



TIME FOR KIDS

Teacher's Manual

Includes Blackline Masters
for Test Practice



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Pacing Suggestions

THREE-MONTH PACING SUGGESTION

You might wish to use the **Time for Kids, Student Edition** as test preparation starting from the beginning of the year up to the administration of the TAKS™.

Time for Kids, Student Edition Issue	Related Teacher's Edition Lesson
Issue 1	Unit 1 Week 1
Issue 2	Unit 1 Week 2
Issue 3	Unit 1 Week 3
Issue 4	Unit 1 Week 4
Issue 5	Unit 1 Week 5
Issue 6	Unit 2 Week 1
Issue 7	Unit 2 Week 2
Issue 8	Unit 2 Week 3
Issue 9	Unit 2 Week 4
Issue 10	Unit 2 Week 5
Issue 11	Unit 3 Week 1
Issue 12	Unit 3 Week 2
Issue 13	Unit 3 Week 3
Issue 14	Unit 3 Week 4
Issue 15	Unit 3 Week 5

SIX-WEEK PACING SUGGESTION

You can condense the pace of test preparation by using the **Time for Kids, Student Edition** during the six weeks prior to the administration of the TAKS™.

Time for Kids, Student Edition Issue	Week Prior to TAKS™
Issues 1–3	Week 6 Prior to TAKS™
Issues 4–6	Week 5 Prior to TAKS™
Issues 7–9	Week 4 Prior to TAKS™
Issues 10–12	Week 3 Prior to TAKS™
Issues 13–15	Week 2 Prior to TAKS™
Review	Week 1 Prior to TAKS™

USING TIME FOR KIDS, STUDENT EDITION THROUGHOUT THE YEAR

You might wish to assign one article a week and read the poem or text feature with the second article.

How to Use Time for Kids



TIME FOR KIDS, STUDENT EDITION

Each issue in **Time for Kids, Student Edition** includes two articles and a text feature, such as a chart or a diagram, or a poem. Each issue relates to a Social Studies or Science Texas Essential Knowledge and Skills (TEKS) Student Expectation.

TRANSPARENCIES

A transparency is provided at www.macmillanmh.com for the first article in each issue. Use the transparency to model how to answer questions on English Language Arts and Reading (ELAR)



TEKS Student Expectations in the format similar to that found on your state test. Questions are provided in **Blackline Masters** found in the **Time for Kids Teacher's Manual**.



TEACHER'S MANUAL

The **Teacher's Manual** contains lessons for each issue of **Time for Kids**.

Article 1: Model the Skills

Use the transparency and Blackline Master to model how to answer comprehension, vocabulary, and text feature questions.

Article 2: Apply the Skills

The Blackline Master for the second article offers students the opportunity to answer questions based on the same ELAR TEKS modeled with the first article.

Text Feature or Poetry: Apply the Skills

A third Blackline Master is provided for students to review previously taught ELAR TEKS.



COMPREHENSION AND VOCABULARY FOCUS

As noted earlier, each issue of **Time for Kids** relates to a Social Studies or Science TEKS. However, the items in the tests that accompany each issue focus on ELAR TEKS for comprehension, vocabulary, and text features.

SHORT-ANSWER PREPARATION

The first two tests for each issue of **Time for Kids** provide opportunities for students to practice responding to short-answer items. Although students are not expected to provide written responses to comprehension questions until the Grade 9 TAKS™ Reading test, these items will help students to begin building the skills and confidence they will need when they are faced with short-answer items in a testing situation.

LEVELS OF THINKING

Test questions can be broken down into four developmentally sequenced categories, based on the different levels of thinking required to answer them.

- A question may have an answer that is **stated** in the selection. At the most basic level, students can find or **locate** the answer in the selection. At the next level, the answers are stated in the text but cannot be found in a single sentence. The student must **combine**, or put together, information from different parts of the selection to find the answer.
- A question may have an answer that is **not stated** in the selection. For a question at the third level of thinking, the student must find clues and text evidence in the selection and **connect** them to find the inferred or implied answer to the question. A question that addresses the fourth level of thinking requires the student to **analyze** the selection and make judgments based on text evidence to determine the author's style or purpose for writing.

ELAR TEKS in Time for Kids

TEKS 3.4 Reading/Vocabulary Development

Students understand new vocabulary and use it when reading and writing. Students are expected to:

- (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
- (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
- (C) identify and use antonyms, synonyms, homographs, and homophones;
- (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
- (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

TEKS 3.6 Reading/Comprehension of Literary Text/Poetry

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

TEKS 3.12 Reading/Comprehension of Informational Text/Culture and History

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

TEKS 3.13 Reading/Comprehension of Informational Text/Expository Text

Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) identify the details or facts that support the main idea;
- (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
- (C) identify explicit cause and effect relationships among ideas in texts; and
- (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

TEKS 3.15 Reading/Comprehension of Informational Text/Procedural Texts

Students understand how to glean and use information in procedural texts and documents. Students are expected to:

- (A) follow and explain a set of written multi-step directions; and
- (B) locate and use specific information in graphic features of text.

Content Standards

Issue	Article	Social Studies or Science TEKS
1	Small Loans Make a Big Difference Class Safari	Social Studies 3.11(B) Identify examples of actions individuals and groups can take to improve the community.
2	Two Maps: One New, One Old Learning with Laptops	Social Studies 3.5(A) Use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes. Social Studies 3.11(C) Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
3	Sunlight and Shadow Great Ball of Fire	Science 3.11(D) Describe the characteristics of the Sun.
4	A Lifetime of Treasures Open Liberty!	Social Studies 3.14(B) Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world. Social Studies 3.1(A) Describe how individuals, events, and ideas have changed communities over time.
5	The Car of the Future? Wild Rides	Science 3.11(A) Identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources. Science 3.6 The student knows that forces cause change.
6	Life on the Gulf Building a Tsunami Warning System	Science 3.6(B) Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.
7	Legacy of Dreams A Helping Hand	Social Studies 3.8(D) Identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses. Social Studies 3.11(C) Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
8	Abraham Lincoln and Frederick Douglass American Indian Nations	Social Studies 3.10(B) Identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship. Social Studies 3.1(A) Describe how individuals, events, and ideas have changed communities over time.
9	This Flower Stinks Secret at the Heart of a Pyramid	Science 3.9(A) Observe and identify characteristics among species that allow each to survive and reproduce. Social Studies 3.1(A) Describe how individuals, events, and ideas have changed communities over time.

Content Standards

Issue	Article	Social Studies or Science TEKS
10	Teens to the Rescue! Long Live the Emperor!	Social Studies 3.10(D) Identify ordinary people who exemplify good citizenship. Social Studies 3.1(A) Describe how individuals, events, and ideas have changed communities over time.
11	Freedom Fighter Surf's Up!	Social Studies 3.11(B) Identify examples of actions individuals and groups can take to improve the community. Science 3.6 The student knows that forces cause change.
12	Where No People Had Gone Before Mysterious Mars	Science 3.11(C) Identify the planets in our solar system and their position in relation to the Sun.
13	Water Troubles Kaboom! Volcanoes Are a Threat	Science 3.8(C) Describe environmental changes in which some organisms would thrive, become ill, or perish. Science 3.6(B) Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.
14	Welcome to India Faces From the Past	Social Studies 3.1(A) Describe how individuals, events, and ideas have changed communities over time.
15	Trouble in the Ocean One Giant Squid!	Science 3.8(C) Describe environmental changes in which some organisms would thrive, become ill, or perish. Science 3.9(A) Observe and identify characteristics among species that allow each to survive and reproduce.

Main Idea and Details

MODEL THE SKILL

Have students open to page 5 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs. Tell students, ***We will use these articles to learn how to identify the main idea and details of a reading selection.***

Display **Transparency pp. 6–7** of the article “Small Loans Make a BIG Difference” and distribute **Blackline Master 1**. Ask students to open to page 6 of **Time for Kids**. Have students look at the title, photographs, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 What is this article mainly about?
- ☐ (A) The Grameen Bank was founded in 1983 in Bangladesh.
 - ☐ (B) Muhammad Yunus won the Nobel Peace Prize in 2006.
 - ☐ (C) The Grameen Bank gives small loans to people to start businesses.
 - ☐ (D) A woman in Bangladesh borrowed \$120 and later repaid the loan.

From Blackline Master 1

Think Aloud *This question asks what the article is mainly about. First, I have to find details and text evidence in different parts of the article. Then I have to figure out what the article speaks mainly about. I can connect the details and facts from the article to determine the correct answer.*

Tell students that they should think about all of the information they have read in the article and then decide what the whole article is mostly about. Remind students that all of the answer choices may include information from the text, but they must decide which answer best expresses the most important idea overall. Then call on student volunteers to share their answers and explain how they got the correct answer (C).

For further practice with the comprehension skill you may wish to have children work together or independently to answer question 2 on **Blackline Master 1**.



ELAR Student Expectations

Main Idea and Details

TEKS 3.13 (A)

Identify facts that support the main idea.

Objective 1

Word Parts: Prefixes

TEKS 3.4 (A)

Know how prefixes change the meaning of roots.

Objective 1

Graphs

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 6–7

Blackline Masters
1, 2, 3

TFK Pages 6–7

Graphs

- 3 Look at the graph on page 6. In 1983, what percentage of borrowers at Grameen Bank were females?

- ☐ A 46%
☐ B 86%
☐ C 96%
☐ D 100%

From Blackline Master 1

MODEL THE SKILL

Tell students that a graph is a text feature that can provide additional details to help support the ideas presented in an article. Graphs are visual representations of information that may not appear anywhere else in the article.

Then read question 3 aloud.

Think Aloud *The question asks what percentage of borrowers in 1983 were females. I need to look at the graph to find information about female borrowers in 1983 and combine the details to determine the best answer.*

Remind students they can use text features such as graphs to help them better understand text and to answer test questions. Point to the graph on **Transparency pp. 6–7** and tell students that the graph displays information about the Grameen Bank in 1983 and today. Have students read the labels and information on the graph. Then have them determine which answer choice is correct (A).

Prefixes

- 4 In the second paragraph on page 6, the word unable means —

- ☐ A very able
☐ B one who is able
☐ C not able
☐ D able again

From Blackline Master 1

MODEL THE SKILL

Tell students that they may not know the meaning of every single word in a text. Point out that many words consist of a base word to which a prefix has been added. Explain that recognizing a prefix and thinking about its meaning can help readers determine the definition of certain words.

Then read question 4 aloud.

Think Aloud *I see the word unable in the article, but the article does not tell me what unable means. I recognize the prefix un- at the beginning of the word. I will connect the meaning of the prefix to the meaning of the base word to help me choose the correct answer.*

Review some common prefixes and their meanings (for example, *un-*, *dis-*, *in-*, and *non-* all mean “not” or “the opposite of,” as in *unwelcome*, *disappear*, and *invisible*). Then have student volunteers explain how they determined the correct answer (C).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 What has Muhammad Yunus done to help poor people change their lives? Explain your answer and support it with evidence from the article.

From Blackline Master 1

Think Aloud *This question asks what Muhammad Yunus has done to help the poor make their lives better. I will go back to the article to find details about what Yunus has done. Then I can combine these details to write the answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Yunus founded the Grameen Bank to give loans to people for business. He started a company to provide cell phone service in rural areas and another to make solar panels. He started a food company and an eye hospital.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T2 for answers to **Blackline Master 1**.

Student Name _____

DIRECTIONS

Answer these questions about “Small Loans Make a BIG Difference.”

1 What is this article mainly about?

- ☐ A The Grameen Bank was founded in 1983 in Bangladesh.
- ☐ B Muhammad Yunus won the Nobel Peace Prize in 2006.
- ☐ C The Grameen Bank gives small loans to people to start businesses.
- ☐ D A woman in Bangladesh borrowed \$120 and later repaid the loan.

2 The second paragraph on page 7 is mostly about —

- ☐ A starting a day-care center
- ☐ B how microcredit loans work
- ☐ C a woman in the United States
- ☐ D buying a cow in Bangladesh

3 Look at the graph on page 6.

In 1983, what percentage of borrowers at Grameen Bank were females?

- ☐ A 46%
- ☐ B 86%
- ☐ C 96%
- ☐ D 100%

4 In the second paragraph on page 6, the word unable means —

- ☐ A very able
- ☐ B very able
- ☐ C not able
- ☐ D able again

Student Name _____

- 5 What has Muhammad Yunus done to help poor people change their lives?
Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on main idea and details, prefixes, and reading a graph. Introduce “Class Safari” by having students open to page 8 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use word parts to help them determine the meaning of some unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 2** on pages 7–8 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

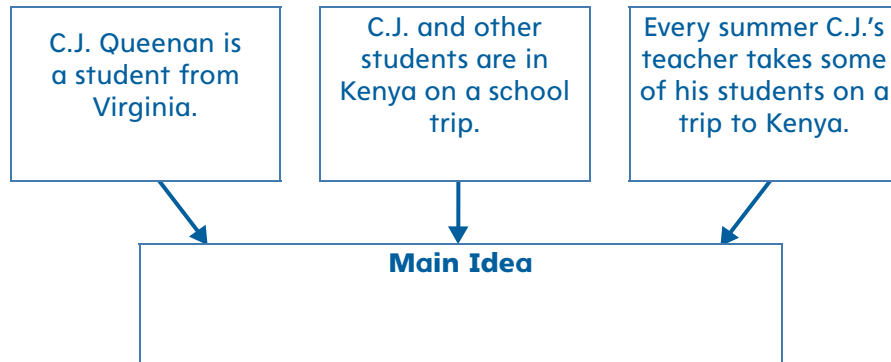
1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 2**. Answers can be found on pages T2–T3 of the Teacher’s Manual.

DIRECTIONS

Answer these questions about “Class Safari.”

- 1 Look at the following diagram of information from the article.



Which idea belongs in the bottom box?

- ☐ (A) C.J. doesn't usually get up at 5:00 A.M.
- ☐ (B) The Masai and the students have to move a lot.
- ☐ (C) C.J. carries a spear to keep the lions away.
- ☐ (D) A group of students from Virginia visit Kenya.

- 2 The paragraph on page 10 is mostly about —

- ☐ (A) the number of tourists who visit Kenya
- ☐ (B) C.J.'s experiences in Kenya
- ☐ (C) starting a club at Langley School
- ☐ (D) buying cows for the Masai

- 3 Look at the graph on page 9. The largest amount of land in Kenya is used for —

- ☐ (A) permanent pastures
- ☐ (B) permanent crops
- ☐ (C) land that can be used for farming
- ☐ (D) forests and woodlands

Student Name _____

4 In the first paragraph on page 11, the word discover means —

- ☐ A put together
- ☐ B find; notice
- ☐ C take charge of
- ☐ D hide; cover up

5 What do Mr. Lekuton’s students do in Kenya each year? Explain your answer and support it with details from the article.



Charts

APPLY THE SKILLS

Tell students that a chart is a graphic feature that provides factual information. A chart usually focuses on data such as numbers or percentages. While there might be some informational text to introduce or explain the chart, a chart gives the information in a visual form, organized by categories. Have students open to “Temperatures of Cities in Kenya” on page 12 in **Time for Kids**.

Tell students that charts can be read vertically and horizontally. Point out the heading “City” and explain that this column presents a list of cities. Read the names of the cities listed. Then read the heading at the top of each of the remaining columns. Make sure that students know the difference between maximum and minimum temperatures.

Explain to students that the chart can also be read horizontally. Ask them to find the city of Mombasa on the chart. Have them move their finger along horizontally to find the height (or elevation) of the city, and the maximum and minimum temperatures for Mombasa.

Distribute **Blackline Master 3** on page 10 of the Teacher’s Manual. Read aloud the first question and answer choices. Tell students to look back at the chart to find the answer.

Think Aloud *I need to remember that there is only one correct answer to each question. I should look at the horizontal and vertical headings on the chart. When I combine the information from the correct column and row, I will find the stated answer. Then I will check each answer choice against the information in the chart to make sure that my answer is correct.*

After students have determined the correct answer (A), ask a volunteer to show how he or she used the chart to figure out the answer.

Have children complete **Blackline Master 3**. Answers can be found on page T3 of the Teacher’s Manual.



ELAR Student Expectations

Charts

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the chart. The minimum temperature in Eldoret is —

- ☐ (A) 49 degrees
- ☐ (B) 56 degrees
- ☐ (C) 74 degrees
- ☐ (D) 95 degrees

From Blackline Master 3

Student Name _____

DIRECTIONS

Answer these questions about “Temperatures of Cities in Kenya.”

1 Look at the chart. The minimum temperature in Eldoret is —

- ☐ A 49 degrees
- ☐ B 56 degrees
- ☐ C 74 degrees
- ☐ D 95 degrees

2 Which city in Kenya has a height of about 5,000 feet?

- ☐ A Mombasa
- ☐ B Nairobi
- ☐ C Eldoret
- ☐ D Mandera

3 Which city in Kenya has the highest maximum temperature?

- ☐ A Lodwar
- ☐ B Mombasa
- ☐ C Nairobi
- ☐ D Mandera



Cause and Effect

MODEL THE SKILL

Have students open to page 13 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs. Tell students, ***We will learn how to recognize cause-and-effect relationships from the information in a text.***

Display **Transparency pp. 14–15** of the article “Two Maps: One New, One Old” and distribute **Blackline Master 4**. Ask students to open to page 14 of **Time for Kids**. Have students look at the title, pictures, and maps before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 Why is the United States larger now than it was in 1804?
 - (A) The boundaries of the country have changed.
 - (B) It is now part of North America.
 - (C) The East Coast borders the Atlantic Ocean.
 - (D) More people now live in the United States.

From Blackline Master 4

Think Aloud *This question asks why the United States is larger today than it was in 1804. I can connect text evidence in the article about the United States in 1804 with text evidence about the United States of today to find the answer. The section called “Old Map” says that the United States is different today. Then it tells why.*

Tell students that they should think about the information in different parts of the article to determine why the United States is larger now than it was in 1804. Remind students that although several answer choices may include information from the text, only one will give the correct answer. Then call on student volunteers to share their answers and explain how they determined the correct answer (A).

For further practice with the comprehension skill you may wish to have children work together or independently to answer question 2 on **Blackline Master 4**.



ELAR Student Expectations

Cause and Effect

TEKS 3.13 (C)

Identify cause and effect relationships in texts.

Objective 3

Dictionary: Unknown Words

TEKS 3.4 (E)

Use a dictionary or glossary to determine the meanings of unknown words.

Objective 1

Maps

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 14–15

Blackline Masters
4, 5, 6

TFK Pages 14–15

Maps

- 3 Look at the map on page 15.
In 1804, what was between the United States and Mexico?

- ☐ (A) Parts Unknown
- ☐ (B) Louisiana
- ☐ (C) Hudson's Bay
- ☐ (D) Labrador

From Blackline Master 4

MODEL THE SKILL

Tell students that a map is a visual representation of factual information that can provide additional details to support the ideas presented in an article. Ask students to look at the map on page 15.

Then read question 3 aloud.

Think Aloud *The question asks what was between the United States and Mexico in 1804. I need to look at the map and combine details about the boundaries of these two countries in 1804 to figure out what lay between them.*

Remind students that text features such as maps can help them better understand text. Tell students that the map on **Transparency pp. 14–15** displays information about the boundaries of the United States in 1804. Have students read all the labels and the information on the maps. Then have them determine which answer choice is correct (B).

Dictionary: Unknown Words

- 4 Use the dictionary entry to answer the question below.

sat el lite (sat' ə lit) *noun*

1. a heavenly body that orbits around another body larger than itself; moon.
2. an artificial object placed in orbit around a body in space, such as the earth.
3. a country dominated or controlled by another more powerful country.
4. a follower or attendant of an important person.

Which meaning best fits the word satellites as it is used on page 15?

- ☐ (A) Meaning 1
- ☐ (B) Meaning 2
- ☐ (C) Meaning 3
- ☐ (D) Meaning 4

From Blackline Master 4

MODEL THE SKILL

Tell students that they may not know the meaning of every single word in a text. Point out that some words may be unfamiliar, and they may have to use a dictionary to find their meanings. If they find more than one meaning for a given word, they will have to connect context clues and text evidence to determine the correct meaning of the word.

Then read question 4 aloud.

Think Aloud *I see the word satellites in the article, but the article does not tell me what the word means. When I look at the dictionary entry for satellite, I see four different meanings. I'm going to read all of the definitions carefully and connect context clues from the text to decide which is the correct answer.*

Review the definitions with students and encourage them to compare the meanings with the way the word *satellites* is used in the article. Give students a moment to select an answer. Then have student volunteers share their answers and explain how they determined the correct answer (B).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 What effect does technology have on modern cartography? Explain your answer and support it with evidence from the article.

From Blackline Master 4

Think Aloud *This question asks why today's cartography is different from cartography in 1804. I will go back to the article to look for details about cartography to see how it has changed and why it is different now. Then I can combine the details I find to write my answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Cartography is different today than it was in 1804 because of technology. People today use pictures and information from satellites to create maps. They use computers to measure accurately and draw the maps. In 1804, maps were drawn by hand.

See page T1 in the Teacher's Manual for a short-answer rubric. See page T4 for answers to **Blackline Master 4**.

Student Name _____

DIRECTIONS

Answer these questions about “Two Maps: One New, One Old.”

- 1 Why is the United States larger now than it was in 1804?

The boundaries of the country have changed.

It is now part of North America.

The East Coast borders the Atlantic Ocean.

More people now live in the United States.

- 2 Maps made 200 years ago were less accurate than today’s maps because they were —

used by sailors

made with colors

named for people

drawn by hand

- 3 Look at the map on page 15. In 1804, what was between the United States and Mexico?

Parts Unknown

Louisiana

Hudson’s Bay

Labrador

- 4 Use the dictionary entry to answer the question below.

sat el lite (sat’ ə lit) *noun*

1. a heavenly body that orbits around another body larger than itself; moon.

2. an artificial object placed in orbit around a body in space, such as the earth.

3. a country dominated or controlled by another more powerful country.

4. a follower or attendant of an important person.

Which meaning best fits the word satellites as it is used on page 15?

Meaning 1

Meaning 2

Meaning 3

Meaning 4

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Student Name _____

5 What effect does technology have on modern cartography? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on cause and effect, using a dictionary, and reading a map. Introduce “Learning with Laptops” by having students open to page 16 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article and to look for cause-and-effect relationships in the text. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students that they may sometimes have to use a dictionary to help them determine the meaning of unknown words. Then have students read the article independently.

Distribute **Blackline Master 5** on pages 17-18 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

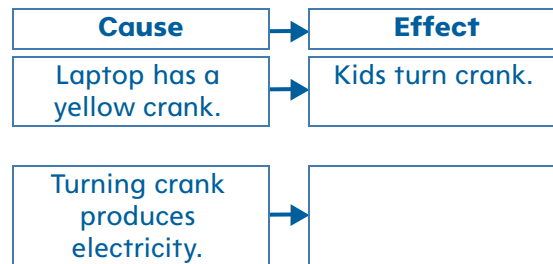
Have students complete **Blackline Master 5**. Answers can be found on pages T4-T5 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Learning with Laptops.”

- 1 Use the diagram to answer the question below.



Which idea belongs in the empty box?

- (A) The computer will work anywhere.
- (B) Every crank is bright yellow.
- (C) The computers are small machines.
- (D) Negroponte works at a university.

- 2 Dr. Negroponte thinks that his new laptop computer will help the world’s poorest kids to —

- (A) get to school on time
- (B) work at home
- (C) eat healthful foods
- (D) learn better

- 3 Look at the map on page 19.

In which country do kids go to school on the weekend?

- (A) Brazil
- (B) Egypt
- (C) Nigeria
- (D) Thailand

Student Name _____

4 Use the dictionary entry to answer the question below.

pro gram (prō gram) *noun*

1. a printed announcement for a play or concert
2. a show on television or radio
3. a set of activities or offerings planned by an organization
4. a series of coded instructions used to direct a computer in solving a problem

Which meaning best fits the word program as it is used in the last paragraph on page 18?

- ☐ **A** Meaning 1
- ☐ **B** Meaning 2
- ☐ **C** Meaning 3
- ☐ **D** Meaning 4

5 What effect will the “green machine” have on kids in poor countries? Explain your answer and support it with evidence from the article.

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Maps

APPLY THE SKILLS

Explain to students that a map gives visual information about the location of places or things. Tell students that many maps have labels or captions that provide more information about the topic or explain features of the map. Students should combine information from the labels or captions with information from the map to determine their answers. Have students open to “All-American Tall Tales” on page 20 in **Time for Kids**.

Point out the captions on the map. Explain that each caption gives information about either Pecos Bill or Paul Bunyan.

Distribute **Blackline Master 6** on page 20 of the Teacher’s Manual. Read aloud the first question and answer choices. Tell students to look at the map to find the information they need.

Think Aloud *The map shows most of the United States. It has captions about Pecos Bill and Paul Bunyan. Each caption points to a state and tells about something that happened there. I need to find the caption that points to where Pecos Bill was born and combine it with information about the state from the map.*

Encourage students to volunteer the correct answer (D) and to show where on the map they found the information they needed to reach that answer.

Have children complete **Blackline Master 6**. Answers can be found on page T5 of the Teacher’s Manual.



ELAR Student Expectations

Maps

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the map. Where was Pecos Bill born?

