



Name _____ Date _____

MATH MANIA

"What did you get on your test?" I reached over and grabbed Gary's paper. He reached over and grabbed it back.

He smiled weakly, and his answer was pathetic. "An F."

I grinned. "Beat ya! I got an A."

At recess my teacher, Ms. Lovell, asked me to stay in. Usually that wasn't a good sign. She said, "Travis, what do you think you could have done this morning instead of torturing Gary after the test?"

"Gee, Ms. Lovell, I guess I could have offered to help him, but he is just awful in math!"

"Well, Travis, sometimes you are aren't so good in other subjects, but you just happen to be a wizard at math. Why don't you trade time for the stuff you are good at, and he can help you with your writing? Will you just give it a try?"

"For how long?"

"There is another math project I'm assigning. I will give you a week to work on it. How does a week sound?"

"Okay."

After lunch, Ms. Lovell assigned us partners for the next math project. My partner was Gary, of course. We worked and worked—after school, before school, and on the weekend. When the project was due, we proudly presented it to the class. Gary knew what he was talking about, and I wrote a great report.

Then, the big surprise. Ms. Lovell gave us a pop quiz on the material! When she handed it back, Gary grabbed my paper. "Hey, Travis, what did you get?"

I stared in amazement. His paper had an A+ on it! Guess Ms. Lovell's idea had worked, a little too well! I moaned and grabbed my paper before he could see I only got an A.

STORY QUESTIONS

1. *Awful* is a **synonym** for the word . . .
 - a. great.
 - b. terrific.
 - c. terrible.
 - d. mad.
2. What did Ms. Lovell suggest to Travis?
 - a. go home and study his writing and math facts
 - b. swap time with Gary for things they were good at and help each other succeed
 - c. get out on the playground and play hard
 - d. swap time with Dillon and learn from each other
3. How was the experiment successful?
 - a. The boys learned to fight better.
 - b. The boys learned new ways to bug their teacher.
 - c. The boys improved in areas that were their weakest.
 - d. The boys learned how to cheat.
4. What do you think might happen next?
 - a. Travis and Gary will continue to help each other and become friends.
 - b. Travis and Gary will start cheating on their homework.
 - c. Travis and Gary will give up and go back to bugging each other.
 - d. Travis and Gary will get in a fight.



Name _____ Date _____

WRITE ON

"I hate writing!" wailed Anthony, as the substitute teacher entered the room. "It stinks, and I refuse to like it! Can't we do math instead?"

"Sorry," she said with a grin. "Your teacher says to work on writing, so writing it is."

The sub pulled a magnifying glass, a small notebook, and a trench coat out of her bag. We started to watch her intently. This didn't look like a normal lesson. What did this strange new sub with short, spiky hair have up her sleeve?

"How many of you have ever wanted to be a detective?" she asked. Everybody, even Anthony raised his hand.

"Well, being a good writer is just like being a good detective. You have to start with the right equipment. Cindy, what equipment would a good detective need to solve a mystery?"

"I think he would need to have a magnifying glass, a notebook, and a pen."

"That is a very good start! Tell me more . . ."

As the class period moved along, we all became absorbed in the lesson. She reviewed things that were really important for successful writers. She talked about topic sentences, transition words, main ideas, details, and conclusions. At the same time, she kept going back to the detective equipment. It kept our attention, and before long we were coming up with great ideas and strong sentences. It was amazing! We were all feeling confident.

Bzzzz. The bell rang, signaling the end of the day. We were all caught by surprise. Where had the time gone? What spell had she cast over us so that we wanted to learn about writing? What if she was right, that writing was like being a detective? Could we really be successful writers, and like it too?

At that moment, Anthony interrupted my thoughts. "Hey, Miss A., do you think you could ask our teacher if you could come back another day? I think I might like to learn more about this writing stuff!" I smirked to myself. If she had Anthony on her side, anything was possible.

