Complete the web to show what helps animals survive.
Complete the chart to tell what you think about when you are making a choice.

How do you make a choice?

[Diagram of a flowchart with four branches]

3 Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.
Complete the web with solutions to the problem of not being ready for school.
Fill the chart to show fair and unfair situations.

<table>
<thead>
<tr>
<th>Fair</th>
<th>Unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the web to tell what birds use to build nests that fit their environment.
Main Idea and Details

- The **main idea** is the most important idea about a paragraph, passage, article, or book.
- **Details** are pieces of information that support, or tell more about, the main idea.

**Directions**
Read the following passage. What is the main idea of the paragraph? Write it in the box at the top. Then find three details that tell about the main idea. Write one detail in each smaller box.

Antarctica is very windy and dry. Antarctica is so dry that scientists call it a desert. The small amount of snow that falls there never melts. It is moved around by the wind until it freezes into ice.

1. 
2. 
3. 
4. 

34
Vocabulary

Directions For each vocabulary word, write the letter of the definition that matches it.

Check the Words You Know

___ cuddles  ___ flippers  ___ frozen  ___ hatch
___ pecks   ___ preen   ___ snuggles

1. ______ cuddles  a. strikes at with the beak
2. ______ flippers  b. presses closely against, as for comfort
3. ______ frozen   c. to come out of an egg
4. ______ hatch    d. hugs closely
5. ______ pecks    e. flat body parts that are used for swimming
6. ______ preen    f. turned into ice
7. ______ snuggles g. to clean and smooth feathers

Directions Write the vocabulary word or words that go best with each clue.

8. This word describes Antarctica. ______________________
9. Penguins use these to swim well. ______________________
10. A penguin chick does this to its eggshell. ______________________
11. This is another word for how a penguin chick is born. ______________________

Directions Write a short paragraph. Use at least three of the vocabulary words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Compare and Contrast**

- A **comparison** shows how two or more things are alike and different.
- A **contrast** shows how two or more things are different.

**Directions** Look back at *Buddy Goes to School* to complete the chart. Fill in the information you are given to know about how Buddy and the other puppies act as well as how Tia’s pet iguana acts.

<table>
<thead>
<tr>
<th>Buddy</th>
<th>Other Puppies</th>
<th>Tia’s Pet Iguana</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write a paragraph explaining why you would or would not like to have a dog like Buddy or an iguana as a pet. Use details from the chart and also from the story as you write.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Vocabulary

Directions  Choose the word from the box that best matches each definition. Write the word on the line.

Check the Words You Know

___adorable  ___compassionate  ___exactly  ___iguana
___mature    ___mention      ___trophies

1. _______________________ mentally or physically like an adult
2. _______________________ to speak about
3. _______________________ attractive, delightful
4. _______________________ large lizard with a spiny crest on its back
5. _______________________ prizes awarded to individuals or teams
6. _______________________ accurate, precisely
7. _______________________ sympathetic

Directions  Write the vocabulary word that completes each sentence.

8. Tia’s _________________ was not very affectionate.
9. Puppies are usually very cute and _________________, even when they misbehave.
10. The instructor passed out _________________ to all of the puppies and their owners.
11. People who adopt their pets from shelters are being _________________.
12. A kitten is not a _________________ cat, nor is a puppy a grown-up dog.
**Draw Conclusions**

- When you **draw a conclusion**, you think about facts and details and decide something about them.

**Directions**

Read the following passage about metal detectors. Insert one fact about metal detectors in each fact box, and then see what conclusion you can draw.

A metal detector is an amazing invention. When it is turned on, it makes a beeping sound as it passes over certain kinds of metal. People like to use detectors because with them they can find coins and precious metals such as gold and platinum. Metal detectors are often used on beaches and in parks, where people may lose track of things.
Vocabulary

Directions  Draw a line to connect each vocabulary word with the correct description.

Check the Words You Know

___ butterflies  ___ collection  ___ enormous
___ scattered  ___ shoelaces  ___ strain

1. butterflies  a. sprinkled
2. collection  b. extremely large
3. enormous  c. insects, often with brightly colored wings
4. scattered  d. struggle
5. shoelaces  e. group of things that belong together
6. strain  f. strings for fastening shoes

Directions  Write the vocabulary word that completes each clue.

