

Teacher Resource Book

Grade 3

 **Harcourt School Publishers**

www.harcourtschool.com

Copyright © by Harcourt, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Permission is hereby granted to individuals using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction to photocopy entire pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to School Permissions and Copyrights, Harcourt, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887-6777. Fax: 407-345-2418.

HARCOURT and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Printed in the United States of America

ISBN 10 0-15-359247-8 ISBN 13 978-0-15-359247-8

1 2 3 4 5 6 7 8 9 10 018 16 15 14 13 12 11 10 09 08 07

If you have received these materials as examination copies free of charge, Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited and is illegal.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

Contents

School-Home Connections.....	4
My Activities for the Week	34
My Reading Log	64
Contract for Internet Safety	65
Robust Vocabulary Word Cards	66
Using Syllabication Cards	81
Syllabication Cards	82
Graphic Organizers	
• Two-Column Chart.....	86
• Story Map 1.....	87
• Title and Headings Chart	88
• Three-Column Chart	89
• Main Idea and Details 1	90
• Main Idea and Details 2	91
• Story Map 2.....	92
• Venn Diagram	93
• Story Map 3.....	94
• Sequence Chart.....	95
• Cause and Effect Chart.....	96
• Web	97
Publishing Patterns	98
Readers' Theater Backdrop Descriptions	104
Readers' Theater Transparencies.....	105

Readers' Theater Scripts

- The School News 111
- The Case of the Three Bears' Breakfast 115
- Ask the Experts 121
- Backstage with Chris and Casey 125
- The Robodogs of Greenville 129
- Voyage Across the Solar System 133

Editor's Marks 139

Proofreader's Checklist 140

Writing Conference Introduction 141

Writing Conferences

- Personal Narrative 142
- Response to Literature 143
- Friendly Letter 144
- Story 145
- Explanation 146
- Research Report 147

School-Home Connection • Lesson 1

Language is your child's best learning tool. Talk with your child every day.

Your child is reading “Ruby the Copycat” by Peggy Rathmann and “The Singing Marvel” by Leonora and Arthur Hornblow. In these selections, students will read about people and birds that repeat what they see and hear.

Vocabulary

trudged	modeled	murmured
gushed	loyal	frustrated
pleasant	recited	imitated
coincidence		

Copycat After you say a sentence using a Vocabulary Word, tell your child to copy you by saying the same sentence but using a new word or phrase with the same meaning as the Vocabulary Word. Here is an example to get you started.

- He *trudged* down the hall. (He dragged his feet down the hall.)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Ella Sarah Gets Dressed** by Margaret Chodos-Irvine. Harcourt, 2003.
- **Elmer** by David McKee. HarperCollins, 1989.
- **Don't Need Friends** by Carolyn Crimi. Random House, 1999.



Writing

Questions and Answers With your child, take turns writing questions and answers about how familiar things look, smell, taste, sound, and feel. For example, you could ask, “What does the sky look like?” Then your child could write, “The sky is blue. What does the air feel like?” Then you could answer, “The air feels cold. What does tonight’s dinner smell like?” and so on.

Make sure your child uses capital letters at the beginning of each sentence, question marks at the end of the questions, and periods at the end of the answers.

Let's Talk About...

Copycats Use these discussion starters with your child to discuss the ideas in “Ruby the Copycat.”

- What would you do if someone were copying you? Discuss ways your child could deal with this situation, such as asking the person to stop.
- Tell your child about a time when you were “new,” such as starting a new job or moving to a new neighborhood. Describe how you felt and how you met people. Help your child think of ways to feel comfortable in a new situation.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 2

A child who listens carefully at home will be a good listener at school. A child who can share ideas at home will find it easier to share ideas at school.

Your child is reading “The Day Eddie Met the Author” by Louise Borden and the poems “Good Books, Good Times” by Lee Bennett Hopkins and “Surprise” by Beverly McLoughland. In these selections, students will learn about the value of reading and writing.

Vocabulary

conquer	squirmed	plenty
resistance	autographed	ponder
assembly	dismiss	anticipation
patchwork		

Sentences With your child, think of sentences for the Vocabulary Words. Here are a couple to get you started:

- I have *plenty* of homework tonight.
- Who spoke at the school *assembly*?
- The movie star *autographed* my paper.



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Click, Clack, Moo: Cows That Type** by Doreen Cronin. Simon & Schuster, 2000.
- **Author’s Day** by Daniel Pinkwater. Aladdin, 1993.
- **What Do Authors Do?** by Eileen Christelow. Clarion, 1997.



Writing

Interview Interview your child. Ask questions about things that interest him or her, and write the answers on a sheet of paper. Then read the interview back to your child. When finished, allow your child to ask you the questions, helping him or her write notes.



Let’s Talk About...

Authors Use these discussion starters with your child to discuss the ideas in “The Day Eddie Met the Author.”

- Discuss with your child the things that you read on a daily basis. What do you read for fun? What do you read to learn? Who writes the things that you like to read?
- Have you ever met an author or a famous person? Tell your child about your experience.
- If you could meet a famous person, whom would you choose? Discuss with your child who you would like to meet and what questions you would ask that person.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 3

Do not hesitate to ask your child's teacher how you can best assist your child at home.

Your child is reading "Schools Around the World" by Margaret C. Hall and "Keys to the Universe" by Francisco X. Alarcon. In these selections, students will learn about places where children learn.

Vocabulary

proper	chores	certain
boarding	tutor	literacy
resources	culture	diverse
uniforms		

Ask Questions Ask your child questions containing the Vocabulary Words. Here are some to get you started.

- Do you learn *literacy* in math class or in reading? (reading)
- What *resources* might you use for your homework? (notebook, pencil, computer)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **This Is the Way We Go to School: A Book About Children Around the World** by Edith Baer. Scholastic, 1992.
- **Children Around the World** by Donata Montanari. Kids Can, 2001.
- **Teacher (Workers You Know)** by Bonnie Juettner. Raintree, 2000.



Writing

Information About School Tell your child to write a sentence that gives information about his or her school. Encourage him or her to write the words large enough so that each can be cut out.

Then take turns separating the subject (who or what) from the predicate (what the person or thing is or does). Tell your child to remove all the words except the simple subjects and predicates (the main words in each).

My school has many rooms.

My school

has many rooms.

school

rooms.

Let's Talk About...

Schools Use these discussion starters to talk about the ideas in "Schools Around the World" with your child.

- Tell your child about what school was like when you were in third grade. How have schools changed?
- Ask your child to tell about his or her favorite part of the school day. What makes that part special?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 4

Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “Ellen Ochoa, Astronaut” by Janet Michaels. In this selection, students will learn about an astronaut and space travel.

