Level N
Some tips on using this book

- Review the sight words and concepts on the first page of each story prior to reading the story. Ask your child to read these to you and tell you the meaning of the words and concepts. Explain any words or concepts that the child does not know.

- Have the child read the directions of the practice activities out loud and explain in their own words how to do each practice activity. A reminder to use complete sentences when filling out the written questions is also helpful.

- Have a dictionary available!

- Upon completion, correct the student’s work and guide him/her through any answers that are not correct.

- Use the vocabulary list at the end of the book for review before proceeding to the next level of book.

- Remember to keep the learning fun and give positive praise and encouragement along the way.
List of Vocabulary Words

Following is a list of vocabulary words introduced in this workbook:

against  
direction  
leash  
submarine  
amost  
disasters  
locate  
surface  
amount  
distance  
locked  
thankful  
assigned  
does  
middle  
thankless  
attack  
easily  
museum  
thought  
aware  
enough  
outer  
through  
basket  
even though  
prodded  
thrown  
careful  
farther  
project  
tiny  
carry  
few  
protects  
toward  
caught  
figure out  
recycle  
twinkling  
causes  
flew  
reuse  
usually  
considerate  
glowing  
reward  
written  
continued  
ground  
should  
wrong  
continues  
grown  
simple  
cooler  
happening  
steer  
dangerous  
headlights  
stopwatch  
dark  
inner  
stretch
Objective Concepts (safety and consideration when you walk your dog; reflective clothing); Sight words (should, careful, leash, toward, dark, easily, headlights, through, caught, reward, direction, considerate)

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<thead>
<tr>
<th>Vocabulary</th>
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<tbody>
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<td>should</td>
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<td>careful</td>
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Be Safe When You Walk Your Dog
By: Sue Peterson

When you walk your dog you need to be safe. You should walk your dog on the sidewalk or you should walk your dog on the side of the road. If you walk your dog on the sidewalk, you should be careful when there are people who might need to pass you.

You should hold your dog’s leash so the dog does not jump up on people and wait until they pass you before you start walking again. Sometimes someone may want to pet
your dog. Then, you need to help that person pet your dog so the person stays safe. If a child wants to pet your dog, it is important that you don’t let the dog scare the child.

When you walk on the side of the road, you should walk on the left side and face the traffic. That is the safe way to walk so you can see all of the cars that are coming toward you.

If it is dark when you walk your dog, you should wear light reflective clothing. “Reflective clothing” means that the clothes can be seen more easily by the driver of a car and reflect the light when the lights of a car shines on it. When the headlights of a car shine on someone who is wearing reflective clothing, the driver can see the person better. You should carry a flashlight and have the flashlight switched on if it is really dark or if you are walking somewhere that does not have street lights. You might want to cut through a park that has trees and no lights. A flashlight will help you so you don’t get lost and you can get to where you want to be.
After you end your walk, you might need to wash your dog’s feet. They could be muddy or in the wintertime your dog’s feet might have salt on from the roads. Maybe even a small stone could be caught in your dog’s paws. Then you can dry your dog’s feet and reward your dog with a treat.

Walking your dog every day is good exercise. You need a dog collar and a leash. The dog needs you to give direction when you walk by holding the leash and leading the way. You must remember to be considerate to other people you meet on your walk. You also need to be safe.

Maybe I will see you out walking your dog because I have two West Highland terriers and they love to walk every day with me!

Kirby and Kenya, my two dogs
Practice

Language Work

A. Write the words.

should _____________________________
careful _____________________________
toward _____________________________
reward _____________________________
caught ______________________________
headlights __________________________

B. Use each word in a sentence. Underline the word used.

leash ______________________________

_______________________________

dark _____________________________

_______________________________

easily ____________________________

_______________________________
C. Matching. Match each vocabulary word with an **opposite** definition.

1. should  
   a) light

2. careful  
   b) backward

3. toward  
   c) careless

4. dark  
   d) tail lights

5. easily  
   e) freed

6. headlights  
   f) around

7. caught  
   g) not polite; unkind

8. considerate  
   h) should not

9. through  
   i) difficult
D. Phonics work. The word “headlights” is a compound word made up of two separate words: “head” and “lights”. Now, think of your classroom at school or your bedroom at home. Write down 5 or more compound words that are things found in your classroom or your bedroom. Divide each word between the two separate words. (Example: class | room)

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

E. Word Search.

Find the words: leash, reward, direction, safety, flashlight, traffic, reflective, walk, treat, terriers

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Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is one thing you should not do when you are walking your dog at night?
   a. Wear reflective clothing.
   b. Carry a flashlight.
   c. Walk on the sidewalk or side of the road.
   d. Run in the road.

2. What is one thing that you should not do when walking your dog and someone wants to pass you on the sidewalk
   a. Hold the leash.
   b. Let your dog jump up on those passing you.
   c. Stop and wait for them to pass you before beginning to walk again.

3. According to the text, why might the author see you outside?
   a. The author likes to run.
   b. You like to be outside.
   c. The author takes her two dogs for a walk every day.
   d. The author lives by you.

Definitions (Write the meaning of each word as it is used in the text.)

1. reward

2. considerate

3. easily
**Extended Response** (Answer in complete sentences.)