7. This word describes the size of something.

8. When you try hard, you do this.

9. If you sprinkled seeds over a flower bed, you might describe the seeds this way.

10. People organize seashells, stamps, dolls, and baseball cards into one of these.
Author’s Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may have one or more reasons for writing. To *inform, persuade, entertain,* or *express* are common reasons.

**Directions**  Answer the questions.

1. Why do you think the author wrote about the time Miranda forgot to water the plants?

2. Why do you think the author told about the special job each person had?

3. Why do you think the author wrote a book about growing vegetables?

4. What do you think the author wanted you to learn about plants?

5. What do you think the author wanted you to learn about working together?
Vocabulary

Directions Circle the letter of the correct definition below each vocabulary word.

Check the Words You Know

- bottom
- lazy
- cheated
- partners
- clever
- wealth
- crops

1. lazy
   a. quick    b. not wanting to do any work    c. simple to do

2. crops
   a. big hairy dogs    b. clothing    c. plants or fruits

3. partners
   a. wooden fences    b. people who work together    c. enemies

4. cheated
   a. did not play fairly    b. dressed for dinner    c. destroyed

5. clever
   a. hungry    b. silly    c. smart

6. wealth
   a. dirt    b. money    c. talent

7. bottom
   a. lowest part    b. highest part    c. middle

Directions Unscramble the letters to form a vocabulary word.

8. TAAEHCD
9. CREVEL
10. TOMBOT
11. PRCOS
12. PTNSERAR
13. ZALY
14. HTWEAL
Main Idea and Details

- The main idea is the most important idea about a paragraph, passage, or article.
- Details are small pieces of information that tell more about the main idea.

Directions Read the following paragraph. What is the main idea? Write it in the box on the left. Then find three details that tell about the main idea. Write them in the boxes on the right.

Birds are fascinating animals. Although all birds lay eggs and have feathers and wings, they are very different from one another. Birds range in size from the tiny bee hummingbird to the 300-pound ostrich. Some birds eat seeds or fruit while others eat animals as big as rabbits. Birds’ nests may be small baskets or giant platforms. Birds live all over the world, in all kinds of habitats.

1. Main Idea
2. Detail
3. Detail
4. Detail
Vocabulary

Directions Write the word or words that best completes each sentence.

Check the Words You Know

____bill  ____goo  ____hunters  ____materials
____platform  ____ton  ____twigs

1. An eagle’s nest is shaped like a _____________________.

2. Hawks, eagles, and owls are _____________________.

3. Birds have two light jaws that form a _____________________.

4. One eagle’s nest can weigh up to a _________________.

5. Some ________________ that birds use for nests are mud and _________________.

6. ________________ and grasses are also used.

Directions Write two or three sentences about how birds build nests. Use as many vocabulary words as possible.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Main Idea and Details

- The main idea is the most important idea about a paragraph, passage, or story.
- Details are pieces of information that tell more about the main idea.

Directions  Read the following passage. Then answer the questions below.

Birds that cannot fly are called flightless birds. They differ from flying birds in many ways. The bones of flightless birds are heavier than those of flying birds. Flightless birds’ feathers are also different from those of flying birds. Like humans, all birds have a breastbone. However, a flightless bird’s breastbone is different from that of a flying bird since it has no flight muscles attached.

1. In one or two words, what is this paragraph about?

2. What is the main idea of the paragraph?

3. What is one important detail that tells more about the main idea?

4. What is another important detail about the main idea?

5. What is a third detail about the main idea?
Vocabulary

**Directions** Read each numbered vocabulary word and the four words that follow it. Circle the two words that are synonyms for the vocabulary word.

<table>
<thead>
<tr>
<th><strong>Check the Words You Know</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>cuddle</td>
</tr>
<tr>
<td>pecks</td>
</tr>
</tbody>
</table>

1. cuddle
   - slaps
   - hugs
   - throws
   - snuggles

2. flippers
   - eyes
   - paddles
   - fins
   - noses

3. frozen
   - chilly
   - icy
   - melted
   - burned

4. hatch
   - fall
   - fly
   - produce
   - cause

5. pecks
   - strikes
   - walks
   - swims
   - hits

6. preen
   - see
   - dress
   - groom
   - laugh

7. snuggle
   - nestles
   - avoids
   - holds
   - kicks

**Directions** Write a paragraph about penguins using at least four vocabulary words.
Compare and Contrast

- To **compare** is to see how two or more things are alike and different.
- To **contrast** is to see how two or more things are different.