Vocabulary

persevere	invention	research
confidence	apply	ambitious
talented	disappointed	attain
hinder		

Antonyms Have your child give you words or phrases that mean the opposite of the Vocabulary Words that you read to them. Here are some ideas.

- persevere (stop trying)
- hinder (help)
- attain (fail)
- disappointed (glad)
- apply (quit)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

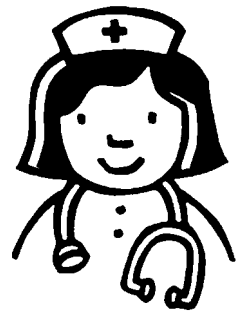
- **Astronaut: Living in Space** by Kate Hayden. Dorling Kindersley, 2000.
- **Floating in Space** by Franklyn M. Branley. HarperCollins, 1998.
- **Satellites** by Rebecca L. Johnson. Lerner, 2006.



Writing

Biography Have your child write a sentence that includes two facts about your life. For example, “Jenny Ramirez is a nurse and has two children.”

Then write a sentence that tells one thing that is similar about both of your lives. For example, “Jenny Ramirez and her son Bobby were both born in Florida.”



Let's Talk About...

Success Use these discussion starters to talk about the ideas in “Ellen Ochoa, Astronaut” with your child.

- Ask your child what he or she learned from reading “Ellen Ochoa, Astronaut.” For example, ask your child what a person must do in order to become an astronaut.
- Discuss with your child the training you needed for a job that you have or have had. How did this training help you in the job?
- What does your child want to be when he or she is older? Discuss with your child the steps he or she will need to take to reach this goal.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 5

Public libraries are excellent sources of books to read and share.

Your child is reading “The School News” and “I Live in a Town” by Stasia Ward Kehoe. In these selections, different characters tell about their surroundings.

Vocabulary

image	camouflage	donated
popular	concealed	media
viewers	independent	feature
survive		

Multiple-Choice Give your child multiple answer choices for questions you ask that use the Vocabulary Words. Here is one to get you started.

- If you were in a jungle, the best camouflage would be:
 - a. an orange shirt
 - b. **a green outfit**
 - c. a loud radio



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **What Color Is Camouflage?** by Carolyn Otto. HarperCollins, 1996.
- **Soccer (You Can Do It!)** by Kirk Bizley. Heinemann, 2000.
- **Rain and People (The Science of Weather)** by Nikki Bunday. Carolrhoda, 2000.



Writing

Sentence Review Ask your child to write a question about his or her surroundings, such as “What street are we on?” Then have your child write the answer in a complete sentence, such as, “We are on Gelston Street.” Then have your child write a command, such as, “Tell me the best thing about the street.” Your child should answer with an exclamation, as in “It has huge trees that make a tunnel!”



Let's Talk About...

News Details Use these discussion starters to talk about the ideas in “The School News” with your child.

- Discuss with your child how you learn what's happening in the world around you (television news, Internet news). Why is it important to know what is going on in the world?
- If you were a news reporter, what types of things would you report. Why?
- If your family had a news crew, what events could you report (for example, Our New Pet or What's For Dinner)?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 6

There is much to be discovered around the home and in your community.

Your child is reading “The Babe and I” by David A. Adler and “America’s National Pastime.” In these selections, students will learn about the history of baseball.

Vocabulary

skim	dazed	collapses
span	elevated	contribution
midst	embarrass	initiative
shabby		

Matching With your child, make up an explanation for each Vocabulary Word. Then have your child match each Vocabulary Word with its explanation. Here are some words and explanations to get you started.

- falls down (collapses)
- raised (elevated)
- worn out (shabby)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Girl Who Struck Out Babe Ruth** by Jean L. S. Patrick. Carolrhoda, 2000.
- **Oliver’s Game** by Matt Tavares. Candlewick, 2004.
- **Mama Played Baseball** by David A. Adler. Harcourt, 2003.



Writing

Character Sketch With your child, talk about a person he or she admires. Have your child write down the character traits that make that person admirable. Encourage your child to use a variety of sentence types to describe those character traits. Then have your child draw a picture of the person.



Let’s Talk About...

- Counting on Each Other** Use these discussion starters to talk about the ideas in “The Babe and I” with your child.
- Invite your child to tell you what he or she learned about baseball and the Great Depression this week. Why do you think baseball was important to people during these hard times?
 - In what ways does your family work together? Tell your child about some of your responsibilities and how you rely on others for help, too.
 - Discuss your child’s favorite sport. In what ways do the players in this sport need to work together to win?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 7

Each day holds opportunities for learning.

Your child is reading “Aero and Officer Mike” by Joan Plummer Russell and “It’s About Dogs” by Tony Johnston. In these selections, students will learn about the special traits and skills that dogs have.

Vocabulary

babble	whined	demonstrate
suspicious	wanders	accompany
patrol	scent	competent
obey		

Synonyms Make up sentences that use a word or phrase that means the same as one of the Vocabulary Words. Ask your child to identify that Vocabulary Word. Here are some to get you started.

- Dogs can find lost people by following their **smell**. (scent)
- Nervous people sometimes **chatter** foolishly. (babble)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **A Day in the Life of a Police Officer** by Linda Hayward. Dorling Kindersley, 2001.
- **Carl’s Nose** by Karen Lee Schmidt. Harcourt, 2006.
- **Buddy: The First Seeing Eye Dog** by Eva Moore. Cartwheel, 1996.



Writing

How-To Instructions Ask your child to write a paragraph explaining how to do something he or she does every day, such as getting ready for school or getting from one part of the school to another. Have your child imagine that he or she is instructing someone who has never done the task before. Then check to see if the instructions are clear and correct.



Let’s Talk About...

Teamwork Use these discussion starters to talk about the ideas in “Aero and Officer Mike” with your child.

- Tell your child about a person that you work with each day. Why is it important that you work well with this person?
- Tell you child about someone that you rely on. How does this person help you out?
- Invite your child to tell you what he or she learned about K-9 officers this week. In what ways are K-9 officers useful to police departments.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 8

Make going to the library a weekly treat.

Your child is reading “How Animals Talk” by Susan McGrath. In this selection, students will learn about some of the ways animals communicate with each other.

Vocabulary

charging	alert	grooms
ferocious	signal	dominant
communicate	chatter	conflict
flick		

Act It Out Choose a Vocabulary Word. Then use gestures to help your child guess the word. Take turns acting out and guessing the word until all words have been used.



Read Together

Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Diary of a Spider** by Doreen Cronin. HarperCollins, 2005.
- **Wolves** by Gail Gibbons. Holiday House, 1994.
- **Escaping from Enemies (Nature’s Secrets)** by Paul Bennett. Raintree, 1995.