1. According to the text, where should you walk your dog to be safe?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________.

2. According to the text, when might you offer your dog a treat?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________.

3. Why do you think it is important for dogs to go on a walk?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
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   ____________________________________________________________.

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Objective  Concepts (writing a thank you note for appreciation, cursive writing, mail service and other ways to deliver your letter, genuine, formal, “to treat” someone); Sight words (written, few, thankful, thankless, carry, basket)

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A Thank You Note for Someone
By: Sue Peterson

When someone treats you to breakfast, lunch or dinner at a restaurant or at his/her house, you need to say “thank you”. It is also a good idea to send a thank you note. A thank you note can be written in cursive writing or you could type one on a computer. You could even buy a thank you card at the store or create a card of your own.
Today, there are very few thank you notes written by hand. Many people like to make computer thank you notes or text a thank you on their phone.

Sending a thank you note is a very nice thing for you to do. It shows the person you are writing to that you appreciate what was done for you. You are seen as someone who is thankful and not thankless. It is the most important thing you can do after someone has treated you to eating at a restaurant or at his/her house.

The “thank you” letter or note does not need to be a long one and it does not need to be formal. It needs to be genuine, which means you honestly express your feelings that the person was so kind to you.

Once you have written your thank you note, you could mail it in the mail which is delivered by the mailman from your house. Otherwise, you could take the note to the post office or find a drop-off mailbox nearby where you live. Or you could walk and carry the note with you, or ride your bike and put the note in your bike
basket, or you could get a ride in a car to drop it off at the person’s house.
Practice

Language Work

A. Write the words.

  thankless
  wrote
  appreciation
  cursive writing

B. Use each word(s) in a sentence. Underline the word(s) used.

  written
  few
  thankful
  basket
  carry
C. Matching. Match the **opposites**.

1. thankful 
   a) many

2. few 
   b) phony; fake

3. cursive 
   c) thankless

4. genuine 
   d) printing

5. formal 
   e) not value or not enjoy

6. appreciate 
   f) informal
D. Phonics work. The word “thankless” ends with the suffix “less” which means “without”. So the word “thankless” means “without thanks”. If you did not appreciate what was done for you, then that is what “thankless” means. Likewise, the word “harmless” means “without harm”. So if a lion cub is “harmless” then it won’t harm you. Write three more words that end with the “less” suffix. Circle the suffix and write what the word means.

1. ________________________________
   ________________________________
   ________________________________
   ________________________________

2. ________________________________
   ________________________________
   ________________________________
   ________________________________

3. ________________________________
   ________________________________
   ________________________________
   ________________________________
E. Word Search.

Find the words: written, few, thankful, thankless, wrote, basket, carry, cursive, genuine, formal, treat

Which word is not in the puzzle? ____________________________

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Multiple-Choice Questions (Put an X in front of the correct answer.)

1. Which of these situations is not a reason to write a thank you note?
   - [ ] a. You received a gift for your birthday.
   - [x] b. Someone helped you with a project.
   - [ ] c. You read a book.
   - [ ] d. Someone took you to the circus.

2. When someone “treats you”, what are 3 things mentioned in the text that you should do?
   - [x] a. Say “thank you”.
   - [ ] b. Send a birthday card.
   - [ ] c. Send a “thank you” note.
   - [x] d. Appreciate what was done for you.
3. The word “genuine” means “real” or “true”. Which one of these can never be genuine?
   - a. a diamond
   - b. friendship
   - c. a fiction book
   - d. a non-fiction book

**Definitions** (Write the meaning of each word as it is used in the text.)

1. few

2. thankful

3. thankless

**Extended Response** (Answer in complete sentences.)

1. According to the text, when should you write a thank you note for appreciation?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
2. According to the text, what are some ways you can deliver the thank you note or thank you letter?

- 
- 
- 
- 
- 

3. Write a “pretend thank you note” to someone for something. Make sure you include the person’s name you are writing to, what the thank you is for, and also sign your name.

- 
- 
- 
- 
- 
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- 
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-
The Sun and the Stars

By: Sue Peterson

Scientists know many things about the Sun. They know how old it is. The Sun is more than 4½ billion years old. That would be too many candles to put on a birthday cake!

They also know the Sun’s size. The Sun may seem small, but that is because it is so far away. It is about 93 million miles (150 million kilometers) away from the Earth. The Sun is so large that the diameter of the Sun is
109 times the Earth’s diameter. The Sun also weighs as much as 333,000 Earths.

The Sun is made up of gases: 75% hydrogen and 25% helium. Hydrogen is the simplest and lightest of all of the known elements. When you combine hydrogen with oxygen, you get water. You probably know what helium is. It is the gas that can be put into balloons to make them stay in the air and float.

Scientists also know the temperature of the Sun. The surface of the Sun is about 10,000 degrees Fahrenheit (5,600 degrees Celsius). That might sound hot, but the Sun’s core is even hotter. The core is the central region where the temperature reaches about 27 million degrees Fahrenheit (15 million Celsius).

The Sun is the center of our Solar System. Besides the Sun, the Solar System is made up of the planets,
moons, asteroid belt, comets, meteors, and other objects. The Earth and other planets revolve around the Sun.