STORY QUESTIONS

- According to the passage, what equipment will help a detective?

a. carrots, batteries, and a tape recorder	c. cars, boats, and planes
b. camera, pen, and bottle of soda	d. magnifying glass, notebook, and pen
- The opposite of *interrupted* is . . .

a. bothering.	c. not bothering.
b. not working.	d. unusable.
- According to the passage, good writing includes . . .

a. topic sentences, main ideas, details, transitions, and concluding sentences.
b. topic sentences, main ideas, concluding sentences, and lots of adjectives.
c. topic sentences, transitions, concluding sentences, and nouns.
d. nouns, verbs, adjectives, and adverbs.
- A **synonym** for *absorbed* could be . . .

a. uninterested.	c. interested.
b. bored.	d. happy.



Name _____ Date _____

SHOOT THE HOOPS

"Rebound, Alex!"

The ball bounced off the hoop, hitting Alex right on the top of the head. He crashed to the floor, and the crowd moaned.

Coach Winkler ran out onto the floor. Alex's breathing was very shallow. Coach motioned to the sidelines, and someone called for the paramedics.

Alex was our star player, and this was the championship game. We couldn't do it without him. Who else could rebound like Alex?

For several minutes we were all frozen as Alex lay stiffly on the floor. The ambulance arrived and put him on a stretcher. Our team was badly shaken, and the coach asked for a quick time out.

"Guys, this is the big game. I know you are all a bit shaken up about Alex. But he would want us to go out there, give it our best, and bring home that trophy. We have gotten this far as a team. I think we can give just a little more and do it for Alex."

We looked around. Everybody was sober, but we would give it our best shot.

The buzzer rang and we headed back to the floor. 2–2, 10–10, 20–21, the score continued to rise. We fought every basket and always managed to stay dead even with the other team.

At halftime, the score was tied again, 49–49. Coach Winkler gave us his best pep talk and informed us that Alex was cheering for us from his hospital bed. He had a concussion, but would be all right. In our huddle, we put our hands together in the middle and yelled as loudly as we could, "To Alex!"

The score continued to go back and forth. It would just be a matter of which team had the ball in the final seconds. Ten seconds to go. My team gave me the ball. As I dribbled down the court, I could hear Alex whispering in my ear, "Shoot from the center line. You can do it. We've practiced this forever." I aimed and shot the ball out of my hand. It went through the hoop like water rushing through a waterfall.

STORY QUESTIONS

- Huddle* is another way to say . . .
 - group.
 - school.
 - family.
 - basketball court.
- What was the score at halftime?
 - 2–2
 - 10–10
 - 49–49
 - 21–21
- Why was Alex on the basketball floor?
 - He was too tired to move.
 - Another player pushed him.
 - He got hit in the head with the basketball.
 - He didn't want to play in the game any more.
- If you could make a prediction about the end of the game, it would most probably be . . .
 - the team gets mad at Alex for quitting the game.
 - Alex's team squeezes out a victory and wins the trophy.
 - Alex's team loses by 10 points.
 - all the players on the team cheat to win.



Name _____ Date _____

ALL-STAR SOCCER

"Pass down the sideline," yelled Dad. He was our soccer coach for the All-Star team, Region 538.

Most of the time I liked having my dad as our coach, but today I wasn't in the mood. Our team was 17-0 and we were playing the championship game for our area. He kept yelling crazy stuff at me, and I just wanted him to be quiet. Why did he count on me to score so many goals?

I tried to concentrate, but I kept thinking back to last Friday after school. My sister and I had been fighting on the stairs. We banged into each other, and I peeled the skin all the way off my toe. It still hurt to wear my shoe, especially my soccer cleats. It even hurt to wear my sock. The sock stuck to my sore.

"J. D., go down the field! Take it in. Pass and control!"

I glared at my dad, but I didn't want to tell him that I, fighting with my sister as usual, had torn all the skin off my right toe just before the championship game. I just wanted him to stop before I fell down holding my toe.

Suddenly, I heard a voice yell, "Hey J. D., guess that toe has you down!" It was my sister, Jill. She was so annoying. I'd show her.

The ball came right to me. I moved down the field, slicing, moving around the players. Fancy footwork. Left foot. Shoot and . . .

"Oh, man! I missed the goal by an inch!"

"Good try, J. D.," yelled Dad. "Keep up the pressure."