- ☐ (A) New Mexico
- ☐ (B) Maine
- ☐ (C) Wisconsin
- ☐ (D) Texas

From Blackline Master 6

Student Name _____

DIRECTIONS

Answer these questions about “All-American Tall Tales.”

1 Look at the map. Where was Pecos Bill born?

- ☐ A New Mexico
- ☐ B Maine
- ☐ C Wisconsin
- ☐ D Texas

2 Look at the map. What did Pecos Bill do in Kansas?

- ☐ A Rode a tornado
- ☐ B Lived with coyotes
- ☐ C Started a ranch
- ☐ D Worked as a lumberjack

3 According to one story, Paul Bunyan dug Lake Michigan as a —

- ☐ A swimming pool for his family
- ☐ B ranch for cowboys
- ☐ C watering hole for his ox
- ☐ D beach for lumberjacks



Main Idea and Details

MODEL THE SKILL

Have students open to page 21 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs. Tell students, ***We will use these articles to learn how to identify the main idea and details of a reading selection.***

Display **Transparency pp. 22–23** of the article “Sunlight and Shadow” and distribute **Blackline Master 7**. Ask students to open to page 22 of **Time for Kids**. Have students look at the title, photographs, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 Which sentence tells what this article is mainly about?
 - (A) *Stonehenge is an ancient circle of stones built in the middle of a field in England.*
 - (B) *Whoever built Stonehenge knew a lot about the movement of the sun.*
 - (C) *Everyone who designs a building needs to understand sunlight and shadow.*
 - (D) *Most of the time, though, architects design houses to fit into a neighborhood.*

From Blackline Master 7

Think Aloud *This question asks what the article is mainly about.*

- *I can look for details in different parts of the article and connect them to find the answer. The first page tells about Stonehenge and the sun. The second page tells about architects and how they use the sun.*

Tell students to think about all of the information they have read in the article and then decide what the whole article is mostly about. Remind students that although several answer choices may include information from the text, they must decide which answer best expresses the overall idea. Then call on student volunteers to explain how they got the correct answer (C).

For further practice with the comprehension skill you may wish to have children work together or independently to answer question 2 on **Blackline Master 7**.



ELAR Student Expectations

Main Idea and Details

TEKS 3.13 (A)

Identify facts that support the main idea.

Objective 1

Thesaurus: Synonyms

TEKS 3.4 (C)

Identify and use synonyms.

Objective 1

Photos and Captions

TEKS 3.13 (D)

Use text features to locate information.

Objective 3

Materials

Transparency
pp. 22–23

Blackline Masters
7, 8, 9

TFK Pages 22–23

Photos and Captions

- 3 Look at the photo and the caption on page 23. Architects study how sunlight and shadow will affect new buildings by —

- (A) taking pictures
- (B) watching the sun
- (C) making models
- (D) facing to the east

From Blackline Master 7

MODEL THE SKILL

Explain to students that articles are often accompanied by photographs and captions, which can help readers better understand the text. Have students look at the photos and captions in the article again. Then read question 3 aloud.

Think Aloud *The question asks how architects figure out the effects of sunlight and shadow on new buildings. I need to look at the photo and read the caption to locate the stated answer to the question.*

Point to the photo and caption on **Transparency pp. 22–23** and tell students that the caption gives information about the photo. Have students look at the photo and read the caption. Then have them determine which answer choice is correct (C).

Thesaurus: Synonyms

- 4 Use this thesaurus entry to answer the question below.

empty *adjective* having nothing or no one in it
blank not written or printed upon; unmarked (a *blank* page)
vacant containing nothing or no one; unoccupied; (a *vacant* lot)
other synonyms: barren, void, hollow
antonym: full

Which is the best synonym for the word empty as it is used in the second paragraph on page 23?

- (A) Blank
- (B) Vacant
- (C) Full
- (D) Hollow

From Blackline Master 7

MODEL THE SKILL

Tell students that they may not know the meaning of every single word in a text. Explain that a synonym is a word that has almost the same meaning as another word. Tell students that they can find synonyms for words in a dictionary or a thesaurus.

Then read question 4 aloud.

Think Aloud *I see the word empty in the article, but the article does not tell me what empty means. I can look at the thesaurus entry to find synonyms for the word empty, but only one of these synonyms will be the best choice to use in this sentence. I'm going to look for context clues in the sentence and connect them to the synonyms given in the thesaurus to help me decide exactly what empty means.*

Tell students to think about how the word *empty* is used in the sentence. Remind them to use what they know about synonyms and context clues as they work through the question. Give students a moment to select an answer. Then have student volunteers share their answers and explain how they determined the correct answer (B).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 How do architects consider sunlight when they design houses and buildings?
Explain your answer and support it with evidence from the article.

From Blackline Master 7

Think Aloud *This question asks how architects consider sunlight when they are designing houses and buildings. I will go back to the article to look for details about how architects consider, or think about, sunlight. Then I can connect the details to find the answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Architects think about sunlight to decide what direction a house should face and how the sun will strike the windows. They think about it when they design a building in a city to figure out whether the building will block someone else's light and whether other buildings will make the new one too dark.

See page T1 in the Teacher's Manual for a short-answer rubric. See page T6 for answers to **Blackline Master 7**.

DIRECTIONS

Answer these questions about “Sunlight and Shadow.”

- 1 Which sentence tells what this article is mainly about?
 - (A) *Stonehenge is an ancient circle of stones built in the middle of a field in England.*
 - (B) *Whoever built Stonehenge knew a lot about the movement of the sun.*
 - (C) *Everyone who designs a building needs to understand sunlight and shadow.*
 - (D) *Most of the time, though, architects design houses to fit into a neighborhood.*
- 2 The second paragraph on page 22 is mostly about —
 - (A) Stonehenge and its relation to the sun
 - (B) how to move large stones
 - (C) architects and how they work
 - (D) why houses should face to the east or the west
- 3 Look at the photo and the caption on page 23. Architects study how sunlight and shadow will affect new buildings by —
 - (A) taking pictures
 - (B) watching the sun
 - (C) making models
 - (D) facing to the east



Student Name _____

4 Use this thesaurus entry to answer the question below.

empty *adjective* having nothing or no one in it

blank not written or printed upon; unmarked (a *blank* page)

vacant containing nothing or no one; unoccupied; (a *vacant* lot)

other synonyms: barren, void, hollow

antonym: full

Which is the best synonym for the word empty as it is used in the second paragraph on page 23?

- ☐ A Blank
- ☐ B Vacant
- ☐ C Full
- ☐ D Hollow

5 How do architects consider sunlight when they design houses and buildings? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on main idea and details, synonyms, and photos and captions. Introduce “Great Ball of Fire” by having students open to page 24 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students that they may sometimes use a thesaurus to help them find a synonym for a certain word. Then have students read the article independently.

Distribute **Blackline Master 8** on pages 27–28 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read “Great Ball of Fire” and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

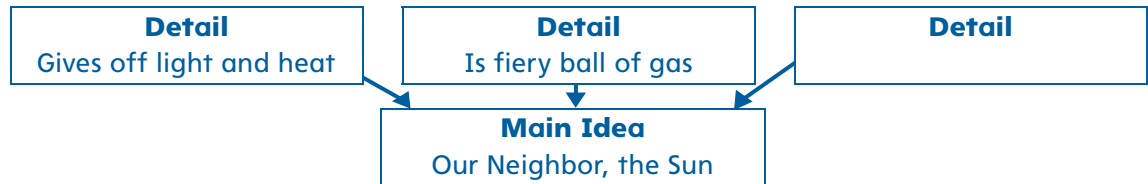
Have students complete **Blackline Master 8**. Answers can be found on pages T6–T7 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Great Ball of Fire.”

1 Look at the following diagram of information from the article.



Which information belongs in the *Detail* box?

- ☐ A Eight planets
- ☐ B Has some dark spots
- ☐ C Bands of gas in the sun
- ☐ D Causes problems on Earth

2 What happens on the sun every 11 years?

- ☐ A The number of sunspots and flares increases.
- ☐ B A satellite lands on the surface of the sun.
- ☐ C The SOHO probe takes a picture of the sun.
- ☐ D Solar winds spread through the solar system.

3 Look at the photos on page 25. The ACE probe gives people information about —

- ☐ A satellites
- ☐ B solar winds
- ☐ C sunspots
- ☐ D storms on Earth

Student Name _____

4 Use this thesaurus entry to answer the question below.

quiet *adjective* making little or no noise

peaceful calm; undisturbed (a *peaceful* afternoon)

silent completely quiet; without sound

other synonyms: still, hushed

antonyms: loud, noisy

Which is the best synonym for the word quiet as it is used in the first paragraph on page 24?

☐ A Peaceful

☐ B Silent

☐ C Hushed

☐ D Loud

5 How are scientists learning more about the sun? Explain your answer and support it with evidence from the article.

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Poetry

APPLY THE SKILLS

Tell students that they will read a poem and answer questions about it. Remind them that there are different kinds of poems, including narrative, humorous, lyrical, and free verse.

Point out some of the differences between poetry and prose. Poems may not have complete sentences and are arranged into lines and stanzas instead of paragraphs. Some poems rhyme, but some do not. Poems often use vivid words to appeal to the reader's senses and feelings. Sometimes poems repeat a word or a line several times to help express an important idea.

Have students open to "Today Is Very Boring" on page 28 in **Time for Kids** and distribute **Blackline Master 9** on page 30 of the Teacher's Manual. Ask students to read the title of the poem and share their ideas of what the poem is about. Write their ideas on the board. Read the poem aloud with students and discuss the different images in it and what they could mean.

Read aloud question 1 and the answer choices. Tell students to look back at the poem to find the answer.

Think Aloud *I know that images are pictures that I can visualize based on the words the poet uses. I need to look at the second stanza of the poem to find the words that create images. Then I can connect the words in the poem to the answer choices.*

After students have identified the correct answer (B), ask for volunteers to go back to the poem and point out the words the poet used to create the image.

Have students complete **Blackline Master 9**. Answers can be found on page T7 of the Teacher's Manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

1 In the second stanza, the poet uses images of —

- ☐ (A) things that are boring
- ☐ (B) make-believe creatures
- ☐ (C) a trip to the circus
- ☐ (D) a child riding rhinos

From Blackline Master 9

Student Name _____

DIRECTIONS

Answer these questions about “Today Is Very Boring.”

1 In the second stanza, the poet uses images of —

- ☐ (A) things that are boring
- ☐ (B) make-believe creatures
- ☐ (C) a trip to the circus
- ☐ (D) a child riding rhinos

2 Which lines rhyme in this poem?

- ☐ (A) Lines 1 and 2
- ☐ (B) Lines 1 and 3
- ☐ (C) Lines 2 and 3
- ☐ (D) Lines 2 and 4

3 What type of poem is this?

- ☐ (A) Narrative
- ☐ (B) Free verse
- ☐ (C) Humorous
- ☐ (D) Lyrical



Compare and Contrast

MODEL THE SKILL

Have students open to page 29 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs. Say to students, ***We will learn to compare how things are alike and contrast how they are different by using the information in a text.***

Display **Transparency pp. 30–31** of the article “A Lifetime of Treasures” and distribute **Blackline Master 10**. Ask students to open to page 30 of **Time for Kids**. Have students look at the title, photographs, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 How were the books in Mayme Clayton’s collection different from most books?
 - (A) They were collected over a period of many years.
 - (B) All of her books were written by the same author.
 - (C) They were rare books written by African Americans.
 - (D) All of her books told stories of American history

From Blackline Master 10

Think Aloud *This question asks how Mayme Clayton’s books were different from most books. First I will look in the article for signal words that point out differences. Then I will find details that tell how her books were different. I will combine these details to determine the best answer.*

Tell students that they do not have to reread the entire article. They can scan the article to find the answer. After students scan the article, ask them to select an answer. Then emphasize that answers A, B, and D all include text that seems like it could be accurate, but only one answer tells how her books were different from others. (C)

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 10**.



ELAR Student Expectations

Compare and Contrast

TEKS 4.11 (C)

Identify facts that support the main idea.

Objective 1

Context Clues: Multiple-Meaning Words

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Use Text Features

TEKS 3.13 (D)

Use text features to locate information.

Objective 3

Materials

Transparency
pp. 30–31

Blackline Masters
10, 11, 12

TFK Pages 30–31

Skimming and Scanning

- 3 A conchologist is a person who collects —

☐ A coins
☐ B shells
☐ C music
☐ D stamps

From Blackline Master 10

MODEL THE SKILL

Tell students that text features, such as captions and bold or italic type, can help them find facts in an article. The reader can skim the article for bold or italic words and then read the text around the text feature to find the information they are seeking.

Then read question 3 aloud.

Think Aloud *The question asks what a conchologist collects. I need to skim the article for the word conchologist. I will use the words in bold type to help me locate the answer.*

Remind students they can use text features, such as different kinds of type, to help answer test questions. Point to the graph on **Transparency pp. 30–31**. The “What’s in a Name?” section has several words in bold type. This text feature can help them locate facts and determine which answer is correct (B).

Context Clues: Multiple-Meaning Words

- 4 Which words from the article help the reader understand the meaning of sheet as it is used on page 30?

☐ A African American
☐ B papers, music
☐ C United States
☐ D history, culture

From Blackline Master 10

MODEL THE SKILL

Tell students that some words have multiple meanings. Explain that they need to read the text before and after the word to find clues about the meaning of a multiple-meaning word. Then they can connect these context clues to confirm the meaning of the word in that particular sentence.

Then read question 4 aloud.

Think Aloud *I see the word sheet in the article. This word has more than one meaning, so I will have to look for context clues in the text that I can connect to figure out what sheet means in this sentence.*

Ask students to share with the class some different meanings of the word *sheet* and to provide sentences that use the word with the meanings they suggested. Then have students read the article and find the context clues that give information about what the word means. Have student volunteers share their answers and explain how they chose the correct answer (B).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 How were Mayme Clayton and Avery Clayton alike? Explain your answer and support it with evidence from the article.

From Blackline Master 10

Think Aloud *This question asks how Mayme and Avery Clayton were alike. I will go back to the article to look for details about what both Claytons did and how they felt about Mayme's collection of papers and books. Then I can combine this information to write my answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Mayme Clayton and Avery Clayton were alike in several ways. Both wanted to collect papers, letters, and books written by African Americans. Both saw the importance of these papers to African American culture. Both wanted others to be able to share these treasures.

See page T1 in the Teacher's Manual for a short-answer rubric. See pages T8–T9 for answers to **Blackline Master 10**.

DIRECTIONS

Answer these questions about “A Lifetime of Treasures.”

- 1 How were the books in Mayme Clayton’s collection different from most books?
 - (A) They were collected over a period of many years.
 - (B) All of her books were written by the same author.
 - (C) They were rare books written by African Americans.
 - (D) All of her books told stories of American history.
- 2 Mayme Clayton’s copy of Phillis Wheatley’s book was different from other copies because it was —
 - (A) signed by Wheatley
 - (B) written in pen
 - (C) published in London
 - (D) illustrated with pictures
- 3 A conchologist is a person who collects —
 - (A) coins
 - (B) shells
 - (C) music
 - (D) stamps
- 4 Which words from the article help the reader understand the meaning of sheet as it is used on page 30?
 - (A) *African American*
 - (B) *papers, music*
 - (C) *United States*
 - (D) *history, culture*



Student Name _____

5 How were Mayme Clayton and Avery Clayton alike? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on comparing and contrasting, context clues, and text features. Introduce “Open Liberty!” by having students open to page 32 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the pictures, captions, and headings, and then ask, ***What do you think this article is mainly about?***

Encourage students to compare and contrast the facts and details in the article. Have them point to the text and text features to show how they came up with their answers.

Remind students to use context clues from the text and the pictures as they read to determine the meaning of unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 11** on pages 37–38 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read “Open Liberty!” and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you use details from the article to support your answer.
5. Be sure to write complete sentences.

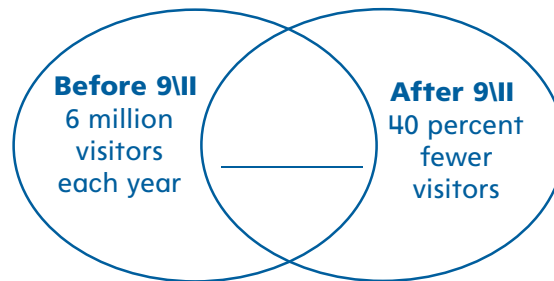
Have students complete **Blackline Master 11**. Answers can be found on pages T8–T9 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Open Liberty!”

- 1 Look at the following diagram of information from the article.



Which information belongs on the empty line?

- ☐ **A** Reopening the statue
- ☐ **B** A symbol of freedom
- ☐ **C** Liberty Island closed
- ☐ **D** Representative Anthony Weiner

- 2 How is the Statue of Liberty different from other famous American symbols?

- ☐ **A** Many tourists visit it.
- ☐ **B** It is in Washington, D.C.
- ☐ **C** The statue is more than 100 years old.
- ☐ **D** It was not made in the United States.

- 3 According to this article, the word tycoon comes from what language?

- ☐ **A** Spanish
- ☐ **B** Arabic
- ☐ **C** German
- ☐ **D** Japanese

Student Name _____

4 Which meaning best fits the way crown is used in the last sentence of the first paragraph on page 33?

- ☐ A A circular ornament worn on the head
- ☐ B A king or queen
- ☐ C The top part of a person's head
- ☐ D An honor or reward

5 How is visiting the Statue of Liberty today different from visiting it before 2001? Explain your answer and support it with evidence from the article.



Tables

APPLY THE SKILLS

Tell students that a table is a graphic feature that provides factual information. A table is a type of chart. The information in a table usually is organized by categories and presented in a visual form. A table may focus on data, such as numbers or percentages, or it may present information with words or phrases. There also may be some informational text to introduce or explain the table.

Have students open to "Let's Celebrate!" on page 36 in **Time for Kids**. Tell students that tables can be read vertically and horizontally. Point out the heading "Celebration" and explain that this column presents a list of celebrations, or holidays. Read the names of the celebrations listed. Then read the heading at the top of each of the remaining columns.

Explain that tables also should be read horizontally. Ask students to find the celebration of Kwanzaa on the table. Have them move their fingers along the row to find when Kwanzaa is celebrated and what it celebrates.

Distribute **Blackline Master 12** on page 40 of the Teacher's Manual. Read aloud the first question and answer choices. Tell students to look at the table to find the answer.

Think Aloud *This question asks about Cinco de Mayo. I need to look at the table to find Cinco de Mayo in the first column. Then I can look across the row to see what it celebrates and combine these details for the answer.*

After students identify the correct answer (C), ask for volunteers to go back to the table and show how they found the information needed to answer the question.

Have students complete **Blackline Master 12**. Answers can be found on page T9 of the Teacher's Manual.



ELAR Student Expectations

Tables

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the table on page 36. What culture is celebrated on Cinco de Mayo?
 - ☐ A Irish
 - ☐ B Italian
 - ☐ C Mexican
 - ☐ D African American

From Blackline Master 12

Student Name _____

DIRECTIONS

Answer these questions about “Let’s Celebrate!”

- 1 Look at the table on page 36.
What culture is celebrated on
Cinco de Mayo?

☐ (A) Irish
☐ (B) Italian
☐ (C) Mexican
☐ (D) African American

- 2 St. Patrick’s Day is celebrated
on —

☐ (A) May 5
☐ (B) March 17
☐ (C) October 12
☐ (D) December 26

- 3 Which holiday celebrates the
Bavarian culture of Germany?

☐ (A) Oktoberfest
☐ (B) Columbus Day
☐ (C) Kwanzaa
☐ (D) St. Patrick’s Day



Make and Confirm Predictions

MODEL THE SKILL

Have students open to page 37 of the **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photos. Tell students, ***We will learn to make predictions about a text by looking at illustrations, titles, and other features in an article.***

Display **Transparency pp. 38–39** of the article “The Car of the Future?” and distribute **Blackline Master 13**. Ask students to open to page 38 of **Time for Kids**.

Have students look at the title, pictures, and chart before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 What feature in this article helps the reader predict that the car of the future will not cause pollution?
 - (A) The photo of the fuel-cell car
 - (B) The subhead “What Are Fuel Cells?”
 - (C) The chart of speed records
 - (D) The subhead “Kind to the Environment”

From Blackline Master 13

Think Aloud *This question asks what text feature in the article helps me predict that cars of the future will not cause pollution. I need to scan the text and look at features like illustrations and subheads in bold type. Then I can connect the text features to the idea that cars of the future will not cause pollution to find the best answer.*

Tell students that they do not need to read the whole text again; they can scan the article to find the answer. Explain to students that they are looking for clues about what might happen or details that might support a prediction. After students scan the text, point out the correct answer (D). Invite a volunteer to underline the feature in the text that contains the correct answer (“Kind to the Environment”).

For further practice with the comprehension skill, you may wish to have students work together or independently to answer question 2 on **Blackline Master 13**.



ELAR Student Expectations

Make and Confirm Predictions

TEKS 3.13 (D)

Use text features to locate information and make and verify predictions about contents of text.

Objective 4

Word Parts: Suffixes

TEKS 3.4 (A)

Identify the meaning of suffixes.

Objective 1

Charts

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency pp. 38–39

Blackline Masters 13, 14, 15

Charts

3. Look at the chart on page 39.
Which vehicle set a speed record close to 450 miles per hour?

- ☐ (A) Supersonic car
☐ (B) Train
☐ (C) Motorcycle
☐ (D) Bicycle

From Blackline Master 13

MODEL THE SKILL

Tell students that a chart is a text feature that can provide factual details to support the main idea of an article. Charts also provide a visual way to compare and contrast information.

Then read question 3 aloud.

Think Aloud *The chart lists vehicles and their speed records.*

I need to find details in the chart and combine them to find the vehicle that has a top speed close to 450 miles per hour.

Point to the chart on **Transparency pp. 38–39**, and then tell students that it is important to use text features such as charts because these will help them to understand text better and to answer test questions about the text. Have students look at the chart “Speeding Along” on page 39 and find the entry that is closest to 450 mph. Then have students determine which answer choice is correct (B).

Suffixes

- 4 In the third paragraph on page 38, the word cleaner means —

- ☐ (A) more clean
☐ (B) one who is clean
☐ (C) not clean
☐ (D) clean again

From Blackline Master 13

MODEL THE SKILL

Tell students that they may not know the meaning of every single word in a text. Point out that many words they read consist of a base word to which a suffix has been added. Explain that recognizing a suffix and thinking about its meaning can help readers determine the meanings of certain words.

Then read question 4 aloud.

Think Aloud *I see the word cleaner in the article, but the article does not tell me what it means. I recognize the suffix -er at the end of the word. I'm going to connect the meaning of the suffix and the meaning of the base word to choose the correct answer.*

Review with students some common suffixes and their meanings (for example, *-ful*, *-less*). Give students a moment to select an answer. Suggest they use what they know about suffixes as they work through the question. Suggest that they identify the suffix first, and then identify the base word. Then have student volunteers share their answers and explain how they figured out the correct answer (A).

Short Answer

MODEL WRITING A SHORT ANSWER

Remind students that short-answer questions will ask them to write an answer in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 Based on this article, what predictions can you make about the cars of the future? Explain your answer and support it with evidence from the article.

From Blackline Master 13

Think Aloud *I know that cars of the future will be different from cars of today. I should look in the article for clues and text evidence that I can connect to help me predict what cars of the future will be like.*

Work with students to find clues and details in the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to form complete sentences in their answers.

Possible response: The car of the future will run on different fuel. It may run on electricity from a fuel cell. It will not use gasoline. It will not cause pollution, so it will be good for the environment.

See page T1 of the Teacher’s Manual for a short-answer rubric. See page T10 for answers to **Blackline Master 13**.

DIRECTIONS

Answer these questions about “The Car of the Future?”

- 1 What feature in this article helps the reader predict that the car of the future will not cause pollution?
 - ☐ A The photo of the fuel-cell car
 - ☐ B The subhead “What Are Fuel Cells?”
 - ☐ C The chart of speed records
 - ☐ D The subhead “Kind to the Environment”
- 2 The reader can predict that there are not many FCX cars on the road yet because —
 - ☐ A the car in the picture looks very unusual
 - ☐ B one of the captions says that cars cause pollution
 - ☐ C the title asks if this is the car of the future
 - ☐ D one of the vehicles in the chart is a supersonic car
- 3 Look at the chart on page 39. Which vehicle set a speed record close to 450 miles per hour?
 - ☐ A Supersonic car
 - ☐ B Train
 - ☐ C Motorcycle
 - ☐ D Bicycle
- 4 In the third paragraph on page 38, the word cleaner means —
 - ☐ A more clean
 - ☐ B one who is clean
 - ☐ C not clean
 - ☐ D clean again



Student Name _____

5 Based on this article, what predictions can you make about the cars of the future? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on making predictions, suffixes, and reading charts. Introduce “Wild Rides” by having students open to page 40 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to make predictions about what kinds of information will be presented in the article. Have them point to the text and text features in the article to show where they came up with their answers.

Remind students to use word parts to help determine the meaning of some unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 14** on pages 47–48 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article will be about.
2. Then read “Wild Rides” and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 14**. Answers can be found on pages T10–T11 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Wild Rides.”