The Sun is very important. Without it, there would be only darkness and our planet would be very cold and be without liquid water. Our planet would also be without people, animals, and plants because these things need sunlight and water to live.

The Sun also gives out dangerous ultraviolet light which causes sunburn and may cause cancer. That is why you need to be careful of the Sun and wear sunscreen and clothing to protect yourself from its rays.

Scientists have learned many things about the Sun. They study the Sun using special tools or instruments such as telescopes. One thing they do is to look at the amount of light from the Sun and the effect of the Sun’s light on the Earth’s climate.

The Sun is actually a star. It is the closest star to the Earth. Scientists also study other stars, huge balls of glowing gas in the sky. There are over 200 billion stars in
the sky. Some are much larger than the Sun and others are smaller than the Earth. They all look tiny because they are so far away from the Earth. This distance is measured in light-years, not in miles or kilometers. (One light-year is equal to the distance that light travels in one year. This is about six trillion miles or ten trillion kilometers!)

Stars look like they are twinkling because when we see them, we are looking at them through thick layers of turbulent (moving) air in the Earth’s atmosphere. That is why the words are written in the song: *Twinkle, Twinkle, Little Star.*

Stars have lifetimes of billions of years. They are held together by their own gravity. Over half of the stars in the sky are in groups of two. They orbit around the same center point and across from each other. There are also larger groups of stars called clusters. These clusters of stars make up galaxies. Our Solar System is located in the Milky Way Galaxy.
Practice

Language Work

A. Fill in the blank and spell.

**surface**  s_____f a c ___  ______________________

**core**  c____e  ______________________

**causes**  c____s e s  ______________________

**amount**  a m_____n t  ______________________

**tiny**  t__n__  ______________________

B. Use each word in a sentence. Underline the word used.

**dangerous**  ______________________________________

_____________________________________________________.

**glowing**  ______________________________________

_____________________________________________________.

**twinkling**  ______________________________________

_____________________________________________________.

C. Matching. Draw lines between the words and what they mean.

1. gravity          a. the kind of weather a place has
2. climate          b. the Sun and everything that revolves around it
3. solar system     c. a force which tries to pull two objects toward each other
4. hydrogen         d. the central region
5. helium           e. the simplest and lightest of known elements
6. elements         f. an element in air that can be used to inflate balloons
7. core             g. a number of things together
8. ultraviolet rays h. simple substances from what things are made
9. cluster          i. light from the Sun that can harm

Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is one comparison the author makes about the size of the Sun?
   □ a. There is darkness without the Sun.
   □ b. The diameter of the Sun is 109 times the Earth’s diameter.
   □ c. Scientists study the Sun with special tools.
   □ d. The Sun is 93 millions miles away.

2. What is the main idea of this text?
   □ a. The Sun and stars are fun to look at.
   □ b. The Sun and stars are far away.
   □ c. The Sun and stars are larger than you think.
   □ d. The Sun and stars are described so you can learn more about them.
3. What does the text say about the size of stars?
   a. They are all the same size.
   b. They are all small and you can see them twinkle.
   c. Some stars are larger than the Sun and others are smaller than the Earth.
   d. They are all smaller than the Sun.

**Definitions** (Write the meaning of each word as it is used in the text.)

1. surface

2. glowing

3. twinkling

**Extended Response** (Answer in complete sentences.)

1. Why do you think the author included a section on the Sun and another section on stars in the same text?
   
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
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   ______________________________________________________
   ______________________________________________________.

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2. Why do scientists feel it is important to study the Sun?

3. Why does the Sun look so small, but it is really large?
Clara Barton – Angel of the Battlefield

By: Sue Peterson

In 1881, at the age of 60, Clara Barton started the American Red Cross and led it for the next 23 years. This means she worked to help people with the Red Cross until she was 83-years-old. That is a remarkable accomplishment at any age.

When people saw how hard Clara worked and how much she cared for them, they began to volunteer to help others, too.
Clara first helped soldiers during the Civil War in the 1860s. She brought the soldiers blankets, clean clothing, and food. She would read to the soldiers, write letters for them, listen to them, and pray for them.

Clara knew that she and other volunteers were needed the most on the battlefields and near the front of the line where so many soldiers were hurt.

She prodded, which means she begged, and kept prodding the U.S. government to let the volunteers go to the battlefields and the front lines. She finally was told the volunteers could help on the battlefields. This meant she could go to the battlefields and the front lines, too.

Clara is called the “Angel of the Battlefield” because she was so kind to the soldiers. She not only brought them what they needed to live such as food and clothes and blankets and supplies, but she brought them hope.

She also helped soldiers find their families when the war was over.
Clara helped set up the International Red Cross in Europe, too. That is when the Red Cross flag with a symbol of the large red cross was made.

The American Red Cross flew this flag after the Civil War. The Red Cross continued doing work after the war by helping people in disasters like floods, fires, storms, tornadoes, and hurricanes.

Today, the Red Cross has many workers and volunteers who train others about first aid and emergencies.

Clara died in 1912 and her home near Washington, D.C., is now a museum that you can go and see.

Clara helped people every day of her life. Now, many people are helping like Clara did and they are helping people all over the world through the Red Cross Organization.
Practice

Language Work

A. Write the words.

Red Cross
volunteer
first aid
emergencies
“Angel of the Battlefield”

B. Use each word in a sentence. Underline the word used.

prodded
flew
continued
C. Words in Context. Fill in the correct word. Words to use: prodded, flew, continued, disaster, museum.

