

- warning** Advice to beware
- bumpy** Having a lot of bumps
- flap** A piece covering something

## Understanding Roundup

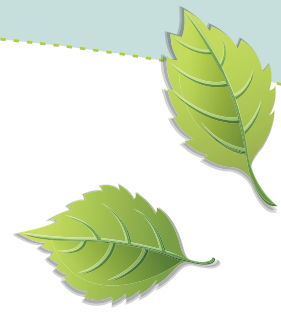
- 1 Once a turkey was recorded flying \_\_\_\_\_.  
a. 44 miles per hour      b. 55 miles per hour      c. 22 miles per hour
- 2 The snood of a turkey is found \_\_\_\_\_.  
a. above the beak      b. under the beak      c. on its neck
- 3 The wattle of a turkey is found \_\_\_\_\_.  
a. on its beak      b. on its neck      c. on its back
- 4 The turkey's wattle changes from red to \_\_\_\_\_.  
a. blue      b. black      c. white

## Do you Know This?

Choose the correct answer.

- 1 On what holiday are turkeys eaten?  
a. Thanksgiving      b. 4th of July      c. Christmas
- 2 Other animals that have beaks are...  
a. dogs      b. blue whales      c. parrots





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A For one thing, the way they fly is not as smooth.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B A wild turkey was once recorded to have flown 55 miles per hour.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C The snood is a flap of skin above their beak that hangs down.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Some can even grow to be 5 inches long!

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Some people think that this is the male turkey's way to send a message to female turkey's.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 18

## Wild Turkey II

### Pre-Reading

1 Why did turkeys begin to disappear?

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2 What was the law the leaders made to protect the turkeys?

---

3 What did people learn?

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### Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 *Lumber* is stacked up behind the fence.

2 I want to *improve* my English test score.

3 My hat *disappeared* in the snow last night.

4 Those coins are *rare*, so make sure you keep them safe!

- |   |                      |                |
|---|----------------------|----------------|
| A | Large pieces of wood | (            ) |
| B | To become better     | (            ) |
| C | To vanish            | (            ) |
| D | Uncommon; infrequent | (            ) |



Wild turkeys used to live in the woods. When people began to settle in wild areas, they cut down these forests for the lumber and to make more room to grow. The turkeys began to disappear because their homes were taken away from them. People also liked to eat the turkeys so they hunted them until there were only very few left.

By the 1900s, turkeys were becoming more and more rare. People began to notice the disappearance of the turkeys. The leaders of each state passed laws to protect the turkeys. There were limits made on how many turkeys hunters could kill. If there was an area with fewer turkeys, more turkeys would be brought into help the population. The number of turkeys started to improve thanks to these laws. People learned that wild animals could be protected if they made the effort.

## Vocabularies

<b>disappear</b>	To vanish
<b>rare</b>	Uncommon; infrequent
<b>lumber</b>	Large pieces of wood
<b>improve</b>	To become better

## Understanding Roundup

- 1 As more people moved to the wild lands, the turkeys \_\_\_\_\_.  
a. flew like helicopters      b. started to disappear      c. lived in caves
- 2 People like to hunt turkeys for \_\_\_\_\_.  
a. light      b. berries      c. food
- 3 To protect the turkeys, people made \_\_\_\_\_.  
a. laws      b. tires      c. farms
- 4 To save the turkeys, they were put \_\_\_\_\_.  
a. on farms      b. in forests      c. in other areas

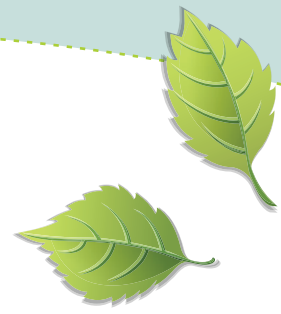
## Do you Know This?

Choose the correct answer.

- 1 What animals were hunted or killed by humans for food?  
a. cows      b. jellyfish      c. penguins
- 2 What allowed wild animals to be protected?  
a. laws      b. books      c. people







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A Wild turkeys used to live in the woods.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B The turkeys began to disappear because their homes were taken away from them.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C By the 1900's, turkeys were becoming more and more rare.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D The number of turkeys started to improve thanks to these laws.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E People learned that wild animals could be protected if they made the effort.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Unit 19

## The First Toys I

### Pre-Reading

1 What was the very first toy?

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2 Where did they start playing bowling?