Writing

Description Ask your child to write some words that describe an animal. The animal can live in the wild, in a zoo, or in a home. The description should tell how the animal communicates, what it eats, where it lives, and so on. Encourage your child to use words that are exact and vivid.



Let’s Talk About...

Communication Use these discussion starters to talk about the ideas in “How Animals Talk” with your child.

- How do people communicate without using words? Discuss how facial expressions send messages.
- Think of an animal that lives in your home or in your neighborhood. How does it communicate with you? For example, dogs beg to be fed, or squirrels chatter to keep others away.
- How do people use signals to communicate? Together think of signals that people use everyday (waving, raising hands in school).



www.harcourtschool.com/storytown

School-Home Connection • Lesson 9

Daily experiences are rich in information and can be a source for important reflections.

Your child is reading “Stone Soup” by Jon J Muth and “The Legend of Johnny Appleseed” by Eric A. Kimmel. In these selections, students will learn about folktales featuring people who bring happiness to others.

Vocabulary

dense	curiosity	generous
reaction	agreeable	ingredients
gaze	banquet	momentum
famine		

Antonyms With your child, make up a sentence that contains a word or phrase that means the opposite of each Vocabulary Word. Here are some examples to get you started.

- Mickey was **not willing** to sharing his snack. (agreeable)
- We had a **snack**. (banquet)



Read Together



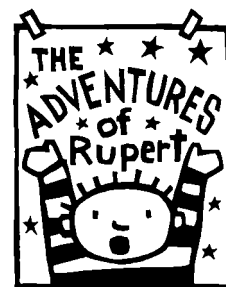
Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Two of Everything** by Lily Toy Hong. Albert Whitman, 1993.
- **Stone Soup** retold by Heather Forest. August House, 1998.
- **The Pebble in My Pocket: A History of Our Earth** by Meredith Hooper. Viking, 1996.



Writing

Summary Ask your child to make a poster for a movie or television show that you have watched together. Your child should write the title of the show and a summary of what happened. The poster should not tell the ending of the movie or show. Your child can illustrate the poster with a scene from the movie or show.



Let's Talk About...

Sharing Use these discussion starters to talk about the ideas in “Stone Soup” with your child.

- Tell your child about things that you share each day (for example, an office or a printer). Why is it necessary to share these thing?
- Look around your home for things that your family shares (furniture, TV) and does not share (toothbrushes, clothes). Why are there things that are not shared?
- Ask your child to tell you the story of Stone Soup. Discuss how the villagers learned that sharing can make life better for themselves and for others.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 10

There is much to be discovered around the home and in your community.

Your child is reading “The Case of the Three Bears’ Breakfast” and “How Living Things Survive.” “The Case of the Three Bears’ Breakfast” is a mystery. In “How Living Things Survive,” your child learns about how an animal’s instincts might affect its behavior.

Vocabulary

inviting	laboratory	confess
amusing	various	perplexed
investigate	suspect	inquisitive
expert		

Multiple Choice Create multiple-choice items for each Vocabulary Word. Give your child multiple choices to answer. Here is an example.

- Something that is **amusing** might make you _____.
a. cry **b. laugh** c. shout



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **From Maple Trees to Maple Syrup** by Kristin Thoennes Keller. Capstone, 2005.
- **Goldilocks Returns** by Lisa Campbell Ernst. Aladdin, 2003.
- **Mama Panya’s Pancakes: A Village Tale from Kenya** by Mary and Rich Chamberlin. Barefoot, 2006.



Writing

Compound Sentences With your child, create compound sentences that describe “The Case of the Three Bears’ Breakfast” or another story. Start by writing a simple sentence, such as “The banana pancakes are missing,” ending it with a comma instead of a period. Your child can use the word *and*, *but*, or *or* before adding another simple sentence, such as “. . . and Cam and Sam are on the case.”



Let’s Talk About...

- Mysteries** Use these discussion starters to talk about the ideas in “The Case of the Three Bears’ Breakfast” with your child.
- Tell your child about a time when you lost something. What did you do to find it? Be sure to tell whether your mystery was solved.
 - Ask your child to tell you about a mystery that they have experienced (either in a movie or in real life). Encourage them to tell what the mystery was and how the problem was solved.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 11

Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “Loved Best” by Patricia C. McKissack and “The Shepherd Boy and the Wolf” by Doris Orgel. In these selections, students will read about different ways two characters try to get attention.

Vocabulary

swooned	chuckling	encouraging
astonished	sobbed	envious
praised	soothing	rivalry
brief		

Synonyms Have your child say words and phrases that mean the same as the Vocabulary Words you name. Here are some to get you started.

- swooned (gushed)
- astonished (amazed)
- envious (jealous)
- rivalry (competition)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **M Is for Music** by Kathleen Krull. Harcourt, 2003.
- **Smiles: Pablo Picasso, Gabriela Mistral, Benito Juárez** by Alma Flor Ada and F. Isabel Campoy. Santillana, 2000.
- **Family Pictures** by Carmen Lomas Garza. Children’s Book Press, 2005.



Writing

Compare In “Loved Best,” Carolyn’s mother tells her that, when Carolyn pretended to be sick, she was like the boy who cried wolf. Have your child compare how the boy from “The Shepherd Boy and the Wolf” and Carolyn are alike. Then work together to write a paragraph that compares these two characters. For example: “The shepherd boy and Carolyn both wanted attention, so they made something up to get that attention.”

Let’s Talk About...

Attention Use these discussion starters to talk about the ideas in “Loved Best” with your child.

- Tell about a time when you were the center of attention (for example, giving a presentation, graduating, getting married). How did getting all of the attention make you feel?
- Carolyn wanted special attention from her parents. Discuss with your child whether he or she ever wishes for more attention. What are some good ways to ask for attention?
- Tell about a time when you have felt proud of your child.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 12

Language is your child's best learning tool. Talk with your child every day.

Your child is reading "A Pen Pal for Max" by Gloria Rand and "Postcards From Around the Globe." In these selections, students will learn about communicating with people throughout the world.

Vocabulary

deciphered	dodging	repairs
mistaken	din	catastrophe
translate	heaving	fortunate
bothersome		

Antonyms Have your child say words and phrases that mean the opposite of the Vocabulary Words you name. Here are some to get you started.

- deciphered (garbled)
- dodging (staying in one place)
- din (silence)
- catastrophe (happy event)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Dear Mr. Blueberry** by Simon James. Aladdin, 1996.
- **A Letter to Amy** by Ezra Jack Keats. Puffin, 1998.
- **Chile: A Question and Answer Book** by Kremena Spengler. Capstone, 2005.