1. The_____________had a display of student art work.

2. In springtime, the butterflies________________to the garden in the park.

3. The librarian_________________reading her favorite books to the class.

4. The children wanted a puppy and _______________ their parents all the time.

5. When the flooding of the river forced the villagers out of their homes, they said this_________________was so harmful to their families and what they owned.

D. Phonics work. The word “museum” is spelled with a long “u” sound. Write 3 more words with the long “u” sound:

__________________________,__________________________,

and__________________________.
E. Word Search.

Find the words: volunteer, Red Cross, angel, first aid, emergencies, prodded, flew, continued, disasters, museum

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**Multiple-Choice Questions** (Put an X in front of the correct answer.)

1. At what age did Clara Barton start the Red Cross?
   - [ ] a. 40
   - [ ] b. 50
   - [ ] c. 60
   - [ ] d. 70

2. According to the text, why did people volunteer for the Red Cross?
   Pick **two** answers.
   - [ ] a. They saw how hard Clara worked.
   - [ ] b. They wanted to wear a red cross.
   - [ ] c. They saw how much Clara cared.
   - [ ] d. They wanted to go to the battlefield.
3. Reread the first paragraph. What is Clara’s remarkable accomplishment that is talked about?  
   □ a. She started the Red Cross and then did not do volunteer work.  
   □ b. She helped the Red Cross for 3 years.  
   □ c. She helped the Red Cross for 13 years.  
   □ d. She helped the Red Cross for 23 years.  

**Definitions** (Write the meaning of each word as it is used in the text.)

1. prodded

2. continued

3. disasters

**Extended Response** (Answer in complete sentences.)

1. Why was Clara Barton called the “Angel of the Battlefield”?  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  
   ________________________________________________________________  

2. There are many disasters in the world. Can you name all 5 that are mentioned in this story?  
   ________________________________________________________________  
   ________________________________________________________________
3. Why is the International Red Cross so important?

4. Describe the Red Cross flag and what it stands for.
Objective Concepts (planets, orbit, rotate/rotation, telescope, superlatives: largest, smallest, closest); Sight words (inner, outer, farther, cooler, almost)

Our Planets
By: Sue Peterson

Did you know that our solar system is made up of planets that orbit the Sun? “Orbit” means “to go around”. Mercury is the closest planet to the Sun followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

The largest planet is Jupiter. It is so big that the other planets can fit inside it. Saturn is the second largest planet. The inner planets are the planets that are closest to the Sun. The outer planets are the planets that are farther from the Sun. The inner and the outer planets are different from

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each other just like you are different from the people in your family and from your friends.

The inner planets (Mercury, Venus, Earth, and Mars) are small, made of rock, and have few or no moons.

The outer planets (Jupiter, Saturn, Uranus and Neptune) are mostly large, made of gas, and have rings and many moons. Saturn is the least solid planet. It could float on water. Now, that would make a large water toy!

The temperatures of the planets are different, too. The planets that are farther from the sun have cooler temperatures.

Scientists measure how long it takes for a planet to rotate or spin on its axis. It takes 24 hours for Earth to rotate. Venus takes the longest to rotate. It takes 243 Earth days! That is about 8 months long or almost as long as you go to school each year.

Jupiter rotates the fastest. It takes only about 10 hours to rotate. That is shorter than the time you are up during the daytime. If you can spot Jupiter with a telescope from Earth,
you can see the rotation as the surface of Jupiter changes while you look at it. You can see these changes since it moves quickly in its rotation.

Scientists continue to study the planets in the universe. They think there are even more planets than the ones that have been discovered.

Maybe you can be a scientist one day and help to learn more about all of the planets including the planet Earth.
Practice

Language Work

A. Write the words.

inner __________________________

outer __________________________

cooler __________________________

rotation __________________________

B. Use each word in a sentence. Underline the word used.

farther __________________________

______________________________

almost __________________________

______________________________

planets __________________________

______________________________

orbit __________________________

______________________________

rotate __________________________

______________________________
telescope

C. Write the correct superlative in the blank. Use these words: largest, smallest, closest

1. Mercury is the________________________ planet to the Sun.
2. Jupiter is the________________________ planet.
3. Mars is one of the________________________ planets.

D. Phonics work. The letters “er” make the “er” sound in many of the words in this text. Unscramble these vocabulary words from the text that have the “er” ending:

renin _______________________
oture _______________________
frahtre _______________________
coler _______________________

Pick one of these “er” words and use it in a sentence. Underline the word you used.

________________________________________________________________________
________________________________________________________________________
E. Word Search.

Find the words: planet, orbit, rotate, rotation, telescope.

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**Multiple-Choice Questions** (Put an X in front of the correct answer.)

1. What does the word “orbit” mean in the text?
   - [ ] a. to go around the town
   - [ ] b. to go around the clouds
   - [ ] c. to go around the Sun
   - [ ] d. to go around the Earth

2. This story uses many superlatives to compare things. What is the difference between comparing 2 things and comparing 3 or more things?
   - [ ] a. There is no difference. You use “er” words for both.
   - [ ] b. There is no difference. You use “est” words for both.
   - [ ] c. You use “er” for comparing 2 things and “est” words for comparing 3 or more things.
   - [ ] d. You use “er” words for comparing 3 or more things and “est” words for comparing 2 or more things.
**Definitions** (Write the meaning of each word as it is used in the text.)

