

## A Zoo in My Backyard



### Story

Lori ran into the house, yelling “Mom, guess what! We went to the zoo today! The **zookeeper**, Mrs. Perez, showed us around. She showed us all sorts of animals! One was a **caribou**. It looked like a huge deer. I saw a **muskrat** too. It was dark and furry with webbed feet. In the Great Apes area, there was a baby **orangutan**. We saw its mother hug and **nuzzle** the baby. It was so cute!”

“Did you see a spider or a stinging **scorpion**?” her mother asked.

“No, but we did see a giant **squid**. It was on display in the new ocean **exhibit**,” Lori explained. “Oh, Mom, I want to study **zoology** to learn more about animals. Wouldn't it be great to work at the zoo? I think it would be even more fun to study animals in their natural **habitat**. Mom, I think we should move to a jungle or forest —someplace that has wild animals. What do you think?”



### smART Idea

Zoos want to make their animals comfortable. So they try to make the animal's home similar to the animal's natural habitat. Pretend that you are designing a zoo exhibit for one of your favorite animals. Draw a picture to show the people at the zoo exactly what the animal's habitat should include. Arrange all of the items in the habitat just the way you think the animal would like them.

## Mathematics &amp; Science Vocabulary

## Lesson 3

**Bill: The Human Body****Story**

“Today we will begin our study of human **anatomy**,” said Mrs. Green, my science teacher. “Here to help us learn about the arrangement of the parts of the body is my good friend, Bill.”

Mrs. Green wheeled in a life-sized model of the human body. Bill was a big help right from the start. We sat him at a desk and checked the position of his bones to learn about **posture**.

Later, we took a look at his muscles. Bill is in great shape. We bent his leg to show off the large muscles in his **thigh**. We also turned his arm over to display the **veins** in his **forearm**. Sure, there was no blood in them, but they still looked real.

Each student has to write a report on an **organ** of the body and tell its function. I'm going to choose the stomach because I'm interested in how I **digest** food.

When I examine Bill's **abdomen** to get a look at his tummy, I just hope he doesn't laugh too loudly.

**Write Idea**

Medical students must study anatomy, of course. Doctors need to know exactly where the organs of the body are located. Did you know, however, that lots of other professionals, like artists and dancers, must study anatomy? Write a paragraph about why these and other professionals need to know the parts and functions of the body.

**Mathematics & Science Vocabulary****Lesson 4****Mr. Morf****Story**

Mr. Morf is our new math teacher. He is a special teacher who has a way of making **mathematical** problems exciting. I'm usually bored in math class, but not this year.

On the first day of class, he told us that we were going to measure objects using shapes. I said to myself, "Mr. Morf is crazy! You can't measure with shapes."

He helped everyone create a small square that was 10 **millimeters** on each side. I was very careful to make my measurements **accurate**.

We worked together and used these squares to measure the **dimensions** of objects in our classroom. Later, Mr. Morf pointed out that each little square was equal to a centimeter. I'm not sure if we're going to measure things using **kilometers**. We would need some pretty large objects!

Next week we're going to learn about circles, using a tool called a **compass**. There's a **formula** we can use to **calculate** the distance around a circle. I can't wait! I love math now. Well, maybe "love" is too strong a word. But, at least I'm not bored.

**Write  
Idea**

In the story, Mr. Morf tries to make math fun. Math is important to many activities, some of which are fun. Write a paragraph about how math is important to activities that you, or someone you know, enjoys. Consider sports, crafts, and hobbies.

## Mathematics &amp; Science Vocabulary

## Lesson 5

## Friends and Scientists



### Story

Everything was new to Stacy — the school, the class, and the science fair. “I like studying plants and animals,” she thought. “So, I’ll work on a project on **biology**! But first, I’ll see what other kids are doing.”

David said, “I’m using a microscope to study tiny germs, or **bacteria**.” Lamont bragged about the rain, sleet, snow, and other weather **that** he was studying. Jackie’s project seemed to be a big secret.

Michelle told Stacy every **detail** of her whole project. She was trying to prove the **theory** that sunlight improves plant growth. “I **predict** that if a plant receives twice as much light, it will grow twice as fast,” she said. Then she explained the steps of the **procedure** and the equipment she would use.

Michelle smiled at Stacy and said, “Why don’t you work with me? You might make an **observation** about something that I don’t even notice.

Then, we can describe our **findings** when our project is finished. We’ll become friends and scientists at the same time!”



### Write Idea

Michelle describes every detail of her science project in the story. She is testing the theory that sunlight improves plant growth. Write a paragraph explaining how Michelle and Stacy might do this experiment. What materials would they need? How long would the experiment take? How often should they record their observations?

## Mathematics &amp; Science Vocabulary

## Lesson 6

## Flu Hits the East Coast



### Story

For the past two weeks, doctors and nurses have worked around the clock. They are trying to stop a sudden **outbreak** of flu along the East Coast. So far, no **remedy** has cured the victims or stopped the spread of this illness. Last week, the flu **infected** thousands, and hundreds more are catching the disease each day. The **physical** signs of the illness are felt all over the body. These **symptoms** include chills, fever, and aches.

If you feel **feverish**, doctors recommend that you drink lots of **fluids** to bring down your temperature. Should your case of flu worsen, see your doctor as soon as possible. If it is left **untreated**, flu can move to the lungs and turn into **pneumonia**.



### Write Idea

In the story, the medical workers are trying to stop an outbreak of flu. Write a paragraph explaining the actions they might take to try to stop the illness from spreading. What kind of advice might they give people? What actions might they take to avoid being infected themselves?

## Mathematics &amp; Science Vocabulary

## Lesson 7

## Sonny Dewdrop



### Story

Good morning! I'm Sonny Dewdrop, your WFOG weather **forecaster**. I'm here to tell you about the weather we can expect today. Right now it's 88 degrees here at our studios, and the **humidity** is high. That's right folks, it is sticky! We were hoping for some **evaporation** to dry up the puddles from last night's storm. Sorry, but it isn't going to happen today.