---

3 How did Germany play bowling?

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### Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 I *knocked* down the door with my feet.

2 I might go to my friends house, *depends* on what my mom says.

3 The spelling test was nice and *simple*.

A Easy; not complicated

(            )

B To be pending or undecided

(            )

C To strike with a hard blow

(            )



The first toys were simple and made of whatever people could find around them. The ball was one of the very first toys. In the beginning, balls were just smooth and round rocks. People liked to kick rocks and see how far they would go. They also threw the rocks to try and hit targets. Thousands of years ago, people started to play bowling in Egypt. They played by rolling a ball made of rock through a little tunnel,

There would be some other rocks at the end of the tunnel and there would be other rocks that the Egyptians would try to knock away.

Bowling was played later in Germany using a stone ball and one wooden pin. As time passed, they started to use a ball made of wood. The number of pins changed as well depending on what people felt like. They would play with three pins or even as many as eighteen pins.

## Vocabularies

- |               |                            |
|---------------|----------------------------|
| <b>simple</b> | Easy; not complicated      |
| <b>knock</b>  | To strike with a hard blow |
| <b>depend</b> | To be pending or undecided |

## Understanding Roundup

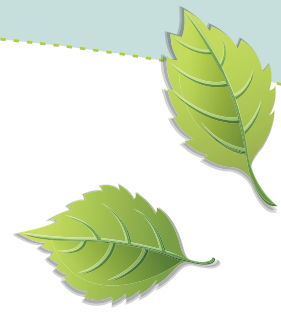
- 1 One of the earliest toys were \_\_\_\_\_.  
a. fluffy                                      b. round                                      c. loud
- 2 People liked to kick rocks to see how \_\_\_\_\_.  
a. far they could make it go      b. good their shoes were      c. angry they were
- 3 Bowling was started in \_\_\_\_\_.  
a. Mexico                                      b. Egypt                                      c. Germany
- 4 Egyptians used to roll a rock ball through a \_\_\_\_\_.  
a. road                                      b. tunnel                                      c. pyramid

## Do you Know This?

Choose the correct answer.

- 1 What sport requires you to roll a ball and hit as many pins as you can?  
a. soccer                                      b. baseball                                      c. bowling
- 2 What sport requires you to hit the ball with your foot into the goal?  
a. soccer                                      b. baseball                                      c. tennis





## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A People liked to kick rocks and see how far they would go.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B They also threw the rocks to try and hit targets.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C They played by rolling a ball made of rock through a little tunnel.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D Bowling was played later in Germany using a stone ball and one wooden pin.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E The number of pins changed as well depending on what people felt like.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# The First Toys II

## Pre-Reading

1 Who played a game similar to basketball?

\_\_\_\_\_

2 Where did they get the rubber?

\_\_\_\_\_

3 What country did handball come from?

\_\_\_\_\_

## Vocabulary Preview

Read each sentence and write the correct word in each blank.

1 I *wrapped* my mom's birthday gift.

2 I was *born* in January.

3 She *bounced* the ball against the wall.

A To cover with something (            )

B Brought into life by birth (            )

C To move upward from a surface (            )



Native Americans used to make up games with balls. They played a game that was similar to basketball. They even made a ball out of rubber. There were rubber trees where they lived and they got the rubber from there.

In Europe, children liked to bounce balls made from animal skins onto the walls of buildings. Handball started this way. The children really liked bouncing the balls from the high walls of churches. People later started to hit the balls over nets. At first they used their hands and then they started to wrap their hands with string to protect them. Later they added a stick and that was how tennis was born. Tennis started from handball!