1 Look at the following diagram of information from the article.

Clues	Prediction
On Superman Ultimate Flight, riders fly in loops.	
On X, each car spins.	
On Wicked Twister, the cars turn in spirals.	

Which idea belongs in the empty box?

- ☐ A In the future, roller coasters will twist and turn more than ever.
- ☐ B All new roller coasters will be built in Ohio near Wicked Twister.
- ☐ C The roller coasters of the future will all be made of plastic.
- ☐ D Most new roller coasters will carry only two people.

2 What feature in this article helps the reader predict that it will be about roller coasters?

- ☐ A The author’s name
- ☐ B The quotation from Joey Stilphen
- ☐ C The photographs
- ☐ D The title “Wild Rides”

3 Look at the charts in this article. Where is the X roller coaster located?

- ☐ A Atlanta, Georgia
- ☐ B Los Angeles, California
- ☐ C Sandusky, Ohio
- ☐ D Hershey, Pennsylvania

Student Name _____

4 In the caption on page 43, the word tallest means —

- ☐ A not tall
- ☐ B one who is tall
- ☐ C most tall
- ☐ D tall again

5 What predictions can you make about roller coasters of the future? Explain your answer and support it with evidence from the article.



Poetry

APPLY THE SKILLS

Tell students that they will read a poem and answer questions about it. Point out some of the differences between poetry and prose. Poems may not have complete sentences and are arranged into lines and stanzas instead of paragraphs. Some poems rhyme, but some do not. Poems often use vivid words to appeal to the reader's senses and feelings. Sometimes poems repeat a word or a line several times to help express an important idea.

Have students open to "The Family Car" on page 44 in **Time for Kids**. Ask students to read the title of the poem and share their ideas of what the poem is about. Write their ideas on the board. Read the poem aloud with students and discuss the different images in it and what they could mean.

Distribute **Blackline Master 15** on page 50 of the Teacher's Manual. Read aloud question 1 and the answer choices. Tell students to look back at the poem to find the answer.

Think Aloud *This question asks what words the poet uses to create an image of people floating. I need to scan the poem to find the word people and look at the lines near the word for clues that describe how they looked. Then I can connect the clues to find the best answer.*

After students have identified the correct answer (C), ask for volunteers to go back to the poem and point out clues they used (*hot Texas summer, melting asphalt*) to help them find the answer.

Have students complete **Blackline Master 15**. Answers can be found on page T11 of the Teacher's Manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

- 1 Which words from the poem help create an image of the people floating above the street?

- ☐ A *life-time seats*
- ☐ B *big cars*
- ☐ C *filmy heat*
- ☐ D *doors locked*

From Blackline Master 15

Student Name _____

DIRECTIONS

Answer these questions about “The Family Car.”

- 1 Which words from the poem help create an image of the people floating above the street?
 - ☐ A *life-time seats*
 - ☐ B *big cars*
 - ☐ C *filmy heat*
 - ☐ D *doors locked*
- 2 The poem creates an image of quiet inside the car by saying that the —
 - ☐ A windows and doors were closed
 - ☐ B speaker’s family lived in Texas
 - ☐ C car was an Oldsmobile Rocket
 - ☐ D speaker always sat in the same seat
- 3 The reader can tell that this is a narrative poem because it —
 - ☐ A makes people laugh
 - ☐ B uses rhyme
 - ☐ C sounds like a song
 - ☐ D tells a story

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Sequence

MODEL THE SKILL

Have students open to page 45 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, *We will use these articles to learn how to recognize the order of events in a text.*

Display **Transparency pp. 46–47** of the article “Life on the Gulf” and distribute **Blackline Master 16**. Ask students to open to page 46 of **Time for Kids**. Have students look at the title, pictures, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

1 Before it turned north, what state did Hurricane Katrina cross?

- ☐ (A) Texas
- ☐ (B) Mexico
- ☐ (C) Florida
- ☐ (D) Mississippi

From Blackline Master 16

Think Aloud *This question is about the order of events. I need to find out the name of the state Hurricane Katrina crossed before it changed course. I can combine details from the text and the map to figure out the answer.*

Tell students that they don’t have to read the whole article again. They can scan the article to find the answer. Have students find the section in the article that describes where Hurricane Katrina began and where it went. Suggest that they look at the map for additional information. Ask a volunteer to identify the correct answer (C) and then, using the transparency, underline the sentences in the article that contain the correct answer. (*In 2005, Hurricane Katrina crossed the southern tip of Florida and moved into the Gulf. Then the storm turned north.*)

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 16**.



ELAR Student Expectations

Sequence

TEKS RC-3 (E)

Draw conclusions from facts in text.

Objective 4

Maps

TEKS 3.15 (B)

Locate and use information in graphic features

Objective 3

Compound Words

TEKS 1.6 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Materials

Transparency
pp. 46–47

Blackline Masters
16, 17, 18

TFK Pages 46–47

Maps

- 3 Look at the map on page 47.
Which city was hit by
Hurricane Ike?

- ☐ A Biloxi
☐ B Gulfport
☐ C Corpus Christie
☐ D Houston

From Blackline Master 16

MODEL THE SKILL

Explain to students that some articles are accompanied by graphic features, such as maps, which can provide additional information that helps readers to understand the text more fully.

Then read question 3 aloud.

Think Aloud *This question asks which city was struck by Hurricane Ike. First, I need to look at the map and find the path of Hurricane Ike. By following the path, I can see which cities Hurricane Ike hit. Then I can look at the cities listed in the answer choices and combine these details to find the correct answer.*

Point to the map on **Transparency pp. 46–47** and help students to identify the paths of the hurricanes. Have students look at the key to figure out which path shows Hurricane Ike. Then have students find each of the cities mentioned in the answer choices to determine which answer is correct (D).

Compound Words

- 4 Which word from the article
is a compound word?

- ☐ A *damaged*
☐ B *coastline*
☐ C *together*
☐ D *hurricane*

From Blackline Master 16

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Sometimes an unfamiliar word is a compound word that can be broken into two smaller words. Figuring out the smaller words will help students understand the compound word. Explain that other words and sentences in the paragraph also can provide context clues to help them determine the meanings of unfamiliar words.

Then read question 4 aloud.

Think Aloud *All of these words come from the article, but only one of them is a compound word. I need to look at each word carefully to see if it is made up of two smaller words. Then I can connect the meanings of the two smaller words to understand the compound word.*

Ask students which of the answer choices is a compound word (B). Then have students confirm that they chose the best answer by identifying the two smaller words in *coastline* and explaining what they mean.

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 Tell, in order, what happened when Hurricane Katrina hit the city of New Orleans. Support your answer with evidence from the article.

From Blackline Master 16

Think Aloud *This question asks about what happened to New Orleans when Hurricane Katrina struck the city. I need to find details in the text that tell what happened, and in what order. Then I can combine the information to write the answer.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: When Hurricane Katrina hit New Orleans, the levees protecting the city failed. Much of the city was flooded. Houses were ruined, and thousands of people were left homeless. Many people died.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T12 for answers to **Blackline Master 16**.

Student Name _____

DIRECTIONS

Answer these questions about “Life on the Gulf.”

1 Before it turned north, what state did Hurricane Katrina cross?

- ☐ (A) Texas
- ☐ (B) Mexico
- ☐ (C) Florida
- ☐ (D) Mississippi

2 Just after the storm surge from Hurricane Ike struck Galveston Island —

- ☐ (A) most houses along the beach were destroyed
- ☐ (B) the storm hit the coast of Mississippi
- ☐ (C) water broke through the levees in New Orleans
- ☐ (D) the government rebuilt people’s homes

3 Look at the map on page 47. Which city was hit by Hurricane Ike?

- ☐ (A) Biloxi
- ☐ (B) Gulfport
- ☐ (C) Corpus Christie
- ☐ (D) Houston

4 Which word from the article is a compound word?

- ☐ (A) *damaged*
- ☐ (B) *coastline*
- ☐ (C) *together*
- ☐ (D) *hurricane*

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Student Name _____

5 Tell, in order, what happened when Hurricane Katrina hit the city of New Orleans. Support your answer with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on sequence, compound words, and reading a map. Introduce “Building a Tsunami Warning System” by having students open to page 48 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what kinds of information they think will be presented in sequential order in this article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use word parts to help them determine the meaning of some unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 17** on pages 57–58 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

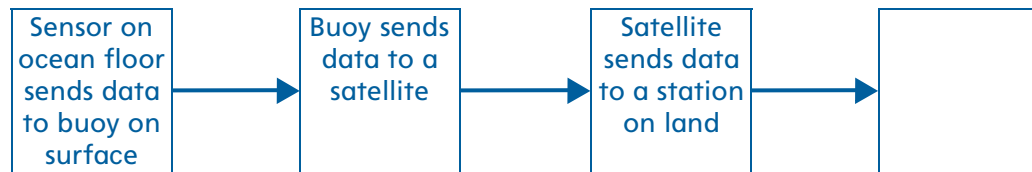
Have students complete **Blackline Master 17**. Answers can be found on pages T12–T13 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Building a Tsunami Warning System.”

- 1 Look at the following diagram of information from the article.



Which idea belongs in the empty box?

- ☐ A A change in water pressure takes place.
- ☐ B A big wave passes over the sensor.
- ☐ C Scientists decide whether to send out a warning.
- ☐ D Tsunamis strike the coast of Southeast Asia.

- 2 On December 26, 2004, what happened soon after an earthquake shook the floor of the Indian Ocean?

- ☐ A Sensors noted a change in the water temperature.
- ☐ B A huge wave struck the coast of Southeast Asia.
- ☐ C An early warning system detected a tsunami.
- ☐ D Water levels rose along the coast of the United States.

- 3 Look at the map on pages 50–51. Which continent has the most tsunami sensors?

- ☐ A North America
- ☐ B Africa
- ☐ C South America
- ☐ D Asia

Student Name _____

4 Which word from the article is a compound word?

- ☐ A *warnings*
- ☐ B *tsunami*
- ☐ C *sensors*
- ☐ D *earthquake*

5 What steps were taken to install a new tsunami warning system after 2004?

Explain your answer and support it with details from the article.



Poetry

APPLY THE SKILLS

Tell students that they will practice reading and understanding a poem. Review some of the differences between poetry and prose, pointing out that poems do not follow the same rules as prose. For example, poems may not have complete sentences. Poems are divided into stanzas and lines rather than paragraphs. Some poems may use colorful or playful language or rhyme, but some do not. Poems often use vivid words to appeal to the reader's senses and feelings. Sometimes poems repeat a word or line several times to help express an important idea.

Have students open to "Instructions for the Earth's Dishwasher" on page 52 in **Time for Kids**. Ask students to read the title of the poem and share their ideas about the topic of the poem. Write their ideas on the board. Read the poem aloud with students and discuss the different images in it and what they could mean.

Distribute **Blackline Master 18** on page 60 of the Teacher's Manual. Read aloud question 1 and the answer choices. Tell students to look back at the poem to find the answer.

Think Aloud *This question asks about the words and images in the poem. I need to look at the poem to see what it describes and what kinds of words are used. I know that it is entertaining and plays on words such as plates, basins, forks, and pots. I can connect these details and look at the answer choices to determine the right answer.*

After students have identified the correct answer (B), ask for volunteers to go back to the poem and point out clues they used to help them find the answer.

Have students complete **Blackline Master 18**. Answers can be found on page T13 of the Teacher's Manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

- 1 The words and images in this poem make the earth sound like it is made of —
- (A) pieces of paper
 - (B) objects in a kitchen
 - (C) earthquakes and floods
 - (D) many different colors

From Blackline Master 18

Student Name _____

DIRECTIONS

Answer these questions about “Instructions for the Earth’s Dishwasher.”

1 The words and images in this poem make the earth sound like it is made of —

- ☐ A pieces of paper
- ☐ B objects in a kitchen
- ☐ C earthquakes and floods
- ☐ D many different colors

3 When the speaker says, “It’s your fault,” she is speaking to —

- ☐ A a dishwasher
- ☐ B a plate
- ☐ C the ocean
- ☐ D the earth

2 Which of these are described as “hot” by the speaker in the poem?

- ☐ A Mud pots
- ☐ B Basins
- ☐ C Continental plates
- ☐ D Forks



Draw Conclusions

MODEL THE SKILL

Have students open to page 53 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, *We will learn how to draw conclusions from the facts in a text as we read the selection.*

Display **Transparency pp. 54–55** of the article “Legacy of Dreams” and distribute **Blackline Master 19**. Ask students to open to page 54 of **Time for Kids**. Have students look at the title, pictures, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 From this article, the reader can tell that many immigrants come to America to —
- (A) buy groceries
 - (B) find jobs
 - (C) stay in hotels
 - (D) get snacks

From Blackline Master 19

Think Aloud *This question asks what the reader can conclude about why many immigrants come to America. I can skim and scan the article to find important clues and information. I will reach a conclusion by connecting this text evidence.*

Tell students that they should review the text to look for information that will help them draw a conclusion about why immigrants come to America. Remind students that a conclusion can be drawn from the facts stated in the text. All of the answer choices may represent conclusions, but only one will be supported by the facts in the article. Then call on student volunteers to share their answers and explain how they came up with the correct answer (B).

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 19**.



ELAR Student Expectations

Draw Conclusions

TEKS 3.13 (B)

Draw conclusions from facts in text and support them with textual evidence.

Objective 4

Graphs

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Context Clues:

Multiple-Meaning Words

TEKS 3.4 (B)

Use context to distinguish among multiple meaning words.

Objective 1

Materials

☞ **Transparency**
pp. 54–55

Blackline Masters
19, 20, 21

TFK Pages 54–55

Graphs

- 3 Look at the graph on page 55. The greatest number of foreign-born Americans came from —

- ☐ (A) Central America
- ☐ (B) Asia
- ☐ (C) South America
- ☐ (D) Europe

From Blackline Master 19

MODEL THE SKILL

Explain to students that some articles are accompanied by graphic features, such as graphs, which provide readers with information that can help them to better understand the text.

Then read question 3 aloud.

Think Aloud *The question asks where the greatest number of foreign-born Americans came from. I need to look at the graph to see which section represents the greatest number. Then I can check to see which part of the world that section represents. Now I can combine these details to find the answer.*

Remind students they can use graphs and other graphic features to find information that is not presented in the text. Point to the graph on **Transparency pp. 54–55** and tell students that the graph gives information about where foreign-born Americans came from. Have students look at the graph and read the information shown. Then have them determine which answer choice is correct (A).

Context Clues: Multiple-Meaning Words

- 4 Which definition best fits the way the word change is used in the third paragraph on page 55?

- ☐ (A) Make different; alter
- ☐ (B) Put on different clothes
- ☐ (C) Something that may be substituted for another
- ☐ (D) Money returned when the amount paid is more than the amount owed

From Blackline Master 19

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Some words have multiple meanings, and a reader must determine which meaning is used in a certain sentence. Explain that other words and sentences in the paragraph can provide clues to help determine the meanings of unfamiliar words in context.

Then read question 4 aloud.

Think Aloud *The word change has several different meanings, and I'm not sure what it means in this article. I need to figure out what it means by looking for context clues in the surrounding text. Then I can connect the clues to the word in the sentence to find the correct meaning.*

Have students reread the third paragraph on page 55 and think about how the word *change* is used in the paragraph. Guide students to notice the context clues in the sentences after the word. Then ask students which answer choice is best (D).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 How are the children of immigrants helping their family businesses today?
Explain your answer and support it with evidence from the article.

From Blackline Master 19

Think Aloud *This question asks how the children of immigrant families are helping their family businesses today. I will go back to the article to look for facts about what the children of immigrant families are doing and how they might be helping. Then I can connect the clues and evidence to write the answer.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Today, the children of immigrants are coming back to the family business. Many of them bring new ideas to help the business become more successful. For example, Peter Kim helped his father's clothing business become successful.

See page T1 in the Teacher's Manual for a short-answer rubric. See page T14 for answers to **Blackline Master 19**.

Student Name _____

DIRECTIONS

Answer these questions about “Legacy of Dreams.”

- 1 From this article, the reader can tell that many immigrants come to America to —

buy groceries
find jobs
stay in hotels
get snacks

- 2 When the Patel family came from India, where did they work?

On a farm
In a factory
In a hotel
At a grocery store

- 3 Look at the graph on page 55. The greatest number of foreign-born Americans came from —

Central America
Asia
South America
Europe

- 4 Which definition best fits the way the word change is used in the third paragraph on page 55?

Make different; alter
Put on different clothes
Something that may be substituted for another
Money returned when the amount paid is more than the amount owed

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Student Name _____

5 How are the children of immigrants helping their family businesses today?
Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on drawing conclusions, multiple-meaning words, and reading a graph. Introduce “A Helping Hand” by having students open to page 56 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings. Then ask students, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article. Have them point to the text and text features to show how they came up with their answers.

Remind students to use context clues to help them determine the meaning of unfamiliar words in the article. Then have students read the article independently.

Distribute **Blackline Master 20** on pages 67–68 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 20**. Answers can be found on pages T14–T15 of the Teacher’s Manual.

DIRECTIONS

Answer these questions about “A Helping Hand.”

- 1 Look at the following diagram of information from the article.



Which main idea belongs in the empty box?

- ☐ A The Gates Foundation is helping people in the United States.
- ☐ B Bill and Melinda Gates help millions of people improve their lives.
- ☐ C Most private foundations have less money than the Gates Foundation.
- ☐ D Bill and Melinda Gates made a decision to start a charity.

- 2 What is the Gates Foundation doing to help overcome hunger in some parts of the world?

- ☐ A Buying land to give to people
- ☐ B Helping students pay for college
- ☐ C Paying for research to find a vaccine
- ☐ D Training farmers to grow more food

- 3 Look at the graph on page 57. How much money did the Gates Foundation give away in 2007?

- ☐ A \$749 million
- ☐ B \$1 billion
- ☐ C \$2 billion
- ☐ D \$3 billion

Student Name _____

4 Read the definitions below.

goal (gōl) *noun*

1. an aim or end to which effort is directed
2. the end point of a race or journey.
3. a net or other object in a game through or into which players try to shoot a puck or ball in order to score.
4. the point or points scored by such an act in a game.

☐ A Meaning 1

☐ B Meaning 2

☐ C Meaning 3

☐ D Meaning 4

Which meaning best fits the way the word goal is used in the second paragraph on page 57?

5 Why does the world owe Bill and Melinda Gates “big thanks”? Explain your answer and support it with details from the article.

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Graphs

APPLY THE SKILLS

Tell students that a bar graph is a feature that provides factual information. A graph usually focuses on data such as numbers or percentages. While there might be some informational text to introduce or explain the graph, a graph gives the information in a visual form. Have students open to “Top 5 U.S. Foundations” on page 60 in **Time for Kids**.

Tell students that graphs can be read vertically and horizontally. Point out the label “Foundations” and explain that this column on the left presents a list of foundations. Read the names of the foundations listed. Then read the label on the right side of the graph: “Total assets in billions of dollars.” Make sure students understand that the bars on the graph show dollar amounts. These amounts represent the assets of each foundation listed on the left.

Distribute **Blackline Master 21** on page 70 of the Teacher’s Manual. Read aloud the first question and answer choices. Tell students to look back at the graph to find the answer.

Think Aloud *I need to remember that there is only one correct answer to each question. I should read the information in the graph vertically and horizontally. Then I can combine the details to find the correct answer.*

After students have determined the correct answer (B), ask for volunteers to explain how they used the graph to find the answer.

Have students complete **Blackline Master 21**. Answers can be found on page T15 of the Teacher’s Manual.



ELAR Student Expectations

Graphs

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 3 Which foundation has assets of about \$13.8 billion?
- ☐ (A) Bill and Melinda Gates Foundation
 - ☒ (B) The Ford Foundation
 - ☐ (C) The Robert Wood Johnson Foundation
 - ☐ (D) The William and Flora Hewlett Foundation

From Blackline Master 21

Student Name _____

DIRECTIONS

Answer these questions about “Top 5 U.S. Foundations.”

- 1 Look at the graph on page 60.
Which is the largest of the five foundations?
 - ☐ A Bill and Melinda Gates Foundation
 - ☐ B The Ford Foundation
 - ☐ C The Robert Wood Johnson Foundation
 - ☐ D The William and Flora Hewlett Foundation
- 2 The total worth of the J. Paul Getty Trust is about —
 - ☐ A \$40 billion
 - ☐ B \$30 billion
 - ☐ C \$20 billion
 - ☐ D \$10 billion
- 3 Which foundation has assets of about \$13.8 billion?
 - ☐ A Bill and Melinda Gates Foundation
 - ☐ B The Ford Foundation
 - ☐ C The Robert Wood Johnson Foundation
 - ☐ D The William and Flora Hewlett Foundation



Main Idea and Details

MODEL THE SKILL

Have students open to page 61 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, *We will use these articles to learn how to identify the main idea and details of a reading selection.*

Display **Transparency pp. 62–63** of the article “Abraham Lincoln and Frederick Douglass” and distribute **Blackline Master 22**. Ask students to open to page 62 of **Time for Kids**. Have students look at the title, pictures, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 What is this article mostly about?
- (A) How Lincoln became President of the United States
 - (B) The friendship between Lincoln and Douglass
 - (C) How Frederick Douglass escaped from slavery
 - (D) The events in the life of Frederick Douglass

From Blackline Master 22

Think Aloud *This question asks what the article is mainly about. The answer to the question is not stated. I can look for details in different parts of the article and connect them to find the main idea of the article.*

Tell students that they should think about all of the information they have read in the article and then decide what the whole article is mostly about. Remind students that although several answer choices may include information from the text, they must decide which answer best expresses the most important overall idea. Then call on student volunteers to share their answers and explain how they determined the correct answer (B).

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 22**.



ELAR Student Expectations

Main Idea and Details

TEKS 3.13 (A)

Identify details that support the main idea.

Objective 1

Context Clues: Antonyms

TEKS 3.4 (C)

Identify and use antonyms.

Objective 1

Time Lines

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 62–63

Blackline Masters
22, 23, 24

TFK Pages 62–63

Time Lines

- 3 Look at the time line on page 63. After Frederick Douglass advised President Lincoln on the Civil War, he —

- (A) became the U.S. minister to Haiti
- (B) escaped from slavery
- (C) published his autobiography
- (D) attended the women's rights convention

From Blackline Master 22

MODEL THE SKILL

Explain to students that some articles are accompanied by graphic features, such as time lines, which can help readers to better understand the text. Point out to students that a time line lists important details, dates and events about the topic.

Then read question 3 aloud.

Think Aloud *The question asks about what event happened after Frederick Douglass advised President Lincoln on the Civil War. To answer this question, I need to look at the time line to see when Douglass advised President Lincoln. Then I can look at events that took place after that date and combine these details to figure out the answer.*

Remind students that they can use time lines and other graphic features to find information that may not be provided in the text and to answer test questions. Point to the time line on **Transparency pp. 62–63** and tell students that the time line gives information related to the text. Have students look at the time line and determine which answer choice is correct (A).

Context Clues: Antonyms

- 4 Which word in the second paragraph on page 63 means the opposite of the word forbid?

- (A) sworn
- (B) allow
- (C) elected
- (D) value

From Blackline Master 22

MODEL THE SKILL

Explain to students that an antonym is a word that means the opposite of another word. Tell students that authors sometimes use antonyms in the same paragraph to explain an idea.

Then read question 4 aloud.

Think Aloud *I see the word forbid in the article, but the article does not tell me what forbid means. I can connect the clues in the sentences before and after the word to help figure out the meaning. Then I can check each of the answer choices to see which one means the opposite of forbid.*

Tell students to think about how the word *forbid* is used in the sentence. Give students a moment to select an answer. Then have student volunteers explain how they determined the correct answer (B).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 What beliefs did Lincoln and Douglass have in common? Explain your answer and support it with evidence from the article.

From Blackline Master 22

Think Aloud *This question asks about the beliefs that Lincoln and Douglass shared. I will go back to the article to look for details about what each man believed. Then I can combine the details to write the answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Both Lincoln and Douglass wanted to free the slaves. Both believed in equal rights for men and women. Both wanted black men to be part of the U.S. Army.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T16 for answers to **Blackline Master 22**.

Student Name _____

DIRECTIONS

Answer these questions about “Abraham Lincoln and Frederick Douglass.”

1 What is this article mostly about?

- ☐ (A) How Lincoln became President of the United States
- ☐ (B) The friendship between Lincoln and Douglass
- ☐ (C) How Frederick Douglass escaped from slavery
- ☐ (D) The events in the life of Frederick Douglass

2 The last paragraph on page 62 is mostly about —

- ☐ (A) why Frederick Douglass was frustrated
- ☐ (B) the meeting between Lincoln and Douglass
- ☐ (C) why black men wanted to join the U.S. Army
- ☐ (D) the statement Lincoln made to free the slaves

3 Look at the time line on page 63. After Frederick Douglass advised President Lincoln on the Civil War, he —

- ☐ (A) became the U.S. minister to Haiti
- ☐ (B) escaped from slavery
- ☐ (C) published his autobiography
- ☐ (D) attended the women’s rights convention

4 Which word in the second paragraph on page 63 means the opposite of the word forbid?

- ☐ (A) *sworn*
- ☐ (B) *allow*
- ☐ (C) *elected*
- ☐ (D) *value*

Student Name _____

5 What beliefs did Lincoln and Douglass have in common? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on main idea and details, antonyms, and time lines. Introduce “American Indian Nations” by having students open to page 64 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and time line and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article. Have them point to the text and text features in the article to show how they came up with the main idea.