It's definitely not a good day to relax outside and **bask** in the sun. **Haze** has settled over the valley, making it hard to see your lawn chair, let alone relax in it. The **barometer** shows that the air pressure is falling. Heavy storm clouds are headed our way from the west. In fact, folks in Merrin County are dodging hard, cold **hailstones** the size of plums. Wow! They've had 4 inches of rain in the last few hours. **Rainfall** in our area could amount to as much as 6 inches. Grab your raincoats and umbrellas before you leave today!



### Write Idea

Every television and radio station has a weather forecaster. Weather must be very important to people. Write a paragraph about why weather is so important. Are there jobs that depend on the weather? What other activities may be affected by the weather? What type of weather is best for people? What type of weather is most harmful?

**Mathematics & Science Vocabulary****Lesson 8****Seascape****Story**

Visitors to the Seascape Nature Park have many activities from which to choose. If you like exploring, grab your **snorkel** and swim under the water. If you prefer more gentle waters, try one of the **tidal** pools left behind by the high tide. You can see all kinds of colorful living things, like fish and **algae**. I'll bet you never guessed these underwater plants were so colorful. If you go out to the **sandbar**, you can pretend you're **stranded** on a deserted island. Do you like to **surf**? The ocean has some great waves to offer. Get your board and ride a wave of fun!

Those who enjoy a slower pace can relax on the beach. You can soak in the sun or watch the birds perch on a piece of **driftwood** that has washed up on shore. You'll enjoy watching the tide **ebb**. The back and forth motion is very **soothing**. Seascape has something for everyone. Come on down and have a good time!

**smART  
Idea**

Hundreds of thousands of people take their vacations at the seashore each year. Other people prefer to vacation in big cities, like New York. Where is your favorite place to take a vacation? Draw a picture of your favorite vacation spot. Remember to include all of the things that you enjoy about that place.

**Social Studies Vocabulary****Lesson 2****Where Would You Live?****Story**

If you could live anywhere you wanted, where would you live?

I live in a **coastal** town. From our house, you can walk to the ocean. We live on a **peninsula**, so there's water in three directions. I love it here. I don't want to live anywhere else.

Grandma used to live on an island in the ocean. She didn't like it. She now lives on the **mainland**. No more islands for her! She says **continental** areas are the only place to be.

Uncle Dan thinks **mountainous** areas are best. He is building a house on the **summit** of a mountain. It will **overlook** a large lake from the highest point around. He's pretty happy there.

Aunt Beth does not like high places. Her house is in a valley at the base of a mountain. She teases Uncle Dan. She says that even a **ravine** is better than his hill. He teases her too. He says she would be happy living in a dark **cavern**, like a bat!

I guess most of us like living right where we are!

**smART  
Idea**

The author of this story lives by the ocean and seems to like it there. Draw a picture of the area in which you live. Is it in a city, town, or the country? What are the natural features of the area?

## Social Studies Vocabulary

## Lesson 3

## Our Salem Witch Trial



### Story

We held our own Salem Witch Trial in school today. Some students played the people accused of being witches. I played the **attorney** hired by Sarah, one of the so-called witches. At first, there was no order in the court. The people in the **courthouse** who came to watch the trial were out of control. The judge finally banged his **gavel**, and everyone became silent.

When the **evidence** was presented, I was sure it would prove that Sarah was not guilty. The jury would be convinced of Sarah's **innocence**. I worked hard to **defend** Sarah. After all, she was my **client** and had paid me well for my services.

“She was telling the children stories, not casting spells on them,” I argued. “She is not a witch!”

It was time for the jury to decide. We waited nervously, unsure of the **outcome** of the trial. When the jury finally made its decision, it was announced that Sarah was not guilty of being a witch.

In our trial, Sarah was set free. In the real Salem Witch Trials, a great **injustice** was done to many men and women. In all, 20 ordinary people were unfairly punished because people thought they were witches.



### smART Idea

The story in this lesson is about a trial. Do you have an idea about what a courtroom looks like? Draw a diagram of the courtroom in this story. Label all of the different parts of the room and pieces of furniture. Include labels where the characters would sit or stand.

**Social Studies Vocabulary****Lesson 4****The Wild West****Story**

I'm the sheriff of a town out on the **frontier**. Life is tough when you're surrounded by wilderness. That's what helps to **bind** our townspeople together, I guess. We only have each other. We are the only **civilization** around. There isn't another town for hundreds of miles.

Right now, I'm out on the range searching for a band of **fugitives** who escaped from my jail. Last night, they held their own **roundup** and stole 40 head of cattle. We found a **lariat** that must belong to one of the gang; it was looped around a stray cow's neck.

They're a **coarse** bunch of men who are rude and nasty to anyone who gets in their way. On the other hand, they sure are **adventurous**. I've heard that they can tame a wild **mustang** and ride it right into town the same day.

Sometimes I wonder what it would be like to ride off into the wilderness like them. Then I think, "Nah." I could never **abandon** my family and the people of this town. They mean so much to me.

**Write  
Idea**

This good sheriff tells the story of some rough outlaws he is chasing. He imagines what it would be like to be an outlaw, then decides against it. What do you think a cattle rustler's life would be like? Write a paragraph from the fugitive's point of view.

## Social Studies Vocabulary

## Lesson 5

## Planet Hopping



### Story

Scientists are learning new things every day. With their help, **technology** is improving our lives. Take space travel, for example. One day we may travel to a star, planet or another part of the **universe** just for groceries.