## Vocabularies

<b>wrap</b>	To cover with something
<b>born</b>	Brought into life by birth
<b>bounce</b>	To move upward from a surface

## Understanding Roundup

- 1 A group of Native Americans had a ball they made from \_\_\_\_\_.  
a. rubber                      b. wood                      c. rocks
- 2 Rubber is something that is found in \_\_\_\_\_.  
a. trees                      b. water                      c. fire
- 3 Handball started in \_\_\_\_\_.  
a. America                      b. Europe                      c. Asia
- 4 Tennis is a game that came from \_\_\_\_\_.  
a. bowling                      b. basketball                      c. handball

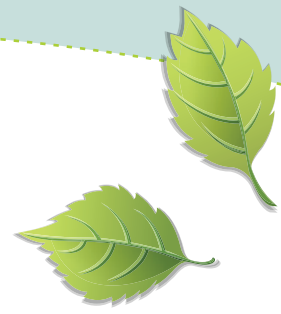
## Do you Know This?

Choose the correct answer.

- 1 The rubber used for balls and other things can be found...  
a. in the ground                      b. in factories                      c. from a tree
- 2 What is a sport that requires you to hit the ball over the net?  
a. soccer                      b. tennis                      c. basketball







## Finding Subjects & Verbs

Find the subject and verbs in the sentence.

- A They played a game that was similar to basketball.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- B They even made a ball out of rubber.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- C In Europe, children liked to bounce balls made from animal skins onto the wall of buildings.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- D People later started to hit the balls over nets.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

- E Later they added a stick and that was how tennis was born.

Subject : \_\_\_\_\_

Verb : \_\_\_\_\_

## Summary Practice

Summarize the story with your own words. There is no fixed answer.

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# Coursework

Month	Program Name	Course Identification	Level Description	
			Level Name	Index
1	Alphabet	A ~ Z	Starter	1
2	Phonics 1	Vowels	Starter	2
3	Phonics 2		Starter	3
4	Phonics 3		Starter	4
5	Phonics 4		Blends	Starter
6	Phonics 5	Starter		6
7	Phonics 6	Consonants	Starter	7
8	Phonics 7		Starter	8
9	EZ Up 1	Basic 6 Sentences	Basic	1
10	EZ Up 2		Basic	2
11	EZ Up 3	Basic 8 Sentences	Basic	3
12	EZ Up 4		Basic	4
13	EZConversation 1	Conversation	Basic	5
14	EZConversation 2		Basic	6
15	EZConversation 3		Basic	7
16	Primer 1	Basic Reading	Advanced Basic	1
17	Primer 2		Advanced Basic	2
18	Primer 3		Advanced Basic	3
19	Primer 4		Advanced Basic	4
20	EZStory 1	Famous Stories	Advanced Basic	5
21	EZStory 2		Advanced Basic	6
22	EZStory 3		Advanced Basic	7
23	EZStory 4		Advanced Basic	8
24	EZStory 5		Advanced Basic	9
25	EZStory 6		Advanced Basic	10
26	Reading Plus 1	Basic Reading Skills	Advanced Basic	11
27	Diary 1	Diary Writing	Intermediate Starter	1
28	Aesop Fables 1	Aesop Stories	Intermediate Starter	2
29	Diary 2	Diary Writing	Intermediate Starter	3
30	Aesop Fables 2	Aesop Stories	Intermediate Starter	4
31	Diary 3	Diary Writing	Intermediate Starter	5
32	Aesop Fables 3	Aesop Stories	Intermediate Starter	6
33	Diary 4	Diary Writing	Intermediate Starter	7
34	Aesop Fables 4	Aesop Stories	Intermediate Starter	8
35	Diary 5	Diary Writing	Intermediate Starter	9
36	<b>Reading Plus 2</b>	<b>Intermediate Reading Skills</b>	<b>Intermediate Starter</b>	<b>10</b>
37	Lara Story 1	Integrated Reading & Conversation	Intermediate	1
38	Lara Story 2		Intermediate	2
39	Lara Story 3		Intermediate	3
40	Lara Story 4		Intermediate	4
41	Lara Story 5		Intermediate	5
42	Lara Story 6		Intermediate	6
43	Lara Story 7		Intermediate	7
44	Lara Story 8		Intermediate	8
45	Lara Story 9		Intermediate	9
46	Lara Story 10		Intermediate	10
47	Lara Story 11		Intermediate	11
48	Reading Plus 3	Adv. Intermediate Reading Skills	Intermediate	12