**Directions** In *Iguana Takes a Ride*, you learned about how Iguana made his decision to cross the river. In the chart below, compare and contrast the boatman with Crocodile. Be sure to list the things Iguana considered about each character.

<table>
<thead>
<tr>
<th>Boatman</th>
<th>Crocodile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. _______________________

2. _______________________

3. _______________________

4. _______________________

5. What made Iguana decide to go with the boatman? Write a paragraph to explain.
Vocabulary

Directions: Below each vocabulary word is a row of four words or phrases. Circle two that have almost the same meaning as the vocabulary word.

Check the Words You Know

____adorable  ____compassionate  ____exactly  ____iguana
____mature    ____mention     ____trophies

1. adorable
   lovable      ugly       cute       harsh

2. compassionate
   mean        sympathetic selfish understanding

3. exactly
   just so     off the mark approximately precisely

4. iguana
   tropical plant tropical lizard tropical bird animal with tail

5. mature
   composed full-grown childlike tiny

6. mention
   keep quiet speak about say quickly shout

7. trophies
   jackets prizes desks awards
Draw Conclusions

- When you draw a conclusion, you think about facts and details and decide something about them.

**Directions** Read the following passage from *The Last Minute*. Insert one fact about Katy in the first box and another fact about her in the second box. Write your conclusion in the last box.

_Tuesday came, and Katy watched TV for a few hours after school. Then she worked on her coin collection until bedtime. She loved her shiny coins._

“T’s too late to read now,” she decided. “Tomorrow I’ll start it for sure.”

Pam told her she couldn’t come over after school the next day. “I have to work on my book report. Are you liking your horse book?”

“I’m going to start it today,” Katy said. “Boy!” Pam exclaimed. “You always leave things until the last minute!”

“It’s not the last minute,” Katy told her. “I still have four whole days left.”

That night Katy had to clean her room. When she finished, she was too tired to read. The next night she could only understand a few pages before she went to sleep.
Vocabulary

Directions Read each numbered vocabulary word and the four words that follow it. Circle the two words that are synonyms for the vocabulary word.

Check the Words You Know

- butterflies          - collection          - enormous
- scattered            - shoelaces            - strain

1. butterflies
   wings insects flutters Monarchs

2. collection
   group set scattering book

3. enormous
   huge tiny medium giant

4. scattered
   grouped separated sprinkled sorted

5. shoelaces
   ribbons soles ties shoestrings

6. strain
   achieve try strive complete

Directions Write a paragraph that includes at least four of the vocabulary words.
Author's Purpose

- The author's purpose is the reason or reasons the author has for writing.
- To inform, persuade, entertain, or express are common reasons for writing.

Directions  Answer the questions.

1. Why do you think the author gave so many details about how everyone cleaned up the empty lot?

2. Why do you think the author wrote a book about a group of people building a garden rather than just one person?

3. Explain why one of the purposes the author may have had was to inform.

4. How did the author show she also wanted to entertain?

5. In what way did the author try to persuade?
Vocabulary

Directions Find the vocabulary word that matches each clue below.

Check the Words You Know

___bottom ___lazy ___cheat ___partners
___clever ___wealth ___crops

1. It means a large amount of something, usually money. ____________________________
2. It means the opposite of hardworking. ____________________________
3. It means the opposite of top. ____________________________
4. If someone is dishonest, he or she might do this. ____________________________
5. We use this word to describe a person who likes to lie around all day. ____________________________
6. We use this word to describe kinds of plants you grow to eat. ____________________________
7. This word is used to describe someone who is smart. ____________________________
8. If you and somebody else are these, you work together toward a goal. ____________________________

Directions Write a sentence that uses two of the vocabulary words.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Main Idea and Details

- The main idea is the most important idea about a paragraph, passage, or story.
- Details are small pieces of information that tell more about the main idea.

Directions Read the following passage. Then answer the questions below.

Birds have bills in all sorts of shapes and sizes. Birds do all sorts of things with their bills, from picking up nest materials to using the bills as tools. They use their bills to keep themselves clean, which helps them fly.