Way back when the Wright brothers first learned to fly, the highest **altitude** they reached was a few hundred feet above the ground. **Just** getting the propeller to turn was a great **achievement**. Now, astronauts have gone to the moon and taken **lunar** walks. What would old Wilbur and Orville Wright think about **that**?

We send **satellites** into space every day now. Some circle the earth so **that** we can watch television programs from across the world. Others **orbit** the earth in the same way, but send us information about the weather. We've even sent spacecraft to explore other planets in the **solar** system. We share the same sun with these planets, so we'd like to know more about them. With all of this space traffic, I just know **that** one day we're going to **collide** with a space creature out there. And when we do bump into an **alien**, just imagine what things we might learn from him!



### Write Idea

The author of this story seems to think that everyone will travel through space one day. Imagine that you are taking a trip to another planet. Write a journal entry about what you see. Is the surface of the planet like ours? Does anyone live there?

## Social Studies Vocabulary

## Lesson 6

## The Mapmaker



### Story

Maps help people find their way. Maps can be of a large area like a country, as well as a smaller area like a **district**. The first thing to do when making a map is to **survey** the land. This provides mapmakers with the correct measurements of the area. A mapmaker also needs to know an area's **latitude**. This tells how far the area is north or south of the line going around the center of the earth's surface. The line is called the **equator**. An area's **longitude** is also important. It is the distance east or west of the 0° line at Greenwich, England.

Almost all maps include a **scale**. It tells how the distance between objects on the map relates to their real distance. Sometimes the **population** is included on a map. Mapmakers sometimes use colors to represent the different numbers of people who live in an area. Many maps also include **landmarks**. Mapmakers use symbols to represent these important buildings and sites. Creating a map takes a lot of time and effort, but without maps, we might never find our way.



### smART Idea

Pretend that you are a mapmaker and that your job is to draw a map of your neighborhood. Don't forget to label the streets and landmarks in your neighborhood. Include the population of your neighborhood or town. Make your map as detailed as you can.

## Social Studies Vocabulary

## Lesson 7

## Vote for Me!



### Story

I, George Braun, am your **candidate** for the office of President. I hope **that** all of you will exercise your rights under our great **democracy**, and vote for the person you think is best. If you choose me, I promise to serve you well. I will choose **smart** and **honest** people to work in my **administration**. As the governing body, we will work hard to improve this nation. In the **past** as your **state representative**, I have spoken on your behalf. I have **proposed** laws **that** improved your daily lives. In addition, I fought to **uphold** the laws of the **state constitution**. As the leader of the **federal** government, I will do the same for all the people of the nation. Tomorrow night, I will **debate** Mr. Jones on important **political** issues. You will see **that** he and I do not agree on many of the issues facing our government. I think you will find **that** my solutions are the best for our country.



### Write Idea

In this lesson, you read a political speech. Imagine that you are a candidate for class president. Write a speech about the changes you would make to your school or classroom.

## Family &amp; Consumer Sciences Vocabulary

## Lesson 2

## New Homes for Oak View



### Story

After workers **dismantled**, piece by piece, the parts of the buildings that would be used again, the Oak View apartments were **demolished**. First, heavy machines smashed the walls. Then, bulldozers pushed away all that was left. The old buildings were cold and **drafty**. Major repairs were needed. Families complained of the torn carpets, and the cracked and peeling **linoleum** on the floors.

There is hope for Oak View, however. The city plans to **restore** the neighborhood. Once again, the area will be a pleasant place to live. New townhomes will be built on the **site** where the buildings were knocked down. These new **dwellings** will be made out of brick, by a **mason**.

The new plans call for the walls to be thickly **insulated** against the cold. The new homes will have large windows and brand-new carpeting. The **residents** of Oak View can hardly wait to move into their new homes.



### smART Idea

People in different parts of the world live in different kinds of houses. In many cities, families live in apartment buildings, while in the country there are more single-family homes. Think of two very different types of houses. Draw a picture of each type of house.

## Family &amp; Consumer Sciences Vocabulary

## Lesson 3

## The Used-Clothing Store



### Story

My sister Erin and I love to shop at the **secondhand** clothing store. Even though the clothes are used, they fit anybody's **wardrobe**. The store has **assorted** clothing including pants, dresses, and shirts. Erin likes to wear old, **drab** clothes without much color. She even made some gray **draperies** into a dress. I think they looked better on the window!

I go for more lively stuff. Last winter I bought a bright pink **parka** for skiing. You sure couldn't miss me on the slopes!

I bought my favorite outfit **at that store**. It's a skirt with wide **suspenders** to hold it up. When I wear it, my mother lets me wear **stockings** on my legs. Next time, I'm going to ask Mom if I can **adorn** myself with her pearl necklace. I'll be so beautiful!



### Write Idea

Clothing styles change every year. When your teacher was a student, he or she probably dressed very differently than you do today. Write a paragraph describing what you think students will wear 50 years from now. Describe what their clothing might look like, from head to toe.

## Family &amp; Consumer Sciences Vocabulary

## Lesson 4

## The Perfect Gift



### Story

“Keri, your mother's birthday is coming up, and we should get her something special,” said Dad.

“Well, you know how she loves precious **gems**. Let's go to the jewelry store and find something with her favorite stones in it,” said Keri.

When they arrived at the store, they spoke with Mr. Holden, the **jeweler**. He was repairing a watch.

“We're looking for a special gift for my wife,” said Dad.

“And my mom,” Keri piped in.

“Hmmm,” said Mr. Holden as he **mused** over possible gifts. “I have just the thing!”

Mr. Holden brought out a black, velvet box and gave it to Keri. When she opened it, she couldn't believe her eyes. It was a beautiful gold bracelet with one dark-blue **sapphire** next to a dark-green **emerald**. It **glimmered** in the light. Keri was stunned. “It's b-b-b-beautiful,” she choked.

“I think Mr. Holden should **engrave** it with her birthdate,” said Dad. “What do you think?”