Writing

Realistic Story With your child, make up a story about something you could have done together this week. Begin by writing one sentence, such as "Dad and Janet chased their dog Nigel around the block on Tuesday." Have your child write the next sentence, using pronouns to replace your nouns, such as "*He* made *them* run and run until *they* finally got home." Continue until you have completed a paragraph with four or five sentences.

Let's Talk About...

Communicating Use these discussion starters to talk about the ideas in "A Pen Pal for Max" with your child.

- Max writes letters to his pen pal. Tell your child about a time when you have communicated using a letter. Why did you choose this form of communication?
- Tell your child about a time when you needed to communicate with someone who spoke another language. How were you able to communicate?
- Do you have relatives or friends that live far away? How you keep in contact with them? If possible, help your child write a letter or e-mail to someone who lives far away.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 13

There is much to be discovered around the home and in your community.

Your child is reading “A Tree Is Growing” by Arthur Dorros. In this selection, students will learn about how trees grow.

Vocabulary

tugged	particles	rustling
paused	dissolve	scavenger
columns	protects	self-sufficient
absorb		

True/False Make up sentences using the Vocabulary Words and have your child declare each sentence as *True* or *False*. Here are some examples to get you started.

- Most trees **absorb** sunlight through their roots. (False)
- Adults are usually **self-sufficient**. (True)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Red Leaf, Yellow Leaf** by Lois Ehlert. Harcourt, 1998.
- **Under the Sunday Tree** by Eloise Greenfield. HarperTrophy, 1991.
- **Sky Tree** by Thomas Locker. HarperTrophy, 2001.



Writing

Explain With your child, write sentences about the chores that family members do around the house. Encourage your child to use pronouns for the subjects and objects of each sentence.

For example, your child may write, “Benji makes his bed each morning. He does it before breakfast.”

Let’s Talk About...

Trees Use these discussion starters to talk about the ideas in “A Tree Is Growing” with your child.

- Look around your neighborhood for trees. Discuss with your child how these trees are useful to people and animals.
- Encourage your child to tell you what he or she is learning about trees this week. Ask: How are the roots of a tree and the trunk of a tree alike? How are they different?
- Look around your home for things that came from or were made from trees. Make a list of the everyday objects, including foods, that you found.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 14

Public libraries are excellent sources of books to read and share.

Your child is reading “One Small Place in a Tree” by Barbara Brenner and “Be a Birdwatcher” by Beverly J. Letchworth. In these selections, students will learn to appreciate birds and other creatures that live in trees.

Vocabulary

sprout	maze	roost
damp	spears	transformation
suppose	strikes	harmony
glimpse		

Sentences With your child, create a sentence for each Vocabulary Word. Here are a couple to get you started:

- Leaves began to *sprout* from the tree.
- Read about the *transformation* of the caterpillar to the butterfly.



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Secret Life of Trees** by Chiara Chevallier. Dorling Kindersley, 1999.
- **The Life of a Tree** by Clare Hibbert. Raintree, 2004.
- **Shelterwood** by Susan Hand Shetterly. Tilbury House, 2003.



Writing

Cause and Effect With your child, play a game in which you write a sentence about an event that is a cause of something, such as “I dropped a pan on the floor.” Then have your child write an effect of that event, such as, “Everyone in the kitchen turned to look.” Then switch roles, having your child write the cause and you the effect.

Let's Talk About...

Homes Use these discussion starters to talk about the ideas in “One Small Place in a Tree” with your child.

- Discuss with your child the different types of homes you have lived in. How has each home been different?
- How does your home change from season to season? Invite your child to think of changes that take place, such as different plants that bloom or preparing your home for winter.
- Discuss with your child your favorite place in your home. What makes this place special to you? Invite your child to share his or her favorite place as well.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 15

Daily experiences are rich in information and can be a source for important reflections.

Your child is reading “Ask the Experts” and “Iris and Walter, True Friends” by Elissa Haden Guest. In these selections, students will read about following good advice.

Vocabulary

luscious consult devise
shudder recommend expertise
issue sensible correspondence
advice

Multiple Choice Ask your child questions that will help him or her understand the Vocabulary Words. Here is one to get you started:

Which would you **recommend** to a friend?

- A really good book.
OR
- A task that was boring and took a long time.



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Moving Day** by Anthony G. Brandon. Harcourt, 2005.
- **Get Moving: Tips on Exercise** by Kathy Feeny. Capstone, 2001.
- **How Do I Feel About: Making Friends** by Sarah Leveté. Millbrook, 1998.



Writing

Whose Is That? To practice using possessive nouns as well as pronouns, play a game with your child by naming an object and the person to whom it belongs, such as *pencil* and *Guy*. Then have your child write two sentences, following this format: “That is Guy’s pencil. It is his.” Continue with several examples, remembering to use plural nouns as well.

Let’s Talk About...

Advice Use these discussion starters to talk about the ideas in “Ask the Experts” with your child.

- Tell your child about a time when you gave advice to someone. Discuss with your child how you were able to help the person who needed advice.
- Tell your child about some people in your life that you go to for advice. Discuss with your child who he or she could go to for advice.
- Have you ever received advice from someone that wasn’t helpful? Discuss with your child what you learned from this experience.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 16

A child who listens carefully at home will be a good listener at school. A child who can share ideas at home will find it easier to share ideas at school.

Your child is reading “Lon Po Po” by Ed Young and “Abuelita’s Lap” by Pat Mora. In these selections, students will read about two very different visits with “grandmothers.”

Vocabulary

charming	embraced	delighted
racket	tender	ingenious
disguised	brittle	outwit
cunning		

Antonyms Have your child give you a word or phrase that means the opposite of each Vocabulary Word. Here are some examples:

- racket (silence)
- cunning (not smart)
- brittle (strong)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Wolves (World of Mammals)** by June Prezler. Bridgestone, 2006.
- **The Wolf’s Story: What Really Happened to Little Red Riding Hood** by Toby Forward. Candlewick, 2005.
- **Goldfish and Chrysanthemums** by Andrea Cheng. Lee & Low, 2003.



Writing

Character Description Write the name of a person both you and your child know. Then, under the name, have your child come up with words and phrases that describe that person, such as *kind*, *tall*, and *generous*. Have your child use those words to write a paragraph that describes this person.



Let’s Talk About...

Visitors Use these discussion starters to talk about the ideas in “Lon Po Po” with your child.

- Discuss with your child what he or she should do if a stranger comes to the door. Make sure your child has a plan for this situation.
- Why is it nice when people visit your home? Discuss with your child things that you do to make your home welcoming to visitors.
- Who do you like to visit? Tell your child about a memorable visit to another person’s home. Have your child tell about a visit, too.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 17

Do not hesitate to ask your child's teacher how you can best help your child at home.