1. inner

2. outer

3. farther

**Extended Response** (Answer in complete sentences.)

1. According to the text, what is the difference between inner and outer planets in relation to size, what they are made of, the number of moons and their temperatures?

   ________________________________________________________________
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   .
2. If you could use a telescope, what would you like to see?

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3. Which planet do you think is the most interesting? Why?

________________________________________________________________________

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Objective  Sight words (assigned, submarine, even though, thought, enough, locked); concepts (chaplain, life jacket/life preserver, comfortable, mission, hymns, memorial, chapel, heroism, special, established)

The Four Chaplains – The Greatest Sacrifice
By: Sue Peterson

A group of four religious officials assigned to an army ship during World War II died while saving other soldiers. Their boat carried a total of 900 passengers and crew members. It was hit by a German submarine in the middle of the night while traveling to Greenland on an army mission.

Even though the captain told the men they should keep their life preservers on when they went to bed, many of them thought the life preservers were not comfortable to sleep in.
Some men who worked down in the engine rooms took off their life preservers. They said it was too hot to wear them.

When the ship was hit by the enemy submarine, everyone needed to get off the ship and try to get to safety. There were not enough life jackets for all of the soldiers. The “Four Chaplains” (John Washington, Alex Goode, George Fox and Clark Poling) took off their own life jackets to give to some of the other men who did not have any.

Then they helped as many men as they could get to safety. Afterwards, the chaplains locked their arms together and sang songs and hymns until the ship sank. They died with the ship.

Today, across many U.S. states, these four men are honored for their bravery and their service to others. The chaplains were awarded the Chaplain’s Medal for Heroism, a postage stamp was made in their honor, and there have been many other memorials (artwork, chapels, and special programs) established in their name.
Some states in the U.S. have elementary children observe February 3\textsuperscript{rd} each year in their memory. That is the day the ship went down and the chaplains tried to help others. We can learn a lot about the types of people they were because of their own sacrifice so others could live.
Practice

**Language Work**

A. Write the words.

assigned

submarine

even though

thought

enough

locked

B. Use each word(s) in a sentence. Underline the word(s) used.

life jacket

comfortable

heroism
Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is one thing you should do when you are in a boat?
   □ a. wear a swimming suit
   □ b. wear a life jacket (life preserver)
   □ c. wear sandals
   □ d. wear a rain jacket

2. Why are the four chaplains seen as heroes?
   □ a. They could sing well.
   □ b. They sacrificed their lives to save others.
   □ c. They went along on an army mission.

3. According to the text, what are three ways the chaplains are honored?
   □ a. There is a postage stamp in their honor.
   □ b. They were awarded the Chaplain’s Medal of Heroism.
   □ c. There are special programs observed each year.
   □ d. The army boat is named after them.
Extended Response (Answer in complete sentences.)

1. What two things are mentioned in the text that would have helped the passengers and crew members when their boat was hit by a German submarine?

2. Do you think it is important to have memorials for the four chaplains? Why or why not? Explain your answer.
3. If you could describe **one** character trait that the four chaplains showed the night the boat was hit, what would it be? Explain your answer.

________________________________________________________________________

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________________________________________________________________________.


Objective  Concepts (maps, globes, features, landforms, model, mountain range, Austin - state capital, population, kilometers, “to size”); Sight words (locate, distance, direction, stretch, figure out)

| Vocabulary |
|------------|-------------|
| locate     | stretch     |
| distance   | figure out  |
| direction  |             |

Finding the Mississippi – Using a Map and Globe
By: Sue Peterson

Maps and globes help us **locate** places and they show us the **distance** from one place to another. Maps also tell us what **direction** to go.

A map is a flat 2-D drawing or picture with land features. A map might show cities, states, and countries. It might show landforms like mountains, rivers, and seas.
A globe is a round 3-D model of the Earth. It shows cities, states, and countries and landforms like mountains, rivers, and seas just like a map does.

You can look at a map or globe and find the longest mountain range in the United States, the Rocky Mountains. These mountains **stretch** all the way from Canada in the north to New Mexico in the south.

Can you find one of the longest rivers in the United States? Look at the map and you can see the Mississippi River which flows over 2,500 miles (4,000 kilometers) from
northern Minnesota down to Louisiana and the Mississippi River Delta at the Gulf of Mexico.

On another map, you can find Austin, the capital of Texas, and figure out how far Austin is from where you live.

Austin is a city with hills and valleys with a river running through it. There are about 800,000 people who live in the city and over one and a half million people who live in and around the city. Some maps will show the population of how many people live in the city or town on the map.
There are features on maps and globes to help you understand them better. These features include a scale, compass rose, a grid system, symbols, and the title.

The map scale helps you figure out how far something is. There is a short line that stands for a certain distance and it has numbers by it telling the length in miles or kilometers. It also tells how many miles are in one inch on the map or how many kilometers are in one centimeter on the map. The map is made “to size”. “To size” means it is made to the scale given on the map.