Keri said, “That's a great idea, Dad! She'll love it!”

Mr. Holden carved the numbers in it and brought it back, **encased** in the black velvet box.

“This will be her best birthday ever!” exclaimed Keri as they started home.



### Write Idea

Keri was sure that her mother would like the bracelet. Write a paragraph describing Keri's mother's reaction to the gift. Did she know what it was when she saw the shape of the box? Did she like the gift? What did she like best about it?

**Family & Consumer Sciences Vocabulary****Lesson 5****When I Grow Up****Story**

What will I be when I grow up? I could be a hot dog **vendor** and sell lunch to folks on city streets. As a **porter** on a train, I could carry people's bags. Being an **archaeologist** would be fun. I could dig up old bones. I might become a **veterinarian**. I like to take care of all kinds of animals.

My mother is a **counselor**. She helps people solve their problems. My aunt was a **silversmith**. She made beautiful silver jewelry.

I like to fix things, so maybe I could be a **mechanic**. If I wanted to study the stars and planets, I could be an **astronomer**. That would be a neat profession. My dad, who is a **historian**, has the most interesting job, though. He studies past events and even teaches history on TV.

**Write  
Idea**

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The person writing this story names a lot of different jobs. Write a paragraph explaining which one of the jobs you would most like to have. What tasks would that job involve? Which tasks would you like the most? Which tasks would you like the least?

## Family &amp; Consumer Sciences Vocabulary

## Lesson 6

## A Letter About Troy



### Story

Dear Ms. Kane:

Troy Barnes has worked in my bike shop for two years. He has a **keen** mind and gives me great ideas for running the shop.

One of Troy's ideas helped us sell more bikes. It had always been my **policy** to sell bikes for cash only, but Troy thought of a different plan. He suggested that we also **finance** bikes. Troy believed that if the store provided the money for the bikes, more people could afford them. He was right! It is easier for people to make several **payments** than to pay for a bike all at once. I now pay Troy a \$10 **commission** for every bike he sells!

Troy is a leader too. He has shown such good **judgment** in making decisions that I asked him to **supervise** two other workers in the shop.

Sincerely,

Mr. Moore



### Write Idea

Mr. Moore thinks a lot of Troy. He tells the banker about several of Troy's good qualities. Think about a person whom you admire. It can be someone in your class or your neighborhood. It can be an adult or a student like you. Write a letter to your teacher explaining why you admire this person. Describe the person's good qualities in detail.

## Family &amp; Consumer Sciences Vocabulary

## Lesson 7

## Something Different From Aunt Sarah



### Story

My aunt Sarah went to cooking school to become a **gourmet**. She owns a restaurant in Boston. People come from miles around to eat her special roasted duck. She buys the meat from a special farm that raises geese, chickens, and other **poultry**. Aunt Sarah says that the farm is **organic** because they grow their own feed without chemicals.

Aunt Sarah uses **herbs** that give her foods a sweet flavor. Her customers **savor** the meals she cooks. They take their time eating and often send compliments to the kitchen. Just the smell of her cooking can make you **ravenous**. In fact, I get hungry just thinking about it.

Once, I asked Aunt Sarah to cook “something different.” She fried catfish on the **griddle**, using lots of spices. When I took my first bite, it was so **spicy** that my mouth felt like it was on fire. I drank at least five glasses of water, but nothing could **quench** my thirst! That was the last time I asked for “something different” from Aunt Sarah.



### Write Idea

You’ve probably eaten at a lot of different places: your house, friends’ houses, and restaurants. Think about the best meal you’ve ever had. What made it so special? Was the food unusual, or just delicious? Did the meal include dessert? Write a paragraph describing your favorite meal.

## Family &amp; Consumer Sciences Vocabulary

## Lesson 8

## Smelling Like a Rose



### Story

This summer I worked in a flower shop. It was nice to work in such a **fragrant** place. I wish they made **perfume** with the same smell. I know I would wear it.

The best part of my job was making **bouquets** of cut flowers. The white **lily** is my favorite flower. It looks just like a little trumpet. I used to arrange bunches of these flowers in fragile vases made of **porcelain**.

One day we received a large order for bushes and garden flowers. We delivered 100 **junipers**, and 600 multi-colored **petunias**. The strange thing about this order was **that** the customer also wanted 250 **cattails**. We searched all over the city for those tall, furry plants! Since they **flourish** by the water, we called a shop by the lake. Sure enough, they had some. We wondered all summer what he was going to do with them!



### Write Idea

The workers in the flower shop wondered what the customer would do with 250 cattails. Write a paragraph explaining what you think the customer was going to do with them.

## Student Life Vocabulary

## Lesson 2

## Birthday Blues



### Story

“What's wrong?” Phil asked his brother Matt. “I can tell **that** you're depressed. You've had **that dismal** look on your face all week! Did you get in trouble because you haven't cleaned up the garage like Dad told you to?”

“I have not had any 'look' on my face, and I don't want to clean the garage!” Matt replied, feeling a little **defiant**.

Phil was worried. He looked at his brother with **genuine** concern. “Do you want to talk about it?” he asked. Matt mumbled something. So Phil said, “C'mon Matt, don't be so **vague**. It won't kill you to talk about it. Whatever it is, it's not **fatal**!”

Telling his problems to Matt always made them more **bearable**. Maybe he'd feel better this time too. “Dad is so **stingy**!” Matt began. “He said he won't buy me a bike. It's not fair. He promised he would. Now he says he can't afford it.”

“Is **that** what's bothering you?” Phil asked, grinning. His **radiant** smile lit up the room. “I know something you don't know!” Phil teased.

“What?” begged Matt.

“Wait until your birthday,” said Phil. “You'll see.”



### Write Idea

In this story, Matt felt better after he told his troubles to Phil. Is there someone in your life who makes your troubles more “bearable”? What does he or she do to make you feel better? Write a paragraph about this person.