Remind students that they can use context clues and their knowledge of antonyms to help understand the meanings of certain words. Then have students read the article independently.

Distribute **Blackline Master 23** on pages 77–78 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read “American Indian Nations” and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 23**. Answers can be found on pages T16–T17 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “American Indian Nations.”

- 1 A student wrote the following list of information from the article. Read it and answer the question.

<input type="radio"/>	The Rights of an American Indian Nation
	1. The right to create its own government
	2. The right to decide who is part of its nation
	3. The right to put non-Indians in jail
	4. The right to use and give out or sell land
<input type="radio"/>	

Which of the following should not be on the list?

- ☐ (A) Number 1
- ☐ (B) Number 2
- ☐ (C) Number 3
- ☐ (D) Number 4

- 2 What is this article mainly about?

- ☐ (A) The United States is an independent nation.
- ☐ (B) Indian nations are older than the United States.
- ☐ (C) The United States does not have to deal with every Indian group.
- ☐ (D) There are hundreds of Indian nations in the United States.

- 3 Look at the time line on pages 66–67. Which American Indian nation’s tribal government was recognized in 1923?

- ☐ (A) Sioux
- ☐ (B) Navajo
- ☐ (C) Minnesota Chippewa
- ☐ (D) Ysleta Del Sur Pueblo

Student Name _____

4 Which word on page 65 means the opposite of the word accepted?

- ☐ A *denied*
- ☐ B *started*
- ☐ C *complicated*
- ☐ D *signed*

5 What must an American Indian group do to become a sovereign nation?

Explain your answer and support it with evidence from the article.



Time Lines

APPLY THE SKILLS

Tell students that a time line is a feature that can help a reader picture information from the text. Explain that a time line highlights key events that happened during a certain period of time. Time lines give information about events in chronological order and often include labels or captions describing the events. A time line may be illustrated and may be presented horizontally or vertically.

Have students open to “Mary Youngblood” on page 68 in **Time for Kids** and distribute **Blackline Master 24** on page 80 of the Teacher’s Manual. Point out the text about Mary Youngblood on the top of the page and the time line of events in her life on the bottom. Ask students to share their ideas about the time line’s purpose, and write their ideas on the board. Then have students read “Mary Youngblood.”

Read aloud the first question and the answer choices. Tell students to look at the time line to find the answer.

Think Aloud *This question asks about what happened before Mary Youngblood released her first music album. I need to look at the time line and find the date when Mary Youngblood released her first album. Then I can see what events happened before that date and combine the details to find the answer.*

After students have determined the correct answer (A), ask for volunteers to go back to the time line and show where they found the information needed to answer the question.

Have students complete **Blackline Master 24**. Answers can be found on page T17 of the Teacher’s Manual.



ELAR Student Expectations

Time Lines

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

1 Look at the time line on page 68. Before Mary Youngblood released her first album, she —

- ☒ (A) played the Native American flute
- ☐ (B) won a Grammy Award for her music
- ☐ (C) won a Best Female Artist award
- ☐ (D) was named Flutist of the Year

From Blackline Master 24

Student Name _____

DIRECTIONS

Answer these questions about “Mary Youngblood.”

- 1 Look at the time line on page 68.
Before Mary Youngblood released her first album, she —
 - (A) played the Native American flute
 - (B) won a Grammy Award for her music
 - (C) won a Best Female Artist award
 - (D) was named Flutist of the Year
- 2 In what year was Mary Youngblood named Best Female Artist at the Native American Music Awards?
 - (A) 1993
 - (B) 1998
 - (C) 2000
 - (D) 2003
- 3 After Mary Youngblood was named Flutist of the Year, she —
 - (A) moved to California
 - (B) won two Grammy Awards
 - (C) released her first album
 - (D) learned to play the piano



Author's Purpose

MODEL THE SKILL

Have students open to page 69 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, ***We will learn how to identify the author's purpose for writing a text.***

Display **Transparency pp. 70–71** of the article “This Flower Stinks” and distribute **Blackline Master 25**. Ask students to open to page 70 of **Time for Kids**. Have students look at the title, pictures, and map before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 The author probably wrote this article to —
☐ (A) explain where to find flowers in Indonesia
☐ (B) persuade readers to visit the Brooklyn Botanic Garden
☐ (C) tell a funny story about people who like flowers
☐ (D) give information about a special flower

From Blackline Master 25

Think Aloud *This question asks about why the author wrote this article. I need to analyze the information in the text and how the author presents it. The pictures also might give me some information. Then I can determine which answer choice states the author's purpose for writing the article.*

Tell students that they should review the text to look for information that will help them determine the author's purpose, and then decide why the author wrote the article. Remind students that although all of the answer choices mention information from the text, only one of them states the author's purpose for writing it. Then call on student volunteers to share their answers and explain how they got the correct answer (D).

For further practice with the comprehension skill you may wish to have children work together or independently to answer question 2 on **Blackline Master 25**.



ELAR Student Expectations

Author's Purpose

TEKS 3.12

Identify the topic and locate the author's stated purposes in writing the text.

Objective 3

Context Clues

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Maps

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 70–71

Blackline Masters
25, 26, 27

TFK Pages 70–71

Maps

- 3 Look at the map on page 71.
The capital of Indonesia is located on —

- ☐ A Sumatra
- ☐ B Kalimantan
- ☐ C Java
- ☐ D Sulawesi

From Blackline Master 25

MODEL THE SKILL

Explain to students that some articles are accompanied by maps, which show the locations of places, such as countries and cities. Maps can help readers find information that may not be stated in the text.

Then read question 3 aloud.

Think Aloud *The question asks where the capital of Indonesia is located. I can look at the map to see the names of the islands, but I'm not sure what the capital of Indonesia is. When I look at the key, I notice that the capital is indicated by a star. Now I can go back to the map and combine these details to find the answer.*

Remind students they can use maps and other graphic features to help them better understand text and to answer questions about the text. Point to the map on **Transparency pp. 70–71** and tell students that the map gives information related to the article. Have students look at the map and read the key. Then have them determine which answer choice is correct (C).

Context Clues

- 4 Which words from the second paragraph on page 70 help the reader understand the meaning of corpse?

- ☐ A *When titan arums bloom*
- ☐ B *the rotting body of a dead animal*
- ☐ C *why many people call the plant*
- ☐ D *grows in the country of Indonesia*

From Blackline Master 25

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Explain that other words and sentences in the paragraph can provide clues and help them to determine the meanings of certain words.

Then read question 4 aloud.

Think Aloud *I see the word corpse in the article, but I'm not sure what it means in this context. I need to figure out what it means by looking for clues in the surrounding text. Then I can connect the clues to the word in the sentence to find the correct meaning.*

Have students reread the second paragraph on page 70 and think about how the word *corpse* is used in the paragraph. Guide students to notice the clues in the sentence before the word, which tells why the titan arum is called the “corpse flower.” Then ask students which of the answer choices is best (B).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 Why does the author include information about “Baby” on page 71? Explain your answer and support it with evidence from the article.

From Blackline Master 25

Think Aloud *This question asks why the author includes information about Baby in the article. I will go back to the article to look for the information, see what it says, and try to decide why the author would include it. Then I can analyze the author’s writing to find the answer.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: The author includes information about “Baby” to give an example of a titan arum that has bloomed recently. The information also shows how unusual the titan arum is and what a special event it was when Baby bloomed.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T18 for answers to **Blackline Master 25**.

DIRECTIONS

Answer these questions about “This Flower Stinks.”

- 1 The author probably wrote this article to —
 - (A) explain where to find flowers in Indonesia
 - (B) persuade readers to visit the Brooklyn Botanic Garden
 - (C) tell a funny story about people who like flowers
 - (D) give information about a special flower
- 2 What is the author’s purpose in the first two paragraphs of the article?
 - (A) To give information about Alessandro Chiari
 - (B) To describe the smell of a titan arum
 - (C) To compare the titan arum with other flowers
 - (D) To give directions to the Brooklyn Botanic Garden
- 3 Look at the map on page 71. The capital of Indonesia is located on —
 - (A) Sumatra
 - (B) Kalimantan
 - (C) Java
 - (D) Sulawesi
- 4 Which words from the second paragraph on page 70 help the reader understand the meaning of corpse?
 - (A) *When titan arums bloom*
 - (B) *the rotting body of a dead animal*
 - (C) *why many people call the plant*
 - (D) *grows in the country of Indonesia*



Student Name _____

- 5 Why does the author include information about “Baby” on page 71? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on author's purpose, context clues, and maps. Introduce "Secret at the Heart of a Pyramid" by having students open to page 72 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the pictures, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share their ideas of the author's purpose for writing this article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use context clues as they read to determine the meaning of unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 26** on pages 87–88 of the Teacher's Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read "Secret at the Heart of a Pyramid" and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you use details from the article to support your answer.
5. Be sure to write complete sentences.

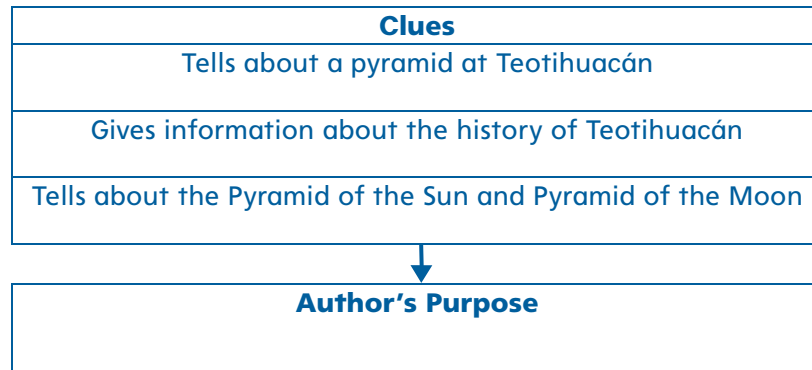
Have students complete **Blackline Master 26**. Answers can be found on pages T18–T19 of the Teacher's Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Secret at the Heart of a Pyramid.”

- 1 Look at the following diagram of information from the article.



Which information belongs in the bottom box?

- ☐ (A) Informs readers about Teotihuacán
- ☐ (B) Explains how to build a pyramid
- ☐ (C) Compares the Aztecs and the Spanish
- ☐ (D) Persuades readers to visit Teotihuacán

- 2 The author includes a quotation from George Cowgill in this article to —

- ☐ (A) compare him with the rulers of Teotihuacán
- ☐ (B) explain why a skeleton was in the pyramid
- ☐ (C) tell what experts know about Teotihuacán
- ☐ (D) describe the history of the Aztec people

- 3 Look at the map on page 73. What lies to the west of Teotihuacán?

- ☐ (A) Pacific Ocean
- ☐ (B) Cuba
- ☐ (C) South America
- ☐ (D) United States

Student Name _____

4 In the first paragraph on page 73, the word perplexing means —

- ☐ A entertaining
- ☐ B pleasing
- ☐ C darkening
- ☐ D puzzling

5 Why did the author begin this article by describing what scientists found in the Pyramid of the Moon? Explain your answer and support it with evidence from the article.



Poetry

APPLY THE SKILLS

Tell students they will read a poem and answer questions about it. Review some of the differences between poetry and prose. Poems do not follow the same rules as prose. They may have sentences with subjects and verbs, but they are arranged into lines and stanzas instead of paragraphs. Some poems use rhyme, but some do not. Some use colorful or playful language to express the poet's meaning. Sometimes poems repeat a word or line several times to help express an important idea.

Have students open to the poem "Eletelephony" on page 76 in **Time for Kids**. Ask students to read the title of the poem and share their ideas of what the poem is about. Write their ideas on the board. Read the poem aloud with students and discuss the different images in it and what they could mean.

Distribute **Blackline Master 27** on page 90 of the Teacher's Manual to students. Read aloud question 1 and the answer choices. Tell students to look back at the poem to find the answer.

Think Aloud *This question asks what type of poem this is. I need to look at "Eletelephony" again. Then I can analyze the poem and its title to determine whether it is supposed to be funny, or tell a story, or be sung as a song.*

After students have identified the correct answer (B), ask for volunteers to go back to the poem and point out clues they used to help them find the answer.

Have students complete **Blackline Master 27**. Answers can be found on page T19 of the Teacher's Manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

1 What type of poem is this?

- ☐ (A) Narrative
- ☐ (B) Humorous
- ☐ (C) Free verse
- ☐ (D) Lyrical

From Blackline Master 27

Student Name _____

DIRECTIONS

Answer these questions about “Eletelephony.”

1 What type of poem is this?

- ☐ A Narrative
- ☐ B Humorous
- ☐ C Free verse
- ☐ D Lyrical

2 The poet creates rhymes in this poem by —

- ☐ A inventing new words
- ☐ B using a foreign language
- ☐ C writing long sentences
- ☐ D repeating the same words

3 In this poem, the lines in parentheses are —

- ☐ A notes to give information
- ☐ B lines that do not rhyme
- ☐ C words spoken by the elephant
- ☐ D the speaker’s thoughts



Author's Purpose

MODEL THE SKILL

Have students open to page 77 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs. Tell students, ***We will learn how to identify the author's purpose for writing a text.***

Display **Transparency pp. 78–79** of the article “Teens to the Rescue!” and distribute **Blackline Master 28**. Ask students to open to page 78 of **Time for Kids**. Have students look at the title, photographs, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 The author probably wrote this article to —
 - (A) tell an entertaining story about high school students
 - (B) give information about teen volunteers at Post 53
 - (C) persuade readers to become trained medical workers
 - (D) explain how to provide medical care to accident victims

From Blackline Master 28

Think Aloud *This question asks about why the author wrote this article. I need to think about all of the information in the text and how the author presents it. The pictures might give me some information, but I should analyze the evidence from the whole article before I choose the answer.*

Tell students that they should review the text to look for information that will help them determine the author's purpose, and then decide why the author wrote the article. Remind students that although all of the answer choices mention information from the text, only one of them states the author's purpose for writing it. Then call on student volunteers to share their answers and explain how they got the correct answer (B).

For further practice with the comprehension skill you may wish to have students work together or independently to answer question 2 on **Blackline Master 28**.



ELAR Student Expectations

Author's Purpose

TEKS 3.12

Identify the topic and locate the author's stated purposes in writing the text.

Objective 3

Context Clues

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Photos and Captions

3.13 (D)

Use text features to locate information.

Objective 3

Materials

Transparency
pp. 78–79

Blackline Masters
28, 29, 30

TFK Pages 78–79

Photos and Captions

- 3 Which teen volunteer in the photo at the top of page 78 is the oldest?

- ☐ A Emily Stout
- ☐ B Annie Maybell
- ☐ C Kate Kevorkian
- ☐ D Wells Landers

From Blackline Master 28

MODEL THE SKILL

Explain to students that articles are often accompanied by photographs and captions, which can help readers to better understand the text. Have students look at the photos and captions in the article again.

Then read question 3 aloud.

Think Aloud *The question asks about which of the teen volunteers in the picture is oldest. I can't figure this out by looking at the photo. I can locate the information I need in the caption, which states the age of each teen volunteer.*

Point to the photo and caption on **Transparency pp. 78–79** and tell students that the caption provides information about the photo. Have students reread the caption. Then have them determine which answer choice is correct (D).

Context Clues

- 4 In the second paragraph on page 79, the word deliver means —

- ☐ A carry to a place or person
- ☐ B speak or pronounce in words
- ☐ C help in the birth of
- ☐ D throw or pitch

From Blackline Master 28

MODEL THE SKILL

Tell students that they may not know the meaning of every single word in a text. Explain that other words and sentences in the paragraph can provide context clues that will help them determine the meanings of certain words.

Then read question 4 aloud.

Think Aloud *I see the word deliver in the article, but I've never seen it used in this way. I need to look for context clues in the surrounding text. Then I can connect the clues to the word in the sentence to figure out the correct meaning.*

Have students reread the second paragraph on page 79 and think about how the word *deliver* is used in the paragraph. Guide students to notice the word *babies* in the same sentence and the words *patients wouldn't have lived* in the last sentence. Then ask students which of the answer choices is best (C).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided. Explain that finding the answers to some questions requires looking for clues and evidence in the text, and then analyzing that evidence.

Read the following short-answer question aloud:

- 5 Why does the author include quotations from other people in this article?
Explain your answer and support it with evidence from the article.

From Blackline Master 28

Think Aloud *This question asks why the author includes quotations from other people in the article. I will go back to the article to look for the quotations, see what they say, and try to decide why the author would include them. Then I can analyze the information to figure out the author's purpose.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: The author includes quotations from three people to support his or her ideas and make the article more believable. The quotations from Dr. Hall and Jim Cloud's wife both describe how well the teen volunteers perform. The quotation from Emily Stout helps show how dedicated the teen volunteers are.

See page T1 in the Teacher's Manual for a short-answer rubric. See page T20 for answers to **Blackline Master 28**.

Student Name _____

DIRECTIONS

Answer these questions about “Teens to the Rescue!”

- 1 The author probably wrote this article to —

tell an entertaining story about high school students

give information about teen volunteers at Post 53

persuade readers to become trained medical workers

explain how to provide medical care to accident victims

- 2 The author’s purpose in the first two paragraphs is to —

give an example of how teen volunteers work

describe the highway in Darien, Connecticut

compare Emily Stout with other volunteer EMTs

explain what happened to the man’s car

- 3 Which teen volunteer in the photo at the top of page 78 is the oldest?

Emily Stout

Annie Maybell

Kate Kevorkian

Wells Landers

- 4 In the second paragraph on page 79, the word deliver means —

carry to a place or person

speak or pronounce in words

help in the birth of
throw or pitch

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Student Name _____

5 Why does the author include quotations from other people in this article?
Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on author's purpose, context clues, and photos and captions. Introduce "Long Live the Emperor!" by having students open to page 80 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the author's purpose in writing the article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use context clues as they read to determine the meaning of unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 29** on pages 97–98 of the Teacher's Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

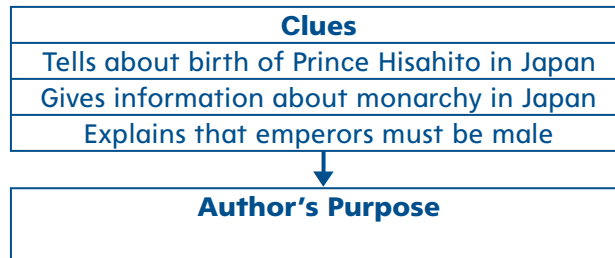
1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read "Long Live the Emperor!" and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 29**. Answers can be found on pages T20–T21 of the Teacher's Manual.

DIRECTIONS

Answer these questions about “Long Live the Emperor!”

1 Look at the following diagram of information from the article.



Which information belongs in the bottom box?

- ☐ (A) Persuades readers that Japan needs a female emperor
- ☐ (B) Teaches a lesson about how parents should act
- ☐ (C) Compares and contrasts Japan and the United States
- ☐ (D) Informs readers about the emperor of Japan

2 The author includes information about Prince Hisahito to —

- ☐ (A) compare him with the American president
- ☐ (B) show that the Japanese monarchy will continue
- ☐ (C) explain why Japan should change its government
- ☐ (D) describe how the Japanese military got stronger

3 Look at the photos and captions in this article. Who was Japan’s last shogun?

- ☐ (A) Prince Hisahito
- ☐ (B) Tokugawa Yoshinobu
- ☐ (C) Prince Akishino
- ☐ (D) Emperor Meiji

Student Name _____

4 In the first paragraph on page 82, the word overthrew means —

- ☐ A defeated
- ☐ B joined
- ☐ C supported
- ☐ D ignored

5 Why did the author of this article include information about the emperors of Japan from the 600s to the early 1900s? Explain your answer and support it with evidence from the article.



Maps

APPLY THE SKILLS

Remind students that a map gives visual information about the location of places or things. Explain that a map might be accompanied by a short text that gives more information about the topic. Tell students that many maps have labels or captions that explain features of the map or provide additional information about the map. Have students open to “Mighty Monarchs” on page 84 in **Time for Kids**.

Point out the labels on the map. Explain that each label gives information about a certain country and shows where the country is located.

Distribute **Blackline Master 30** on page 100 of the Teacher’s Manual. Read aloud the first question and answer choices. Tell students to look at the map to find the answer.

Think Aloud *The labels on the map list the names of some of the countries, the population of the countries, and the names of the monarchs. First I need to find Jordan and then combine that with information from the label about the name of its monarch.*

After students identify the correct answer (D), ask for volunteers to go back to the map and show where they found the information needed to answer the questions.

Have students complete **Blackline Master 30**. Answers can be found on page T21 of the Teacher’s Manual.



ELAR Student Expectations

Maps

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

1 Look at the map. Who is the ruler of Jordan?

- ☐ (A) Queen Elizabeth II
- ☐ (B) King Mohammed VI
- ☐ (C) Queen Margrethe
- ☐ (D) King Abdullah

From Blackline Master 30

Student Name _____

DIRECTIONS

Answer these questions about “Mighty Monarchs.”

1 Look at the map. Who is the ruler of Jordan?

- ☐ A Queen Elizabeth II
- ☐ B King Mohammed VI
- ☐ C Queen Margrethe
- ☐ D King Abdullah

2 King Norodom Sihamoni is the ruler of —

- ☐ A Bahamas
- ☐ B Cambodia
- ☐ C Morocco
- ☐ D Denmark

3 The main purpose of this map is to —

- ☐ A give examples of modern-day monarchs
- ☐ B name the important countries of Europe
- ☐ C show how long monarchs have ruled countries
- ☐ D compare the populations of different countries



Draw Conclusions

MODEL THE SKILL

Have students open to page 85 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, *We will learn how to draw conclusions from the facts in a text as we read the selection.*

Display **Transparency pp. 86–87** of the article “Freedom Fighter” and distribute **Blackline Master 31**. Ask students to open to page 86 of **Time for Kids**. Have students look at the title, pictures, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 What can the reader conclude about Craig Kielburger?
 - (A) He did not go to school when he was young.
 - (B) He comes from a family of many children.
 - (C) He likes the country of Pakistan better than Canada.
 - (D) He does not think children should be forced to work.

From Blackline Master 31

Think Aloud *This question asks what the reader of this article can conclude about Craig Kielburger. I need to think about the facts presented in the article and what I can conclude when I put them together. I can connect the facts to the answer choices, which will help me to eliminate any answer choices that are not supported by the facts.*

Tell students that they should review the text to look for information that will help them to draw a conclusion about Craig Kielburger. Remind students that a conclusion can be drawn from the facts stated in the text. All of the answer choices may be conclusions, but only one will be supported by the facts in the article. Then call on student volunteers to share their answers and explain how they determined the correct answer (D).

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 31**.



ELAR Student Expectations

Draw Conclusions

3.13 (B)

Draw conclusions from facts in text.

Objective 4

Context Clues

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Diagrams

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 86–87

Blackline Masters
31, 32, 33

TFK Pages 86–87

Diagrams

3 Look at the diagram on page 87. After setting a goal for the project, you should —

- (A) get other people to help
- (B) learn about the problem
- (C) go to freethechildren.com
- (D) think of ways to solve the problem

From Blackline Master 31

MODEL THE SKILL

Explain to students that some articles are accompanied by diagrams, which are graphic representations of information. Diagrams can give readers a better understanding of the material in the text.

Then read question 3 aloud.

Think Aloud *The question asks about what should be done after setting a goal for the project. The diagram has five numbered steps. I can look at the diagram to see when setting a goal takes place. Then I can check the next step to see what should be done after that. I can combine these details to find the answer.*

Remind students that they can use graphic features such as diagrams to gain a deeper understanding of the text and to answer test questions about the text. Point to the diagram on **Transparency pp. 86–87** Explain to students that the diagram gives some tips for starting a service project. Have students look at the diagram and read the steps. Then have them determine which answer choice is correct (A).

Context Clues

4 In the third paragraph on page 87, the word harsh means —

- (A) boring
- (B) enjoyable
- (C) unpleasant
- (D) surprising

From Blackline Master 31

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Explain that other words and sentences in the paragraph can provide clues and help them determine the meanings of unfamiliar words.

Then read question 4 aloud.

Think Aloud *I see the word harsh in the article, but I'm not sure what it means in this context. I need to figure out what it means by looking for clues in the surrounding text. Then I can connect the clues to the word in the sentence to find the correct meaning.*

Have students reread the third paragraph on page 87 and think about how the word *harsh* is used in the paragraph. Guide students to notice the clues in the sentence after the word, which tells what happened to Craig in seventh grade. Then ask students which of the answer choices is best (C).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 What has Free the Children done to help people in other countries? Explain your answer and support it with evidence from the article.

From Blackline Master 31

Think Aloud *This question asks me to explain what Free the Children has done to help people in other countries. I need to go back to the article to look for facts about Free the Children and figure out what it has done. Then I can combine the facts and details to write the answer.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Free the Children has raised a lot of money and used that money to help people in other countries. It has built more than 500 schools. It has paid for health care in poor communities.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T22 for answers to **Blackline Master 31**.

DIRECTIONS

Answer these questions about “Freedom Fighter.”