A compass rose tells you the directions of north, south, east and west. North is up on a map, south is down, east is to the right, and west is to the left.
A grid system can help you find a location. There might be lines on your map or globe. There are numbers next to these lines. These numbers help you locate a place.

Symbols tell what is on your map. They show the roads and towns and cities. If there are also landforms or parks shown on the map, then these symbols will be in a box with pictures and labels so you know what the symbols stand for. There can be hundreds of symbols on a map showing different types of landforms and other features.

Don’t forget the map title! Your map will have a title like
“Large Cities in Texas” or “Capitals of the U.S.” or like the picture says “Map of Scioto County, Ohio”. The title helps you know what the map is about. Usually globes do not have titles as a globe is 3-D and it would be hard to put a title on a globe.

Maps and globes can show you a lot of helpful information. When you travel or need to look up places for an assignment for school, remember to find a map or globe and look at the symbols, map scale, or other features to help you locate the information you need. It can also be fun to look at maps and globes to imagine the places you could go!
Practice

Multiple-Choice Questions (Put an X in front of the correct answer.)

1. What is compared on the first two pages of this text?
   □ a. the earth and a map
   □ b. a globe and a book
   □ c. a book and a map
   □ d. a map and a globe

2. What three general landforms can be seen on a map and a globe?
   □ a. seas
   □ b. mountains
   □ c. shopping centers
   □ d. rivers

3. What feature mentioned in the text does a map usually have that a globe does not?
   □ a. a grid system
   □ b. a title
   □ c. symbols
   □ d. a compass rose

Definitions (Write the meaning of each word as it is used in the text.)

1. locate

2. distance
Jonas Salk, Famous Medical Researcher

By: Sue Peterson

Jonas Salk was a medical researcher in the 1900s and best known for his discovery of a vaccine to stop polio. Before this discovery, many people died from polio or they could not walk or move as quickly as you can because of this disease. Some people including children were even paralyzed by the disease. Polio would attack the nervous system in the body and weaken the muscles.

Objective
Concepts (medical researcher, vaccine, polio, paralyzed, nervous system, germs, disease, developing, syringe, miracle, resistance, immune system); Sight words (attack, project, amount, usually, protects, against)

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<tr>
<td>attack</td>
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<td>project</td>
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Scientists were trying to find a way to prevent polio when Jonas Salk took a job at the University of Pittsburgh School of Medicine in 1947. It was there that he worked on a project to make a vaccine to stop polio.

A “vaccine” is putting a small amount of the dead germs of that disease into your body, usually with a syringe (a shot), so your body gets used to it and your immune system (the part of your body that attacks germs and protects against disease) builds up resistance to the disease so you do not get the disease ever again.

Salk worked on developing this vaccine for seven years. The vaccine was ready in 1954 and, after laboratory testing, it was tried out on almost 2 million school children and it worked! He was soon seen as a miracle worker.

In 1960, Salk started the Salk Institute for Biological Studies in California. Today, it is a center for medical and scientific research. He also
wrote several books. His last days of his life were spent trying to find a vaccine against HIV, a disease where the immune system does not work.

Though unsuccessful in finding a vaccine for HIV, he is remembered as a great scientist who enjoyed medical research and developed the first vaccine for polio, saving millions from getting the dreaded disease.
Practice

Language Work

A. Write the words.

attack
project
amount
usually
against
protects

B. Use each word in a sentence as it is used in the text. Underline the word used.

vaccine

polio

prevent

germs
disease


developing


researcher


paralyzed


C. Matching. Draw a line from the word to the **correct** definition.

1. syringe  
   a) a disease leaving people paralyzed

2. miracle  
   b) a place to study biology and medicine

3. immune system  
   c) a vaccine that protects from HIV

4. HIV vaccine  
   d) a tube used for giving shots

5. Sauk Institute  
   e) a system of cells in your body that attacks and destroys germs that enter the body

6. polio  
   f) when the unbelievable happens
D. Phonics work. The suffix “ly” is added to the word “usual” to make the new word “usually”. The suffix “ly” means “in the manner of, to a degree of, or like”. For example, usually means in the manner of usual, or to a degree of usual, or like usual. So then, if something is “usually” done a certain way, then it is done in the manner of the same way each time. For example, “They are usually good students” means that the students are most often good students.

Write 3 more words that end in the suffix “ly”:

________________________________________, ______________________________________, and ___________________________________________

E. Word Search.

Find the words: Salk, researcher, vaccine, polio, project, amount, against, protects, germ

```
s d m o t s n i a g a
  t a j u t c w e v o l
  c e l j n t e d t k o
  e f k k u f d j g i i
  t r u g o r c g o j l
  o y h s m r e g u r o
  r e s e a r c h e r p
  p c u r e n i c c a v
```
Multiple-Choice Questions (Put an X in front of the correct answer.)

1. According to the facts in the story, which one does not describe Jonas Salk?
   - a. He became a medical researcher in the 1900s.
   - b. He took a job at the University of Pittsburgh School of Medicine in 1947.
   - c. He discovered a vaccine to stop polio.
   - d. He wrote one book.