## Student Life Vocabulary

## Lesson 3

## The Case of the Missing Shoes



### Story

Lisa was angry.

“Julie, it is my opinion that you took my shoes,” she **commented** to her sister. “Where are they?”

“I don't have them!” Julie replied. Although she tried, Julie could not **persuade** Lisa to believe her. “You always lose things and find them later, Lisa. I know those shoes will turn up somewhere.”

In a loud, sharp voice, Lisa **screeched**, “You're the only other person here who wears size 6 shoes! I can only **conclude** that you took them!”

“You have no proof,” Julie cried. “You have no right to blame me for losing your shoes!”

Their mother **bade** them to stop fighting. “If you don't stop, you'll both end up in the doghouse!” When they heard their mom **refer** to the doghouse, the girls jumped up and ran outside.

“We found the shoes!” they called.

Their mother asked, “Did your search **reveal** anything else?”

Lisa said she learned that Julie was telling the truth. “Next time, I won't be so quick to **dispute** her,” Lisa promised.



### Write Idea

This story uses a variety of words to describe how things are said: bade, commented, screeched, conclude, dispute, persuade, refer, and reveal. Choose two of these words and write about a situation in which those words would be appropriate. If someone “screeched” at a friend, what might be the reason? Have you ever tried to “persuade” someone to do or believe something you said? What did you say to persuade her?

## Student Life Vocabulary

## Lesson 4

## Pleasing Your Parents



### Story

My hero is my great-great-aunt Sophie. Aunt Sophie is an **immigrant** from Poland. She came to the United States in 1930, when she was five.

Aunt Sophie calls me a **dreamer**. I like to imagine what my life will be like when I grow up. As a girl, Aunt Sophie dreamed about being a doctor when she **matured**. Her father's **disapproval** of women doctors kept her from that goal. He thought being a nurse was more correct for a woman. Though she was disappointed, Aunt Sophie came to love her job as a nurse and also **cherish** her patients.

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"I can't believe it! My parents gave me a **curfew**! I have to be in by 10:00 p.m.!" complained Tori.

"You're in your second year of high school now," said Polly. "A **sophomore** shouldn't have to be home at 10."

"I know," said Tori. "My dad said that I was **inconsiderate** when I came home late without calling. He said that when my manners improve and I show them some **courtesy**, they'll ease up on the time."

"Sounds like they have a good reason," replied Polly.

"Maybe you're right. Next time, remind me to call," said Tori with a sigh.

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### Write Idea

The girl in one of the stories is a dreamer. Write a paragraph about your daydreams. Do you dream about events far in the future, such as your occupation, or the house that you may live in? Or do you dream about things that may happen tomorrow, such as winning a soccer game, or earning an A on a test?

**Student Life Vocabulary****Lesson 5**

## Moving On

**Story**

The mood in our house is **somber** today. My parents and I are sad because we're moving to the city. Only my sister Beth is **enthusiastic** about the move. She can't wait to leave!

I'll miss the Greenes next door. They're such **easygoing** neighbors. I could stop by their house at anytime, and they were always happy to see me. Their four-year-old twin girls are so **affectionate**. They always greeted me with a hug. Sometimes their **mischievous** tricks bothered me, but they didn't mean any harm. Mrs. Greene is one of the nicest people I know. She volunteers with a local soup kitchen. Her **righteous** actions made her an excellent role model for me.

I know I'm going to miss this neighborhood. I feel very **sentimental** about it. My friend Katie, who lives down the street, is **sympathetic**. She said she felt the same way when her family moved to this neighborhood. Her move turned out well! I'm going to learn from Katie's experience and have a positive **attitude** about the move. I'm sure we'll be happy in our new home in the city.

**Write  
Idea**

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At the beginning of this story, the author feels sad about moving. By the end of the story, she has changed her attitude. Rewrite this story as if her feelings were reversed. What if the author started with a positive attitude and talked herself into a negative one?

## Student Life Vocabulary

## Lesson 6

## The Family Who Reads



### Story

My whole family loves to go to the library. We go at least once a week. I like to read **fictional** stories about dogs, especially those stories that could never happen. There are lots of books about space creatures in the **science-fiction** section. I also enjoy reading the Greek **myth** about Hercules. Zeus is my favorite Greek god. I wish I had his powers!

My stepsister just read an **autobiography**. She likes to read what a person has to say about their own life. She would like to be a **journalist** and write about other people's lives for a newspaper.

My brother chose an English **folktale** to read last night. This story had been told person to person until someone finally wrote it down. My brother wants to **illustrate** books by drawing colorful pictures.

People say my family is an **imaginative** bunch. If that's true, we must get our ideas from reading books.



### smART Idea

The family in this story loves to read. Does your family like to read? Is there some other activity that your family enjoys doing together? Draw a picture of your family doing something together.

## Student Life Vocabulary

## Lesson 7

## Write It Down, Devon



### Story

“I don't know what to write! Why couldn't Ms. Taylor ask us to write an **essay** about baseball? I wish she'd **assign** something from our creative writing **textbook**, instead of asking us to write about ourselves.” Although he was usually **attentive** in class, Devon was having trouble listening today.

Damon saw the frown on his twin brother's face. He leaned toward Devon's desk and asked, “What's the problem, Dev?”

“I can't **concentrate**! I'm just not thinking clearly today,” Devon grumbled. “I don't want to write a story about myself. I haven't done anything special. Everyone will think my story is stupid, and I'll **embarrass** myself!”

Damon replied, “Remember the time we were lost at the zoo? You found Mom and Dad by climbing a tall tree. And what about the time you **rescued** our cat from the roof of the house? That was quite an **accomplishment**! I could never climb that high. You have lots of stories like that. Just choose one. You can do it, Devon. Just write it down, **staple** the pages together, and hand it in!”