- 1 What can the reader conclude about Craig Kielburger?
 - (A) He did not go to school when he was young.
 - (B) He comes from a family of many children.
 - (C) He likes the country of Pakistan better than Canada.
 - (D) He does not think children should be forced to work.
- 2 Craig Kielburger believes that —
 - (A) the laws in Canada are unfair
 - (B) education can help people have better lives
 - (C) most students in seventh grade are mean
 - (D) kids should send all of their money to Free the Children
- 3 Look at the diagram on page 87. After setting a goal for the project, you should —
 - (A) get other people to help
 - (B) learn about the problem
 - (C) go to freethechildren.com
 - (D) think of ways to solve the problem
- 4 In the third paragraph on page 87, the word harsh means —
 - (A) boring
 - (B) enjoyable
 - unpleasant
 - surprising



Student Name _____

5 What has Free the Children done to help people in other countries? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on drawing conclusions, context clues, and reading a diagram. Introduce “Surf’s Up!” by having students open to page 88 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article. Have them point to the text and text features to show how they came up with their answers.

Remind students to use context clues to help them determine the meaning of unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 32** on pages 107–108 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

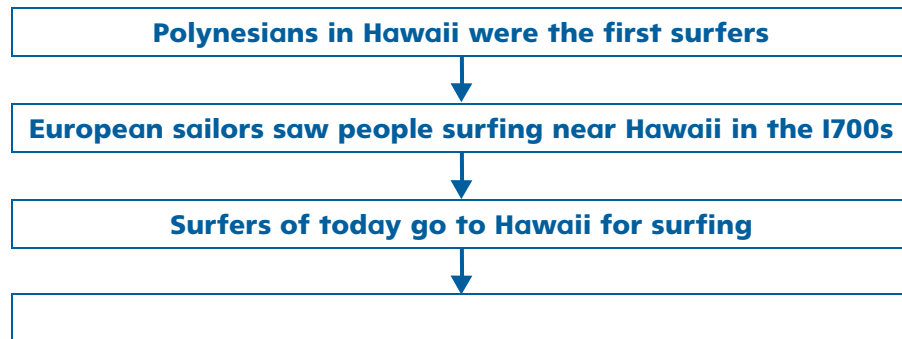
Have students complete **Blackline Master 32**. Answers can be found on pages T22–T23 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Surf’s Up!”

- 1 Look at the following diagram of information from the article.



Which idea belongs in the empty box?

- ☐ (A) Hawaii is part of the United States.
- ☐ (B) Surfing has developed into a sport.
- ☐ (C) Kelly Slater surfs all over the world.
- ☐ (D) Hawaii has good waves for surfing.

- 2 To stay on a board, a surfer must find a balance between —

- ☐ (A) buoyancy and gravity
- ☐ (B) weight and design
- ☐ (C) liquid and gas
- ☐ (D) waves and championships

- 3 Look at the diagram on page 91. What force pushes the surfer toward shore?

- ☐ (A) Gravity
- ☐ (B) Weight of the water
- ☐ (C) Buoyancy
- ☐ (D) Speed of the wind

Student Name _____

4 Which sentence from page 89 helps the reader understand the meaning of buoyancy?

- ☐ A *To surf, you must be able to manage a few forces.*
- ☐ B *Gravity presses downward on the surfer.*
- ☐ C *It helps Slater keep his feet on the board.*
- ☐ D *It helps things float or rise in liquid or gas.*

5 How does a surfer work against forces of nature to ride a wave and stay on the board? Explain your answer and support it with details from the article.



Poetry

APPLY THE SKILLS

Tell students they will read a poem and answer questions about it. Point out some of the differences between poetry and prose. For example, poems may not have complete sentences. They are arranged into lines and stanzas instead of paragraphs. Some poems rhyme, but some do not. Poems often use vivid words to appeal to the reader's senses and feelings. Some poems repeat a word or line several times to help express an important idea.

Have students open to "Roller Coaster" on page 92 in **Time for Kids**. Ask students to read the title of the poem and share their ideas of what the poem is about. Write their ideas on the board. Read the poem aloud with students and discuss the different images in it and what they could mean.

Distribute **Blackline Master 33** on page 110 of the Teacher's Manual to students. Read aloud the first question and answer choices. Tell students to look at the poem to find the answer.

Think Aloud *This question asks which words from the poem suggest, or create an image of, unpleasant noise. I need to look at the poem and connect the parts that mention sounds to what kinds of sounds they describe. Then I can read the answer choices to myself and decide which one suggests an unpleasant noise.*

After students have identified the correct answer (D), ask for volunteers to go back to the poem and read aloud the lines or phrases that led to the correct answer (*Now squeaky brakes bombard / Your ears with squeals*).

Have students complete **Blackline Master 33**. Answers can be found on page T23 of this manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

1 Which words in the poem suggest an unpleasant noise?

- ☐ (A) rock-star posters
- ☐ (B) solid ground
- ☐ (C) sitting on thin air
- ☐ (D) squeaky brakes

From Blackline Master 33

Student Name _____

DIRECTIONS

Answer these questions about “Roller Coaster.”

1 Which words in the poem suggest an unpleasant noise?

- ☐ (A) *rock-star posters*
- ☐ (B) *solid ground*
- ☐ (C) *sitting on thin air*
- ☐ (D) *squeaky brakes*

2 In every stanza of this poem, the second and fourth lines end with —

- ☐ (A) the same words repeated
- ☐ (B) rhyming words
- ☐ (C) colorful adjectives
- ☐ (D) exclamation marks

3 What is the message in this poem?

- ☐ (A) Roller coasters are scary but so much fun.
- ☐ (B) Roller coasters are better than rock-star posters.
- ☐ (C) Roller coasters have old timbers and steel bars.
- ☐ (D) Roller coasters make people feel dizzy and miserable.



Author's Purpose

MODEL THE SKILL

Have students open to page 93 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, ***We will learn how to identify the author's purpose for writing a text.***

Display **Transparency pp. 94–95** of the article “Where No People Had Gone Before” and distribute **Blackline Master 34**. Ask students to open to page 94 of **Time for Kids**. Have students look at the title, pictures, and time line before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 The author probably wrote this article to —
- ☐ **A** explain how to use a telescope
 - ☐ **B** give information about space travel
 - ☐ **C** compare the Egyptians and the Mayans
 - ☐ **D** teach a lesson about rocket safety

From Blackline Master 34

Think Aloud *This question asks about why the author wrote this article. I need to think about all of the information in the text and how the author presents it. I should analyze the evidence from the whole article, including the illustrations, to figure out the author's purpose.*

Tell students that they should review the text to look for information that will help them decide why the author wrote the article. Remind students that although all of the answer choices mention information from the text, only one of them states the author's purpose for writing it. Then call on student volunteers to share their answers and explain how they arrived at the correct answer (B).

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 34**.



ELAR Student Expectations

Author's Purpose

TEKS 3.12

Locate the author's stated purposes in writing the text.
Objective 3

Context Clues

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.
Objective 1

Time Lines

TEKS 3.15 (B)

Locate and use information in graphic features.
Objective 3

Materials

Transparency
pp.94–95

Blackline Masters
34, 35, 36

TFK Pages 94–95

Time Lines

- 3 Look at the time line on page 95. What event happened after Neil Armstrong’s moon landing?

- (A) Yuri Gagarin spent 1 hour, 48 minutes in space.
- (B) American Alan Shepard flew into space.
- (C) Sally Ride spent 14 days, 7 hours in space.
- (D) John Glenn traveled into space in 1962.

From Blackline Master 34

MODEL THE SKILL

Explain to students that some articles are accompanied by graphic features, such as time lines, which can help readers to understand the text more fully. Point out to students that a time line is a visual representation of important dates and events.

Then read question 3 aloud.

Think Aloud *The question asks about what event happened after Neil Armstrong landed on the moon. To answer this question, I need to look at the time line to see when Neil Armstrong went into space. Then I can look for any events that took place after that date and combine the information to find the answer.*

Point to the time line on **Transparency pp. 94–95** and tell students that the time line gives additional information related to the text. Have students look at the time line and determine which answer choice is correct (C).

Context Clues

- 4 Which words from the first paragraph on page 95 help the reader understand the meaning of *lunar*?

- (A) the first rocket
- (B) Russian cosmonaut
- (C) challenged American scientists
- (D) onto the surface of the moon

From Blackline Master 34

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Explain that other words in the same sentence or paragraph can provide context clues and help them determine the meanings of unfamiliar words.

Then read question 4 aloud.

Think Aloud *I see the word lunar in the article, but I’m not sure what it means. I need to figure out its meaning by looking for context clues in the surrounding text. Then I can connect the clues to the word in the sentence to find the correct meaning.*

Have students reread the first paragraph on page 95 and think about how the word *lunar* is used in the paragraph. Guide students to notice the clues in the sentence where the word *lunar* is used. The sentence tells what Neil Armstrong did after the spacecraft entered *lunar* orbit. Then ask students which answer choice is best (D).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided. Explain that finding the answers to some questions requires looking for clues and evidence in the text, and then analyzing the information to make a judgment.

- 5 What is the purpose of the section called “The Next Frontier” on page 95? Explain your answer and support it with evidence from the article.

From Blackline Master 34

Think Aloud *This question asks me to analyze the author’s purpose in the section called “The Next Frontier” on page 95. Before I write my answer, I will go back to this section, see what it says, and try to decide why the author thought it was important enough to include in the article.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: The author’s main purpose in “The Next Frontier” is to predict what might happen in space travel in the future. The section summarizes recent space travel. People have not been to the moon since 1972, but robot probes have taken pictures of other planets. Then it says that people in the future may build a base on the moon or travel to Mars.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T24 for answers to **Blackline Master 1**.

DIRECTIONS

Answer these questions about “Where No People Had Gone Before.”

- 1 The author probably wrote this article to —
 - (A) explain how to use a telescope
 - (B) give information about space travel
 - (C) compare the Egyptians and the Mayans
 - (D) teach a lesson about rocket safety
- 2 The author’s purpose in the first two paragraphs of this article is to —
 - (A) give information about the life and work of Galileo
 - (B) describe the calendar invented by the Mayans
 - (C) explain how early people learned to predict eclipses
 - (D) tell how ancient people studied the sun, moon, and stars
- 3 Look at the time line on page 95. What event happened after Neil Armstrong’s moon landing?
 - (A) Yuri Gagarin spent 1 hour, 48 minutes in space.
 - (B) American Alan Shepard flew into space.
 - (C) Sally Ride spent 14 days, 7 hours in space.
 - (D) John Glenn traveled into space in 1962.
- 4 Which words from the first paragraph on page 95 help the reader understand the meaning of lunar?
 - (A) *the first rocket*
 - (B) *Russian cosmonaut*
 - (C) *challenged American scientists*
 - (D) *onto the surface of the moon*



Student Name _____

5 What is the purpose of the section on page 95 called “The Next Frontier”?
Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on author's purpose, context clues, and time lines. Introduce "Mysterious Mars" by having students open to page 96 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the pictures, captions, and headings and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the author's purpose in writing this article. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use context clues as they read to determine the meaning of unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 35** on pages 117–118 of the Teacher's Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

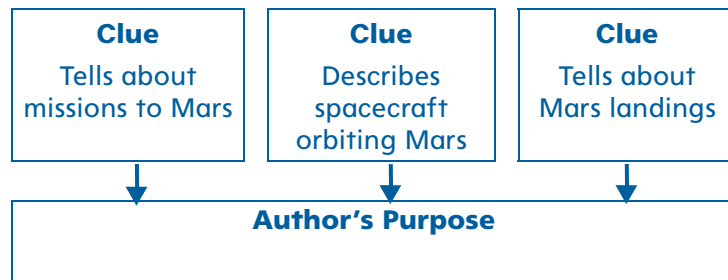
1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read "Mysterious Mars" and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 35**. Answers can be found on pages T24–T25 of the Teacher's Manual.

DIRECTIONS

Answer these questions about “Mysterious Mars.”

1 Look at the following diagram of information from the article.



Which information belongs in the *Author's Purpose* box?

- ☐ (A) Persuades readers that Mars is a great planet
- ☐ (B) Informs readers about NASA's studies of Mars
- ☐ (C) Compares and contrasts Mars and Earth
- ☐ (D) Tells a funny story about creatures living on Mars

2 The author includes the “Did you know?” text feature in this article to —

- ☐ (A) give some facts about Mars
- ☐ (B) show a Mars spacecraft
- ☐ (C) compare Mars with other planets
- ☐ (D) prove there is water on Mars

3 Look at the time line on pages 98-99. Which event happened after *Viking I* landed on Mars?

- ☐ (A) John Glenn orbited Earth.
- ☐ (B) The United States sent *Skylab* into orbit.
- ☐ (C) Neil Armstrong landed on the moon.
- ☐ (D) *Columbia*, a reusable shuttle, was launched.

Student Name _____

4 In the second paragraph on page 98, the word disprove means —

- ☐ A express a feeling about
- ☐ B take something away
- ☐ C show that something is not true
- ☐ D move from one place to another

5 What is the purpose of the section called “On the Planet”? Explain your answer and support it with evidence from the article.



Diagrams

APPLY THE SKILLS

Review with students that a diagram can help a reader visualize information explained in the text. Diagrams can have labels that identify each part and captions that give information about the whole diagram. Tell students that diagrams provide additional information that may not appear in the text.

Have students open to “How *Spirit* Landed” on page 100 in **Time for Kids** and distribute **Blackline Master 36** on page 120 of the Teacher’s Manual. Ask students to share their ideas about the topic of the diagram. Write their ideas on the board. Then have students read “How *Spirit* Landed.”

Read aloud the first question and answer choices. Tell students to look at the diagram to find the answer.

Think Aloud *This question asks about what happened after Spirit stopped 50 feet above the surface. The parts of the diagram are numbered, and the numbers refer to the captions above the diagram. I need to look at the diagram and the captions to see which part explains what happened. Then I can combine what I have found to determine the correct answer.*

After students identify the correct answer (C), ask for volunteers to go back to the diagram and show where they found the information needed to answer the question.

Have students complete **Blackline Master 36**. Answers can be found on page T25 of the Teacher’s Manual.



ELAR Student Expectations

Diagrams

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the diagram on page 100. What happened just after *Spirit* stopped 50 feet above the surface of Mars?

- ☐ A It unfolded its solar panels.
- ☐ B It traveled 100 feet to take pictures.
- ☐ C It separated from the parachute.
- ☐ D It began to gather energy.

From Blackline Master 36

Student Name _____

DIRECTIONS

Answer these questions about “How Spirit Landed.”

- 1 Look at the diagram on page 100. What happened just after *Spirit* stopped 50 feet above the surface of Mars?
 - ☐ A It unfolded its solar panels.
 - ☐ B It traveled 100 feet to take pictures.
 - ☐ C It separated from the parachute.
 - ☐ D It began to gather energy.
- 2 What kind of energy did *Spirit* use to explore the planet?
 - ☐ A Gasoline
 - ☐ B Oil
 - ☐ C Solar power
 - ☐ D Wind power
- 3 *Spirit* did not break during the landing because it —
 - ☐ A was protected by air bags
 - ☐ B stopped above the planet’s surface
 - ☐ C took pictures of the surface
 - ☐ D was slowed down by the atmosphere



Cause and Effect

MODEL THE SKILL

Have students open to page 101 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs and captions. Tell students, ***We will learn how to recognize cause-and-effect relationships in a text.***

Display **Transparency pp. 102–103** of the article “Water Troubles” and distribute **Blackline Master 37**. Ask students to open to page 102 of **Time for Kids**. Have students look at the title, pictures, and chart before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

1 Some parts of the United States do not have enough water because —

- (A) water is locked up in ice caps
- (B) people do not worry about fresh water
- (C) they have had times of drought
- (D) most of the water turns into vapor

From Blackline Master 37

Think Aloud *This question asks why some parts of the United States have water shortages. I can go back to the article to find details about parts of the United States that have water problems. Then I will combine the information I find in the article to determine the best answer.*

Tell students that they should think about the information from the article. Explain that the question is looking for the cause or reason why some parts of the United States have water problems. Remind students that although several answer choices may include details from the text, only one will have the correct answer. Then call on a volunteer to give the correct answer (C) and underline the sentence on the transparency that contains the answer. (*Some parts of the United States are now having water problems because of drought.*)

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 37**.



ELAR Student Expectations

Cause and Effect

TEKS 3.13 (C)

Identify cause and effect relationships in texts.

Objective 3

Context Clues:

Homographs

TEKS 3.4 (B)

Use context to distinguish among multiple meaning words.

Objective 1

Charts

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 102–103

Blackline Masters
37, 38, 39

Charts

- 3 Look at the chart on page 103. What type of debris is found in our oceans more than any other?

- ☐ (A) Bags
- ☐ (B) Cigarettes
- ☐ (C) Food wrappers
- ☐ (D) Caps and lids

From Blackline Master 37

MODEL THE SKILL

Tell students that a chart is a graphic feature that can provide additional details to support the ideas presented in an article. Charts are visual representations of factual information.

Then read question 3 aloud.

Think Aloud *The question asks what type of debris is found in our oceans more than any other. I need to look at the rows and columns in the chart. Then I can combine the details to figure out the correct answer choice.*

Remind students that graphic features such as charts can help them understand text more fully. Point to the chart on **Transparency pp. 102–103** and tell students that the chart displays information about types of debris found in our oceans. Help students use the chart to determine the correct answer choice (B).

Context Clues: Homographs

- 4 Which meaning best fits the word periods as it is used in the third paragraph on page 102?

- ☐ (A) Measurements of time
- ☐ (B) Divisions of play time in sports or games
- ☐ (C) Time needed for planets to orbit the Sun
- ☐ (D) Punctuation marks used to end sentences

From Blackline Master 37

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Remind students that some words are homographs. Homographs are spelled the same way and may be pronounced the same way, but they have different meanings. Point out that they may have to use context clues or a dictionary to find the meaning of a multiple-meaning word such as a homograph as it is used in a given sentence.

Then read question 4 aloud.

Think Aloud *I see the word periods in the article, but the article does not tell me what the word means in this context. When I look at the answer choices, I see four different meanings. I will read all of the choices carefully and connect the clues I find in the text to decide which meaning is correct.*

Review the meanings with students. Encourage them to find context clues to help them figure out what *periods* means as it is used in the article. Give students a moment to select an answer. Have student volunteers explain how they determined the correct answer (A).

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 Why do some parts of the world have water shortages? Explain your answer and support it with evidence from the article.

From Blackline Master 37

Think Aloud *This question asks why there are water shortages in some parts of the world. I will go back to the article to look for details about water shortages and what causes them. Then I can combine the details to write the answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Some parts of the world have water shortages because well water is used up faster than wells can refill. Some places have experienced long periods without enough rain. Other places have water shortages because the water evaporates into the air.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T26 for answers to **Blackline Master 37**.

Student Name _____

DIRECTIONS

Answer these questions about “Water Troubles.”

- 1 Some parts of the United States do not have enough water because —
 - (A) water is locked up in ice caps
 - (B) people do not worry about fresh water
 - (C) they have had times of drought
 - (D) most of the water turns into vapor
- 2 Some fresh water is unsafe to drink because —
 - (A) the ground becomes dry and cracked
 - (B) it comes from a plastic water bottle
 - (C) the sun shines on the water all day
 - (D) it contains organisms that cause illness
- 3 Look at the chart on page 103. What type of debris is found in our oceans more than any other?
 - (A) Bags
 - (B) Cigarettes
 - (C) Food wrappers
 - (D) Caps and lids
- 4 Which meaning best fits the word periods as it is used in the third paragraph on page 102?
 - (A) Measurements of time
 - (B) Divisions of play time in sports or games
 - (C) Time needed for planets to orbit the Sun
 - (D) Punctuation marks used to end sentences

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Student Name _____

5 Why do some parts of the world have water shortages? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on cause and effect, using context clues, and reading a chart. Introduce “Kaboom! Volcanoes Are a Threat” by having students open to page 104 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings, and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article and to look for cause-and-effect relationships in the text. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students that they may sometimes have to use context clues to help them determine the meaning of words that have multiple meanings. Then have students read the article independently.

Distribute **Blackline Master 38** on pages 127–128 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read the article and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

Have students complete **Blackline Master 38**. Answers can be found on pages T26–T27 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Kaboom! Volcanoes Are a Threat.”

1 Use the diagram to answer the question below.

Cause	→	Effect
Scientists put sensors at base of volcano.	→	Sensors feel rumbles inside volcano.
A satellite finds location of each sensor.	→	A computer creates a picture of inside the volcano.
Scientists study the computer image of the volcano.	→	

Which idea belongs in the empty box?

- ☐ (A) Many volcanoes are located on the Ring of Fire.
- ☐ (B) Scientists go to the site of the volcano.
- ☐ (C) The U.S. volcano program watches volcanoes.
- ☐ (D) Scientists predict when the volcano will erupt.

2 What causes a volcano to erupt?

- ☐ (A) Gas and magma push through the earth’s surface.
- ☐ (B) Mudflows and clouds of gas cause damage.
- ☐ (C) The lives of millions of people are put at risk.
- ☐ (D) Dark clouds of dust block the heat from the sun.

3 Look at the chart on page 107.

Where is Krakatoa located?

- ☐ (A) Japan
- ☐ (B) Indonesia
- ☐ (C) Colombia
- ☐ (D) Martinique

Student Name _____

4 In the second paragraph on page 104, the word scale means a —

- ☐ A device for weighing an object
- ☐ B thin, flat, plate-like structure on a snake, lizard, or fish
- ☐ C series of tones in music
- ☐ D series of steps or degrees showing relative size

5 What happens when a volcano erupts? Explain your answer and support it with details from the article.



Poetry

APPLY THE SKILLS

Tell students they will read a poem and answer questions about it. Review some of the differences between poetry and prose. For example, poems may not have complete sentences. They are arranged into lines and stanzas instead of paragraphs. Some poems rhyme, but some do not. Poems often use vivid words to appeal to the reader's senses and feelings. They may repeat a word or line several times to help express an important idea.

Have students open to "No More Water" on page 108 in **Time for Kids**. Read the title aloud with students. Ask them to tell you what would happen if there were no more water on Earth. Guide students by asking what would happen to plants and animals, and what Earth would look like. Have students share their ideas and record them on the board. Ask students to think about their ideas as they read through the poem. Then read the poem aloud with students.

Distribute **Blackline Master 39** on page 130 of the Teacher's Manual. Read aloud question 1 and the answer choices. Tell students to look back at the poem to find the answer.

Think Aloud *This question asks about which lines in each stanza rhyme. I need to go back to the poem to analyze which lines rhyme and figure out the rhyme pattern.*

Ask for volunteers to identify the correct answer (D). Then invite students to go back to the poem and point out the rhyming words to explain how they got their answers.

Have students complete **Blackline Master 39**. Answers can be found on page T27 of the Teacher's Manual.



ELAR Student Expectations

Poetry

TEKS 3.6

Describe how characteristics of poetry create imagery.

Objective 2

- 1 In each stanza of this poem, the poet uses rhyming words in —

- (A) lines 1 and 2
- (B) lines 1 and 3
- (C) lines 2 and 3
- (D) lines 2 and 4

From Blackline Master 39

Student Name _____

DIRECTIONS

Answer these questions about “No More Water.”

1 In each stanza of this poem, the poet uses rhyming words in —

- ☐ A lines 1 and 2
- ☐ B lines 1 and 3
- ☐ C lines 2 and 3
- ☐ D lines 2 and 4

2 In this poem, the speaker exaggerates the effects of —

- ☐ A cleaning the sink drain
- ☐ B listening to his parents
- ☐ C forgetting his homework
- ☐ D leaving the faucet running

3 What message does this poem suggest?

- ☐ A People should use less water.
- ☐ B Water tanks are dangerous.
- ☐ C People should stop using faucets.
- ☐ D Some reservoirs need to be fixed.



Sequence

MODEL THE SKILL

Have students open to page 109 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the pictures. Tell students, *We will use these articles to learn how to recognize the order of events in a text.*

Display **Transparency pp. 110–111** of the article “Welcome to India” and distribute **Blackline Master 40**. Ask students to open to page 110 of **Time for Kids**. Have students look at the title, pictures, and captions before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

1 Which event occurred before the British took control of India?

- ☐ (A) Gandhi led a peaceful rebellion.
- ☐ (B) Europeans went to India to trade.
- ☐ (C) India won its independence.
- ☐ (D) Indians fought against British rule.

From Blackline Master 40

Think Aloud *This question is about the order of events. I need to find out what happened before the British took control of India. I will review the events described in this article and find out when they took place. Then I can combine these details to figure out which event took place before British rule.*

Tell students that they don’t have to read the whole article again. They can scan the article to find the answer. Ask students to locate the section in the article that describes when the British took control of India. Have students find the information about when the other events took place. Ask a volunteer to identify the correct answer (B) and then, using the transparency, underline the sentences in the article that contain the correct answer. *(Then Europeans reached India in the late 1400s. They wanted to trade for spices and silk.)*

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 40**.



ELAR Student Expectations

Sequence

TEKS RC-3 (E)

Draw conclusions from facts in text.

Objective 3

Maps

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Context Clues

TEKS 3.4 (B)

Use context to determine the meaning of unfamiliar words.

Objective 1

Materials

Transparency
pp. 110–111

Blackline Masters
40, 41, 42

Maps

- 3 Look at the map on page 110. Which city in India is east of Bangalore?

- ☐ (A) Delhi
- ☐ (B) Mumbai
- ☐ (C) Chennai
- ☐ (D) Kolkata

From Blackline Master 40

MODEL THE SKILL

Explain to students that some articles are accompanied by graphic features, such as maps. A map is a visual representation of factual information that can provide additional details to support the ideas presented in an article.

Then read question 3 aloud.

Think Aloud *The question asks about the location of cities in India. First, I need to find the city of Bangalore. Then I need to find out where the other cities on the map are located. I can look at the compass rose to remind me of where north, south, east, and west are. Now I can combine these details to find the answer.*

Point to the map of India on **Transparency pp. 110–111** and help them locate Bangalore. Have students look at the compass rose to figure out which direction is east. Then ask them to go through the answer choices and find each of the cities to determine which answer is correct (D).

Context Clues

- 4 In the first paragraph on page 111, the word benefit means —

- ☐ (A) get something good
- ☐ (B) learn information
- ☐ (C) buy expensive things
- ☐ (D) gain understanding

From Blackline Master 40

MODEL THE SKILL

Tell students that they may not know the meaning of every word in a text. Explain that other words and sentences in the paragraph can provide context clues that will help them determine the meanings of unfamiliar words.

Then read question 4 aloud.

Think Aloud *I see the word benefit in the article, but the article doesn't tell me what it means. The sentence before the word benefit mentions the country's resources. The sentences after the word say that the rich and the middle class live well, but the poor do not get good health care or education. These are good things, so benefit must refer to good things that many do not get.*

Have students read the first paragraph on page 111 to see how the word *benefit* is used. Ask students which of the answer choices best fits the meaning (A). Then have a volunteer explain how he or she determined the correct answer.

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided.

Read the following short-answer question aloud:

- 5 What events took place in India between the late 1400s and 1947? Explain your answer and support it with evidence from the article.

From Blackline Master 40

Think Aloud *This question asks about what happened in India between the late 1400s and 1947. I need to find information in the text that describes the events that took place in that time period. Then I can combine the facts and details to write the answer.*

Work with students to find information from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: European traders arrived in India in the late 1400s. The British took control of the country in the late 1700s. Indians fought the British in the 1800s, and Gandhi led a peaceful rebellion in the 1900s. India won its independence from the British in 1947.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T28 for answers to **Blackline Master 40**.

Student Name _____

DIRECTIONS

Answer these questions about “Welcome to India.”

1 Which event occurred before the British took control of India?

- ☐ (A) Gandhi led a peaceful rebellion.
- ☐ (B) Europeans went to India to trade.
- ☐ (C) India won its independence.
- ☐ (D) Indians fought against British rule.

2 India became independent soon after —

- ☐ (A) Indian civilization began in 2500 B.C.
- ☐ (B) Europeans started trading for spice and silk
- ☐ (C) Gandhi led a rebellion against the British
- ☐ (D) the government solved its pollution problem

3 Look at the map on page 110. Which city in India is east of Bangalore?

- ☐ (A) Delhi
- ☐ (B) Mumbai
- ☐ (C) Chennai
- ☐ (D) Kolkata

4 In the first paragraph on page 111, the word benefit means —

- ☐ (A) get something good
- ☐ (B) learn information
- ☐ (C) buy expensive things
- ☐ (D) gain understanding

Student Name _____

5 What events took place in India between the late 1400s and 1947? Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on sequence of events, context clues, and reading a map. Introduce “Faces from the Past” by having students open to page 112 of **Time for Kids**. Point out that some important ideas of an article can be found in the title and illustrations. Have students look at the photos, captions, and headings, and then ask, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article and what kinds of events may be presented in sequential order. Have them point to the text and text features in the article to show how they came up with their answers.

Remind students to use context clues to help them determine the meaning of some unfamiliar words. Then have students read the article independently.

Distribute **Blackline Master 41** on pages 137–138 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

- 1 Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
- 2 Then read “Faces from the Past” and the questions very carefully. Make sure you understand what the questions are asking.
- 3 Make sure your answers are based on the article, pictures, and text features. You may go back to the article at any time to find the answers you need.
- 4 For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
- 5 Be sure to write complete sentences.

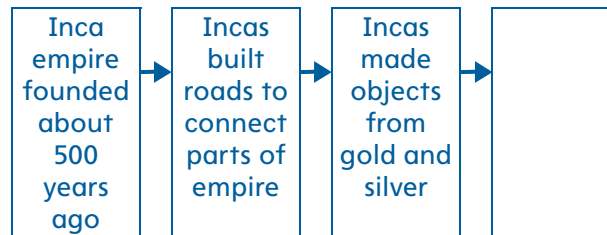
Have students complete **Blackline Master 41**. Answers can be found on pages T28–T29 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “Faces from the Past.”

1 Look at the following diagram of information from the article.



Which idea belongs in the empty box?

- ☐ (A) The Incas were an Indian group.
- ☐ (B) The Spanish overthrew the Incas.
- ☐ (C) Inca mummies were buried long ago.
- ☐ (D) Some Indians still speak Quechua today.

2 What did Johan Reinhard discover before he found three frozen mummies in Argentina?

- ☐ (A) The “Ice Maiden”
- ☐ (B) Mount Llullaillaco
- ☐ (C) The last Inca king
- ☐ (D) Spanish treasure

3 Look at the map on page 114. The Salta province of Argentina shares a border with —

- ☐ (A) Uruguay and Brazil
- ☐ (B) Brazil and Bolivia
- ☐ (C) Paraguay and Uruguay
- ☐ (D) Bolivia and Chile

Student Name _____

4 Which sentence from page 114 helps the reader understand the meaning of the word tissue?

- ☐ (A) *Other Inca mummies were found before this.*
- ☐ (B) *The three mummies found by Reinhard were different.*
- ☐ (C) *Now scientists can study the blood and organs.*
- ☐ (D) *The mummies are like clues to a puzzle.*

5 Tell the steps, in order, that Reinhard and the workers took to remove the frozen mummies that he found on Mount Llullaillaco. Support your answer with details from the article.



Maps

APPLY THE SKILLS

Remind students that a map gives visual information about the location of places or things. Explain that a map might be accompanied by a short text that gives more information about the topic. Tell students that many maps have labels or captions that provide information or explain features of the map.

Have students open to “The Inca Empire” on page 116 in **Time for Kids**. Point out the short text at the top of the page and the labels on the map. Have students read the accompanying text, look at the key, and study the map. Review with students that the compass rose shows a north arrow, which the reader can use to find the directions south, east, and west.

Distribute **Blackline Master 42** on page 140 of the Teacher’s Manual. Read aloud the first question and answer choices. Tell students to look at the map to find the information they need.

Think Aloud *The question asks about the capital of Peru. I need to look at the map and find Peru. I also need to look at the key to figure out how to find capital cities. Then I can combine this information to find the answer.*

Encourage students to volunteer the correct answer (C). Ask them to show where they found the information they needed on the map.

Have students complete **Blackline Master 42**. Answers can be found on page T29 of the Teacher’s Manual.



ELAR Student Expectations

Maps

3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the map on page 116. What is the capital of present-day Peru?

- (A) La Paz
- (B) Quito
- (C) Lima
- (D) Santiago

From Blackline Master 42

Student Name _____

DIRECTIONS

Answer these questions about “The Inca Empire.”

- 1 Look at the map on page 116.
What is the capital of present-day Peru?
☐ A La Paz
☐ B Quito
☐ C Lima
☐ D Santiago
- 2 Which present-day country was not part of the Inca Empire?
☐ A Ecuador
☐ B Chile
☐ C Bolivia
☐ D Brazil
- 3 What country lies to the east of Chile?
☐ A Argentina
☐ B Peru
☐ C Ecuador
☐ D Colombia



Cause and Effect

MODEL THE SKILL

Have students open to page 117 of **Time for Kids, Student Edition**. Look at the cover and read the article titles aloud with the class. Have students preview the photographs and captions. Tell students, *We will learn how to recognize cause-and-effect relationships from the information in a text.*

Display **Transparency pp. 118–119** of the article “Trouble in the Ocean” and distribute **Blackline Master 43**. Ask students to open to page 118 of **Time for Kids**. Have students look at the title, pictures, and diagram before they read the article. Then have students read the article carefully and identify any words they do not know. Underline these words on the transparency and review them with the class. Then read the following question and answer choices aloud:

- 1 What causes “dead zones”?
 - ☐ A Tiny plants called algae begin to grow.
 - ☐ B There are no fish or turtles.
 - ☐ C Fertilizers flow into the ocean.
 - ☐ D Plants and grass grow on land.

From Blackline Master 43

Think Aloud *This question asks about what causes dead zones.*

- *I can go back to the article to find where it discusses dead zones*
- *and their causes. Then I can combine this information to find the*
- *best answer.*

Tell students that they should think about the information from the article. Explain that the question is looking for the cause, or reason, that some parts of the ocean have dead zones. Remind students that although several answer choices may include information from the text, only one will give the correct answer. Then call on a volunteer to give the correct answer (C) and underline the sentence on the transparency that contains the answer. (*We know what causes dead zones—chemical fertilizers used on farms and lawns.*)

For further practice with the comprehension skill, you may wish to have children work together or independently to answer question 2 on **Blackline Master 43**.



ELAR Student Expectations

Cause and Effect

TEKS 3.13 (C)

Identify cause and effect relationships in texts.

Objective 3

Dictionary: Homophones

TEKS 3.4 (C)

Identify and use homophones.

Objective 1

Diagrams

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

Materials

Transparency
pp. 118–119

Blackline Masters
43, 44, 45

TFK Pages 118–119

Diagrams

3 Look at the diagram on page 119. What happens after the algae sink to the bottom?

- (A) Rain washes fertilizer into the river.
- (B) The runoff flows to the ocean.
- (C) Bacteria eat the algae.
- (D) Fertilizer causes algae to grow.

From Blackline Master 43

MODEL THE SKILL

Tell students that a diagram is a graphic feature that can provide additional details to support the ideas presented in an article. Diagrams are visual representations of factual information. They usually include descriptive labels or captions. Invite students to look at the diagram on page 119.

Then read question 3 aloud.

Think Aloud *The question asks what happens after the algae sink to the bottom. I need to look at the diagram to find when algae sink to the bottom. Then I can read the labels to see what happens after the algae sink, and I can combine this information to find the answer.*

Remind students that they can use diagrams and other graphic features to help them better understand text and to answer test questions. Point to the diagram on **Transparency pp. 118–119** and tell students that the diagram displays details. They can combine the details to determine the correct answer choice (C).

Dictionary: Homophones

4 Which word is pronounced the same as the word die on page 118?

- (A) Dye
- (B) Day
- (C) Due
- (D) Doe

From Blackline Master 43

MODEL THE SKILL

Remind students that homophones are words that are pronounced the same way but are spelled differently and have different meanings, such as *two* and *too*. Explain that it is important to determine the correct meaning of a homophone in the text and not to confuse it with another word that sounds the same.

Then read question 4 aloud.

Think Aloud *This question asks for a word that is pronounced the same as die. I can look at the four answer choices and read them quietly to myself to see how they are pronounced. I can connect the sounds to choose the one that sounds the same as die.*

Reread the sentence and answer choices aloud. Explain that one of the answer choices is a homophone for the word *die* because it is pronounced the same way. Have students determine which of the answer choices sounds the same as *die* (A). Have volunteers explain how they arrived at their answers.

Short Answer

MODEL WRITING A SHORT ANSWER

Tell students that short-answer questions will ask them to write answers in complete sentences on the lines provided. The reader must find facts and evidence in the text and combine them to find the answer to the question.

Read the following short-answer question aloud:

- 5 What are the effects of fertilizer chemicals being dumped in the ocean? Explain your answer and support it with evidence from the article.

From Blackline Master 43

Think Aloud *This question asks what happens when fertilizer chemicals are dumped in the ocean. I will go back to the article to look for details about fertilizer chemicals and what they do. Then I can combine the details to write the answer.*

Work with students to find details from the article to answer the question, and have a volunteer underline these details on the transparency. Write a short answer together. Remind students to use complete sentences in their answers.

Possible response: Fertilizer chemicals cause algae to grow in the water. When the algae die, they sink to the bottom and are eaten by bacteria. The bacteria use up all the oxygen in the water. The area becomes a dead zone. No animals can live there.

See page T1 in the Teacher’s Manual for a short-answer rubric. See page T30 for answers to **Blackline Master 43**.

DIRECTIONS

Answer these questions about “Trouble in the Ocean.”

1 What causes “dead zones”?

- ☐ A Tiny plants called algae begin to grow.
- ☐ B There are no fish or turtles.
- ☐ C Fertilizers flow into the ocean.
- ☐ D Plants and grass grow on land.

2 Animals can’t live in “dead zones” because the water —

- ☐ A is too warm
- ☐ B helps grass grow
- ☐ C is near the coast
- ☐ D has no oxygen in it

3 Look at the diagram on page 119. What happens after the algae sink to the bottom?

- ☐ A Rain washes fertilizer into the river.
- ☐ B The runoff flows to the ocean.
- ☐ C Bacteria eat the algae.
- ☐ D Fertilizer causes algae to grow.

4 Which word is pronounced the same as the word die on page 118?

- ☐ A Dye
- ☐ B Day
- ☐ C Due
- ☐ D Doe



Student Name _____

5 What are the effects of fertilizer chemicals being dumped in the ocean?
Explain your answer and support it with evidence from the article.



Show What You Know

APPLY THE SKILLS

Tell students that some of the questions they will see on a test will focus on cause and effect, recognizing homophones, and reading a diagram. Introduce “One Giant Squid!” by having students open to page 120 of **Time for Kids**. Point out that some important ideas of an article can be found in its title and illustrations. Have students look at the photos, captions, and headings, and then ask students, ***What do you think this article is mainly about?***

Encourage students to share what they think is the main idea of this article and to look for cause-and-effect relationships in the text. Have them point to the text and text features in the article to show how they combined different parts of the text to come up with their answers.

Remind students that they may sometimes have to use their knowledge of homophones to help them determine the meaning of certain words in a text. Then have students read the article independently.

Distribute **Blackline Master 44** on pages 147–148 of the Teacher’s Manual. Tell students that they will take a practice test on the article they just read. Share these specific suggestions with students to help them answer test questions:

1. Before you read, look at pictures, captions, and the title to give you an idea of what the article is about.
2. Then read “One Giant Squid!” and the questions very carefully. Make sure you understand what the questions are asking.
3. Make sure your answers are based on the article, pictures, and text features. You may go back to the article to find the answers you need.
4. For the short-answer question, plan your answer carefully before you write. Make sure you answer every part of the question and use details from the article to support your answer.
5. Be sure to write complete sentences.

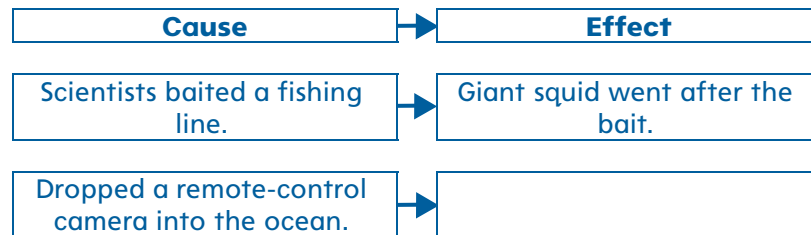
Have students complete **Blackline Master 44**. Answers can be found on pages T30–T31 of the Teacher’s Manual.

Student Name _____

DIRECTIONS

Answer these questions about “One Giant Squid!”

- 1 Use the diagram to answer the question below.



Which information belongs in the empty box?

- ☐ (A) Giant squids have the largest eyes.
- ☐ (B) The scientists had a bright idea.
- ☐ (C) Scientists got pictures of a giant squid.
- ☐ (D) The squid eventually swam away.

- 2 Scientists followed some sperm whales because they wanted to —

- ☐ (A) find a giant squid
- ☐ (B) catch a whale
- ☐ (C) see what they ate
- ☐ (D) learn about whales

- 3 Look at the diagram on page 123.

The main body of the giant squid is called the —

- ☐ (A) tentacle
- ☐ (B) mantle
- ☐ (C) funnel
- ☐ (D) head

Student Name _____

4 Which word is pronounced the same as the word piece in the second paragraph on page 122?

- ☐ A Pace
- ☐ B Pick
- ☐ C Pies
- ☐ D Peace

5 How have scientists learned what they know about giant squids? Explain your answer and support it with evidence from the article.



Diagrams

APPLY THE SKILLS

Review with students that a diagram can help a reader picture information explained in the text. Diagrams usually have labels that identify each part and captions that give information about the whole diagram. Tell students that diagrams provide additional information that may not appear in the text.

Have students open to “How Diamonds Form” on page 124 in **Time for Kids** and distribute **Blackline Master 45** on page 150 of the Teacher’s Manual. Ask students to share their ideas about the topic of the diagram. Write their ideas on the board. Then have students read “How Diamonds Form.”

Read aloud the first question and answer choices. Tell students to look at the diagram to find the answer.

Think Aloud *This question asks about what turns carbon into diamonds. The parts of the diagram show steps in a process, and each step has a number and a caption. I need to look at the diagram and the captions to see which part tells how carbon turns into diamonds. Then I can combine the details to find the correct answer.*

After students identify the correct answer (B), ask for volunteers to go back to the diagram and show where they found the information needed to answer the question.

Have students complete **Blackline Master 45**. Answers can be found on page T31 of the Teacher’s Manual.



ELAR Student Expectations

Diagrams

TEKS 3.15 (B)

Locate and use information in graphic features.

Objective 3

- 1 Look at the diagram on page 124. Carbon is turned into diamonds by —
 - (A) erosion and water
 - (B) pressure and heat
 - (C) riverbeds and beaches
 - (D) pipes of rock

From Blackline Master 45

Student Name _____

DIRECTIONS

Answer these questions about “How Diamonds Form.”

- 1 Look at the diagram on page 124.
Carbon is turned into diamonds
by —

☐ (A) erosion and water
☐ (B) pressure and heat
☐ (C) riverbeds and beaches
☐ (D) pipes of rock

- 3 What carries diamonds toward the
surface of the earth?

☐ (A) Water
☐ (B) Pipes
☐ (C) Magma
☐ (D) Heat

- 2 Where do diamonds form?

☐ (A) Deep inside Earth
☐ (B) On the beach
☐ (C) In diamond mines
☐ (D) Inside volcanoes



Short-Answer Reading Rubric

Use the rubric below to score the short-answer items in the tests.

SCORE	Description
3	An exemplary response must: <ul style="list-style-type: none">• be thoughtful and insightful• be strongly supported with accurate/relevant textual evidence• show depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation
2	A sufficient response must: <ul style="list-style-type: none">• be reasonable• be supported with accurate/relevant textual evidence• be clear and specific
1	A partially sufficient response may: <ul style="list-style-type: none">• be reasonable• be supported by general, incomplete, partially accurate/relevant textual evidence, if any• weakly connect textual evidence to the idea, analysis, or evaluation• be somewhat unclear or vague
0	An insufficient response may: <ul style="list-style-type: none">• be too general or vague to determine whether it is reasonable or not be reasonable• not address the question or answer a different question than the one asked• not be based on the selection• incorrectly analyze or evaluate the text• offer only incomplete or irrelevant textual evidence, if any• lack clarity

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Answer Key

ISSUE 1, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Main Idea and Details	3.13 (A)
2	B	Main Idea and Details	3.13 (A)
3	A	Graphs	3.15 (B)
4	C	Prefixes	3.4 (A)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: Yunus founded the Grameen Bank to give loans to people for business. He started a company to provide cell phone service in rural areas and another to make solar panels. He started a food company and an eye hospital.

2-Point Answer: He founded the Grameen Bank. He also started a cell phone company and a company that makes solar panels.

1-Point Answer: He gives money and cell phones to poor people.

ISSUE 1, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	D	Main Idea and Details	3.13 (A)
2	D	Main Idea and Details	3.13 (A)
3	A	Graphs	3.15 (B)
4	B	Prefixes	3.4 (A)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: The students visit and learn about the Masai. They put on Masai clothing and help with chores. The boys herd cattle, and the girls collect firewood and water.

2-Point Answer: The students visit the Masai. The boys herd cattle, and the girls collect firewood and water.

1-Point Answer: They dress like the Masai and herd cattle.

ISSUE 1, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	A	Chart	3.15 (B)
2	B	Chart	3.15 (B)
3	A	Chart	3.15 (B)

ISSUE 2, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	A	Cause and Effect	3.13 (C)
2	D	Cause and Effect	3.13 (C)
3	B	Maps	3.15 (B)
4	B	Dictionary	3.4 (E)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: Technology has a big effect on modern cartography. Today, mapmakers use pictures and information about landforms gathered from satellites to create maps. They use computers to measure accurately and draw maps.

2-Point Answer: Cartography today uses pictures and information from satellites to create maps. Mapmakers use computers to draw maps.

1-Point Answer: People use computers to make maps.

ISSUE 2, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	A	Cause and Effect	3.13 (C)
2	D	Cause and Effect	3.13 (C)
3	D	Maps	3.15 (B)
4	C	Dictionary	3.4 (E)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: The “green machine” will help kids in poor countries because the laptops do not need electricity. Kids everywhere can use the computers. Having a computer will help the kids learn better. Dr. Negroponte says that every problem you can think of can be solved through better education.

2-Point Answer: Kids can use these laptops because they do not need electricity. Having a computer will help the kids learn better.

1-Point Answer: They can use it to learn. Kids won’t have to plug it in.

ISSUE 2, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	D	Map	3.15 (B)
2	A	Map	3.15 (B)
3	C	Map	3.15 (B)

ISSUE 3, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Main Idea and Details	3.13 (A)
2	A	Main Idea and Details	3.13 (A)
3	C	Photos and Captions	3.13 (D)
4	B	Synonyms	3.4 (C)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: Architects think about sunlight when they decide what direction a house will face and how the sun will strike the windows. They think about sunlight and shadow when designing buildings in a city. They want to determine whether the building will block someone else's light and whether existing structures will make the new building too dark.

2-Point Answer: Architects think about sunlight when they decide what direction a house will face. They think about sunlight and shadow when designing a building in a city to determine whether the building will block someone else's light.

1-Point Answer: They think about where the sun shines and how to place the house.

ISSUE 3, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	D	Main Idea and Details	3.13 (A)
2	A	Main Idea and Details	3.13 (A)
3	B	Photos and Captions	3.13 (D)
4	A	Thesaurus: Synonyms	3.4 (C)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: Scientists are using space probes to learn more about the sun. The SOHO takes photos of the sun and measures the energy that comes from the sun. The ACE probe tracks particles that come from the sun.

2-Point Answer: Scientists are using space probes to learn more about the sun. The SOHO takes photos of the sun and measures the sun's energy.

1-Point Answer: Scientists are using the SOHO and the ACE to learn about the sun.

ISSUE 3, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	B	Poetry	3.6
2	D	Poetry	3.6
3	C	Poetry	3.6

ISSUE 4, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Compare and Contrast	4.11 (C)
2	A	Compare and Contrast	4.11 (C)
3	B	Text Features	3.13 (D)
4	B	Context Clues	3.4 (B)
5	See possible responses below	Compare and Contrast	4.11 (C)

3-Point Answer: Mayme Clayton and Avery Clayton were alike in several ways. Both wanted to collect papers, letters, and books written by African Americans. Both saw the importance of these papers to African American culture. Both wanted others to be able to share these treasures.

2-Point Answer: Mayme Clayton and Avery Clayton both collected papers, letters, and books written by African Americans. Both saw the importance of these papers and wanted to share them.

1-Point Answer: Both collected books written by African Americans and wanted to show others.

ISSUE 4, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	B	Compare and Contrast	4.11 (C)
2	D	Compare and Contrast	4.11 (C)
3	D	Text Features	3.13 (D)
4	A	Context Clues	3.4 (B)
5	See possible responses below	Compare and Contrast	4.11 (C)

3-Point Answer: Visiting the Statue of Liberty today is different from visiting it before 2001. Before 9/11, the statue was open to visitors and people could climb to the crown. Today, most of the statue is closed to visitors. To get into the statue, visitors must call ahead and go through security systems. Now, tourists can only climb to the top of the statue's pedestal.

2-Point Answer: Before 2001, the statue was open to visitors and people could climb to the crown. Today, visitors must call ahead and go through security systems.

1-Point Answer: Before 2001, the statue was open to visitors and people could climb to the crown. Now it is closed.

ISSUE 4, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	C	Chart	3.15 (B)
2	B	Chart	3.15 (B)
3	A	Chart	3.15 (B)

ISSUE 5, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	D	Make and Confirm Predictions	3.13 (D)
2	C	Make and Confirm Predictions	3.13 (D)
3	B	Charts	3.15 (B)
4	A	Suffixes	3.4 (A)
5	See possible responses below	Make and Confirm Predictions	3.13 (D)

3-Point Answer: The car of the future will run on different fuel. It may run on electricity from a fuel cell. It will not use gasoline. It will not cause pollution, so it will be good for the environment.

2-Point Answer: The car of the future will have a fuel cell. It will not use gasoline and will not cause pollution.

1-Point Answer: The car of the future will run on different fuel and will not cause pollution.