But the most important thing a bird uses its bill for is to feed itself. In fact, the size and shape of a bird’s bill can tell you a lot about what it eats. Birds’ bills have adapted, or changed, over millions of years.

1. Use two or three words to tell what this passage is about.

2. What is the main idea of the passage?

3. What is one detail that tells more about the main idea?

4. What is another detail that tells about the main idea?

5. What is a third detail about the main idea?
Vocabulary

Directions: Write the word that best completes each sentence. Some words will be used more than once.

Check the Words You Know

__bill  __goo  __hunters  __material
__platform  __tons  __twigs

1. A hummingbird has a long, narrow _____________.
2. A swan scoops up fish and ________________ in its bill.
3. The mother bird used ________________ to build her nest.
4. The eagle flew up to its nest on a _________________.
5. The ________________ of the nest was twigs, leaves, string, and grasses.
6. The birds that caught frogs in their beaks were _________________.
7. A bird eats, breathes, and sings with its _________________.
8. There were ________________ of insects for the birds to eat.
9. The ________________ was a mix of seaweed, small fish, and pond water.
10. The ________________ in the nest were neatly braided into a home.

Directions: Write two to three sentences about birds using as many vocabulary words as possible.
Main Idea and Details

- The **main idea** is the most important idea about a paragraph, passage, or story.
- **Supporting details** are pieces of information that tell more about the main idea.

**Directions** Read each passage. Then answer the questions that follow.

The Southern Hemisphere is the natural home to the world’s penguins. Penguins live on the Galápagos Islands and in Australia, New Zealand, Africa, South America, and the islands that surround Antarctica. They also live on Antarctica itself. All penguins share lives that are tied to the sea and the Southern Hemisphere’s marine ecosystems.

1. In a few words, what is this paragraph about?

2. What is the main idea of the paragraph?

3. What is an important detail that tells more about the main idea?

Emperor penguins reduce heat loss through their feet by standing on their heels. This keeps the rest of the foot from touching cold ice. Male emperor penguins also huddle to help conserve heat. The temperature in the middle of an emperor penguin huddle can be 95°F! Of course, some penguins must stand on the outside of the huddle. So what do they do to stay warm? They rotate. The penguins on the outside gradually push their way into the middle of the huddle. This way, each penguin gets a chance to become warmed.

4. What is the main idea of the passage?

5. What is one detail that tells more about the main idea?
Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

Check the Words You Know

blubber  brood patch  crest  down
incubate  molt  rookery

1. Emperor penguins choose to __________________ their eggs during the winter.

2. Large groups of penguins gather in a __________________ to raise their young.

3. A penguin’s __________________ stores energy and helps protect the penguin from cold weather.

4. Fluffy inner feathers known as __________________ trap air to keep penguins warm.

5. Penguins __________________ when their old feathers get worn out.

6. Male penguins have a featherless area of skin known as a __________________, which warms their eggs.

7. Some penguins have a __________________ that sticks up from their heads.

Directions Use the context clues in the above sentences to define these words.

8. molt __________________

9. rookery __________________

10. blubber __________________
**Compare and Contrast**

- When you **compare** two or more things, you think about how they are alike and how they are different.
- When you **contrast** two or more things, you only think about how they are different.

**Directions**  Look back at *Puppy Problems* to complete the chart. Fill in the chart with information based on what you learned from the book and from your Internet research on pound puppies and purebred dogs.

<table>
<thead>
<tr>
<th>Pound Puppy</th>
<th>Purebred Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___</td>
<td>3. ___</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

| 2. ___      | 4. ___       |
| ___         | ___          |

5. Write a paragraph that compares and contrasts a pound puppy to a purebred dog. Use the chart, the story, and your own experience as you write.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Vocabulary

Directions Write the word from the box that best completes each sentence.

Check the Words You Know

_ abandoned    _ allergic    _ apologizing    _ attachment
_ conference   _ embarrassing _ rally   _ union

1. Zoë wanted to find a puppy that had been __________________ or was a stray.

2. The new governor met with members of the teachers’ __________________

3. Lila’s e-mail included an __________________ about a purebred miniature schnauzer.

4. The puppy problem started when Zoë learned she was __________________ to most dogs.

5. Zoë’s mom had to call a press __________________ about the choice of a new dog.

6. The governor found herself __________________ to breeders of purebred dogs.

7. Zoë probably found her new situation as first daughter both

   __________________ and a little scary.

8. People may get together for a __________________ for any of many reasons.

Directions What do you think happened to Zoë and her family and the new dog after the story ended? Write a paragraph about what you think their lives might be like. Use as many vocabulary words as you can.
Draw Conclusions

- To draw a conclusion is to think about facts and details and decide something that makes sense about them.

Directions Read the following passage from *A Family of Collectors*. Then write two facts and draw a conclusion.

Dad was right. The next place had very good prices. We found a pretty cup and saucer that were both in good shape, and they were decorated with gold rims. But when Dad turned the cup over he shook his head.

“It’s made in France, not England,” he said. “And I think this pattern is very similar to one your mom already has.” He checked the photos, pulled one out, and pointed. “See? It’s almost the same.”

1. Fact:

2. Fact:

3. Conclusion:

Directions Read the following passage. Then write two facts on the lines below. See what conclusion you can draw from them about Tina’s attitude toward collecting.

Tina held her kaleidoscope up to the light and looked inside. She felt a dreamy smile spreading across her face, a smile just like the ones on her mom’s face when she looks at her teacups!

4–5. Facts:

6. Conclusion:
Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

| ___ collectibles | ___ credit        | ___ fond      |
| ___ kaleidoscope | ___ porcelain    | ___ propped  |
| ___ rim          | ___ specialize  | ___ suspiciously |

1. The spoon was resting on the ______________ of the teacup.

2. Tina worked hard to find the perfect present, so she deserves the ______________ for finding such a nice gift.

3. You can see beautiful colors and patterns if you look through a ______________.

4. An antiques market is a great place for buyers to find ______________.

5. The teacher looked at the boy ______________ when he tried to hide candy in his desk.

6. She was especially ______________ of long walks on warm summer nights.

7. Please handle the ______________ dishes carefully, because they break easily.

8. The broom is ______________ against the closet door.

9. I brought my broken antique doll to people who ______________ in repairing toys.
Author’s Purpose

- The author's purpose is the reason or reasons the author has for writing.
- An author may have one or more reasons for writing. Common reasons are to inform, persuade, entertain, or express.

Directions  Answer the questions.

1. What do you think is the author’s purpose for writing this story?

2. What do you think is the author’s purpose for including the story about Coyote?

3. How does the story about Coyote stealing fire help Henry?

4. What do you think the author wants you to learn about Navajo culture?

5. Why do you think the author had Henry meet a coydog?
Vocabulary

Directions Complete each sentence in the story with one of the vocabulary words.

Check the Words You Know

artifacts \breakthrough\ cunning \ descendant
retreated \scampered\ yelping

Henry was afraid of the (1) _________________ dogs. Every time he saw them, he (2) _________________ to the back of the room.

One day, Henry and his class visited a Native American museum. First they studied ancient (3) _________________, such as pieces of pottery. Then it was time for a story.

The story was told by Mr. Gordon, who was a (4) _________________ of a Navajo storyteller. Mr. Gordon told tales about the coyote, a (5) _________________ creature who often played tricks on the Navajo people. Henry discovered that his interest in coyotes made him feel less afraid about dogs. When Mr. Gordon’s coydog, Ranger, (6) _________________ over to Henry, Henry actually petted Ranger. Henry was excited, because he knew this was a real (7) _________________.

Directions Write the definition of each word based on its context above. Use a dictionary if necessary.

8. retreated

9. breakthrough

10. yelping
Main Idea and Details

- The main idea is the most important idea about a paragraph, passage, or story.
- Details are pieces of information that tell more about the main idea.

Directions Read the following passage. Then answer the questions below.

In the mid-1950s, the American alligator was nearly extinct due to hunting. In 1962, Florida passed a law that banned the hunting of American alligators. In 1970, a much stronger federal law made it a federal offense to ship illegally hunted alligators across state lines. As a result, the population of these reptiles has increased over the years. Today, alligators are a common sight throughout Florida. They’ve even turned up at popular amusement parks! More than one million alligators now live in Florida, where more than 18 million people live.

1. Use one sentence to tell what this passage is about.

2. What is the main idea of the passage?

3–4. What are two details that tell more about the main idea?

5–7. Imagine you are telling people about the book Animals of the Concrete Jungle. Write below the main idea of what you would tell them and then add two details to support the main idea.

Main Idea:

Details:
Vocabulary

Directions Write the word from the box that matches each definition below.

Check the Words You Know

| abundance | emerge | loom | populous |
| raptors   | thriving | traipsing | vivid |

1. __________ striklingly bright; brilliant
2. __________ much more than enough
3. __________ growing rich or strong
4. __________ full of people or animals
5. __________ appear as a threatening shape
6. __________ walking about aimlessly or carelessly
7. __________ to come into view or come out
8. __________ birds that live by hunting small animals

9–10. Directions Write two sentences about urban animals from the book. Use as many vocabulary words as you can.
Vocabulary

Write a word from the box to finish each sentence.

| beak | pocket | strong | tool |

1. Please hand me a ____________ from the box.

2. She put her pen in her ____________.

3. My brother is very ____________.

4. The bird has a large ____________.

Finish the sentences. Use words from the box.

5. A robin uses its _________________ to pull worms from the ground.

6. Parrots need _________________ beaks to open nuts.

7. I’ll put these coins in my coat _________________.

8. A saw is a _________________ used to cut wood.
• **Read** *Different Beaks, Different Jobs* again.
• **Look** at the picture.
• **Write** the main idea of the reading on the lines below.

---

**Family Link**

Ask family members to think of birds that use their beaks to get food. Share their answers with your class.
Vocabulary

Choose a word from the box for each picture. Write the word on the line.

birthday  family  plant  seeds

1. __________________________
2. __________________________

3. __________________________
4. __________________________

Finish the sentences. Use the words from the box.

5. My __________________________ went on a fun trip last year.

6. They will __________________________ a garden this year.

7. My friends came to my __________________________ party.

8. We planted all the little __________________________.
• **Read** *Mamá’s Birthday Garden* again.
• **Find** details that support the main idea.
• **Write** them in the *Detail* boxes in the chart.

**Main Idea:**
Paula plants a garden for Mamá’s birthday.

**Family Link**
Together with your family, draw your ideal flower garden. What flowers would it have? What shape would it be? How big would it be?
Vocabulary

Circle a word to finish each sentence. Write the word on the line.

1. day library
   I got that book at the __________________.

2. night stack
   The __________________ of books is bigger than I am.

3. alphabet day
   My little sister knows all the letters in the __________________.

4. library day
   What should we do on this sunny __________________?

5. stack night
   Every __________________ I go to bed at the same time.

Draw a picture about your favorite book.
- **Read** *Jack's Library* again.
- **Find** details that support the main idea.
- **Write** them in the Detail boxes in the chart.

Main Idea:
Jack organizes his books into a library.

Detail (pages 2–4)

Detail (pages 5–6)

Detail (pages 7–8)

Family Link
Ask family members what kinds of books they would include in a library.
Vocabulary

Use words from the box to label the picture.

plant  water  soil  rows

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Finish the sentences. Use words from the box.

5. May I have a drink of ____________________________?

6. It had not rained, so the ____________________________ was very dry.

7. We want to ____________________________ a tree in the yard.

8. We put our flowers in two ____________________________.
- **Read** *A Garden for Everyone* again.
- **Draw** pictures to show what Jim’s and Peter’s gardens look like.
- **Write** words or sentences to describe each garden.

<table>
<thead>
<tr>
<th>Jim’s Garden</th>
<th>Peter’s Garden</th>
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**Family Link**
Ask family members what their favorite vegetables are and how they use them.
Vocabulary

Choose the word from the box that matches each description. Write the word on the line.

fins  gills  scales

1. these help fish swim

2. what fish have instead of skin

3. body part that helps fish take in air

Finish the sentences. Use words from the box.

4. Fish use their _______________ to breathe underwater.

5. _______________ cover the body of fish and protect them from the water.

6. It would be fun to swim with _______________!
- **Read** *Animals Adapt* again.
- **Draw** pictures to show where fish, beavers, turtles, and rabbits live.
- **Write** words or a sentence to go with your pictures.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Words or Sentence</th>
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**Family Link**

Ask family members if they have ever seen a fish, a beaver, a turtle, or a rabbit.