### Write Idea

Why do you suppose the teacher wanted the students to write about themselves? Do you think it's easier to write about someone else? Why? Write a paragraph about one of your recent accomplishments or an accomplishment of someone whom you know.

## Student Life Vocabulary

## Lesson 8

## In the News



### Story

Wanted: A **respectable** person whom I can trust to properly care for an older man. You must be **sensitive** to the feelings of older people. You must be **sincere** in your desire to help, because this is not an easy job. A **likable** person who can get along with anyone would be best for this job. Some training is needed. I need someone I can depend on, so those who are **irresponsible** need not apply.

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Sorry, all you guys out there! We have just gotten word **that** the lovely, sometimes blonde and sometimes **dark-haired** actress, Robyn Glow, was married today at St. John's Church. She is so **recognizable** that many people reported seeing her leave the church. You may remember her as the silly, but **inventive** Professor Jenks in "The Mad Scientist." Some thought this film, about a woman who creates a magical drink, was a bad choice for her. She has proven them wrong. It turns out that Robyn is **shrewd** in her business dealings. She made over 10 million dollars on the film. Best wishes, Robyn!

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### Write Idea

Write a "Wanted" ad for the newspaper. Say you are looking for a person to be a good friend. What qualities would you want the friend to have? Would you want the friend to share your interests or hobbies? What kind of people should not apply?

## Hobbies &amp; Activities Vocabulary

## Lesson 2

## The Booneville Blasts



### Story

“Hi folks! We're back at the Booneville Stadium. There is only a minute left in today's football game. Many Booneville Blast players are hurt. The rest are fighting to **survive** this tough game. The **opposing** team is wearing the red shirts. They are the meanest group that the Blasts have ever played. These guys are so **aggressive**; they just keep charging at the Blasts. We can only hope the Blasts will pull through.”

“To win this **competition**, our boys are fighting the **defensive** players to get into the other team's end zone. They are also fighting their own **fatigue**. This has been a long, hard game. Frankly, it's past nap time for some of these fellows. This has been . . . Wait a minute! The Blasts' tight end just tried to **lunge** into the end zone, surrounded by dangerous tacklers! He made it! What a **heroic** move! That means the Blast have won the game! The Blasts are the Pee Wee Football League's 5-year-old champs!”



### Write Idea

The announcer telling this story seems to be cheering for the Booneville Blasts. He makes the opposing team seem pretty tough! How do you think an announcer for the other team might describe this game? Write a paragraph that tells this story from the other team's point of view.

**Hobbies & Activities Vocabulary****Lesson 3**

## The Power of Computers

**Story**

If you want to feel powerful, use a computer! As long as you give a computer the proper **command**, it will do just what you want. The very first thing to do is **boot** the computer. Do this by turning the power switch to “On.”

You're not just the boss of the power switch, either! You control all of the **hardware**, from the monitor to the mouse. If you have a **modem**, a few clicks will dial the telephone. You can connect to the **Internet** and get **data**, like reports, lists, and numbers from computers all over the world.

By purchasing some **software**, you will have all sorts of computer programs under your power. **Just** place the **disk** that holds all of the program's information into your computer. You can become a weatherman, a city planner, or a space alien. After a few hours with a computer, you'll be ready to take on the world.

**Write  
Idea**

Computers are everywhere. They can make lots of activities faster and more fun. Write a paragraph explaining how you use computers. Do you use one only in school, or do you also have one at home? Have you used a computer at the library or in a store? Think of as many uses as you can, and include them in your paragraph.

**Hobbies & Activities Vocabulary****Lesson 4****Soccer Standout****Story**

"I'm worried about soccer camp, Dad," groaned Shaun. "I was so **hesitant** about signing up, I almost missed the deadline. I didn't want to rush and make a **hasty** decision. Now, I'm afraid I've done just that. Let's be **realistic** and look at the facts. My scoring record is not very good."

"Well, in my opinion, you made a very **mature** decision for such a young man," said Dad. "You're the most **energetic** player on your team. Why, you never stop moving! You show **intense** concentration when others have lost focus. You're just what they're looking for at the soccer camp."

"Do you really think so?" asked Shaun. "I'm afraid I'm not such an **impressive** player. In fact, they may not even notice me."

"Don't let your nerves get in the way of what you want. You can do it!" encouraged Dad.

"Coach Byrd did say that I'm **persistent**. If I can't get it right the first time, I keep trying until I do," said Shaun.

"That's right," said Dad. "That's what made you **unique** last year, and that's what will set you apart at the soccer camp."

**Write  
Idea**

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Shaun sounds worried about going to soccer camp. His dad thinks he will be a real star. Write a paragraph about what you think is going to happen at camp. Does Shaun have fun? Does his game improve? Do you think he will go to camp again next year?

**Hobbies & Activities Vocabulary****Lesson 5**

## Summers With Grandpa

**Story**

When I was little, we spent summers at the beach with my grandparents. I loved to go out to sea with Grandpa on his **yacht**. He used to race it and almost always won. He would let me take the steering wheel and **navigate** around the harbor. Once, I was admiring the long legs and beak of a **heron** instead of steering the boat. We almost ran into a **buoy** that was marking a channel! I let Grandpa steer after **that**.

One summer, Grandpa and I sailed along the coast for a whole week on a big sailboat. The boat had three huge sails. When the sails would **billow** in the wind, they looked like giant balloons. The captain let Grandpa turn the **rudder** to steer the boat. On the third day of our trip, we ran into a **gale** with winds so strong that they almost blew us over! The water was very **wavy**, and most of the passengers got seasick. I couldn't wait to get back to the **pier** where the boat docked. I only sailed on small boats from then on.

