

Name: \_\_\_\_\_



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

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

- 2 **Reread the informational text on the next page, “Tropical Snow.”** Informational texts give facts about a topic. Explore the diagram to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 3. **Put a star (★) next to the main idea.**
- 4 This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

main idea	
key detail 1	
key detail 2	
key detail 3	
key detail 4	

- 6 Underline the last sentence in Paragraph 8. **Explain the comparison.** Use quotation marks for any direct quotes from the text.

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- 7 **Write a summary of the text** on another page. Use information from your chart and information from the diagram to help you.

- ★ **Work with a partner to research a region in the world with an extreme or unusual climate. Create a poster that illustrates and explains what you learn.**



### Tropical Snow

- <sup>1</sup> An imaginary line divides planet Earth halfway between the North and South poles. The line is called the equator, and it passes through regions called the tropics. In the tropics, the sun rises high in the sky. Tropical lands generally have warm to hot temperatures all year. People who live in the tropics never see snow. Almost never, that is.
- <sup>2</sup> The country of Tanzania (TAN-zuh-NEEuh) lies in the tropics of eastern Africa. Along the coast of the Indian Ocean, the Tanzanian climate matches what the word tropical suggests: hot and humid. But in northern Tanzania, the land rises. There are mountains here, including Mount Kilimanjaro (kil-uh-mun-JAR-oh), a dormant volcano. Kilimanjaro is the tallest mountain in Africa. Its highest peak rises 19,340 feet (5,895 meters) above sea level.
- <sup>3</sup> Mountain climbers from all over the world come to tackle Kilimanjaro. It takes several days to reach the top. **On their way up the mountain, climbers encounter changing climates.**
- <sup>4</sup> The low hills at the base of Kilimanjaro receive the most rain, along with water that streams down the mountain. The rich volcanic soil is good for farming. Above these foothills, thick forests grow on the mountainside.
- <sup>5</sup> Higher up, wild grasses replace the forest trees. The wind becomes stronger, and less rain falls at this height. It can be very hot during the day, but night temperatures may drop below freezing.
- <sup>6</sup> At about 13,000 feet (4,000 meters), the mountainside becomes a desert. Little rain falls. The days are hot, the nights cold.
- <sup>7</sup> Higher than about 16,000 feet (5,000 meters), ice fields cover the slopes. Snow falls here. Temperatures drop well below freezing. At the summit are glaciers. The thick ice is massive, though the glaciers have been shrinking in recent decades.
- <sup>8</sup> Every year, thousands of people take guided hikes up Mount Kilimanjaro. This unique adventure has been compared to climbing from the equator to the North Pole.

- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**theme** (noun) A theme is a central message or lesson in a story, play, or poem.

- 2 Reread the folktale on the next page, “The Crowded House.” A folktale is a story told by a group of people and retold over time.
- 3 Go back to the folktale, and put a box around the setting.
- 4 Circle the names of the three main characters.
- 5 One character gives advice to help the others solve a problem. This problem is in bold print in Paragraph 1. Put a star (★) in the margin next to the problem.
- 6 The characters solve their problem in a series of events. Three major events are underlined in the story. Put a checkmark (✓) in the margin next to each major event.
- 7 Complete the chart in your own words. Use the markings you made on the text to help you paraphrase the text.

main characters	
setting	
problem	
major event 1	
major event 2	
major event 3	

- 8 What lesson about life does this folktale teach? Write a complete sentence to state this theme.  
\_\_\_\_\_
- 9 Use information from your chart to help you write a summary of the folktale on another page. Use the words *first*, *then*, and *finally* to describe the major events.
- ★ Create a board game based on the folktale you read. Include key details about characters, setting, and events, as well as the theme.



### The Crowded House

<sup>1</sup> Long ago, eight members of **the Rubin family lived in a little house that seemed terribly cramped and crowded.** Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They complained unhappily that one day they might burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

<sup>2</sup> Reb Solman stroked his beard thoughtfully as he listened. Then he said, "Yes, I can help you, but you must do exactly as I say, no questions asked." Papa and Mama eagerly agreed.