2. What is the most likely reason that the polio vaccine was tried out on 2 million children after earlier testing went well?
   - a. to fill up the hospitals
   - b. to use up the syringes
   - c. to make sure the vaccine really worked
   - d. to give people jobs

Definitions (Write the meaning of each word as it is used in the text.)

1. usually

2. against

3. protects
Extended Response (Answer in complete sentences.)

1. Why is Jonas Salk considered a famous medical researcher?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. The text describes Jonas Salk as a miracle worker. Why was he described this way?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. What role do you feel medical researchers play in helping people? Is this something you would like to do someday? Why or why not?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Do Your Part to Save the Earth
By: Sue Peterson

Did you know that the Earth’s land, air and water are getting polluted? This is the \textit{wrong} thing to be \textit{happening}. However, there are some things that you can do to help save the Earth.

There has been pollution for a long time. There is land pollution because people dump waste from building homes, large buildings, and from industries on the land. And people
are also polluting the land when they drop litter like food wrappers, plastic bags, or other trash on the ground.

Littering is something that everyone can help with. The solution is simple. Don’t do it. Pick up anything that you see is thrown on the ground everywhere you go and there will be much less litter. People also need to recycle paper, metal, and glass so the dumps or landfills do not get too large and take away too much good land.

There is also over-use of our natural resources. A natural resource is something like water, minerals, or a forest that is found in nature and is useful to people. But people sometimes waste natural resources. People have cut down so many trees that some animals no longer have a good place to live. If you cut a tree down, you should plant a new one. You should do something with the trees you cut and reuse the wood in some way.
We can all do a better job of saving electricity, heat, and water, too. We can turn off the lights and other appliances and devices that use electricity when they are not being used. We can turn down our heat and wear warmer clothes in our homes, cars, and places where we work. We can take shorter showers and fewer baths, and not run the water when we aren’t using it.

Air pollution is another type of pollution. It is caused by burning materials in some industries or power plants. It is also caused by exhaust from cars and trucks. We need to make sure we work on ways to have less pollution in the air by having industries try to not burn materials that pollute and we can encourage people to drive less, take a bus or bicycle, or walk places instead. We should also carpool more.

Water pollution is caused by spilling chemicals or trash and waste into the water. These are bad for the water and the water is then no longer clean. We should be more careful of this happening because when water gets polluted, then the animals and fish in the water can get sick or die.
This continues up the food chain so other animals or people that eat the animals and fish that were sick might also get sick or die.

Everyone can do something to help. You do not have to be grown up to help. To help, you need to be “eco-conscious”. This means to be aware of what you are doing, buying, and using and what this does to the world you live in. It means you choose to not harm the Earth and to conserve and use only what is needed, and not use up everything that you want.

We live together on one Earth and we need to treat it well so it will stay a clean place and good for living for ourselves and for our children.

You can make a difference by not littering or polluting the Earth and by trying to also conserve natural resources. Clean water and air are worth conserving. They can be protected if we all work together. Please continue to do your part for conservation! The Earth needs you.
Here are some other things YOU can DO to MAKE a DIFFERENCE for the EARTH:

- Recycle most things
- Use reusable containers instead of foil and plastic wrap
- Use rags or cloths instead of paper towels
- Take cloth bags with you to the store when you shop
- Carpool, ride your bike or walk
- Give away items to be reused instead of throwing them away
Practice

Language Work

A. Write the words.

wrong
reuse
recycle

B. Use each word in a sentence. Underline the word used.

thrown

aware

simple

happening

continues
C. Matching. Draw a line from the word to the correct definition.

1. polluted  a) the answer
2. littering  b) a large dump
3. solution  c) having to do with chemistry
4. landfill  d) tossing on the ground
5. chemical  e) not wasting
6. eco-conscious  f) dirtied
7. foil  g) thin sheet of silvery-colored metal used to wrap up food
8. plastic  h) to be aware of helping the earth
9. conserving  i) nylon, vinyl product not easily broken

D. Phonics work. You drop the final “e” in words like pollute and conserve before you add the suffix “ed”, “ing”, and “ion”. Fill in the missing words below.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Add “ed”</th>
<th>Add “ing”</th>
<th>Add “ion”</th>
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<tbody>
<tr>
<td>pollute</td>
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<td>pollution</td>
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<td>continue</td>
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E. Crossword Puzzle. Fill in the missing word by using the clues. Use the vocabulary words in the box on the first page of the story.

Be Eco-conscious!

Across
3. tossed
4. gotten bigger
5. to use again
7. when some activity is going on, it is ________
9. to make into something else

Down
1. opposite of right
2. going on and on
6. opposite of difficult or hard
8. having knowledge of
Multiple-Choice Questions (Put an X in front of the correct answer.)

1. The text talks about polluting various environments. What are these 3 main environments?
   □ a. land
   □ b. forests
   □ c. air
   □ d. water

2. What does littering most likely contribute to?
   □ a. people having fun
   □ b. pollution of the Earth
   □ c. invention of new products
   □ d. new cities being created

3. According to the text, someone who is eco-conscious….
   □ a. pollutes
   □ b. litters
   □ c. recycles, reuses, and conserves
   □ d. likes sports

4. What do you usually do before adding the suffix “ed”, “ing”, and “ion” to words that end with a final “e”?
   □ a. keep the “e” and add the ending
   □ b. drop the “e” before adding the ending
   □ c. double the consonant
   □ d. double the “e”

Definitions (Write the meaning of each word as it is used in the text.)