Your child is reading "Two Bear Cubs," and "Brave Measuring Worm," two versions of a Miwok myth adapted by Robert D. San Souci. In these selections, students will read about two bear cubs and a worm that saves them.

Vocabulary

awe burden heroic
concentration drowsy dilemma
scolding console commendable
glancing

True or False Make up sentences that use Vocabulary Words. Have your child say whether the sentence is true or false. Here is one example.

- When people see a puddle, they usually stare in **awe**. (False)



Read Together



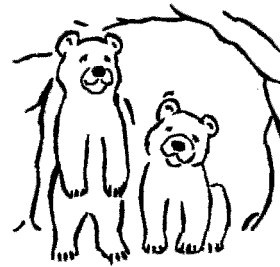
Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Gigantic Turnip** by Aleksei Tolstoy and Niamh Sharkey. Barefoot, 2006.
- **California: Facts and Symbols** by Emily McAuliffe. Capstone, 2003.
- **Two Bear Cubs: A Miwok Legend from California's Yosemite Valley** retold by Robert D. San Souci. Yosemite Association, 1997.



Writing

Adjectives that Compare With your child, compare two stories, myths, or folktales. Discuss the characters and events in those other stories. Then work together to write sentences with adjectives that compare those stories.



Let's Talk About...

Mind Over Matter Use these discussion starters to talk about the ideas in "Two Bear Cubs" with your child.

- The hero in "Two Bear Cubs" is a small worm who saves two bear cubs. Discuss what can be learned from this story.
- Tell your child about a time when you were able to accomplish something that you thought would be too difficult. Ask your child to share a similar experience.
- How could being small be useful? Discuss with your child things that he or she can do that you sometimes have difficulty doing.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 18

There is much to be discovered around the home and in your community.

Your child is reading “Me and Uncle Romie” by Claire Hartfield and “The Art of Collage” by Ashley Bryan. In these selections, students will learn about collage, what it looks like, and how to create it.


Vocabulary

dull	glorious	yanked
towers	memory	masterpiece
ruined	streak	heritage
crept		

Act It Out Choose a Vocabulary Word. Then use gestures to help your child guess your word. Take turns acting out and guessing the word until all words have been used.



Read Together

 Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Inside-Outside Book of New York City** by Roxie Munro. Diane, 2005.
- **Langston Hughes: Great American Writer** by B. A. Hoena. Capstone, 2005.
- **How Artists See Cities** by Colleen Carroll. Abbeville, 1999.



Writing

Guessing Game Have your child choose an object from the room you are sitting in and write several sentences that it. Try to guess what object your child has chosen using only the information in the sentences. Reverse roles and repeat several rounds.



Let's Talk About...

Memories Use these discussion starters to talk about the ideas in “Me and Uncle Romie” with your child.

- Uncle Romie uses his memory to create special images. Take a few minutes to look through and discuss family photos.
- Tell your child about a favorite memory that you have from when you were a child. Invite your child to share a favorite memory. What are some similarities and different between your memory and your child's memory?
- Do you save souvenirs of special occasions or trips? If so, share some of these souvenirs with your child and discuss the memories that you have about each object.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 19

Each day holds opportunities for learning.

Your child is reading “Half-Chicken” by Alma Flor Ada and “I Sailed on Half a Ship” by Jack Prelutsky. In these selections, students will read about make-believe situations in which only half of a creature or object exists.

Vocabulary

deliberately overheard exclaimed
composed suggested gratitude
swift enormous compassion
vain

Fill in the Blanks Make up incomplete sentences in which a Vocabulary Word is missing. Have your child complete the sentences with the correct word. Here are some examples.

- I (*deliberately*) closed the door.
- Who (*composed*) that song?
- The (*swift*) bird streaked past us.



Read Together



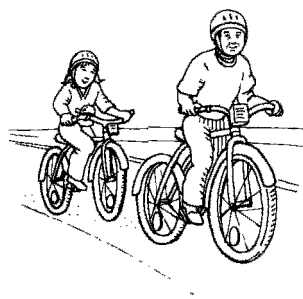
Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Chicken in the Kitchen** by Tony Johnston. Simon & Schuster, 2005.
- **The Lion and the Mouse** retold by Bernadette Watts. North-South, 2000.
- **The Bootmaker and the Elves** by Susan Lowell. Scholastic, 1997.



Writing

Action Verbs Help your child write a short story or description of an event that you both experienced. Remind him or her of the things that happened. When finished, have your child go through his or her work and circle all the action verbs.



Let's Talk About...

Being Unique Use these discussion starters to talk about the ideas in “Half-Chicken” with your child.

- Invite your child to retell the story of “Half-Chicken.” Ask your child about the lesson that can be learned from reading “Half-Chicken” (the importance of helping others, everyone has special gifts).
- Discuss with your child the special talents that each person in your family has. Why is it important to know that everyone is unique?



www.harcourtschool.com/storytown

Make going to the library a weekly treat.

Your child is reading “Backstage with Chris and Casey” and “The Cracked Chinese Jug” by Carolyn Han. In these selections, students will learn about fables as well as what goes into staging a play.

Vocabulary

tragic	mandatory	dialogue
limp	criticize	camaraderie
versions	immerse	flawless
rehearse		

Ask Questions Ask your child questions that include the vocabulary words. Here are a few to get you started.

- When you **criticize** something, what are you doing? (**telling what you think is wrong with it**)
- Why might a flower go **limp**? (**it might need water**)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Drawing and Learning About Fashion: Using Shapes and Lines** by Amy Bailey Muehlenhardt. Picture Window, 2006.
- **Iris and Walter: The School Play** by Elissa Haden Guest. Harcourt, 2003.
- **Scenes from Roll ‘n’ Role** by Alma Flor Ada and F. Isabel Campoy. Santillana, 2001.



Writing

Compare Play a word game with your child. Make up a sentence that describes something, such as “The ceiling is high.” Then have your child create a new sentence that compares another object to the one in your sentence, such as with “The roof is higher.” If possible, end the comparisons by describing something that has the most of that trait, such as “The night sky is highest.” Have your child write the three describing words and then begin a new comparison.



Let’s Talk About...

Jobs Use these discussion starters to talk about the ideas in “Backstage with Chris and Casey” with your child.

- Invite your child to tell about some of the jobs he or she learned about in “Backstage with Chris and Casey.” Which job was the most interesting to your child?
- Tell your child about some of the jobs that you have had. Which job was your favorite? Why?
- If you could do any job, what would it be and why? After you answer the question, ask your child to answer the same question.



www.harcourtschool.com/storytown

Public libraries are excellent sources of books to read and share.

Your child is reading “Antarctic Ice,” by Jim Mastro and Norbert Wu, and “Diary of a Very Short Winter Day,” by Judy Sierra. In these selections, students will learn about life in extremely cold weather.