<sup>3</sup> "The first thing you must do," Reb Solman told Mama, "is to invite your sister and her family to visit."

<sup>4</sup> "But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons, so how will five more people in our crowded house solve our problem?"

<sup>5</sup> Reb Solman replied, "Remember, you promised to obey and ask no questions."

<sup>6</sup> So the five relatives arrived, and everyone was elbowing each other and tripping over feet, and the walls trembled as if about to explode. After several days, Papa ran back to Reb Solman and pleaded, "Oh, it is unbearably crowded and noisy now. Please, what should we do?"

<sup>7</sup> Reb Solman said, "Bring your chickens, goat, and cow into the house." Papa blinked hard when he heard that, but he had promised to obey, so he did as he was told.

<sup>8</sup> A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, "The noise, the smells, the crowding, the situation is impossible."

<sup>9</sup> Reb Solman said, "Send your relatives home, and put the animals outside."

<sup>10</sup> So the visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. "I never knew that our house could feel so big and spacious," said Mama as she looked around.

<sup>11</sup> "It certainly feels as if our house has grown bigger," said Papa. "Reb Solman is a very wise man." And everyone, smiling in agreement, relaxed in their remarkably roomy house.

Name: \_\_\_\_\_



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**impression** (noun) An impression is an opinion about someone or something.

- 2 **Reread the story on the next page, “A Change of Heart.”** It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 Flora’s first impression of Otis, the dog who lives next door, is in Paragraph 1. Her final impression of Otis is in Paragraph 10. **Put a star (★) in the margin next to these two different impressions.**
- 4 A series of events causes Flora to change her impression of Otis. Four major events are underlined in the story. **Put a checkmark (✓) in the margin next to each major event.**
- 5 **Complete the chart in your own words.** Use the markings you made on the text to help you paraphrase the text.

first impression	
final impression	
major event 1	
major event 2	
major event 3	
major event 4	

- 6 The story has a central message about first impressions. **Write a complete sentence to state this theme.**  
\_\_\_\_\_
  - 7 On another page, **describe the sequence of events that causes Flora to change her impression of Otis.** Use your chart and details from the text to support your answer. Use quotation marks for any direct quotes from the text.
- ★ **What if the story had been told from another character’s point of view? What first impression might Manny have formed about Flora’s dog? Rewrite the story from Manny’s point of view.**



### A Change of Heart

<sup>1</sup> When Flora walked her little dog, Bella, past the house of the new family next door, she made sure to stay as far away as possible. A Rottweiler was living at that house, and Flora knew that Rottweilers were a fierce breed, trained to guard and protect. The dog's sharp teeth, muscular body, and enormous size made Flora shudder. In addition, Bella always barked when she glimpsed the Rottweiler sitting silently and menacingly on the front porch, so Flora tried to hurry her dog past the danger zone.


<sup>2</sup> One time, the Rottweiler stood up as Flora walked Bella, and seemed to be heading their way. Flora let out a yelp and ran home as fast as she could. That night, she had a nightmare about the big dog. It sat beside her, growing ever more gigantic.

<sup>3</sup> On one walk, a boy approached Flora and asked if he could pet Bella. As he patted the little dog, he introduced himself. "I'm Manny, and we just moved in," he said, pointing to the house with the scary dog. "Does your dog want to play with Otis?"

<sup>4</sup> "Is Otis your Rottweiler?" asked Flora. When Manny said yes, Flora said, "That dog could eat Bella for breakfast."

<sup>5</sup> "Otis?" said Manny, laughing. "He just looks fierce, but he's very obedient and well-behaved." Then he called out, "Otis, come!" The monstrous creature bounded from the porch toward them, making Flora gasp in horror.

<sup>6</sup> But Bella seemed delighted, and the two dogs began play-fighting. Otis was careful to treat Bella gently, and Flora was impressed by how the big dog knew his own strength. "He seems so smart!" she blurted.

