

Teacher Guide & Answers

Passage Reading Level: Lexile 540

Note To Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 and 7, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 8 is a class discussion question.

1. B Butterflies are insects.

2. B Butterflies hatch as caterpillars.

3. A while it is in the chrysalis

4. C the life of a butterfly

5. Suggested answer: You can often see butterflies around colorful flowers.

6. Suggested answer: Students' pictures may vary but should include a butterfly with wings, legs, and antennae, fluttering its wings or flying. An advanced picture might also include colorful flowers near the butterfly.

7. Suggested answer: Answers may vary.

8. Suggested answer: First, a mother butterfly lays an egg on a leaf. Then, a caterpillar hatches from the egg. When the caterpillar is big enough, it spins a chrysalis around itself. Inside the chrysalis, the caterpillar turns into a butterfly. Finally, the butterfly pops out of the chrysalis and flies away!

Teacher Guide & Answers

Note to Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 A) and 6, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 7 is a class discussion question.

Passage Reading Level: Lexile 290

Directions: For questions 1-4, circle the correct answer.

1. When is Flag Day in America?

- a) July 4th
- b) June 14th**
- c) December 25th

2. What holiday does this passage describe?

- a) Independence Day
- b) Flag Day**
- c) Memorial Day

3. Flag Day is a time to celebrate the American flag and the important things it stands for. What part of the passage shows us that this is true?

- a) "The American flag is red, white, and blue."
- b) "Many people honor the American flag on that day."**
- c) "We see the flag on many holidays."

4. What is the theme of "Celebrate Flag Day"?

- a) parades and why people have them
- b) Flag Day and the American flag**
- c) American holidays

5. A) *Note to Teacher: See note at the top of the first page.*

How many stars and stripes does the American flag have?

Suggested answer: The American flag has *50 stars and 13 stripes*.

B) Draw the American flag.

Suggested answer: Students' pictures should depict the American flag. Ideally, the flag will have 13 stripes, 50 stars, and be red, white, and blue. Exceptional pictures will include white stars on a blue background in the upper left hand corner and have red stripes on the top and bottom of the flag (alternating with white in between).

6. *Note to Teacher: See note at the top of the first page.*

What did you learn from "Celebrate Flag Day"?

Suggested answer: Answers may vary and should be supported by the passage.

7. *Note to Teacher: See note at the top of the first page.*

Class Discussion Question: List the places where the American flag can be seen. Then discuss why people display the American flag.

Suggested answer: Answers may vary but students should identify that you can see the flag: in parades, on people's houses, on buildings in towns, at schools, and on many holidays. People display the flag to honor it.

Teacher Guide & Answers

Note to Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 A) and 6, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 7 is a class discussion question.

Passage Reading Level: Lexile 340

Directions: For questions 1-4, circle the correct answer.

1. What did Carl want to do?

- a) grow a garden**
- b) buy flowers
- c) talk with his neighbors

2. What does Carl plant in his garden in the *beginning* of the story?

- a) tomatoes
- b) vegetables
- c) flower seeds**

3. Mr. Brown's vegetable plants were probably big and heavy. What information from the passage shows us that this is true?

- a) Mr. Brown's vegetables were first growing in pots.
- b) Mr. Brown had tomato stakes.
- c) Mr. Brown's vegetable plants that Carl planted kept falling over.**

4. What is "Carl's Garden Problem" mostly about?

- a) Carl planting a garden**
- b) how to support plants with stakes
- c) Carl and his neighbors

5. A) *Note to Teacher: See note at the top of the first page.*

What was Carl's garden problem?

Suggested answer: Carl's garden problem was his vegetables kept *falling over*.

B) Draw a picture of Carl planting the vegetables Mr. Brown gave Carl.

Suggested answer: Students' pictures may vary but should include Carl putting well-established vegetable plants into his garden with Mr. Brown. Advanced pictures will show that some of the plants are falling over, and may even include details such as big leaves or vegetables which make the plants so heavy that they fall.

6. *Note to Teacher: See note at the top of the first page.*

What did you learn from "Carl's Garden Problem"?

Suggested answer: Answers may vary and should be supported by the passage.

7. *Note to Teacher: See note at the top of the first page.*

Class Discussion Question: Explain how Carl solves his garden problem. Be sure to explain what Carl's problem was.

Suggested answer: Answers may vary but students should explain that Carl's problem was that his vegetable plants kept falling over. To solve this problem, Mr. Brown gave Carl long, thin tomato stakes. Mr. Brown puts the stakes into the ground (next to each plant). This solves Carl's problem because instead of falling over, the plants lean on the stakes.

1. What is transportation?

A. how people and things get from one place to another

B. a place where many people live and work

C. the way people make cars, buses, and trains

2. What does the text list and describe?

A. different kinds of cities

B. different kinds of cars

C. different kinds of public transportation

3. The word "public" means having to do with all the people in a community.

Transportation is how people and things get from one place to another.

What does "public transportation" mean?

A. Public transportation is something all the people in a community can use to learn.

B. Public transportation is something all the people in a community can use to get from one place to another.

C. Public transportation is something all the people in a community can use to cook food.

4. What is the main idea of this text?

A. Subways are the fastest way to get around a city.

B. People use public transportation to get around cities.

C. Lots of people live in a city.

5. What kind of public transportation stops at certain places to pick people up?

A kind of public transportation that stops at certain places to pick people up is a _____.

bus

6. What did you learn from "Getting Around Cities"?

Answers may vary but should be supported by the text.

7. Class Discussion Question: Describe at least two kinds of transportation described in the text. Use information from the text in your answer.

Answers may vary but students may describe buses, trains, or subways using information from the text.

8. Draw a picture of a person using public transportation.

Students' pictures may vary but should show a person on a bus, train, or subway train. If your students are struggling with this activity, direct them to the picture of a bus at the top of the article. Advanced pictures will depict many people going to work or school.

Teacher Guide & Answers

Passage Reading Level: Lexile Non-Prose

Note To Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 and 7, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 8 is a class discussion question.

1. **B** *to get a drink*
2. **C** *"small" and "all"*
3. **A** *When the speaker turns it down, the water of the drinking fountain becomes too small to drink.*
4. **B** *someone who has trouble getting a drink from a drinking fountain*
5. **Suggested answer:** *the nose*
6. **Suggested answer:** *Students' pictures should show someone getting hit in the nose by a stream of water from a drinking fountain.*
7. **Suggested answer:** *Answers may vary and should be supported by the poem.*
8. **Suggested answer:** *Answers may vary but should be supported by the text. For example, students may respond that "it" refers to the drinking fountain itself. The speaker of the poem turns "it" up and down in an effort to get a drink. Students may also argue that the meaning of "it" changes from the beginning of the poem to the end. The last use of "it" in "make it small" seems to refer to the stream of water itself, not the fountain.*

Teacher Guide & Answers

Passage Reading Level: Lexile 340

Note To Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 and 7, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 8 is a class discussion question.

1. **C** *Fruit can grow on trees, vines, or bushes.*
2. **C** *All fruits have at least one seed.*
3. **A** *A coconut has one seed. A pumpkin has many small seeds.*
4. **A** *All fruits have seeds.*
5. **Suggested answer:** *Seed can grow into new plants.*
6. **Suggested answer:** *Students' pictures may vary but should depict either a peach or coconut as a fruit with one seed and either a pumpkin or strawberry as a fruit that has many seeds. The pictures should be labeled accurately.*
7. **Suggested answer:** *Answers may vary.*
8. **Suggested answer:** *Students should communicate that seeds have to fall to the ground in order for the seeds to grow into new plants.*

1. Who is Tara?

A. Troy's friend

B. Troy's sister

C. the girl at the counter

2. Where does Troy take Tara for her special treat?

A. the movie theater

B. the toy store

C. the ice cream store

3. Read the following sentences from the story: "Troy was excited. He had saved \$5 to buy his sister a special treat. It was Tara's birthday."

Why did Troy want to buy Tara a special treat?

A. It was Tara's birthday.

B. Troy likes to surprise Tara.

C. Tara did Troy's chores.

4. What is "Troy's Treat" mainly about?

A. buying an ice cream sundae

B. Troy treating his sister Tara for her birthday

C. how Troy saved \$5

5. What was Troy's surprise for his sister?

Answers should indicate "a treat."

6. What did you learn from "Troy's Treat"?

Answers may vary and should be supported by the passage.

7. Class Discussion Question: At the end of the passage, Troy gets a surprise as well. Why is Troy most likely surprised?

Answers may vary but students should explain that Troy learns that there is a special sale so he can buy 2 sundaes, one for Tara and one for himself, with the \$5 that he saved for Tara's treat.

8. Draw a picture of Troy treating his sister for her birthday.

Students' pictures may vary but should include Troy and his sister in an ice-cream store. Advanced pictures might include such additional details as a girl behind the counter or a sign listing the price of the sundae.

Teacher Guide & Answers

Passage Reading Level: Lexile 450

Note To Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 and 7, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 8 is a class discussion question.

1. **A** *shining*
2. **B** *Sunlight needs to shine through the water in rain for a rainbow to appear.*
3. **B** *Rainbows appear on days when it is both sunny and rainy.*
4. **A** *how rainbows are formed*
5. **Suggested answer:** *The colors that make up sunlight are red, orange, yellow, green, blue, indigo, and violet.*
6. **Suggested answer:** *Students' pictures may vary but should include a rainbow that ideally includes all the colors listed in the text in the correct order (red on top followed by orange, yellow, green, blue, indigo, and violet). Advanced pictures may show sun and rain.*
7. **Suggested answer:** *Answers may vary.*
8. **Suggested answer:** *Rainbows are formed when sunlight shines through raindrops. The raindrops (which are really water) bend the sunlight (which otherwise looks white), spreading out all of its colors. Then you see a rainbow.*

Teacher Guide & Answers

1. **B** - A dinosaur bone
2. **A** - José and other scientists found more bones
3. **B** - “Scientists think *Argentinosaurus* was one of the largest land animals in the world.”
4. **C** - Scientists in Argentina found bones from a dinosaur they called the *Argentinosaurus*.
5. dinosaur fossils
6. Answers may vary but should be supported by evidence from the text.
7. Students could discuss the fact that scientists found bones that they could use to tell what the dinosaur looked like. From how big these bones were, scientists could tell that the dinosaur was very large.
8. Drawings could include a picture of a leg bone in a field, or of several dinosaur bones in the ground.

Teacher Guide & Answers

Passage Reading Level: Lexile 550

Note To Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 and 7, you can have students draw their answers, answer orally, or write their answers depending on your students' progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy. Question 8 is a class discussion question.

1. **C** *The summer solstice is the longest day of the year.*
2. **C** *Earth tilts as it travels around the sun.*
3. **C** *summer*
4. **C** *why we have summer*
5. **Suggested answer:** *It is winter.*
6. **Suggested answer:** *Students' pictures should depict the northern half of the earth tilting towards the sun as the southern half tilts away from the sun. The northern half should be colored red, and the southern half should be colored blue.*
7. **Suggested answer:** *Answers may vary.*
8. **Suggested answer:** *The part of Earth that is tilted towards the sun has summer and gets more sunlight, so the days are warm and long.*