**smART  
Idea**

The author of this story tells us that he and his grandfather took lots of boating trips. On one of their trips, they ran into strong winds and rough water. Other times, their trips were more peaceful. Draw a picture of the author and his grandfather taking a boating trip. Include pictures of as many of the vocabulary words as you can.

**Hobbies & Activities Vocabulary****Lesson 6****My Best Friend****Story**

My best friend Erin has many talents. She is a gifted pianist. Can you believe she wrote a **concerto** for the school orchestra? They are going to play it at the spring **recital**. They **rehearse** every day, but Erin is still nervous about it.

She's even more nervous about the school play. Erin is the lead **ballerina** in "Swan Lake." She's afraid **that** when she tries to dance **daintily** across the stage, she'll trip and fall. Do all performers **dramatize** things the way Erin does?

"Just focus on the **rhythmical** beat of the music, and not on the audience," I tell her.

We are going to give her an award at the big **reception** after the show. I'll tell her then just how proud I am of her.

**Write  
Idea**

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Erin is a talented young lady. She can write and play music, and dance ballet. Write a paragraph about your own talents. Are you musical like Erin? Are you better at sports than at dancing? Maybe you're great at both. Don't forget to give examples of how you use your talents.

## Hobbies &amp; Activities Vocabulary

## Lesson 7

## Who's Afraid of a Little Mouse?



### Story

I had no idea how much of an adventure hiking up and down the **foothills** of Tennessee would be. It was a **worthwhile** trip. What made it so valuable was getting **firsthand** knowledge about some wild animals. By that, I mean I learned a lot about the animals by watching them myself. I learned **that cold-blooded** animals, like snakes, enjoy warming themselves on rocks. They do this in order to raise their body temperatures. I learned this the hard way. I sat down on a rock without seeing the snake that was sunning himself there. I was **overcome** with fright and let out a **high-pitched** squeal. The snake just slid quietly away.

I also found out about **warm-blooded** animals. Unlike snakes and lizards, they keep a fairly constant body temperature. I met one of these animals when a field mouse hitched a ride in my **knapsack**. I reached in to get my water bottle and pulled out a little mouse instead. This time I was not the frightened one.

Later, we reached a meadow **that** was full of **buttercups**. It was a pretty sea of yellow. I'll never forget it. And, I'll never forget my two animal friends.



### Write Idea

The author of this story meets two wild animals: a snake and a mouse. Rewrite the story using two different animals. What would change if she sat down next to some other creature? What would she have done if something besides a little mouse popped out of her knapsack? Make the story as silly or as serious as you want.

**Special Words Vocabulary****Lesson 2****Homonyms****Story**

We went to the movies last night. The film was about a tall, strong U.S. Marine **colonel**. The **hardy** man was lost at sea and washed ashore on a deserted **isle**. He had to hunt for his food. He caught geese and other kinds of **fowl**. It was **foul** to watch him pluck and eat the birds raw. In the middle of **that** scene, I almost choked on a popcorn **kernel**. Finally, the marine was rescued. He gave his rescuers a **hearty** greeting and a big hug!

When the movie ended, everyone got up at once. There were so many people crowding the **aisle** that it took us 15 minutes to leave the theater. It was a good movie, but I was glad to get out of there.

**smART  
Idea**

As you can see from this lesson, two words that sound alike may have completely different meanings. Choose one pair of homonyms from the lesson. Draw a silly picture that combines the two words. For example, you could draw a fowl that smells foul.

## Special Words Vocabulary

## Lesson 3

**The Prefixes “non-” and “dis-”****Story**

Mom and I finished making dinner. Then, she **discharged** me to find my brother, Kirk. I knew where he was. He was in his messy room where normal human beings don't go. Even **nonliving** things, like books, aren't safe in there. Kirk **disregards** the mess. He thinks his room is fine and **that** cleaning is a **nonsensical** task. He ignores dust rags and waste baskets as if they were **nonexistent**. Oh, it's pretty bad.

One time, Mom tried to **dislodge** some socks from under his bed. She couldn't do it! The socks were glued to the rug by an old, half-eaten candy bar. Yuck!

Mom told Kirk **that** if he didn't pick up his things, she would pack them up and give them to a **nonprofit** group, like Goodwill. He's so **disagreeable** though, **that** he would not do it. He thought **that** at least **that** way he would get an empty room **that** he could fill up again. Can you believe him?

**Write  
Idea**

When you add the prefix “dis-” or the prefix “non-” to a root word, it means the opposite of the root word. In the story in this lesson, Kirk has a very messy room. Write a story about the opposite situation (a story about someone who is very neat). Use as many of the root words from the word list as you can. Make sure you use them correctly.

## Special Words Vocabulary

## Lesson 4

## The Prefixes “pre-” and “re-”



### Story

“Did you know **that** dinosaurs **predate** human beings? They lived here long before we did,” said Carla. She had been learning about **prehistoric** creatures all day in school.

“You're kidding,” said her mother, as she began to **preheat** the oven for dinner.

“No, I'm not,” said Carla. “We learned all about them in school. Mrs. Sparks said she wants us to study a dinosaur in this book. Then she wants us to **reproduce** a picture of the dinosaur by making a drawing. The dinosaur I've chosen to draw is a really big one. If we tried to keep him in the house, we'd have to **reinforce** the floor so **that** it would not cave in.”

“That's interesting,” said her mother. “I may just **rediscover** some facts **that** I had forgotten about dinosaurs. Let me **readjust** the oven timer to add a few minutes, so we can look at your book together.”

“Great, Mom, but as a **precaution**, I'd better check the pictures first,” said Carla sternly. “Then I can warn you if any of them are scary.”

“Thanks, Carla,” her mother said, just as seriously.



### Write Idea

The prefix “re-” means “to do something again.” Everyone has had to do something more than once. Write a short story about a time that you had to repeat an activity. Consider projects for school, chores at home, or drills in sports practice. Use the prefix “re-.”