Vocabulary

conserved	dim	absence
strict	scarce	harsh
permanently	shelters	bleak
drifts		

Antonyms Say each Vocabulary Word, and ask your child for a word or phrase that means the opposite of the Vocabulary Word. Here are some to get you started.

- conserved (wasted)
- drifts (stays still)
- dim (bright)
- scarce (everywhere)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Emperor’s Egg** by Martin Jenkins. Candlewick, 1999.
- **A Killer Whale’s World** by Caroline Arnold. Picture Window, 2006.
- **Antarctic Journal: Four Months at the Bottom of the World** by Jennifer Owings Dewey. HarperCollins, 2001.



Writing

Using the Verb Be Help your child write sentences that contain forms of the verb *be*—*am, is, was, are, and were*. Dictate these sentence starters and have your child write examples for each:

I (am) _____.

My friend (was) _____.

We both (are) _____.

Our neighbor (is) _____.

They both (were) _____.

Let’s Talk About...

Survival Use these discussion starters to talk about the ideas in “Antarctic Ice” with your child.

- Invite your child to tell you what he or she learned from reading “Antarctic Ice.” Ask your child to tell you about some of the challenges that Antarctic animals face.
- What does a family need to survive? Discuss with your child the basic needs of a human family. How does each member of the family contribute to meeting these needs?
- How does the climate near the South Pole compare to where you live? Discuss with your child how your life would be the same and how it would be different if you lived in Antarctica.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 22

Do not hesitate to ask your child's teacher how you can best assist your child at home.

Your child is reading "Bat Loves the Night" by Nicola Davies and a magazine article. In these selections, students will learn about animal survival.

Vocabulary

blanketed	fluttering
surroundings	nocturnal
effort	dozes
swoops	plummet
detail	inverted

Words, Words, Words With your child, select a Vocabulary Word and think of words or phrases that either describe that Vocabulary Word or are related to it. Make lists of as many words as you can. Here is an example.

- plummet—dive, swoop, fall, fast, drop



Read Together



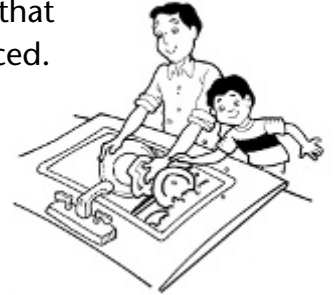
Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Beautiful Bats** by Linda Glaser. Millbrook, 1998.
- **Stellaluna** by Janell Cannon. Harcourt, 1997.
- **Bats (Early Bird Nature Books)** by Joelle Riley. Lerner, 2005.



Writing

Summary With your child, write a summary of the events of the day. Encourage him or her to include the events that you both experienced. Remind your child to use transition words, such as *first*, *then*, *next*, and *finally*.



Let's Talk About...

Night Animals Use these discussion starters to talk about the ideas in "Bat Loves the Night" with your child.

- What do you know about bats? Invite your child to share what he or she learned about bats and how they can help a community.
- Tell your child about animals that you have seen at night. What types of animals do you typically see at night? Why do you think that is so?
- Discuss with your child the special characteristics of animals that hunt at night. For example, many nocturnal animals have good hearing and eyes that adjust to the dark. How are these characteristics helpful to the animals?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 23

Daily experiences are rich in information and can be a source for important reflections.

Your child is reading “Chestnut Cove” by Tim Egan and “Mayors” by Shannon Knudsen. In these selections, students will read about different types of community leaders.

Vocabulary

eagerly	inherit	disgraceful
transferred	ridiculous	contented
fondness	emotion	collaborate
decent		

True or False Make up statements that use the Vocabulary Words. Have your child tell you whether the statement is true or false. Here are a few to get you started.

- Someone who doesn't like ice cream has a **fondness** for it. (False)
- A person in a giant hat might look **ridiculous**. (True)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Move Over, Rover!** by Karen Beaumont. Harcourt, 2006.
- **Street Music: City Poems** by Arnold Adoff. HarperCollins, 1995.
- **Grandpa's Corner Store** by DyAnne DiSalvo-Ryan. HarperCollins, 2000.



Writing

Fantasy With your child, create a fantasy story. Together you can act out the story, or you can make up the events as you talk. Make sure you record all the events so that when you finish your child can write the entire story.



Let's Talk About...

Competition Use these discussion starters with your child to discuss the ideas in “Chestnut Cove.”

- Invite your child to tell you about the competition that took place in Chestnut Cove. Discuss with your child what the villagers learned from the contest.
- Tell your child about a time when you competed against someone else (for example, in sports or in a contest). What happened? What did you learn from the experience?
- Discuss with your child what types of competitions he or she participates in at school or at home. Does he or she enjoy competing? Why or why not?



www.harcourtschool.com/storytown

Each day holds opportunities for learning.

Your child is reading “Ramona Quimby, Age 8” by Beverly Cleary and “Slam Dunk Water.” In these selections, students will learn about advertisements.

Vocabulary

affordable	flustered
individually	remark
clutter	visible
mentioned	presentation
beckoned	effective

Synonyms Think of a word or phrase that has the same meaning as each Vocabulary Word and ask your child to identify that word. Here are some examples.

- mess (clutter)
- called (beckoned)
- confused (flustered)



Read Together



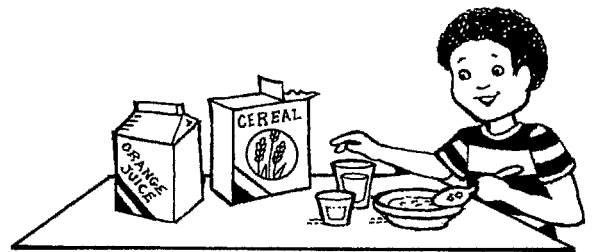
Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Drawing and Learning About Cats: Using Shapes and Lines** by Amy Bailey Muehlenhardt. Picture Window, 2006.
- **Paper Animal Masks from Northwest Tribal Tales** by Nancy Lyn Rudolph. Diane, 2004.
- **Ramona Quimby, Age 8** by Beverly Cleary. HarperTrophy, 1992.



Writing

Write an Advertisement Think of a product that you and your family use at home. Write an advertisement for this product. Tell what the product does and why you like it. Use illustrations to make your advertisement interesting. Be sure to use a capital letter at the beginning of the product’s name.



Let’s Talk About...

Advertisements Use these discussion starters to talk about the ideas in “Ramona Quimby, Age 8” with your child.

- Discuss the purpose of an advertisement. What are some products that you often see ads for? Do these ads make you want to buy the product?
- Tell your child about a memorable ad. What made the ad memorable? For example, was there a catchy jingle or catch phrase?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 25

A child who listens carefully at home will be a good listener at school. A child who can share ideas at home will find it easier to share ideas at school.