1. reuse

2. recycle

3. aware
Extended Response (Answer in complete sentences.)

1. Explain land, air, and water pollution and mention one cause of each of these areas of pollution.

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________________________________________________________________________
2. What does eco-conscious mean?

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________________________________________________________________________.

3. Reread the last paragraph of the text. What does the Earth need? How can you help?

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________________________________________________________________________.

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Motion, Friction, and Gravity

By: Sue Peterson

Did you know that the first Indianapolis Speedway race was held over 100 years ago on May 30, 1911? It continues to be held each year in Indianapolis, Indiana. The car race is 500 miles long (800 kilometers).

The race car that won the first race averaged 75 miles (120 kilometers) an hour. The race car that won 100 years later averaged 162 miles (259 kilometers) an hour! These speeds were measured with a stopwatch.
A “stopwatch” is a small, round clock that you hold in your hand to tell how fast something goes. You can time to fractions of a second so you will know exactly how fast something goes even if there are race cars that look like they tied. You can use a stopwatch to time other races, too, like running, swimming, bicycle, and horse races.

Cars on the Indianapolis Speedway go fast as they try to win the race. The cars are in motion on the track. That means they are moving. Movement is a change in position or location. If you go to the Indianapolis Speedway, you can watch the movement of the cars as the drivers steer them around the track and you can see how fast they are going.

There are many other things that move, too. Some examples are a yo-yo that goes up and down on its string, a “Slinky” toy which crawls down the steps, a spring that moves upward, and a Frisbee which flies over to another spot and lands where you aim it (most of the time😊).
You can also move something by pushing or pulling it, like a wagon. There are different sizes of pushes and pulls. If you have a bigger push or pull, then the movement is bigger. This is called a force. There needs to be a force for something to move.

For example, when you ride your bike, you push to get started. You push off the ground or the curb with your foot. You push on the pedals to go as you steer the bike with your arms. If you skate or skateboard you push with your legs to keep moving. Every time you run, walk, skip, and jump you push with your legs. You push when you start, stop, and turn.

If you climb a tree, you pull with your arms and push with your legs. When you swim, you push and pull with your arms and legs. Think of all of the other movements you do during the day. How about jumping rope or playing a sport like basketball, kickball, tennis, football, and baseball? What about swinging on a swing in the park?
If something bumps into something else, that push causes a change of motion for the colliding objects. “Collide” means to “run into”. That is why the cars that collide move. The collision causes the cars to go in different directions and paths than what direction they were first going in. If a race car has a collision on the speedway, it might flip around or flip over.

Friction is a force or pull that slows down moving objects. Friction is what happens when any two things rub against each other. When the race car drivers step on their brakes, they are using the friction of the brake against the wheels to stop their cars. If you rub your hands together when you wash them, then that’s friction. If your skis rub on the snow, that’s friction. If a boat is in water and moving through the water, that’s friction.
On Earth, gravity is a force that pulls everything down all the time. Gravity is a force which tries to pull two objects toward each other. The heavier and bigger something is, the stronger the gravitational pull is. Earth’s gravity is what keeps you on the ground and it is what causes objects to fall toward the ground. Gravity also holds the planets in orbit around the Sun and it keeps the Moon orbiting around the Earth.
Practice

**Language Work**

A. Write the words.

- stopwatch
- steer
- speedway

B. Use each word in a sentence. Underline the word used.

- average
- motion
- push
- pull
- force
C. Matching. Draw a line from each word to the meaning of the word.

1. stopwatch  a) a crash
2. collision   b) opposite of push
3. speedway   c) opposite of pull
4. average    d) device using for telling how fast something goes
5. motion     e) race track for cars
6. push       f) movement
7. pull       g) the middle amount
8. force      h) the natural force that causes objects to move or tend to move toward the center of the earth
9. gravity    i) strength
D. Phonics work. The words “race car” is a palindrome. Palindromes are words that read the same forward and backward. The words madam, Adam, and radar are also palindromes. Think of at least three other palindromes and write them in the blanks.

__________________________, __________________________,

and ______________________

E. Word Search.

Find the words: racing, racecar, air, drafts, speedway.

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Multiple-Choice Questions (Put an X in front of the correct answer.)

1. If the text was **not** titled “Motion, Gravity, and Friction”, what do you think would **most likely** be a good title?
   - a. Racecars, Bicycles, and Unicycles
   - b. Cars Speeding Around the Track
   - c. Movement and Force
   - d. Swinging and Jumping

2. According to the details in the text, what is the main reason why cars on a speedway go so fast?
   - a. The driver likes to.
   - b. There are air drafts.
   - c. The signs say to.
   - d. The speedway is small.

Definitions (Write the meaning of each word as it is used in the text.)

1. stopwatch
2. average
3. collide
Extended Response (Answer in complete sentences.)

1. According to the text, the average speed of the racecars increased over the past 100 years on the Indianapolis Speedway. Explain how much the speed increased. How did you figure this out?

2. Explain why gravity is important to us on Earth.

3. Find Indianapolis, Indiana on a U.S. map. Where is it located?

4. Where else (besides at a speedway) do people use stop watches? Why?