**Special Words Vocabulary****Lesson 5****The Suffix “-ly”****Story**

My friend, Alisha, tried to calm my fear. She couldn't believe I was afraid. She told me that going into the haunted house was no big deal. All the way up the walk, she talked to me and patted my arm **reassuringly**. On the outside, the haunted house was **surprisingly** normal. I expected the outside to look a little spooky. Instead, it looked like all the other houses, so I **momentarily** believed Alisha's claim that it was “no big deal.” Maybe we would be greeted **heartily** by a kind, old woman. Then, as I stepped slowly and **warily** through the door, a ghost screamed **crazily**! I almost jumped out of my skin. Alisha held on to my arm. I tried to behave **reasonably**, but I couldn't think sensibly anymore. I broke free from Alisha and stumbled **clumsily** down the walk. I'll never go to another haunted house as long as I live!

**smART  
Idea**

The person in this story is going into a haunted house. She describes the outside as “surprisingly normal,” but she never makes it inside the house. Draw a picture of the inside of the haunted house. Is it scary? Or is it also “normal” looking?

**Special Words Vocabulary****Lesson 6****Multiple Meanings****Story**

The people in my neighborhood have very interesting jobs. Mr. Johnson is an **associate** at a computer store. We bought a neat computer from him. My dad won't let me use it every day, so I use it on **alternate** days of the week. It came with a huge **manual** that tells how to use it.

Mr. Davidson is a writer. He wrote a popular **novel**. The **focus** of the story is a farm family, but it also includes some romance. Can you believe Mr. Davidson used a **manual** typewriter to write it? He said **that** when he's ready for a computer, he'll see Mr. Johnson.

Ms. Harting is a wildlife photographer. She travels all over Africa. She's my favorite neighbor. I **associate** her with lions because she has taken so many pictures of them. I don't know how she can **focus** her camera with the animals so close. She is always inventing **novel** ideas to get closer to the animals. She and another photographer once had to **alternate** hanging from a tree to photograph some lions. Ms. Harting said **that** when it wasn't her turn, she hid in the truck.

**Write  
Idea**

The two meanings of each of the words in this lesson are related. For each word, one of the uses developed from the other. Choose one of the words from the lesson and write a couple of sentences about which form of the word you think came first. Consider "focus." Was this word used as a verb or a noun first? How do you think the second use of the word developed?

## Special Words Vocabulary

## Lesson 7

**The Suffixes “-ful” and “-less”****Story**

Shane couldn't believe what had happened right before his eyes. He was **motionless**. He had to move, but his body wouldn't cooperate. A **reckless** driver had just crashed into another car and then into a telephone pole. The driver just wasn't paying attention. The accident ended what had been a **blissful** day for Shane. It was the last day of college classes. Shane was celebrating with his friends. Finally, he sprung into action. Shane and his friends began to help the victims get out of both cars.

Shane's **relentless** rescue efforts took many minutes. He didn't stop until everyone was safe. At one point, without thinking, he climbed into a burning car to get a child. **Selfless** actions like that saved many people that day.

The **shameful** man who caused the accident kept apologizing. He felt bad about it. Shane tried to be **tactful** when speaking with him so that he didn't hurt the man's feelings. The man felt guilty enough.

The police officer said that this is the kind of **dreadful** accident that he fears. He said that everyone is lucky to have survived. They all had Shane to thank for that.

**Write  
Idea**

Shane was a real hero in this story. Does your school teach students about first aid and other safety measures? Write a paragraph about what you and others can do to prevent accidents, or about what steps you should follow if an accident occurs.

**Special Words Vocabulary****Lesson 8****The Suffix “-tion”****Story**

There are a lot of shortstops, but Pam has the **distinction** of being the best shortstop in her softball league. Pam has a lot more than **that** to offer, however. She has a lot of **consideration** for the feelings of her teammates. Before the first practice, Pam saw the **isolation** of a new teammate who was standing alone and looking a little sad. Pam's **reaction** to the new girl's distress was to walk over to her new teammate and welcome her to the team. You could see the young girl's **appreciation**. She couldn't stop smiling after **that**. Pam's **intention** was to make the girl feel like part of the team, and her plan succeeded.

Pam is also a leader. She helped the coach with the **identification** of some problems the team was having. She pointed out things **that** the coach had never noticed. This **demonstration** of kindness and leadership is just as important to the team as being a great shortstop. I think Pam would make a great team captain!

**Write  
Idea**

The shortstop in this story is a great leader. Do you know someone who is a great leader? Maybe you consider yourself a leader. Write a paragraph describing the qualities you think a leader should have.

**Special Words Vocabulary****Lesson 9****Easily Confused Words****Story**

Janie made a **recent** trip to an animal shelter. Just yesterday, she adopted Dudley, an English sheepdog. Janie had forgotten to ask the people at the shelter if Dudley had been **formally** trained. Janie suspected that he'd taken some classes, however, when he howled along with the car radio on the way home. When she turned off the radio, Dudley **ceased** "singing," and sat quietly.

When they arrived home, Dudley jumped into the back seat and **seized** Janie's bag. Instead of running off with it, however, he carried it into the house for her. Janie applauded. The clapping had a strange **effect** on Dudley. He bowed!

Watching Janie's brothers toss a ball also seemed to **affect** Dudley. He ran between them and caught the ball on his nose! Who had trained this dog?

Janie hoped the shelter didn't **resent** her for calling so soon after adopting Dudley, but she had to know.

"What can you tell me about the people who used to own Dudley?" she asked.

"Dudley was **formerly** a member of the Gold Star Circus!" was the answer.

**smART  
Idea**

Dudley sounds like a very talented dog! What other tricks do you think he might have learned for the circus? Draw a picture of Dudley performing a trick that isn't mentioned in the story.