Your child is reading “The Robodogs of Greenville” and “Fighting for Our Freedoms.” Students will read about real communities of the past and an imagined community of the future.

Vocabulary

issue	devise
advice	expertise
consult	correspondence
recommend	luscious
sensible	shudder

Fill in the Blanks Think of a sentence with each Vocabulary Word but say the sentence without the word. Have your child complete the sentence with the correct word. Here are examples:

- I picked up the latest (issue) of my favorite magazine.
- Would you please (recommend) a good restaurant for us to visit?



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Dogs in Space** by Nancy Coffelt. Harcourt, 1996.
- **Pupniks: The Story of Two Space Dogs** by S. Ruth Lubka. Marshall Cavendish, 2003.
- **Robotics** by Helena Domaine. Lerner, 2006.



Writing

Helping Verbs Write a simple sentence, such as “I talk.” Then, with your child, think of helping verbs that work in the sentence. (I will talk; I have talked; I had talked; I am talking; I was talking; I will talk.)

When you have thought of all the helping verbs, begin again with a new main verb.



Let's Talk About...

The Future Use these discussion starters to talk about the ideas in “The Robodogs of Greenville” with your child.

- Discuss with your child how technology has changed since you were a child (Internet, cell phones, DVD players).
- What will life be like in 2050? Discuss with your child what changes you think will take place before that time. Encourage your child to make some predictions about the future, too.
- If you could live in any time period, what would it be and why? Is your answer the same as or different than your child's?



www.harcourtschool.com/storytown

School-Home Connection • Lesson 26

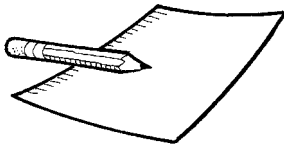
Language is your child's best learning tool. Talk with your child every day.

Your child is reading "Charlotte's Web" by E. B. White and "Caterpillars Spin Webs, Too!" by Shane McEvey. In these selections, students will learn about creatures with special skills.


Vocabulary

bristly sway sedentary
dreadful oblige adamant
nuisance summoning inevitable
boasting

Draw It Have your child select a Vocabulary Word and draw clues to help you guess the word. After you guess the word, reverse roles.



Read Together

 Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Very Busy Spider** by Eric Carle. Philomel, 1984.
- **Spectacular Spiders** by Linda Glaser. Lerner, 1999.
- **The Year at Maple Hill Farm** by Alice and Martin Provensen. Aladdin, 2001.

Writing

Directions With your child, write numbered directions telling how to get from one place to another. For example, if you were going from the kitchen to the bathroom, the directions might look like this:

1. Face the arched doorway.
 2. Walk five steps out the doorway.
 3. Turn left.
 4. Walk six steps to the first door on your left.
 5. Turn left and enter the bathroom.
- Then follow the directions and have your child fix them, as necessary.

Let's Talk About...

Skills Use these discussion starters to talk about the ideas in "Charlotte's Web" with your child.

- Spiders are very skilled weavers. Discuss with your child other animals that have special skills (bees make honey, beavers and ants are good builders).
- What special skills do you have? Discuss your answer with your child and encourage him or her to answer as well.
- What is a skill that you would like to learn? How would you go about learning this skill? Discuss your and your child's answers.



www.harcourtschool.com/storytown

Public libraries are excellent sources of books to read and share.

Your child is reading “Spiders and Their Webs” by Darlyne A. Murawski and “For You” by Kurt Cyrus. In these selections, students will learn about spiders and how they catch their prey.

Vocabulary

justice	shallow	social	elaborate
task	reels	spiral	inventive
prey	strands		

Multiple Choice Make up questions for each Vocabulary Word, giving your child three answer choices. Here is one to get you started.

- Which of the following would you describe as *elaborate*?
 - a. A white sock
 - b. A multi-colored blanket**
 - c. A blue pillow case



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Weaving Wonders: Spiders in Your Backyard** by Nancy Loewen. Picture Window, 2006.
- **Spiders Up Close** by Robin Birch. Steck-Vaughn, 2004.
- **Backyard Detective: Critters Up Close** by Nic Bishop. Scholastic, 2002.



Writing

Adverbs Write the following incomplete sentences:

I sang _____.

Bobby ran _____.

With your child, rewrite each sentence to include as many different adverbs (usually *-ly* words) as possible. Here are some examples:

I sang loudly.

I sang sweetly.

Bobby ran quickly.

Bobby ran quietly.

Let's Talk About...

Spiders Use these discussion starters to talk about the ideas in “Spiders and Their Webs” with your child.

- Invite your child to tell about one or more interesting spiders that he or she read about. How do these spiders catch their food?
- Where do you see spiders? Why do you think you see spiders in this place?
- How are spiders helpful to humans? (they eat insects)



www.harcourtschool.com/storytown

School-Home Connection • Lesson 28

Children will thrive if they are encouraged to read every day and if families support their reading.

Your child is reading “The Science Fair” by Susan Wojciechowski and “Advice from Dr. Fix-It.” In these selections, students will learn about how substances react to heat and what happens at a science fair.

Vocabulary

humor	sprinkled	thorough
abroad	grainy	preparation
expand	deliberation	gimmick
erupt		

Act It Out Choose a Vocabulary Word.

Then use gestures to help your child guess your word. Take turns acting out and guessing the word until all words have been used.



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Up in the Air (Science Starters)** by Wendy Madgwick. Raintree, 1998.
- **Heat (Early Bird Energy)** by Sally M. Walker. Lerner, 2006.
- **Einstein Anderson, Science Detective: The Time Machine and Other Cases** by Seymour Simon. Morrow, 1999.



Writing

Contractions Make up a funny sentence that contains words that can be contracted, such as “I do not think that bears play ping-pong.” Then have your child write the sentence with contractions. (I don’t think that bears play ping-pong.)

Next create a sentence that has a contraction in it, such as “I’m a fast runner.” Have your child write that sentence by eliminating the contraction. (I am a fast runner.) Continue with more sentences.

Let’s Talk About...

Science Use these discussion starters to talk about the ideas in “The Science Fair” with your child.

- What is your favorite science topic (for example, space, animals, weather)? What do you do to learn more about this topic? Discuss these questions and answers with your child.
- What questions do you have about science? Discuss your questions and your child’s questions.
- Have you ever been to a science fair or museum? Talk about your experience with your child.



www.harcourtschool.com/storytown

Make going to the library a weekly treat.

Your child is reading “The Planets” by Gail Gibbons and “Jeremy’s House” by Lois Simmie. In these selections, students will learn about the planets and how people can enjoy looking at the sky.