I gritted my teeth and looked around the field for the ball. I saw my sister with an evil grin on her face. Time to buckle down and show her what I was made of!

STORY QUESTIONS

- J. D. is having difficulty playing because . . .
 - she is thinking about her birthday party.
 - she stayed up too late.
 - she injured her toe.
 - she is feeling ill.
- How did J. D. get injured?
 - She and her sister had been roughhousing on the stairs.
 - She had fallen when she was roller-blading.
 - Her sister bit her.
 - She had twisted her toe at soccer practice.
- Annoying* is a **synonym** for the word . . .
 - kind.
 - smiling.
 - bothersome.
 - handsome.
- Another title for this passage could be . . .
 - "My Dad, The Coach."
 - "Soccer Season."
 - "I Love Soccer."
 - "The Troublesome Toe."



Name _____ Date _____

BASEBALL DAYS

Crack! The sound of the bat hitting the ball was almost as amazing as watching the ball sail out past third base. “Amazing hit, Seth!” yelled the coach. “Run like the wind!”

Seth rounded the bases as fast as he could. Just as he rounded third base, he didn’t see the third baseman racing toward him. They collided as dust hit them both in the nostrils.

“Safe!” yelled the umpire.

Seth smirked at the third baseman. “Too bad, loser.”

Whoosh! The baseman pushed him face first into the dirt.

Players ran on to the field. Players from both teams jumped in, slugging and punching.

Just at that moment, a swarm of bumblebees flew right into the center of the fight. They dove for the brightly-colored jerseys.

“Ouch! Hey! Help!”

All of the players scattered, running in all directions to escape the bees. The bees raced after them, getting closer and closer

“Seth. Seth! It’s time to get up for school!”

“What? Huh? Hey, get off me! Stop stinging me!” Seth threw up his arms and accidentally hit his mom right in the nose. “Whoa! Sorry, Mom! I was having this crazy dream!”

“I could tell,” said his mother, rubbing her nose.

STORY QUESTIONS

- It turns out that Seth was . . .
 - playing baseball.
 - dreaming.
 - rounding third base.
 - eating waffles.
- Why did the fight start at third base?
 - The third baseman pushed Seth.
 - Seth was looking for a fight.
 - Seth called the baseman a loser.
 - Seth and the baseman were enemies from school.
- What brought the fight to a sudden end?
 - bees
 - the coach
 - Seth’s mother
 - players from the other team
- “Run like the wind” is a simile for . . .
 - act like the wind.
 - walk like the breeze.
 - run in circles.
 - run as fast as you can.



Name _____ Date _____

HARVEST FESTIVAL

It was the day of the annual fall festival, and each class was responsible for having a booth. There was a competition to see which booth brought in the most money for the fundraiser. The winner got a classroom pizza party.

Our fifth grade class had worked for weeks to plan our booth. Everyone pitched in, even Evan, the class clown.

We had voted to design a haunted house, not too scary, but not too babyish. All the kids had brought things from home, and some parents had even come on Friday night to help us set up after school.

I was the president of operations. It was my job to give the final okay before we opened for business.

As I surveyed our work, a smile crept over my face. Creepy black streamers, skeletons, and black lights hung from the ceiling. Large sheets of black plastic covered the floor, forming a path to walk through the maze. Dried leaves made crackly sounds as you walked down the path. Several students were hiding behind large, dark-colored objects to reach out and grab unsuspecting guests. A large, haunted house was hung on the wall. Soft lights shone through its windows, casting an eerie glow on the path.

Yes, we were ready for the carnival to begin. I gave my final approval to Melissa, my assistant. She flipped the switch, and the scary music began. The tour guides pulled up their Dracula hoods, and Alexis, the ticket taker, took her seat outside the door. The fun was about to begin.

STORY QUESTIONS

- What does it mean to be “president of operations”?
 - to be the person everyone likes
 - to be the president of the United States
 - to be the person who runs classroom machines
 - to be in charge
- Which is **NOT** something the class did to make the booth scary?
 - They sold tickets to the haunted house.
 - They hung a haunted house on the wall.
 - They played scary music in the booth.
 - They put dried leaves on the path to make crunching sounds.
- A **synonym** for *eerie* could be . . .

a. spooky.	c. scared.
b. happy.	d. angry.
- Why did the class want to have the best booth?

a. to scare the rest of the school	c. to win a class pizza party
b. to get free movie tickets	d. to get the most candy at Halloween



Name _____ Date _____

BEACH DAYS

“Roller-blades in?”