ISSUE 5, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	A	Make and Confirm Predictions	3.13 (D)
2	C	Make and Confirm Predictions	3.13 (D)
3	B	Charts	3.15 (B)
4	C	Suffixes	3.4 (A)
5	See possible responses below	Make and Confirm Predictions	3.13 (D)

3-Point Answer: The roller coasters of the future will travel faster than the roller coasters of today. They will probably have more twists and turns than ever. They will be designed on computers and will be tested carefully to make sure they are safe.

2-Point Answer: Roller coasters of the future will travel faster and will have more twists and turns than ever. They will be designed on computers.

1-Point Answer: They will be faster and better.

ISSUE 5, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	C	Poetry	3.6
2	A	Poetry	3.6
3	D	Poetry	3.6

ISSUE 6, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Sequence	RC-3 (E)
2	A	Sequence	RC-3 (E)
3	D	Maps	3.15 (B)
4	B	Compound Words	1.6 (B)
5	See possible responses below	Sequence	RC-3 (E)

3-Point Answer: When Hurricane Katrina hit New Orleans, the levees protecting the city failed. Much of the city was flooded. Houses were ruined, and thousands of people were left homeless. Many people died.

2-Point Answer: The levees failed, and much of the city was flooded. Thousands of people were left homeless.

1-Point Answer: Hurricane Katrina flooded the city and ruined people's homes.

ISSUE 6, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	C	Sequence	RC-3 (E)
2	B	Sequence	RC-3 (E)
3	A	Maps	3.15 (B)
4	D	Compound Words	1.6 (B)
5	See possible responses below	Sequence	RC-3 (E)

3-Point Answer: Officials installed 25 new gauges to detect earthquakes. Three new tsunami sensors were placed on the Indian Ocean floor. Most countries around the Indian Ocean created centers to receive tsunami warnings and send them out to the public.

2-Point Answer: Officials put in new gauges to detect earthquakes and new sensors on the ocean floor. Countries around the Indian Ocean created centers to receive tsunami warnings and send them out.

1-Point Answer: Countries put in new sensors in the Indian Ocean.

ISSUE 6, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	B	Poetry	3.6
2	A	Poetry	3.6
3	D	Poetry	3.6

ISSUE 7, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	B	Draw Conclusions	3.13 (B)
2	C	Draw Conclusions	3.13 (B)
3	A	Graphs	3.15 (B)
4	D	Context Clues	3.4 (B)
5	See possible responses below	Draw Conclusions	3.13 (B)

3-Point Answer: Today, the children of immigrants are coming back to the family business. Many of them bring new ideas to help the business become more successful. For example, Peter Kim helped his father's clothing business become successful.

2-Point Answer: The children of immigrants are coming back to the family business. They bring new ideas to help the business become more successful.

1-Point Answer: The children of immigrants are coming back to the family business.

ISSUE 7, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	B	Draw Conclusions	3.13 (B)
2	D	Draw Conclusions	3.13 (B)
3	C	Graphs	3.15 (B)
4	A	Context Clues	3.4 (B)
5	See possible responses below	Draw Conclusions	3.13 (B)

3-Point Answer: The world owes thanks to Bill and Melinda Gates because they have used their wealth to help people who need it most. They have promoted people's health worldwide. They have given money to overcome hunger and poverty in many poor countries. They have given money for school programs and libraries and to help students pay for school.

2-Point Answer: They have used their wealth to help people who need it most. They have promoted people's health worldwide and have worked to overcome hunger and poverty in many places.

1-Point Answer: They have given a lot of money to fight hunger and disease.

ISSUE 7, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	A	Graphs	3.15 (B)
2	D	Graphs	3.15 (B)
3	B	Graphs	3.15 (B)

ISSUE 8, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	B	Main Idea and Details	3.13 (A)
2	D	Main Idea and Details	3.13 (A)
3	A	Time Line	3.15 (B)
4	B	Antonyms	3.4 (C)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: Both Lincoln and Douglass wanted to free the slaves. Both believed in equal rights for men and women. Both wanted black men to be part of the U.S. Army.

2-Point Answer: Both Lincoln and Douglass wanted to free the slaves. Both wanted black men to be part of the U.S. Army.

1-Point Answer: They both wanted to free the slaves.

ISSUE 8, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	C	Main Idea and Details	3.13 (A)
2	D	Main Idea and Details	3.13 (A)
3	B	Time Line	3.15 (B)
4	A	Antonyms	3.4 (C)
5	See possible responses below	Main Idea and Details	3.13 (A)

3-Point Answer: To become a nation, an American Indian group must go through a long process. It must show that it was around before the United States was formed. It may have to show that the group has signed treaties with the U.S. government. Then it will be recognized as a nation by the United States.

2-Point Answer: To become a nation, an American Indian group must show that it was around before the United States. It may have to show that the group has signed treaties with the U.S. government.

1-Point Answer: It has to show that it was around before the United States.

ISSUE 8, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	A	Time Line	3.15 (B)
2	C	Time Line	3.15 (B)
3	B	Time Line	3.15 (B)

ISSUE 9, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	D	Author's Purpose	3.12
2	B	Author's Purpose	3.12
3	C	Maps	3.15 (B)
4	B	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author includes information about “Baby” to give an example of a titan arum that has bloomed recently. The information also shows how unusual the titan arum is and what a special event it was when “Baby” bloomed.

2-Point Answer: The author tells about “Baby” as an example of a titan arum that has bloomed recently. The information also shows how unusual the titan arum is.

1-Point Answer: “Baby” is an example of a titan arum that has bloomed recently.

ISSUE 9, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	A	Author's Purpose	3.12
2	C	Author's Purpose	3.12
3	A	Maps	3.15 (B)
4	D	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author describes what scientists found in the Pyramid of the Moon at the beginning of the article to grab the reader's attention and make the reader want to keep reading. Also, the author wants to show how mysterious the pyramids are and tell about the researchers who are studying Teotihuacán.

2-Point Answer: The author describes what scientists found in the Pyramid of the Moon at the beginning of the article to grab the reader's attention and make the reader want to keep reading. Also, the author wants to show that the pyramids are creepy and mysterious.

1-Point Answer: The author describes what scientists found in the Pyramid of the Moon to grab the reader's attention.

ISSUE 9, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	B	Poetry	3.6
2	A	Poetry	3.6
3	D	Poetry	3.6

ISSUE 10, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	B	Author's Purpose	3.12
2	A	Author's Purpose	3.12
3	D	Photos and Captions	3.13 (D)
4	C	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author includes quotations from three people to support his or her ideas and make the article more believable. The quotations from Dr. Hall and Jim Cloud's wife both describe how well the teen volunteers perform. The quotation from Emily Stout shows that the teen volunteers are dedicated.

2-Point Answer: The author includes a quotation from Dr. Hall to describe how well the teen volunteers perform. The quotation from Emily Stout shows that the teen volunteers are dedicated.

1-Point Answer: The quotations from Dr. Hall and Jim Cloud's wife both describe the teen volunteers' good work.

ISSUE 10, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	D	Author's Purpose	3.12
2	B	Author's Purpose	3.12
3	B	Photos and Captions	3.13 (D)
4	A	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author includes information about the ancient emperors to give some history of Japan and explain how its monarchy came to be. The author gives information about the Meiji era to explain how the monarchy made a comeback and became more powerful. This information also explains why Japan's emperors have always been male.

2-Point Answer: The author tells about the ancient emperors. The author gives some history of Japan to explain how its monarchy came to be and why Japan's emperors are always male.

1-Point Answer: The author wants to give some history of Japan and tell about its monarchs.

ISSUE 10, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	D	Map	3.15 (B)
2	B	Map	3.15 (B)
3	A	Map	3.15 (B)

ISSUE 11, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	D	Draw Conclusions	3.13 (B)
2	B	Draw Conclusions	3.13 (B)
3	A	Diagram	3.15 (B)
4	C	Context Clues	3.4 (B)
5	See possible responses below	Draw Conclusions	3.13 (B)

3-Point Answer: Free the Children has raised a lot of money and used that money to help people in other countries. It has built more than 500 schools. It has paid for health care in poor communities.

2-Point Answer: Free the Children has raised a lot of money to help people in other countries. It has built more than 500 schools.

1-Point Answer: Free the Children has built many schools in other countries.

ISSUE 11, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	D	Draw Conclusions	3.13 (B)
2	A	Draw Conclusions	3.13 (B)
3	B	Diagrams	3.15 (B)
4	D	Context Clues	3.4 (B)
5	See possible responses below	Draw Conclusions	3.13 (B)

3-Point Answer: The surfer has to work against gravity, buoyancy, and the movement of the water to ride a wave and stay on the board. The surfer has to keep his or her weight along the centerline of the board and not tip too far to one side. The surfer must not stay too far back or forward, or the board will tip and the surfer will end up in the water.

2-Point Answer: The surfer has to keep his or her weight along the centerline of the board and not tip too far to one side. The surfer must not stay too far back or forward, or the board will tip and the surfer will end up in the water.

1-Point Answer: The surfer has to stay in the center of the board and not lean too far.

ISSUE 11, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	D	Poetry	3.6
2	B	Poetry	3.6
3	A	Poetry	3.6

ISSUE 12, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	B	Author's Purpose	3.12
2	D	Author's Purpose	3.12
3	C	Time Line	3.15 (B)
4	D	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author's main purpose in "The Next Frontier" is to predict what might happen in space travel in the future. First, the author summarizes what has happened recently in space travel. People have not been to the moon since 1972, but robot probes have taken pictures of other planets. Then the author says that in the future, people may build a base on the moon or travel to Mars.

2-Point Answer: The main purpose of "The Next Frontier" is to predict what might happen in space travel in the future. People may build a base on the moon or travel to Mars.

1-Point Answer: The purpose of this section is to predict what might happen in space travel in the future.

ISSUE 12, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	B	Author's Purpose	3.12
2	A	Author's Purpose	3.12
3	D	Time Lines	3.15 (B)
4	C	Context Clues	3.4 (B)
5	See possible responses below	Author's Purpose	3.12

3-Point Answer: The author's purpose in the section called "On the Planet" is to inform readers about spacecraft on the surface of Mars. The author tells about the spacecraft that have landed on the planet and what they have done. For example, all of the spacecraft have sent pictures of Mars back to Earth.

2-Point Answer: The purpose of "On the Planet" is to tell readers about spacecraft on the surface of Mars. The author tells about the spacecraft that have landed on the planet and what they have done.

1-Point Answer: The purpose is to tell about spacecraft that have landed on Mars.

ISSUE 12, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	C	Diagram	3.15 (B)
2	C	Diagram	3.15 (B)
3	A	Diagram	3.15 (B)

ISSUE 13, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Cause and Effect	3.13 (C)
2	D	Cause and Effect	3.13 (C)
3	B	Chart	3.15 (B)
4	A	Context Clues: Homographs	3.4 (B)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: Some parts of the world have water shortages because well water is used up faster than wells can refill. Some places have experienced long periods without enough rain. Other places have water shortages because the water evaporates into the air.

2-Point Answer: In some parts of the world, people use up well water faster than wells can refill. Other places have water shortages because of droughts.

1-Point Answer: Some places have water shortages because they don't get enough rain.

ISSUE 13, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	D	Cause and Effect	3.13 (C)
2	A	Cause and Effect	3.13 (C)
3	B	Chart	3.15 (B)
4	D	Context Clues: Homographs	3.4 (B)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: When a volcano erupts, magma flows out of the ground as lava. The flow of lava destroys everything in its path. Gas, dust, and ash are thrown into the air and form dark clouds. These clouds sometimes block out the sun and make the weather cooler.

2-Point Answer: Magma flows out of the ground as lava and destroys everything in its path. Gas, dust, and ash are thrown into the air and form dark clouds that block out the sun.

1-Point Answer: Lava flows out of the ground and destroys everything in its path.

ISSUE 13, Poetry

Question	Answer	Content Focus	ELAR TEKS
1	D	Poetry	3.6
2	D	Poetry	3.6
3	A	Poetry	3.6

ISSUE 14, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	B	Sequence	RC-3 (E)
2	C	Sequence	3.13 (B)
3	D	Maps	3.15 (B)
4	A	Context Clues	3.4 (B)
5	See possible responses below	Sequence	RC-3 (E)

3-Point Answer: European traders arrived in India in the late 1400s. The British took control of the country in the late 1700s. Indians fought the British in the 1800s, and Gandhi led a peaceful rebellion in the 1900s. India won its independence from the British in 1947.

2-Point Answer: European traders came to India in the 1400s. The British came in the 1700s. Indians fought them in the 1800s, and later Gandhi had a peaceful rebellion. They got their independence in 1947.

1-Point Answer: The British came and then India won its independence.

ISSUE 14, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	B	Sequence	RC-3 (E)
2	A	Sequence	3.13 (B)
3	D	Maps	3.15 (B)
4	C	Context Clues	3.4 (B)
5	See possible responses below	Sequence	RC-3 (E)

3-Point Answer: Reinhard discovered the three frozen mummies on top of the mountain. Workers removed five feet of earth to dig a narrow hole. A worker had to be lowered into the hole by his ankles to lift each mummy out.

2-Point Answer: Workers dug a hole in the earth. Then they lowered a worker into the hole by his ankles to lift each mummy out.

1-Point Answer: Workers dug a hole in the ground and lifted the mummies out.

ISSUE 14, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	C	Map	3.15 (B)
2	D	Map	3.15 (B)
3	A	Map	3.15 (B)

ISSUE 15, Article 1

Question	Answer	Content Focus	ELAR TEKS
1	C	Cause and Effect	3.13 (C)
2	D	Cause and Effect	3.13 (C)
3	C	Diagram	3.15 (B)
4	A	Homophones	3.4 (C)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: The fertilizer chemicals cause algae to grow in the water. When the algae die, they sink to the bottom and are eaten by bacteria. The bacteria use up all the oxygen in the water, and the area becomes a dead zone. No animals can live there.

2-Point Answer: Algae grow in the water and are eaten by bacteria. The bacteria use up all the oxygen in the water, and the area becomes a dead zone.

1-Point Answer: Algae grow in the water, and the area becomes a dead zone.

ISSUE 15, Article 2

Question	Answer	Content Focus	ELAR TEKS
1	C	Cause and Effect	3.13 (C)
2	A	Cause and Effect	3.13 (C)
3	B	Diagram	3.15 (B)
4	D	Homophones	3.4 (C)
5	See possible responses below	Cause and Effect	3.13 (C)

3-Point Answer: Scientists have learned about giant squids by studying the bodies of dead squids that got caught in fishing nets or washed up onshore. They have learned from photographs of live squid. They have also learned from the tentacle left behind by a giant squid when it attacked the bait on a camera and got stuck.

2-Point Answer: Scientists have learned about giant squids by studying the bodies of dead squids that they found. They have also learned from photographs of live squid.

1-Point Answer: They have learned about giant squids by studying the bodies of dead squids they have found.

ISSUE 15, Text Feature

Question	Answer	Content Focus	ELAR TEKS
1	B	Diagram	3.15 (B)
2	A	Diagram	3.15 (B)
3	C	Diagram	3.15 (B)

TIME FOR KIDS



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- Science Discoveries
- Social Studies Explorations

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Microcredit offers a chance to succeed.
by Lorin Driggs

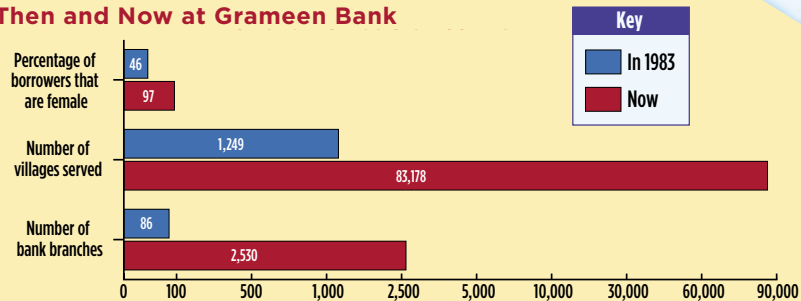
Muhammad Yunus won the Nobel Peace Prize.

Muhammad Yunus and the Grameen Bank help bring millions of people out of poverty. Yunus is from Bangladesh. He founded the Grameen Bank to help his community. Yunus wanted to give the poor the power to change their lives for the better.

Small Loans, Big Gains

Since Muhammad Yunus founded Grameen Bank in 1983, the bank's size and impact in Bangladesh have grown. This graph tells the story.

Then and Now at Grameen Bank



Loans Help Poor Escape Poverty

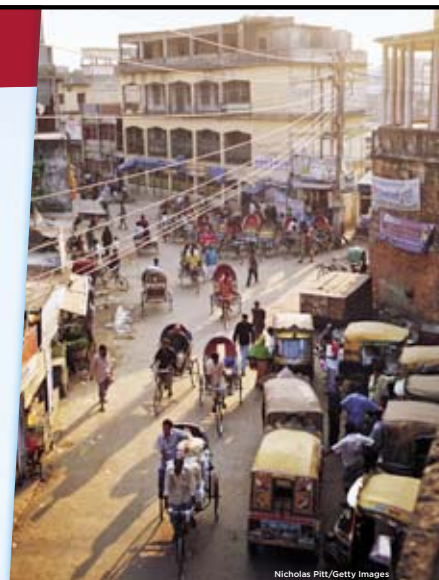
In 1983, Yunus founded Grameen Bank. It loans small amounts of money to people to start businesses. These loans are called "microcredit." They are given to people who are unable to get loans from regular banks. Most microcredit loans are very small, around \$130. Most of the borrowers are women. This is odd because women do not usually have jobs or run businesses in Bangladesh.

Yunus's idea caught on. Microcredit is now available in more than 100 countries, including the United States.

With their microcredit loans, millions of people have brought themselves and their families out of poverty. One woman in Bangladesh borrowed \$120 to buy a cow. A year later she had repaid the loan and bought chickens. Nine years later she moved from a shack to a brick house and owned land. In the United States, a microcredit loan of \$2,500 helped an unemployed woman to open a day-care center.

Yunus didn't stop with the Grameen Bank. He started a company to provide cell phone service in rural areas. Another business makes solar panels in areas where there is no electricity. Yunus has also started a food company and an eye hospital.

Since the Grameen Bank began, it has lent over \$5.72 billion. In 2006, Yunus won the Nobel Peace Prize, one of the biggest honors in the world. Microcredit loans may be small, but their impact on the world is very big.



In Bangladesh microcredit is helping some people start strong businesses.

These Bangladeshi women are receiving loans from the Grameen Bank.



Two Maps: One New, One Old

Maps help people describe the world.

Look at the two maps on these pages. One is more than 200 years old. The other is from today. They both show North America.

North America is a continent, or a large body of land. The United States is part of North America. So are Canada and Mexico.

Modern Map

Take a look at this map. It is a modern map of North America. Find the edges of the United States. The edge of a country is called a boundary. What are the names of the two countries that touch the United States? One is Canada. One is Mexico.

What bodies of water are at the edges of the United States? (Bodies of water can be oceans, gulfs, lakes, or rivers.)

On the East Coast is the Atlantic Ocean. To the south is the Gulf of Mexico. To the west is the Pacific Ocean.



▲ Today, mapmakers use technology to help them create maps.



▲ This map from 1804 was drawn by hand.

Making Maps

Cartography is different now than it was 200 years ago because of technology. Satellites orbit Earth. They take pictures and gather information about landforms. As a result, mapmakers use this information to help them make maps. They also use computers to measure and draw accurately.



Old Map

Take a look at this map. It was made in 1804. That's more than 200 years ago.

Use your finger to trace the boundaries of the United States on this map. Which of these 1804 boundaries is a boundary of the United States today? The Atlantic Ocean is still a boundary today.

There are some important differences between the modern map and the old map. One important difference is the size of the United States. It is much larger now. This is because the boundaries of the United States have changed. It now stretches from the Atlantic Ocean to the Pacific Ocean. — Susan Moger

Sunlight and Shadow

For thousands of years, the sun has played an important part in where—and how—buildings are built.

Everyone who designs a building needs to understand sunlight and shadow.

The Sun and Stonehenge

Stonehenge is an ancient circle of stones built in the middle of a field in England. No one knows how the enormous stones got there or why they were placed the way they were. If you stand in the middle of the stone circle on most mornings, you won't notice anything special.

But on the first official day of summer (called the summer solstice), which is the longest day of the year, the sun rises behind one of the biggest stones. The sun looks like a fiery ball balancing on the towering stone.

Whoever built Stonehenge knew a lot about the movement of the sun. They also knew a lot about light and shadow.

The sun rises over Stonehenge on the summer solstice.



Bill Bachmann/Photo Researchers

Sunshine in Your Bedroom

The builders of Stonehenge weren't so different from today's architects—people with special training in how to design buildings. Architects think about light and shadow when they design houses, parks, skyscrapers, and even factories.

Architects know where the sun rises and sets. If they were building a house in an empty field, they could make the bedroom face east for morning light. They could make the living room face west in the direction of sunsets.



▲ Architects think about sunlight and shadow when they design buildings.

Most of the time, though, architects design houses to fit into a neighborhood. They design skyscrapers to fit into a city. How do they know whether their buildings will block someone else's light? How do they know whether existing buildings, trees, or hills will make their new building too dark?

Architects build models that show the planned building and the buildings and structures around it. Sometimes they use computers to build the models, and sometimes they use cardboard and wood. The models help architects to figure out just how to place their building to get the most from the sun. — Lisa Jo Rudy

◀ Today, architects make models that show how sunlight and shadow will affect new buildings.



Global Image Experts/Alamy

A Lifetime of Treasures

Mayme Clayton left a legacy of African American cultural riches.



Courtesy Avery Clayton

▲ Mayme Clayton

Mayme Clayton collected books, magazines, and letters written by African Americans. Her son, Avery Clayton, thought her collection was important. Unlike most books, these were rare and hard to find. They were written by authors who helped shape African American culture.

One book in the collection was written by Phillis Wheatley. Wheatley was a slave who wrote poetry. She was the first African American to publish a book. Wheatley herself signed the book in the Claytons' collection. No one else owns a copy signed by Phillis Wheatley.

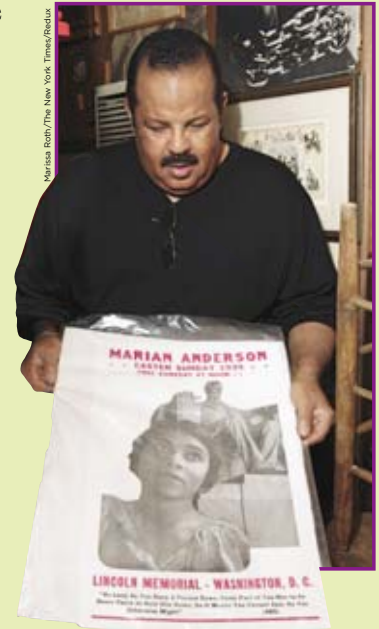
By the time she died at age 83, Mrs. Clayton had more than 30,000 books by or about black people. Her collection also includes papers about slaves, photographs, movies, sheet music, and personal letters by black leaders and artists. It is one of the biggest private collections of African American history and culture in the United States.



▲ The only known signed copy of Phillis Wheatley's book

Avery Clayton's dream was to create a museum for his mother's treasures. Scholars say that Mrs. Clayton's collection is extremely important. Without her work, part of African American heritage would have been lost. "We didn't know these things existed," says Sara Hodson of California's Huntington Library.

The collection's new home is likely to be in Culver City, California. Part of Avery Clayton's dream is to share the cultural riches his mother collected with others. He especially wants kids to have a chance to see the collection. "African American culture is currently being defined by pop culture," he says. "It's important to offer a more complete picture." — Kathryn Satterfield



▲ Avery Clayton with a poster from his mother's collection

What's In A Name?

Mayme Clayton was a **bibliophile** (bib•li•o•phile). A bibliophile is a person who collects books. Here are some of the other cool names that collectors are called.

Conchologist (con•chol•o•gist): a person who collects shells.

Discophile (dis•co•phile): a person who collects music.

Numismatist (nu•mis•ma•tist): a person who collects coins, tokens, and paper money.

Philatelist (phi•lat•e•list): a person who collects stamps.



Courtesy Avery Clayton

The Car of the Future?

By Jill Egan

When Jon and Sandy Spallino go to the store, they drive in style. They are the first family in the world to drive the FCX. What makes this \$1 million car so special? It doesn't use gasoline. Instead, it gets its power from fuel cells.

What Are Fuel Cells?

Fuel cells use hydrogen and oxygen for power. Hydrogen and oxygen are elements. Elements are the building blocks of nature. Everything on Earth is made of one or more elements. There is a lot of hydrogen in the universe. Like hydrogen, there is plenty of oxygen on Earth. Unlike the oil that is used to make gasoline, hydrogen and oxygen are easy to find. Their supply is also endless. Fuel cells change these elements into electric power. That electricity then runs the car.

Fuel-cell cars are different from cars in another way. They run cleaner. Most cars run on gasoline. An engine burns the gasoline to make the car go. The burning produces pollution as waste. Fuel cells make waste, too. However, the waste is just water.



Kyodo News/Newscom

This car looks like an ordinary car. But it uses hydrogen and oxygen as fuel.

Kind to the Environment

For years automakers tried to build cars that are kind to the environment. Now those cars are here. Hybrid cars use gasoline. They also have an electric motor. Electric motors do not make pollution. As a result, hybrid autos cut pollution. They also reduce the use of gasoline. Fuel-cell cars are better for the environment, too. But people can buy hybrid cars now. On the other hand, there are only a few fuel-cell cars available.