Vocabulary

distinct	surface	appears
slightly	steady	infinite
rotates	evidence	expansive
reflects		

Say Sentences Take turns saying sentences that include the Vocabulary Words. Work with your child to make sure the sentences make sense. Here is one to get you started.

- I see a distinct stain on the front of that shirt.



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **The Moon** by Ralph Winrich. Capstone, 2005.
- **Hot and Bright: A Book About the Sun** by Dana Meachen Rau. Picture Window, 2006.
- **Maria’s Comet** by Deborah Hopkinson. Simon & Schuster, 2003.



Writing

Punctuation Ask the following questions and have your child write his or her answers in complete sentences. Be sure he or she uses punctuation and capital letters correctly. Example responses are shown:

What is your full name? *My name is Marilyn Pilar Garcia.*

Where do you live? *I live at 333 Bayberry Ave. in Safety Harbor, FL.*

What is your favorite book? *My favorite book is Charlotte’s Web.*

What are your three favorite foods? *My three favorite foods are steak, shrimp, and pizza.*

Let’s Talk About...

The Night Sky Use these discussion starters to talk about the ideas in “The Planets” with your child.

- Invite your child to tell you some of the facts he or she learned about the planets. Ask the following: What are some differences between Earth and other planets?
- If possible, go outside and look at the night sky with your child. Discuss what you see.



www.harcourtschool.com/storytown

School-Home Connection • Lesson 30

Each day holds opportunities for learning.

Your child is reading “Voyage Across the Solar System” and “Energy.” In these selections, students will learn about the planets of our solar system and about energy.

Vocabulary

aligned	generates	safeguard
occur	confirm	expedition
magnify	picturesque	uncharted
observes		

Synonyms Make up a sentence using a word or phrase with a similar meaning to a Vocabulary Word. Ask your child to identify the Vocabulary Word that could be used in the sentence. For example:

- This part of the ocean has never been mapped. (uncharted)
- We will need lots of resources for our long trip. (expedition)



Read Together



Encourage your child to read for at least 30 minutes outside of class each day. Look for these books at your local library.

- **Grandpa Takes Me to the Moon** by Timothy R. Gaffney. William Morrow, 1996.
- **Galaxies, Galaxies!** by Gail Gibbons. Holiday House, 2006.
- **Faraway Worlds: Planets Beyond Our Solar System** by Paul Halpern. Charlesbridge, 2004.



Writing

Paragraph that Contrasts With your child, write a paragraph about the ways in which you and your child are different. Encourage your child to use connecting words and phrases, such as *but*, *on the other hand*, and *however*.



Let's Talk About...

Traveling Use these discussion starters to talk about the ideas “Voyage Across the Solar System” with your child.

- What places have you visited? Discuss with your child memorable trips that you have taken.
- What are some places that you would like to visit? Why would you like to visit these places?
- What is your favorite way to travel (car, train, airplane, bicycle)? Is there a mode of transportation that you would like to try (hot air balloon, sailboat, glider)?








www.harcourtschool.com/storytown

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** Friendship Poster
-  **Word Work** Word Sort
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 1–8

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Understanding Characters
-  **Writing** Questions
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 9–16

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** What Is the Same?
-  **Writing** Add Information
-  **Word Work** Word Sort
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 17–24

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Listen to a Recording
-  **Reading** Reading Log
-  **Writing** A Biography About You
-  **Word Work** Use a Glossary
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 25–32

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Listen to a Recording
-  **Reading** Reading Log
-  **Writing** Interview
-  **Word Work** Compound Subjects and Predicates
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 33–44

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Reading Log
-  **Writing** Character Sketch
-  **Word Work** Write Sentences
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 45–52

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** How-To Paragraph
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 53–60

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Read and Respond
-  **Writing** Animal Riddles
-  **Word Work** Complete the Words
-  **Technology** Use the Internet

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 61–68

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Listen to a Recording
-  **Reading** Main Idea and Details
-  **Writing** Write a Summary
-  **Word Work** Same-Sound Sentences
-  **Technology** How to Make Stone Soup

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 69–76

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Listen to a Recording
-  **Reading** Reading Log
-  **Writing** Write a Description
-  **Word Work** Word Clues
-  **Technology** Ask Questions

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 77–88

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Activities

-  **Listening/Speaking** Record Your Reading
-  **Reading** Read and Respond
-  **Writing** Diary Entry
-  **Word Work** Write Sentences
-  **Technology** Story Starter

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 89–96

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Activities

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** Plan a Realistic Story
-  **Word Work** Word Search
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 97–104

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Activities

-  **Listening/Speaking** Record Your Reading
-  **Reading** Author's Purpose
-  **Writing** Write a Paragraph
-  **Word Work** Same-Sound Sentences
-  **Technology** Keywords

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 105–112

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Activities

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** Cause and Effect Paragraph
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 113–120

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Activities

-  **Listening/Speaking** Listen to a Recording
-  **Reading** Reading with Expression
-  **Writing** Paragraph that Compares
-  **Word Work** Word Clues
-  **Technology** Type a Letter

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 121–132

My Activities for the Week

Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Read and Respond
-  **Writing** Character Traits
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Type Your Spelling Words

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 133–140

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** Prewriting for a Play
-  **Word Work** Using Sentences with Adjectives
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 141–148

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** What Would the Characters Say?
-  **Word Work** Use a Dictionary
-  **Technology** Create a Poem

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 149–156

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Read and Respond
-  **Writing** Write a Postcard
-  **Word Work** Is It a Real Word?
-  **Technology** Research a Country

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 157–164

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Read with Accuracy
-  **Writing** Compare and Contrast
-  **Word Work** Word Clues
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 165–176

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Reading Log
-  **Writing** Prewriting
-  **Word Work** Write a Story
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 177–184

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Read and Respond
-  **Writing** Write a Summary
-  **Word Work** Word Sort
-  **Technology** Use the Internet

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 185–192

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Retelling the Story
-  **Reading** Reading Log
-  **Writing** Write a Fantasy Story
-  **Word Work** Add a Prefix
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 193–200

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Read and Respond
-  **Writing** Persuasive Paragraph
-  **Word Work** Finding Schwa
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 201–208

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Cause and Effect
-  **Writing** Which Pet is Best?
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 209–220

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Read and Respond
-  **Writing** Prewriting
-  **Word Work** Word Sort
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 221–228

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with Fluency
-  **Reading** Reading Log
-  **Writing** Explanation
-  **Word Work** Illustrate Vocabulary Words
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 229–236

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Reading Log
-  **Writing** Contractions
-  **Word Work** Word Sort
-  **Technology** Science Topics

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 237–244

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Record Your Reading
-  **Reading** Make Predictions
-  **Writing** What's Different?
-  **Word Work** