Write each step for making raisins in the correct column.

<table>
<thead>
<tr>
<th>How People Help</th>
<th>How Nature Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>
In the boxes on the left, list objects people have made to explain nature. In the boxes on the right, list the natural event each object explains.

<table>
<thead>
<tr>
<th>Object</th>
<th>Natural Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>
List questions you ask when you investigate something in nature.

Questions I Ask When I Investigate Nature
Complete the chart to tell how people can help whales.

<table>
<thead>
<tr>
<th>Danger</th>
<th>How People Can Help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Complete the chart by listing what you might observe in the desert.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Plants</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Draw Conclusions**

- **Drawing conclusions** means using what you read and what you already know to make reasonable decisions about something.

**Directions** Read the following passage. Then fill in the boxes with facts from the passage and things you already know that are related to those facts. Finally, write the conclusions you can draw from the facts plus what you already know.

<table>
<thead>
<tr>
<th>Fact</th>
<th>What I Know</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raisins have been made from grapes for more than 4,000 years. In some ancient countries, raisins were sometimes given as prizes in sports contests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the United States, the state of California is the only place where grapes for raisins are grown and raisins are made. More raisins are produced there than anywhere else in the world. Australia ranks second in producing raisins.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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54
Vocabulary

Directions Write the word that best completes each sentence.

Check the Words You Know

_ area  _ artificial  _ grapevine  _ preservative
_ proof  _ raise  _ raisin

1. Sometimes raisins are used as a ________________ in foods.

2. If you need to prove something is true, you need ________________.

3. When farmers grow a crop, they ________________ it.

4. A dried grape is called a ________________.

5. Grapes need to be dried in a sunny ________________.

6. The opposite of natural is ________________.

7. A ________________ has grapes on it.

Directions Write two or three sentences about raisins using as many vocabulary words as possible.
Character, Plot, and Setting

- A character is a person who takes part in events in the story.
- The plot is the sequence of events that take place in a story from the beginning to the middle to the end.
- The setting is where the story takes place.

Directions Fill in the following information about *The Hunters and the Elk*.

1. Title: ________________________________

2. This story is about ________________________________
   (name of characters)

3. This story takes place ________________________________
   (where and when)

Directions Complete the diagram above. Write two events in each box to tell what happened in *The Hunters and the Elk*. Then answer the questions that below.

4. ________________________________

5. ________________________________

6. ________________________________

7. What is the important message of the story?

_______________________________

8. How would the story have changed if the Creator was not in the story?

_______________________________
Vocabulary

Directions: Circle the best definition for each word below. Then use the word in a sentence.

Check the Words You Know

- antlers
- narrator
- imagined
- overhead
- languages
- poke

1. antlers
   a. the horns on an animal’s head
   b. the sharp hoofs of an animal

2. ________________________________
   ________________________________

3. imagined
   a. laughed very loudly
   b. formed a mental image

4. ________________________________
   ________________________________

5. languages
   a. the words people use to communicate
   b. the way people sing

6. ________________________________
   ________________________________

7. overhead
   a. above
   b. on the same level

8. ________________________________
   ________________________________
Graphic Sources

- **Graphic sources** present information visually and can help you better understand the text.
- Graphic sources include, maps, photographs and captions, time lines, diagrams, graphs, and charts.

**Directions**  Compare and contrast the Big and Little Dipper to the Polairs. Use the chart below for your answers.

<table>
<thead>
<tr>
<th>Big and Little Dipper</th>
<th>Polaris</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Directions Complete each sentence with a word from the box.

Check the Words You Know

_dim__  __gases  __gigantic
_ladle  __patterns  __shine
_temperature

1. The ___________________ spoon in the sky is the Big Dipper.

2. Some stars in the Little Dipper are ___________________, or not very bright.

3. The burning ___________________ gives stars their glow.

4. Polaris is made up of gases that burn at a very high _________________.

5. The star pattern of the Big Dipper looks like a giant _________________.

6. Many stars ________________ very brightly in the night sky.

7. Ancient people saw ________________ of stars and named them.

Directions Select four vocabulary words and use each in a sentence.

8. _____________________________

9. _____________________________

10. _____________________________

11. _____________________________
Generalize

- When authors present one statement about many ideas or people, they **generalize**.
- A generalization is a kind of conclusion.

**Directions** Choose one of the generalizations from *Rescuing Whales* listed below. Write the generalization in the top rectangle of the graphic organizer. Then find at least three facts in the story that support the generalization. Write those facts in the boxes below the generalization.

**Possible Generalizations**
A stranded whale is in great danger unless it is rescued.
There are many things to do to help a stranded whale.
There are many steps in bringing a stranded whale to an aquarium.

---

**Generalization**

---

**Supporting Details**

- Detail #1
- Detail #2
- Detail #3
Vocabulary

Directions: Read the groups of words in each box. Write the vocabulary word that fits with each group.

Check the Words You Know

- anxiously
- channel
- supplies
- bay
- chipped
- surrounded
- blizzards
- melodies
- symphonies

1. broken    bits    pieces

6. nervously    fearfully    with panic

2. partly enclosed body of water
cove    inlet

7. snowstorms    storms
    heavy snowfalls

3. tunes    songs    music

8. collection    necessary things
    reserve

4. deep water    basin    body of water

9. musical compositions    concerts
classical music

5. encircled    enclosed    enveloped
**Cause and Effect**

- A **cause** is why something happens.
- An **effect** is what happens.

**Directions** Think about the story *The Field Trip*. Match each cause from the story with its effect. Write the letter of the effect next to its cause. Each cause has only one effect.

### Causes

1. The class was beginning a unit on deserts. _________
2. The school was not far from the Desert Museum. _________
3. The sun beat down on the kids. _________
4. Ms. Perez told the class to take notes. _________
5. Matt ran back to the bus to get his pencil. _________
6. Matt sat on a bench to wait for his teacher. _________
7. Matt saw a big cactus with a hole in it. _________
8. Matt discovered he had taken lots of notes. _________

### Effects

- a. Matt realized he left his pencil on the bus.
- b. Matt took notes about a lizard he saw.
- c. Matt took notes about the owl in the cactus.
- d. Matt wrote such a good report that the class applauded.
- e. They went on a field trip to the Desert Museum.
- f. Matt missed the first part of the museum.
- g. The bus trip to the Museum took an hour.
- h. Matt was glad he wore sunblock.
Vocabulary

Directions  After each word or phrase below, write the vocabulary word that has the same meaning. Use each word once.

Check the Words You Know

_lofty  _incredible  _noble  _search
_sting  _survivors  _topic  _unseen
_waterless

1. what something is about ____________________

2. high up ____________________

3. pierce or hurt a little ____________________

4. unbelievable ____________________

5. excellent or magnificent ____________________

6. hidden or behind the scene ____________________

7. without water; dry ____________________

8. to look carefully ____________________

9. those who live in difficult conditions ____________________

Directions  Write two or three sentences about the desert using as many vocabulary words as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Draw Conclusions

- Drawing conclusions means adding what you already know to something you read to make a decision about something.

Directions Read the following passage. Then answer the questions that follow.

Many workers who moved around picking grapes and other crops were like Luis’s family. They were paid very little money. They had to live in very poor conditions provided by the owners of the fields where they worked. Most of these workers spoke very little English. They had trouble finding other kinds of work in this country.

1. What were two of the uncomfortable and unfair conditions the workers had?

2. How would you and your family feel if you had to live with these conditions?

3. What can you conclude about why the workers agreed to go on strike with César Chávez in 1965?
Vocabulary

Directions  Find the misspelled word in each sentence and write it correctly. Then write a sentence of your own that includes that word.

Check the Words You Know

___area     ___artificial     ___grapevines     ___preservative
___proof    ___raise        ___raisins

1. Don’t water those artifical flowers!

2. The aera we live in gets a lot of rain.

3. A preservitive helps raisins last a long time.

4. Grapvines grow around the top of the gate.

5. Rasins are a good snack.

6. The championship game will riase a good crowd.

7. A fact that proves something is true is prof.
Characters, Setting, and Plot

- **Characters** are the people in a story.
- **Setting** is where and when a story happens.
- **Plot** is what happens in a story: the beginning, the middle, and the end.

**Directions** Think about the story *The Thunder and Lightning Men*. Answer the questions about its characters, setting, and plot that follow.

1. Who were the two main characters in the story?

2. Where did the story take place?

3. When did the story take place?

4. In the boxes below, describe the beginning, middle, and end of the story.

   **Beginning**  
   **Middle**  
   **End**
Vocabulary

Directions Write the vocabulary word that completes each sentence. Underline the context clue or clues to the meaning of the word.

Check the Words You Know

— antlers  — imagined  — languages
— narrator  — overhead  — poked

1. The huge _________________ on the deer’s head seemed very heavy.

2. Reach up high to put your suitcase in the _________________ compartment of the airplane.

3. The baby laughed when I _________________ my finger into his tummy.

4. The play we saw included a _________________ who explained what was happening.

5. The new girl in school is from Holland, and she speaks four _________________ besides English.

6. I saw the pictures in my head as I _________________ what it would be like to be a thunder and lightning man.

Directions Choose two of the vocabulary words. Write your own sentence for each one. Try to include a context clue to the word’s meaning.

7.


8.


Graphic Sources

- **Graphic sources** present information visually and can help you better understand the text.
- Graphic sources include chart, diagrams, maps, and pictures with captions.

**Directions** Study the timeline. Then fill in the sequence of events below.

**Meet the Stars**

1. First
2. Next
3. Then
4. Last

1. First, ____________________________

2. Next, ____________________________

3. Then, ____________________________

4. Last, ____________________________
Vocabulary

Directions Fill in the crossword puzzle using the clues and the words in the box.

Check the Words You Know

[dim] [gas] [gigantic] [ladle]
[pattern] [shine] [temperature]

Across
3. lacking brightness
4. an order or arrangement
6. a serving scoop for liquids
7. combustible substances or fuels

Down
1. huge
2. glowing
5. the degree of heat

Directions Write a sentence using two or more vocabulary words.
Generalize

- When authors present one statement about many ideas or people, they are making a generalization.
- A generalization is a kind of conclusion.

Directions  Use the graphic organizer to make a generalization based on What a Day! Choose three details from the list below that go together. Write them in the Supporting Details boxes. Then write a generalization in the top box.

**Story Details**
- Dana introduces people to dogs waiting to be adopted.
- Dana is put in charge of dogs.
- The dogs cry in bad weather.
- Dana helps Maria all morning.
- identification chip
- Many dogs race to greet Dana.
- blizzard coming
- Dana spends time with each dog.
- Dana saves a puppy in the snow.
- Shy Elvis sits on Dana’s lap.
- Dogs become quiet when Dana comes.

**Generalization**

**Supporting Details**

**Detail #1**

**Detail #2**

**Detail #3**
Vocabulary

Directions Read the sentences. Write the word from the box that means the same as the underlined word or phrase.

Check the Words You Know

- anxiously
- channel
- supplies
- bay
- chipped
- surrounded
- blizzards
- melody
- symphony

1. __________________ Dana wanted to play a **simple tune** on a flute.
2. __________________ Dana did not see any boats in the **narrow water passage**.
3. __________________ All the dogs **encircled** Dana, begging for her attention.
4. __________________ Dana’s mother **scraped** the ice off her car windows.
5. __________________ “This is scary,” said Dana as she looked at the **snowstorm** outside.
6. __________________ Dana felt sad to see that the dogs waited **nervously** in their cages for food and water.
7. __________________ The whistling wind seemed to create a **whole concert** of sounds from nature.
8. __________________ Marie made sure the veterinarians had the **necessary goods** to care for the sick animals.
9. __________________ Dana’s house was set off the **inlet** and down the road from the river.

Directions Write one sentence about *What a Day!* using as many vocabulary words as possible.

10. ____________________________________________
Cause and Effect

• An effect is something that happens.
• A cause is what makes something happen.
• Sometimes there are clue words and phrases that can help you figure out what happened and why. Some examples are the words and phrases because, so, since, and as a result.

Directions  Read each sentence. Underline the effect and write the cause.

1. Plants and animals survive in the desert because they adapt.

2. Desert kangaroo rats sleep during the hot desert days so they can go out to find food at night.

3. Because there is little water in the desert, cactus plants store water.

4. If the armadillo lizard becomes frightened, it rolls itself up.

5. Since the Gila monster hunts at night, it can’t be seen very well.

6. As a result of their ability to store water, desert tortoises can go for years without drinking.

7. When it gets too hot, cactus wrens look for food in shady areas.

8. Rain causes dramatic changes in the desert.
Vocabulary

Directions Write the word that best completes each sentence. Check each word as you use it.

Check the Words You Know

___incredible  ___lofty  ___noble
___search  ___sting  ___survivors
___topic  ___unseen  ___waterless

1. Some animals move around the desert __________________ at night.

2. Something that’s hard to believe is ___________________.

3. Most animals spend a lot of time in ___________________ for food.

4. A desert is not completely ___________________.

5. Many kinds of plants and animals are desert ___________________.

6. The title of the book Desert Life gives its ___________________.

7. Some spiders will ___________________ insects to get food.

8. The very tall saguaro cactus looks ___________________.

9. A bird can look down on the desert from its ___________________ perch on a saguaro.

Directions Write a paragraph about desert plants or animals and use as many vocabulary words as possible.
Draw Conclusions

• Drawing conclusions means adding what you already know to something you read to make a reasonable decision about something.

Directions: Read each passage and answer the questions.

1. Miguel worked hard in Tía Julia’s vegetable garden. His parents and sister worked picking grapes. Miguel wasn’t old enough to join them in the grape fields. What can you conclude was the attitude of the family toward working? Why did Tía Julia have a garden if the family was so poor?

2. Miguel was eager to go to the fields to pick grapes, but his father said, “Enjoy your freedom now.” What conclusion can you draw about Miguel’s father’s feelings about his job?

3. Miguel wondered why he had never heard of Sequoia National Park, even though he lived only two hours away. Use what you have read about Miguel’s life to figure out why.

4. To keep their food safe from bears, Tío Hector brought a big tin box when he and the children went camping. What made Miguel and Luisa realize what a smart thing that was to do?
Vocabulary

Directions Complete each sentence with one of the vocabulary words.

Check the Words You Know

- campsite
- crop
- elevation
- migrant workers
- sequoias
- snowcapped
- trailhead
- trunk

1. ____________________ are huge trees that grow in a California park.

2. The park is at a very high ____________________ in the mountains.

3. Grapes in California are picked by ____________________.

4. It can be dangerous if bears come to a ____________________.

5. Many very high mountains are always ____________________.

6. A very tall tree usually has a huge ____________________.

7. A large ____________________ of grapes takes a lot of work for grape pickers.

8. There was a sign at the ____________________ that showed the route of the trail.

Directions Write two sentences about Miguel and his camping trip. Use as many vocabulary words as you can.

9. ________________________________________________________________

   ________________________________________________________________

10. _______________________________________________________________

    _______________________________________________________________
Characters, Setting, Plot

- **Characters** are the people or animals a story is about.
- **Setting** is where and when a story takes place.
- **Plot** is what happens in a story: the beginning, the middle, and the end.

**Directions** Answer the questions that follow about *Grandmother Spider Steals the Sun*.

1. Some characters in a story are main characters because most of the action tells about them. Who do you think are the main characters in the story?

2. Some characters are minor characters because they don’t have much to do with the action in the story or play. Who are the minor characters in the play?

3. What is the setting of the play? Tell where it takes place. When do you think it took place? Why?

4. Tell what happens in each part of the play.

   **Beginning:**

   **Middle:**

   **End:**
Vocabulary

Directions Write the meaning of each vocabulary word. Use a dictionary if you need to. Then write a sentence that includes each word.

Check the Words You Know

accomplish  chorus  commanding
disappeared  misfortune  perimeter
quest

1. accomplish

2. chorus

3. commanding

4. disappeared

5. misfortune

6. perimeter

7. quest
Graphic Sources

- Graphic sources present information visually and can help you better understand the text.
- Graphic sources include, maps, photographs and captions, time lines, diagrams, graphs, and charts.

Directions Fill in the web below with different details about tracking whooping cranes in planes.

Ways of Tracking

Whooping Crane

1. How did the headings help you understand the story? How did the headings of the story help you fill out the web?
Vocabulary

Directions Circle the letter of the sentence in which the vocabulary word has been used correctly. Then write the definition of the vocabulary word.

Check the Words You Know

- analyze
- biologists
- classify
- data
- hibernating
- mammal
- measurement
- migrate
- scat
- tranquilizers

1. a. The biologists spent three months looking for the information.
   b. Her arteries were clogged with biologists.

2. a. Be careful not to disturb the hibernating bear.
   b. The hibernating bears frolicked in the waterfall and caught fish.

3. a. We collected data about trees for our special report.
   b. Please put the data in the refrigerator where they belong.

4. a. A dinosaur is not a mammal, but a human being is.
   b. I read twenty pages of the mammal.

5. a. Please don’t analyze the food into such small pieces.
   b. We need to analyze the information and determine what it means.
Generalize

- When authors present one statement about many ideas or people, they **generalize**. A generalization is a kind of conclusion.
- Clue words such as *all, many, none,* and *usually* show a generalization.

**Directions**  For each generalization below, list two facts that support it. Use *Whales and Other Amazing Animals* to help you.

- There are many ways a whale can end up beached.
  1. __________________________________________________________
  2. __________________________________________________________

- Many human activities can cause whales to beach.
  3. __________________________________________________________
  4. __________________________________________________________

- Imbalances in nature generally create problems.
  5. __________________________________________________________
  6. __________________________________________________________

- Wolves and dogs have many similarities that make them good pets.
  7. __________________________________________________________
  8. __________________________________________________________

- Many animals other than dogs make interesting pets.
  9. __________________________________________________________
  10. __________________________________________________________
Vocabulary

Directions  Draw a line from each vocabulary word to its definition.

Check the Words You Know

<table>
<thead>
<tr>
<th>canids</th>
<th>cetacean</th>
<th>echolocation</th>
<th>flukes</th>
</tr>
</thead>
<tbody>
<tr>
<td>marine</td>
<td>primate</td>
<td>sonar</td>
<td>species</td>
</tr>
<tr>
<td>biologists</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. primate       a. dog-like animals
2. species       b. a marine animal that breathes through a blowhole
3. cetacean      c. sending out waves to find objects
4. flukes         d. halves of whale’s tail
5. marine biologists e. a method for detecting sound underwater
6. canids         f. mammals that are among the most intelligent beings on Earth
7. sonar          g. scientists who study ocean plants and animals
8. echolocation   h. a system for classifying animals

Directions  Write a paragraph about whales using as many vocabulary words as possible.
Cause and Effect

- A **cause** tells what makes something happen.
- An **effect** is what happens after a cause.

**Directions**  Answer the questions that follow about *Coral Reefs*.

1. Why don’t soft corals help build coral reefs?

2. Why do soft corals live in deeper water than hard corals?

3. What makes a coral polyp go inside itself?

4. Why are most coral reefs in the tropics and not farther away from the Equator?

5. What are two causes of danger to the coral reefs?

6. What are two ways to help protect the coral reefs?
Vocabulary

Directions Write a sentence that includes each word. Try to use a context clue to its meaning. Use the glossary to check the word’s meaning if you need to.

Check the Words You Know

algae

atoll

coral

coral polyp

colon

coral reef

global warming

lagoon

tentacle

pollution

1. algae

2. atoll

3. colony

4. coral

5. coral polyp

6. coral reef

7. global warming

8. Write a sentence using two or more vocabulary words.
Vocabulary

Choose a word from the box to answer each riddle. Write the word on the line.

1. I am a plant. I make food taste good. What am I?

2. I am on the side of a house. Plants grow in me. What am I?

3. I am long and thin. Eat me up! What am I?

4. I have room for many plants. What am I?

Finish the sentences. Use words from the box.

5. My favorite food is ____________________ and meatballs.

6. We walked through the ____________________ and smelled the flowers.

7. That ____________________ looks like parsley.
• **Read** *Nana’s Herb Garden* again.
• **Draw** pictures to show what happens in the beginning, middle, and end.
• **Write** words or sentences that tell why each thing happens.

**Beginning** (pages 2–5)

[Blank space for text]

**Middle** (pages 6–7)

[Blank space for text]

**End** (page 8)

[Blank space for text]

**Family Link**

Ask family members what they would plant in an herb garden.
Vocabulary

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

1. light  down
   The sun gives us ____________________.

2. trail  down
   First we went up the steps. Now we’ll go
   ____________________.

3. people  mountain
   A ____________________ is taller than a hill.

4. trail  light
   We walked along the ____________________.

5. people  mountain
   Some ____________________ like to hike.

Finish the sentences. Use words from the box.

6. Firefighters help ____________________.

7. There is a ____________________ along the river.
• Read *The Legend of the North Star* again.
• What is the problem in the story? **Write** it in the box.
• What is the solution? **Write** it in the box.

**Problem**


**Solution**


**Family Link**
Ask family members to share legends they have heard about how things came to be. Compare and contrast the problems and solutions from these legends with those from *The Legend of the North Star*. 
Vocabulary

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

- ground
- rocks
- top
- view

1. ____________________  2. ____________________

3. ____________________  4. ____________________

Finish the sentences. Use words from the box.

5. Birds have a nice ______________ of the land below.

6. From the ______________, people can look at the sights below.

7. Prairie dogs run on the ______________.

8. Mountain goats climb on the ______________.
• Read *Exploring the Rocky Mountains* again. Look at the pictures of the plants and animals and where they live.
• Draw pictures to show one animal or plant that lives at the top, middle, and bottom of a mountain.
• Write the name of the living things on the lines.

<table>
<thead>
<tr>
<th>Top of the Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Middle of the Mountain</th>
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<table>
<thead>
<tr>
<th>Bottom of the Mountain</th>
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</table>

**Family Link**
Ask your family members if they have ever seen any of the animals you read about. Share their stories with your class.
Vocabulary

Finish the sentences. Use the words in the box.

pour  stranded  veterinarian

1. The ____________________________ helped my sick pet.

2. The boat was ____________________________ in the lake.

3. I ____________________________ water into the bowls.

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

4. What are you if you are stuck and cannot move? ____________________________

5. What do you call a doctor for animals? ____________________________

6. What do you do when you make water flow from one place to another?
   ____________________________
- **Read** *Whale Rescue at Cape Cod Bay* again.
- **Write** the general idea of each section.
- **Use** complete sentences. The first one is done for you.

<table>
<thead>
<tr>
<th>Pages</th>
<th>Heading</th>
<th>General Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Whales in Danger</td>
<td>56 whales were stuck on a beach.</td>
</tr>
<tr>
<td>3</td>
<td>Why Were the Whales Stuck?</td>
<td></td>
</tr>
<tr>
<td>4–7</td>
<td>The Rescue</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>What’s Next?</td>
<td></td>
</tr>
</tbody>
</table>

**Family Link**
Ask family members if they have ever seen a whale, and how they felt when they saw it.
Vocabulary

Finish the sentences. Use the words in the box.

**different**  **Equator**  **medicine**

1. He is sick. He needs

2. The **Equator** is a line around Earth

3. Apples and pears have

Draw a picture of two things that are different. Write a sentence about them.
- **Read** *Rain Forests Around the World* again.
- Look for **causes** or reasons why things happen.
- Look for **effects** or things that happen for a reason.
- Use information from your reading. **Write** the cause or effect that is missing. The first example is done for you.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas close to the Equator are hot and wet.</td>
<td>Tropical rain forests exist there.</td>
</tr>
<tr>
<td>The green mamba snake has scales.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The grey parrot can repeat almost any sound.</td>
</tr>
<tr>
<td>Mangrove trees have tall roots.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Tree kangaroos have short back legs and strong front arms.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We depend on rain forests.</td>
</tr>
</tbody>
</table>

**Family Link**
Tell a family member about your favorite animal that you learned about in this book. Work with them to draw a picture of it. Bring your drawing to school and share it with the class.