<sup>7</sup> "He's our gentle giant," said Manny. "He loves people." As if on cue, Otis stepped over to Flora, wagging his tail, and looked up at her with smiling eyes.  Before she knew it, Flora was stroking his sleek back. Otis had won her over.

<sup>8</sup> "I met the family who moved in next door," Flora told her mother that evening.

<sup>9</sup> "The ones with that huge, nasty guard dog?" her mother asked.

<sup>10</sup> "Oh, that's just Otis," said Flora breezily. "He's a big sweetie-pie."

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- 1 **Read and underline the definition of the word below.** Knowing this word and its definition will help you complete the following activities.

**detect** (verb) To detect is to notice or discover something.

- 2 **Reread the informational text on the next page, “Sniffing the World.”** Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 1. **Put a star (★) in the margin next to the main idea.**
- 4 This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

main idea	
key detail 1	
key detail 2	
key detail 3	
key detail 4	

- 6 A diagram supports information in the text. Look back at the diagram, and **circle the three labels.**
- 7 **Explain how the diagram supports the information in the text.**

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- 8 **Write a summary of the text** on another page. Use information from your chart to help you.

- ★ **Research an animal with an extraordinary sense, such as sight or hearing, that helps it survive. Create a poster or presentation to share the information you find.**



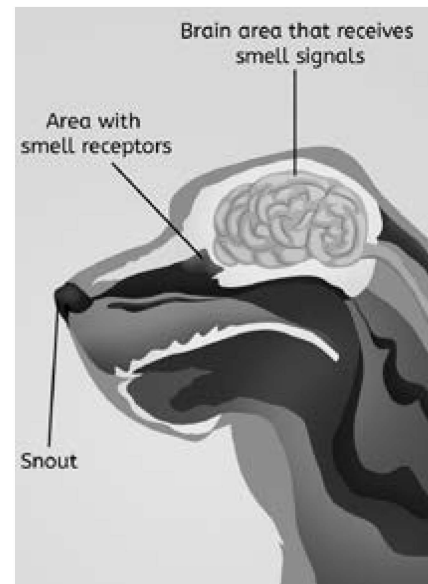


### Sniffing the World

1 Whenever dogs go for a drive, they love sticking their heads out the car window. Why? The most likely reason is that they're sightseeing—or rather, smellsniffing. **Sniffing smells is how dogs get information about the world.**

2 The human sense of smell is fine for detecting rotten food or enjoying perfumed blossoms. But no human nose could detect a teaspoonful of sugar dissolved in a tank of water the size of two Olympic pools. That's what a sniffing dog could identify, according to scientist Alexandra Horowitz. Some scientists say that a dog's sniffing ability is at least ten thousand times stronger than a human's.

3 Dogs are stupendous sniffers because of their nose design. Each doggy sniff brings air through the nostrils into the snout. As the air flows through the moist snout, it is cleaned. The air carries odor molecules. They reach an area at the back of the snout. Here, special cells catch and sort the odor molecules. The molecules are picked up by nerve-cell structures called smell receptors. A dog has hundreds of millions of smell receptors. (Humans have about six million) The nerves connect to the brain. The brain interprets the signals from the smell receptors. The whole process happens quickly. The dog "knows" what the combination of odors means. "Hey, a squirrel ran across this lawn!"



4 The connections between a dog's nose and brain make for some amazing achievements. Trained dogs help rescue people buried in snow or in earthquake rubble. They follow a trail to a criminal or a lost child. They locate illegal material in luggage. Some dogs even identify diseases.

5 Of all dogs, the bloodhound is the best at tracking a scent. Bloodhounds put their noses to the ground. Their floppy ears stir up odor molecules for the dog to sniff. A trained bloodhound can follow a scent that is more than 10 days old. It can follow a trail for more than 100 miles (160 kilometers). Somehow, it is not distracted by countless other odors. It's no wonder that a bloodhound has been called "a nose with a dog attached."