Mark Peterson/Corbis

▲ Regular cars produce exhaust, a type of pollution.

Fuel-cell cars will become more important in the future. They will cost much less than the one the Spallinos drive. They will be very Earth friendly. It may take years before most cars have fuel cells. Still, many people can't wait to drive these cars of the future. Just take a look at the Spallinos!

Speeding Along

The fuel-cell car is one kind of vehicle. It can move at 60 miles per hour (mph) easily. This chart shows you some other amazing vehicles built for speed.

VEHICLE	SPEED RECORD*	DATE OF RECORD	PLACE
Rocket train	6,453 mph	2003	New Mexico
Supersonic car	763 mph	1997	Nevada
Train	456 mph	1990	France
Motorcycle	322 mph	1990	Utah
Bicycle	167 mph	1995	Utah

*Numbers are rounded off.

Life on the Gulf

©2008 NASA. Photo by NASA/Cornell Univ./Photo Pool. Smiley N. Post



Hurricane Ike destroyed almost every beach house on Galveston Island, Texas. ►

The states that border the Gulf of Mexico have a lot to offer. People are drawn to the beauty, the resources, and the climate. Summers are usually hot and humid. Winters are mild.

In some Gulf Coast communities, fishing has been a way of life for hundreds of years. Oil and natural gas businesses are also important. Many communities offer beach homes and outdoor activities.

There is something else the area is famous for: hurricanes. Since 1900, more than 40 major hurricanes have hit states along the Gulf Coast. Two recent hurricanes were very powerful. In 2005, Hurricane Katrina crossed the southern tip of Florida and moved into the Gulf. Then the storm turned north. It grew stronger.

Finally, it hit the Louisiana and Mississippi coasts. In 2008, Hurricane Ike came ashore at Galveston, Texas.

Hurricanes start over the ocean. The force of hurricane winds causes water to pile up ahead of the storm. This is called a surge. As the hurricane hits the coastline, this pile of water rushes over the land. At first, the water level rises slowly. As the eye of the storm moves closer, water rises quickly. Next, heavy waves pound the coast. Combined with waves and tides, the storm surge can knock down buildings, damage bridges and roads, and change the landscape.

Hurricane Katrina's storm surge caused levees that protected the city of New Orleans to fail. Much of the city and nearby areas was flooded. Entire neighborhoods were ruined. Thousands and thousands of people were left homeless. Many people died. The storm surge from Hurricane Ike was 15 feet high when it hit Galveston Island. Most houses along the beach were badly damaged or totally destroyed. Power was knocked out over a wide area.

When a hurricane hits, communities work together to overcome the problems that follow.

Neighbors help neighbors. The government also provides help as people return to the area and start to rebuild their homes, businesses, and lives.

People who choose to live along the Gulf Coast know there's a chance their community might be hit by a powerful hurricane. They do everything they can to prepare. When a dangerous storm is approaching, most leave and go to a safer place. And when the storm has passed, they go home again to all the good things that come with living on the Gulf of Mexico.

Two Dangerous Storms



Legacy of Dreams

They didn't start out as Americans, but immigrants still go after the American dream.

People come to the United States from around the world. They may not speak good English when they arrive. They may have little education. To make a living, some immigrants work picking fruit, sewing clothes, and doing other jobs that require few skills. Soon, though, many immigrants learn enough to start their own businesses.

Coming to America, Finding the American Dream

Often, people from India go into the hotel business. Some people from Korea make clothes or sell groceries. Many people from Mexico, who came to pick fruit, now own farms and vineyards. At first, these businesses are small, but they are big enough to make a living. Even the children work in the businesses. When those children grow up, many go off to college.

This immigrant family owns a store. ►



▲ This immigrant woman earns a living by picking fruit.



Coming Home to the Family Business

In the past, many of the children of immigrants had little interest in their families' business. But that trend seems to be changing. Instead of walking away from their parents' businesses, grown children of immigrants are coming back. They're taking a second look. Many are discovering they have good ideas to make their parents' businesses better.

That's what happened with Peter Kim, a Korean American from southern California. He went back to help with his father's failing clothing business. With his new ideas, he turned the company into a big success.

Priti Patel's family came from India. At age 8, she was counting change and working the front desk. "I used to hate it," she says. "Everybody else gets to go home after school and get a snack. I had to help at the hotel. On weekends I had to cut grass." When friends drove by and saw her working, she would feel embarrassed. Later, though, Patel earned a business degree. She returned to her family business. Today she runs one of her family's motels.

These Americans are finding a way to build on the American dreams their parents worked so hard for.



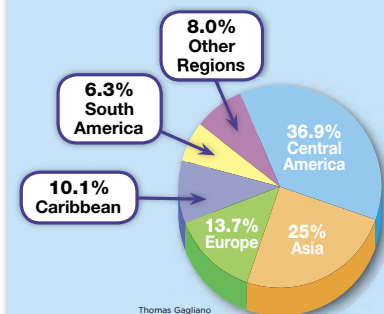
Peter Kim and his father



Citizenship: the true American dream

Americans Born Outside the U.S.

About 12 percent of Americans are born outside of the United States. Here are the regions they come from.



Thomas Gagliano

* Note: Because numbers are rounded, figures do not add up to 100%.

Abraham Lincoln and Frederick Douglass

A president and a former slave formed a lasting friendship.

Abraham Lincoln was President of the United States. Frederick Douglass was once a slave. What could these two men possibly have in common?

Both Lincoln and Douglass came from poor homes. Both struggled to get the chance to learn to read and write. Both men were superb writers and speakers. Both cared deeply about freeing slaves.

At first, Frederick Douglass thought Lincoln was a foe. Lincoln said he wanted to free the slaves, but Douglass thought he was taking too long to do it.

Douglass wanted a prompt end to slavery. He also wanted equal rights for men and women. He wanted black men to be part of the U.S. army. He even wanted everyone to be paid the same amount of money. These ideas upset many people, but Douglass felt that he was right.

Lincoln believed in most of the same ideals. Lincoln, though, wanted to move more slowly. Douglass became frustrated.

Then, on New Year's Day, 1863, Lincoln issued a statement. That statement, the "Emancipation Proclamation," said that all men should be free. Soon Lincoln announced the end of slavery. He also said that black men would be included in the U.S. army.

◀ Lincoln reads the draft of the Emancipation Proclamation to his cabinet.



▲ Abraham Lincoln

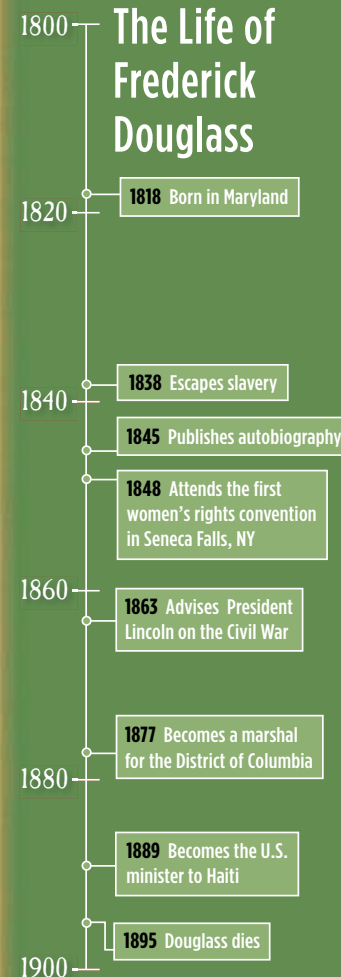


▲ Frederick Douglass

Douglass was thrilled. Soon the two men became friends. Douglass met with Lincoln at the White House.

When Lincoln was elected President for the second time, Frederick Douglass came to the inauguration. After Lincoln was sworn in, there was a big party. Policemen outside the White House forbid Douglass from coming in. They said that no black men were invited. Then Douglass sent word to Lincoln. Right away, word came to allow Douglass in. "Here comes my friend," Lincoln said, and took Douglass by the hand. "I am glad to see you. I saw you in the crowd today, listening to my inaugural address." He asked Douglass how he liked it, adding, "There is no man in the country whose opinion I value more than yours." — Lisa Jo Rudy

The Life of Frederick Douglass



This Flower Stinks

People flock to see (and smell) one of the world's largest flowers.

By Jill Egan

Thousands of people flocked to the Brooklyn Botanic Garden. They wanted to see a rare flower called a titan arum. The huge plant was over five and a half feet tall. Yet, it's not the size that visitors will remember. The most striking thing about the titan arum bloom is its awful smell. One whiff of its scent makes most people choke and hold their noses!

When titan arums bloom, the flowers put out an odor that smells like the rotting body of a dead animal. That's why many people call the plant by another name: corpse flower! The titan arum grows in the country of Indonesia. The people there used to believe the plant would eat them!

Michael Forster Rothbart/
University of Wisconsin-Madison



▲ This titan arum at the University of Wisconsin is nicknamed Big Bucky.

Alessandro Chiari of the Brooklyn Botanic Garden stands next to Baby before it reaches full size. ►



Leanne Lavin, Courtesy
Brooklyn Botanic Garden

Creepy Baby

The gardeners at the Brooklyn Botanic Garden have a nickname for their plant. They call it "Baby." Baby had been growing in Brooklyn for ten years but had never bloomed before. In 2006, Baby finally bloomed. It was the first titan arum to bloom in New York City since 1939.

Before it bloomed, Baby grew more than 30 inches in just nine days. That quick growth is normal. Some of the flowers can reach nine feet tall. Scientists knew Baby was almost ready to open up when it stopped growing. The huge blossom took about two hours to open. Then the bad odor began to float through the air.

When this plant grows in the wild, its scent attracts beetles and bees. Titan arum's pollen sticks to their legs and bodies. When they fly to other titan arum plants, they carry the pollen with them. Some of the pollen rubs off on the flower, helping it to reproduce. The odor of the titan arum can be so strong that humans can smell it over half a mile away! In Indonesia people dig up the rare flowers to sell to collectors. This is illegal. But the plant's biggest threat is the destruction of its habitat.

Brooklyn resident Sandy Vergano saw Baby just before it bloomed. "It smelled fine when I saw it," he said. "It looked beautiful, which was an interesting contrast to the way it is supposed to smell."

Indonesia

Titan arum is native to the forests of Sumatra, Indonesia. Can you find it on the map? ►



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Teens to the Rescue!

These emergency medical service members are all well trained, certified, and in their teens.



Post 53 EMTs, left to right: Wells Landers, 18; Kate Kevorkian, 17; Annie Maybell, 17; Emily Stout, 17

Emily Stout's heart raced as she and her crewmates jumped out of their ambulance on I-95 in Darien, Connecticut. Slumped against a concrete barrier was a stunned-looking man. His leg was bloody. His crushed car lay just a few feet away.

Within minutes, Emily and the others placed the victim in a special collar to protect his neck. They bandaged his leg, and lifted him onto a stretcher and into the ambulance. Then they sped off to nearby Stamford Hospital. There they wheeled him into the emergency room.

EMTs at work ▼



Chris Baker/Stone/Getty Images



Uppercut/Getty Images

An ambulance rushes to the scene of an accident.

Emily and 58 other teen volunteers work for the Darien Emergency Medical Service. Their service is called Post 53. It is the only ambulance service in Darien.

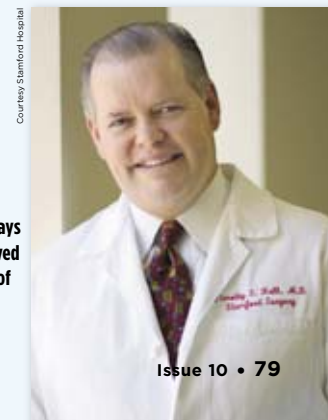
With some help from trained adults, these teens take about 1,450 calls each year. They respond to car crashes and heart attacks and even help deliver babies. "They're superb," says Timothy S. Hall, Stamford Hospital's chairman of surgery. "I've had cases where patients wouldn't have lived without them."

Post 53 was started in 1969 as an Eagle Scout project. Teens who join the team must pass a screening, do 140 hours of training, and take an exam. At the end, they become certified emergency medical technicians.

They are on call 120 hours a month. They carry radio transmitters everywhere, even to class. They drop everything when they're called.

"Once, I had to leave three minutes before Harry Potter ended," Emily Stout says. All the work is worth it. Just ask Jim Cloud. When Cloud's heart stopped, the teens got it started again. Jim's wife says: "They saved his life. They're magnificent." — Molly Lopez

Dr. Timothy Hall says the teens have saved the lives of some of his patients. ▶



Courtesy Stamford Hospital

Freedom Fighter

TFK catches up with a hero of kids' rights.

By Andrea Delbanco

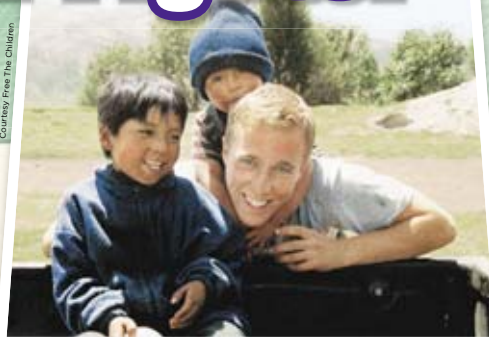
Kids can make a difference," Craig Kielburger said. That was in 1995, when he was 12. Craig is now in his twenties, and he still believes it's true. When he was 12, he started a group that has helped kids all over the world. The group is still going strong.

How did Craig get started? In seventh grade he learned something that made him angry. It was about the life of a boy in the country of Pakistan.

When the boy was four years old, he was sent to work in a carpet factory. He worked 12 hours a day, 6 days a week. He could not go to school. He could not even play. He had no freedom at all.

Craig compared that with his own life. Laws in Canada said that kids must go to school. Education was free to all kids. That is also true

Courtesy Free The Children



▲ Kielburger and friends at a new school in Ecuador.

in the United States. But in Pakistan school was not free. Children from poor families went to work instead of to school. In North America laws protect children.

It is illegal for young children to work in Canada and the United States. But in Pakistan and many other countries, Craig learned, children were often forced to work.

Craig wanted to help those who didn't have the same advantages as he and his friends. As a result, Craig and some friends started Free The Children.

Craig and his friends decided that Free The Children should raise money to build schools. Craig hoped that learning would help kids in poverty live better. He also hoped his peers would become conscious global citizens.

Today, Craig's charity has more than one million members in 45 countries. Most of them are kids. The money they have raised has done many good things. It has helped build more than 500 schools around the world. It also pays for health care in poor communities. In 2006 the group opened a new school in Sri Lanka, a country in Asia. They worked with Oprah Winfrey to pay for the school.

Craig has had a lot of success. However, he still remembers his harsh start in seventh grade.

▼ Students attend a school in Sierra Leone, Africa.

Courtesy Free The Children



"We got teased by other kids, who said you can't change things," he says. Still, Craig didn't give up. Now he wants more kids to help. "Go to freethechildren.com. Bring it to your teachers," he said. "As you gain more confidence, friends will join you. It just gets easier."

Helping Hand

Here are some tips to help you start a service project.

1. Identify a problem that exists in your community.



2. Learn about the problem and think about ways to solve it.

(t to b) Pascale Constantin

3. Set a goal for the project. Decide what supplies and help you'll need.



4. Get your school involved! Encourage students, teachers, and parents to help you with your project.



5. Have fun! Knowing that you are making a difference in your community should bring you joy.





Where No People Had Gone Before

By Renee Skelton

Thousands of years ago, people couldn't travel into space. They watched the sun, moon, and stars. People recorded their cycles. They saw how the positions of bodies in the sky changed with the seasons.

Ancient Egyptians used the location of the stars to mark the seasons. They let farmers know when to plant and harvest crops. The Mayans of Central America observed the sky, too. They made an accurate calendar. It was based on Earth's movement around the sun. The Mayans even made tables that predicted eclipses. Later, Europeans discovered the makeup of the solar system. In 1609, Galileo made a telescope that let him see mountains and "seas" on the moon.

He viewed the moons of Jupiter and the rings of Saturn.

Into Space

In time people didn't want to just look into space, they wanted to go there. In the early 1900s, scientists such as Robert Goddard experimented with rockets. They hoped they would one day fly into space. By the late 1950s, scientists had designed huge missiles that flew from one part of Earth to another.

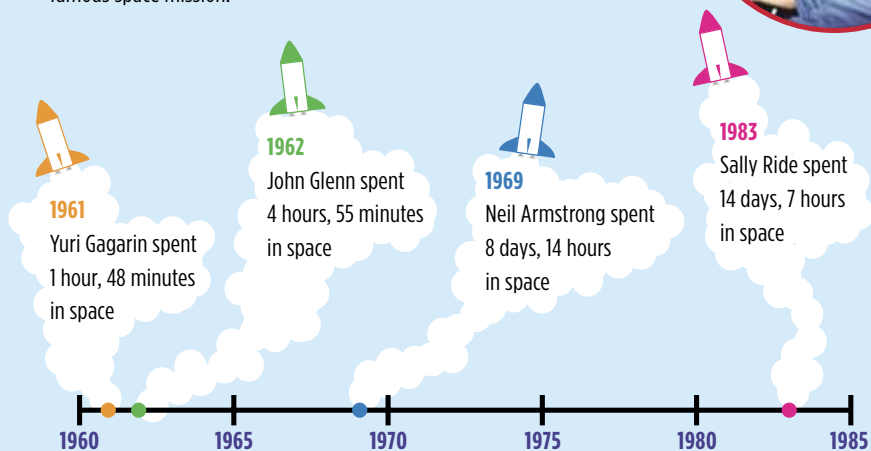
Galileo was the first person to observe space through a telescope. ▼



Space Pioneers

These American and Russian astronauts are great space explorers. This time line shows when each hero went on his or her most famous space mission.

Sally Ride



Then in April 1961, the first rocket took a man into Earth's orbit. He was Russian cosmonaut Yuri Gagarin. About one month later, American astronaut Alan Shepard flew into space. Soon after, President John Kennedy challenged American scientists. He asked them to put a man on the moon by the end of the 1960s. In July 1969, *Apollo 10* went into lunar orbit, and soon after, Neil Armstrong became the first man to step onto the surface of the moon.

The Next Frontier

People have not been back to the moon since 1972, but robot probes have sent back close-up photos of every planet in our solar system.

What's next? Some people hope we will build a base on the moon. Others want astronauts to travel to Mars. No one is sure where our explorations will take us next. But they will continue to go where no people have gone before.

Water Troubles

Fresh, clean water is becoming even more precious for millions of people around the world.

Earth is about 75% water. But most of that water is salty. Only about 2.5% of Earth's water is fresh water—the kind we can drink and that plants need to grow. Much of Earth's fresh water is locked up in ice caps. In all, just 1% of Earth's water can be used for washing, drinking, cooking, and watering crops.

In the United States, we don't usually worry about having enough clean, fresh water. We turn on a faucet and there it is. We even play in it. In other countries, though, water is scarce. People in Africa, Asia, and Latin America have serious water shortages.



▲ In the U.S., kids play in clean, fresh water.

What causes water shortages? In some places, well water is being used faster than wells can refill. In other places, droughts—long periods without enough rain—mean there is not enough water. Some parts of the United States are now having water problems because of drought.

Evaporation is a big problem in some parts of the world. When the sun shines on water, the water turns to vapor (gas) and rises into the air. The water is gone before it can do any good. The ground becomes dry and cracked. Nothing can grow.

Not all fresh water is safe to drink. Water in wells, lakes, and rivers may contain organisms that cause illness. Water can also be polluted by chemicals.



◀ In some countries, there's no water to spare.

But the news isn't all bad. Mansoor Ali, who works for the United Nations, says water problems can be solved. Kids and adults are learning how to protect water and to use it wisely.



▲ A boy drinks water from a lake in the country of Mali in Africa.

Clean Water Means Healthy Kids

When water is dirty, it can be dangerous to drink. In one school in Romania, old broken-down pipes made the water dirty. Dirty water was making children sick. It was dangerous to get a drink or even wash your hands. Then a Romanian aid group and the Earth Day Network came to help. They rebuilt the school's pipes and bathrooms. Now there's plenty of fresh water to drink and wash with. — Kathryn Satterfield

Water Waste

Here are the top 5 types of debris often found in our oceans.

Rank	Debris
1	Cigarettes and cigarette filters
2	Food wrappers and containers
3	Caps and lids
4	Plastic drinking bottles
5	Bags

Kids to the Rescue

Three teenagers worked together to win an important prize for helping to solve the water problem!



▲ The winners of the 2005 Stockholm Junior Water Prize

Pontso Moletsane, Motobele Motschodi, and Sechaba Ramabenyane all grew up in South Africa. Together, they created a system to irrigate (water) crops using less water. How did they do it? They created a watering system that runs at night. The sun doesn't shine at night, so less water evaporates. The new system will help South Africa save precious water.

Welcome to India



Some Indian women wear a silk garment called a sari.

India's Largest Cities

India has about three times more people than the United States. These are the five largest cities in India.



India is colorful festivals and crowded outdoor markets. It is the cold Himalaya Mountains and the hot Thar Desert. India has large and modern cities. It also has ancient villages. In India it is easy to see the old and the new side by side.

India is also a big country—and not just in size. It has more than one billion people. India has over 20 official languages. Its people have many cultures and religions.

Indian civilization dates back to 2500 B.C. Empires rose and fell for thousands of years. Then Europeans reached India in the late 1400s. They wanted to trade for spices and silk. The British took control of India in the late 1700s. In the 1800s, Indians fought against British rule. Mohandas Gandhi led a peaceful rebellion in the early 1900s. India finally won its independence in 1947.

A Land of Extremes

Today, India is one of the world's most important nations. It is also one of the poorest. This south Asian nation has many resources. However, many Indians do not benefit from them. The rich and the middle class live well. The poor do not get good health care or education. Many kids have to earn money for their families. So they cannot go to school.

India also has pollution. Clean water is scarce. Thick clouds of smog hang over most big cities. Many kids have asthma because of the dirty air. Nowadays, Indians are fighting the problem. New cars must have devices to control pollution. Old buses and trucks cannot use the streets if they pour smoke into the air.

Even with its problems, India is powerful. Many cities are centers of technology. India's leaders hope the future will be brighter. They are counting on young Indians to find ways to make life better.



▲ The Taj Mahal is one of the world's most beautiful buildings. However, pollution is staining its white marble.



▲ This busy street is in Bangalore. It is the third largest city in India.

Trouble in the Ocean

What's causing "dead zones" in oceans around the world?

The world's oceans are filled with life. But it's land-living human beings who are creating "dead zones" in coastal waters.

Over the past 40 years, dead zones have appeared in almost 150 places around the globe. Some are small, and some are vast. The dead zone in the Gulf of Mexico is as big as the state of New Jersey!

No animals live in these areas. There are no fish, no turtles, no crabs. The reason is that the water below the surface has no oxygen in it. Without oxygen, fish and other sea creatures die.

Too Much of a Good Thing

We know what causes dead zones—chemical fertilizers used on farms and lawns. The fertilizer helps plants and grass grow. But in the ocean, fertilizer is deadly.

Robert Simmons/NASA



The light colors show the dead zone.

When it rains, fertilizer chemicals wash into rivers. Rivers flow into an ocean. The chemicals are dumped there.

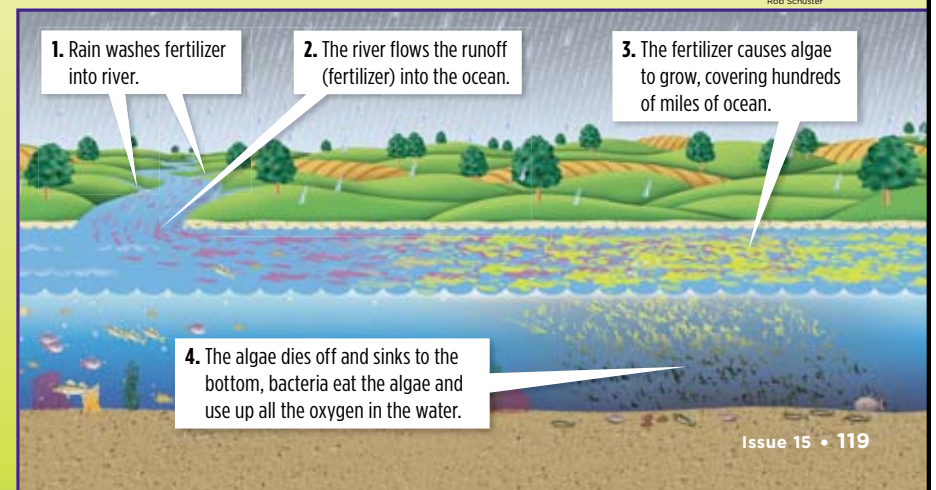
In the ocean the fertilizer causes tiny plants called algae to grow rapidly. Soon the surface of the ocean is covered with algae for hundreds of miles. When the algae die, they sink to the bottom. There, bacteria eat them. The bacteria use up all the oxygen in the water. Once the oxygen is gone, nothing can live.

Saving the Ocean

Governments around the world are trying to stop dead zones from forming. One solution is to plant trees and grass next to rivers. The plants will soak up fertilizer before it reaches the ocean. Another important solution is to use less or stop using chemical fertilizers altogether.



▲ Green algae on the ocean surface



Rob Schuster