“Check.”

“Swimsuits and towels? Water bottles? Sandals? Extra change of clothes?”

“Check. Check. Check!” we yelled joyously.

“We’re off!” said Dad, as he turned the key in the ignition.

We all put on our CD headphones and settled back for the ride. One and a half hours never goes slower than when you are headed to the beach for the day. We all just wanted to hurry up and get there. We all wanted to feel the sand between our toes, experience the wind in our hair, and the waves on our backs. We could taste the hot dogs and ice cream sandwiches at the small snack bar at the end of the roller-blading path. Skaters would be skating, kids would be building sandcastles, and people of all ages would be playing in the waves. Images poured through our minds as we bounced along in our minivan. We were all off in our own daydreams.

“Hey, guys, snap out of it. We’re here.”

“What? Dad, are you talking to us?”

“Hey, monkeys, we’ve been sitting in the parking lot for the past 10 minutes. Mom and I already have our blades on. Are you guys going to sit and daydream in the car, or are you going roller-blading with us?”

“We’re on it!” we yelled in unison. In a flash, we were out of our seats. We ran for our skates and our cameras. Can’t waste time when the beach is waiting!

STORY QUESTIONS

- Where was the family headed for the day?
 - to the beach
 - to Hawaii
 - on a bus tour
 - to a park
- What were the kids doing in the car when they arrived at the beach?
 - crying
 - singing
 - daydreaming
 - sleeping
- According to this passage, which one is **NOT** a sight they would see at the beach?
 - kids building sandcastles
 - skaters on the roller-blading path
 - mothers and fathers in bumper cars
 - people playing in the waves
- Another word for *joyously* is . . .
 - sadly.
 - happily.
 - quickly.
 - loudly.



Name _____ Date _____

SKIING IN THE MOUNTAINS

My legs felt like rubber. My boots were pinching my feet and ankles. I didn't think I could go down one more hill. I wanted to just sit down and cry. I knew I had to continue, though. I was right in the middle of ski lessons on the top of the biggest hill at Snow Summit. Suddenly, the instructor stopped. "Chloe, are you all right?"

"I think so, but my boots hurt."

"Let me see if I can help," he said as he came over next to me. He checked the buckles, my socks, and the tightness of the boots.

"Ouch!" I screamed as he refitted the boot and snapped the bottom buckle in place. "That hurts!"

He unclipped the buckle, and we looked at my leg. There was a huge, blue bruise by my ankle. It was almost the size of a tennis ball.

"No wonder it hurts," he said. "You need to get these boots off, and get another pair. I don't think the rental boots are working for you."

"I don't think so, either," I whispered, as I examined the bruise that was getting more purple by the minute.

"Let's go down the hill and get these off. Then we'll talk to your dad. If you are going to keep skiing, you'll need boots all your own."

I gritted my teeth as I went down the slope. Boots all my own! No more rental boots, no more pain, no more bruises. That sounded mighty good to me!

STORY QUESTIONS

- Why did Chloe get a bruise on her ankle?
 - Her ankles were too small.
 - Her skis were too big.
 - Her rental boots didn't fit right.
 - Her instructor didn't help her.
- The opposite of *whispered* would be . . .
 - spoke softly.
 - in a soft voice.
 - murmured.
 - shouted.
- How would you describe Chloe's mood at the beginning of the passage?
 - tired and upset
 - exhausted but happy
 - eager and excited
 - scared and angry
- Another title for this passage could be . . .
 - "Ski Boot Blues."
 - "The Scariest Ski Slope Ever."
 - "How I Broke My Leg Skiing."
 - "I Hate Winter."



Name _____ Date _____

A DAY IN THE PARK

Swings move gently in the breeze. Silver slides shine in the sunlight. Monkey bars gleam with bright, colorful paint. Dew glistens on the grass. Birds chirp and fly to the picnic tables. Squirrels with mouths full of nuts dash through the grass. Lampposts blink off, done for the night. That's the park in the early morning hours.

In the middle of the day, mothers chatter and laugh with each other. Bright sunshine shimmers on the metal swings. Small birds sing loudly. Crows swoop down to pick up dropped crumbs. Children run and play, shrieking to each other. People lie on the grass, eating their picnic lunch. Grandmothers and grandfathers read books to toddlers. Parents cover their little ones with a blanket for a mid-afternoon nap.

The sun sets lower in the sky. Families start to pack up their belongings. The last few children gather their toys, bags, bikes, and skates. Mothers call their little ones' names, and fathers pack the cars. Animals start to settle in for the night. All is quiet.

Tomorrow is a new day and new adventures will be had.

STORY QUESTIONS

- What time of the day is noisiest in the park?
 - morning
 - evening
 - middle of the day
 - middle of the night
- Which one of these would you most likely see in the middle of the day?
 - birds sleeping with their heads under their wings
 - the moon overhead
 - stars in the sky
 - children pumping their legs on the swings
- A **synonym** for *shimmers* could be . . .
 - rains.
 - dulls.
 - shines.
 - ruins.
- What animals are **NOT** mentioned in the passage?

a. dogs	b. squirrels
c. small birds	d. crows



Name _____ Date _____

SAN FRANCISCO

"San Francisco is my favorite place to visit for several reasons," Jacob said aloud. He stood in the front of the classroom, giving his report.

"The city, first of all, has amazing sights to see. The Mission of San Francisco is a Catholic mission that was built right in the heart of the city. You can see fishing boats of all sizes parked at the pier, and seals making loud barking noises down by the docks. There is a museum, too, that has old games and machines from the past.

Many of the streets in San Francisco are very steep. One street, Lombard, is a tourist attraction. It zigzags back and forth from top to bottom. It is the most crooked street in the world!

San Francisco also has many different things you can do. Riding a cable car is exciting as you race up and down the narrow streets. There are many different types of restaurants to try. People can ride bikes, walk along the ocean, or roller-blade. Tourists can buy souvenirs or eat fresh clam chowder from bowls made of sourdough bread.

San Francisco is a place I could talk about for hours, but these are just a few reasons to go there for a visit."

"Wow!" said my teacher. "Wow, wow, wow! Let's just get in the car and go to San Francisco!" We all cheered. Oh, if only we could.

STORY QUESTIONS

- What was Jacob doing in class?
 - singing a song
 - giving a report
 - acting in a play
 - writing a report
- Amazing* is a **synonym** for the word . . .
 - awful.
 - horrid.
 - incredible.
 - nasty.
- When Jacob's report came to an end, what did the class want to do?
 - listen to more reports
 - go to recess
 - play math games
 - take a trip to San Francisco
- Which of the following is **NOT** an activity that Jacob mentioned?
 - riding in a cable car
 - watching a San Francisco Giants' baseball game
 - eating clam chowder
 - buying souvenirs



Name _____ Date _____

FACES IN SOUTH DAKOTA

As my dad flew the plane, my sisters and I all peered out the windows.

“What state are we over?” asked Jess.

“It’s South Dakota.”

“Isn’t that where the monument is of the faces of four presidents?” asked Jen.

“You mean, Mount Rushmore, silly.”

“Yeah, Mount Rushmore. Dad, will we fly by it?”

“We can, but we won’t get too close. It’s restricted air space. You might be able to use binoculars or capture it with Mom’s telephoto lens.”

“I want to use it!”

“Can’t I use it, Mom? Please? I helped with the laundry before we left!”

“Tell you what. If you are speedy, you might each be able to snap a shot. I’ll set the camera up, and you snap as fast as you can. Let’s see if we all can hand it around.”

Fortunately, Dad flew as close as he dared, and we handed the camera around from youngest to oldest.

When we got home, and developed the shots, we realized that we had each captured Thomas Jefferson, Abe Lincoln, Teddy Roosevelt, and George Washington from a slightly different angle.

“Great for all of us,” said Amber, the oldest. “Our pages in our scrapbooks will all turn out differently. Thanks, Mom, for encouraging us all to take the shot.”

STORY QUESTIONS

1. Which of the presidents below is **NOT** on Mount Rushmore?

a. George Washington	c. Teddy Roosevelt
b. Thomas Jefferson	d. Franklin Roosevelt

2. The monument, Mount Rushmore, is made up of . . .

a. four presidents.	c. four women.
b. four baseball heroes.	d. four famous teachers.

3. What do you think the girls’ father does for a living?

a. He is a tour guide.	c. He is a pilot.
b. He is a stonecutter.	d. He is a baseball player.

4. What state was the family flying over?

a. North Dakota	c. South Carolina
b. South Dakota	d. South America



Name _____ Date _____

BAD HAIR DAY

Looking in the mirror, I groaned. The front of my hair was sticking up straight. Gel. That would fix it, I thought. But gel only made it worse. Hmm. How about hairspray? No, that only made it sticky.

"Tyler, five minutes 'til we leave for school."

"Okay, Mom," I mumbled. "I just need some help on my hair."

"Did you try some gel?"

"Yes."

"Well, do the best you can. I'm putting your little sister in the car seat and then we have to leave. Okay?"

Suddenly, I had an idea. What if I put my head under water and used the hairdryer real quick? That was sure to help.

I dunked my head in the sink and came up dripping. Minutes later, with blow dryer in hand, the image in the mirror was not pretty. In fact, it was worse than the gel or hair spray. It was sticking up straight in all directions.

"Tyler, let's go, or you'll be late for school."

"Oh my gosh." My hair looked like a cyclone had hit it or maybe a tornado. What could I do? As I headed for the door, I noticed my baseball cap. That was it. I grabbed it, pulled it on tight, almost to my ears, and headed out the door.

"No luck with your hair?" Mom said with a glint in her eye. "Why don't you start a new trend? You could call it 'The Tyler Tussled Look.'"

"Thanks a lot, Mom," I said as I slid into the car and fastened my seat belt. "I am sure it will be a big hit with all my friends." As Mom pulled up in front of the school, I opened the door to get out. As I was shutting it, Mom winked and said, "Good luck with your new trend."

STORY QUESTIONS

1. Which word would be a **synonym** for the word *image*?

a. smile	c. towels
b. picture	d. toothbrushes
2. What is Mom's name for a new hair trend?

a. Tyler Time	c. Gel Boy
b. The Tyler Tussled Look	d. The Funky Man
3. Which of these below didn't Tyler do to fix his hair?

a. add gel	c. use the hairdryer
b. add water	d. rewash his hair
4. What did Tyler finally do to fix his hair problem?

a. He shaved his head.	c. He put on a baseball cap.
b. He combed his hair.	d. He braided his hair.



Name _____ Date _____

NO HOMEWORK

The day droned on and on. All my friends and I could think of was the movie we were going to see on the weekend and the party at Jake's.

Jake was the most popular boy in our class, and we were all camping out in his backyard in tents on Friday. No one was left out, and we all had our own ideas of what we could do to play pranks on each other.

My best prank was a secret that no one else knew about. I wasn't sure whom I would play it on yet, but it had to be done. I was so excited. The party was only two days away.

The birds outside the window got my attention. Two of them were fighting over a worm. I laughed, watching them.

Suddenly, Brandon jabbed me in the ribs. "Hey, you don't have any answers on your paper. What were you doing?"

"What? What?"

"Wise guy, we just took a pop quiz. You don't have any answers. The teacher said if we got an A on this pop quiz, we got to skip homework tonight. I don't know about you, but there are a lot of other things I'd rather do if I can have a night free of homework!"

I sighed and looked at my paper. Nothing. There was nothing there, not even my name. Quickly, I wrote a note to my teacher apologizing for not listening in class.

The facts were pure and simple. I had homework to do, and the choice had been mine. The lesson was tough, but it won't happen again next time. You can be sure of that!

STORY QUESTIONS

- What words mean the same as *droned*?
 - dragged on and on
 - ran away
 - left quickly
 - went quickly
- Which **compound word** means "an area behind your house"?
 - weekend
 - homework
 - backyard
 - outside
- What is one thing that did **NOT** distract the author?
 - thinking about a party on the weekend
 - listening to the teacher
 - thinking about playing a prank
 - watching birds outside the window
- What does it mean "to play a prank on someone"?
 - to do nothing
 - to do a trick or joke
 - to act like a monkey
 - to play your favorite CD



Name _____ Date _____

BEST FRIENDS

Julia and Vanessa have always been best friends for as far back as I can remember. They have been in the same class with the same teacher since kindergarten. They talk together on the phone, and they always play tetherball together at recess. They sit on the ramp before school and discuss all the boys, and they always sit together at lunch and share. Julia brings the drinks and sandwiches; Vanessa brings the snacks and fruit. Some days they switch, but they always share. Every Friday they wear matching shirts, and they always talk about going to Disneyland.

Today they were acting very unusual. Vanessa asked to sit with Cathy and me. Julia went off to play with Brittany and Brianna. It felt a little strange eating with Vanessa and not Julia.

No one said anything about it. We just ate our lunch and asked ourselves questions in our head. Why weren't they eating together? Why weren't they sharing lunch? Maybe we should investigate.

Cathy and I decided to talk to Vanessa, and Brittany and Brianna decided to talk to Julia.

Guess what we discovered? They just wanted to hang out with more friends because they had agreed that would be fun. We all liked the idea and planned to make a new group—a bigger group. It would be a group where we could all hang out, share our stuff, and talk about the boys on the ramp. I am looking forward to it.

STORY QUESTIONS

- What happened at school that was unusual?
 - Julia and Vanessa weren't eating together.
 - Julia and Vanessa shared peanut butter sandwiches.
 - Julia and Vanessa called each other.
 - Julia and Vanessa went to Disneyland.
- Which word in the passage means "to search or look for evidence"?

a. plan	c. share
b. discover	d. investigate
- Where did the two girls talk about going all the time?

a. Magic Mountain	c. Disneyland
b. Disney World	d. the circus
- How are things changing at the end of the story?
 - The two girls ate lunch together, as usual.
 - The two girls are finding out there are more nice people in their school.
 - The two girls didn't learn anything.
 - The two girls made a new club for themselves only.



Name _____ Date _____

EXCHANGE STUDENT

"I have the sign," said Lee. "I will hold it up. Kiri will know who we are because I have a sign." Lee was at the airport. Lee and her mother were picking up Kiri. Kiri was an exchange student. She was from New Zealand. She was going to stay with Lee and her family. She would stay for the summer.

Lee saw a girl come out of the gate. The girl smiled when she saw Lee's sign. She walked over to Lee. "Hi," said the girl. "I am Kiri. I am your exchange student. I have come to stay with you. I will learn about the United States. I will teach you about New Zealand. We will trade, or exchange, news. We will learn from each other."

Kiri saw how people in the United States lived. Both Lee and Kiri learned new things. Kiri learned the name of the national bird of the United States. The bird is the bald eagle. She liked the bald eagle's white head. Lee learned the name of the national bird of New Zealand. The bird is the kiwi. The kiwi cannot fly. It has a long bill. The bird's nostrils are on the tip of the bill! The kiwi lays only one egg. The egg is large. It is about one-third of the mother's weight!

Kiri and Lee learned how their countries are alike. Both of their countries have geysers. A geyser is a special spring. The spring shoots streams of boiling water and steam into the air. Only three countries have geysers. The United States has geysers. New Zealand has geysers. Iceland has geysers.

Lee learned that people called the Maoris settled New Zealand. They came long ago. They came in boats. Probably they came before 1,000 A.D.! Before the Maoris, all the mammals on New Zealand could fly! This was because the only mammals were bats! Non-flying mammals—like rats, cats, and sheep—came with people.

STORY QUESTIONS

- When you exchange something, you . . .
 - keep it.
 - learn something about it.
 - stay for a summer.
 - trade it.
- What is **NOT** true about the national bird of New Zealand?
 - It is called the kiwi.
 - It lays one egg.
 - It can fly.
 - It has nostrils at the tip of its nose.
- This story is mainly about . . .
 - birds.
 - New Zealand.
 - Lee and an exchange student.
 - what Kiri learned.
- How did mammals that cannot fly get to New Zealand?
 - They swam to New Zealand.
 - People brought them to New Zealand.
 - They fell out of an airplane.
 - The mammals grew there after people came.



Name _____ Date _____

MOVING DAY

The big, brown moving van sat in the driveway. Boxes were neatly packed in the back of the van. Everything we owned was in the back of that van. The car was full and so was Dad's truck. I was holding my favorite stuffed animal and my CD player.

Arnie, our German shepherd, was barking and racing around the yard. He knew something was different, but I don't think he really understood it was time to say goodbye to our old house, our friends, and everything we knew. Dad's job transferred him to Chicago, and now we all had to go along.

"Dad," I had moaned one night at the dinner table. "Why do we have to move? All my friends live here."

"I know, but you will make new friends. We will all have to make new friends."

"Cheer up. I think moving will be fun," Sarah, my older sister, said as she patted me on the head. "I can't wait to see the huge, new high school and meet bazillions of new friends."

I just hate when she pats me on the head. It makes me feel like a baby. I smiled weakly, and nodded my head. "All right, I'll give it a try. But if I don't like it, I am moving in with Dylan's parents. You'll see."

Now the big day was here. There was a knot in my stomach. I wanted to cry. My best friend Dylan came over to say goodbye. His parents had bought a big box of chocolates.

"These are to make you feel better on the road," whispered Dylan.

STORY QUESTIONS

- Which word is **NOT** a synonym for *transferred*?
 - relocated
 - flew
 - moved
 - reassigned
- How does Sarah feel about moving?
 - She is excited.
 - She has a knot in her stomach.
 - She doesn't want to go.
 - She thinks it will be horrible.
- What does the author say he'll do if he doesn't like Chicago?
 - He will run away.
 - He'll move in with his friend Dylan's parents.
 - He will move to California.
 - He'll never go to school again.
- What did Dylan and his parents bring to make everybody feel a little better?
 - sandwiches for the drive
 - gift certificates to the mall
 - a box of chocolates
 - a bag of cookies



Name _____ Date _____

SKI PANTS

Saturday morning dawned bright and sunny. Outside Kayla's window, the sun sparkled on the newly fallen snow. She jumped out of bed and reached for her clothes. Today was the first day to go skiing.

"Kayla, are you awake in there?" called her father.

She started to giggle. "That's a foolish question. Of course, I'm awake! I have no intention of sleeping in today!"

As Kayla came down to breakfast, her father was sitting at the table doing his morning crossword puzzle. Her mom was spreading strawberry jam on her toast, and her brother was stuffing doughnuts into his mouth until his cheeks puffed out like a chipmunk.

"Hey, leave some for me!" she screeched as she entered the kitchen.

Dad looked up. "My goodness. It looks as if you have outgrown your ski pants. They're a few inches too short on you."

"They'll be just fine," muttered Kayla as she reached across the table to grab the last chocolate donut.

Rrrrip! Everyone looked up in surprise. Kayla's pants had split right down the seams from top to bottom.

"Looks like we need to head to the store before we head to the slopes," whispered Mom with a grin.

Even Kayla had to let out a giggle. "Guess you're right. I guess I have grown."



STORY QUESTIONS

- What does the phrase "puffed out like a chipmunk" mean in the passage?
 - His cheeks were bulging with doughnuts.
 - He was turning into a chipmunk.
 - He was taking pictures of chipmunks.
 - He was practicing for the school play.
- Why did Kayla giggle when her dad asked if she was awake early?
 - She loved his jokes in the morning.
 - She thought his voice sounded funny.
 - She didn't giggle.
 - She was too excited about skiing to sleep late.
- Which breakfast word is spelled correctly in two different ways in this passage?
 - strawberry
 - doughnut
 - chocolate
 - toast
- What **compound word** describes what Kayla had done with her snow pants?
 - ingrown
 - outgrown
 - everyone
 - strawberry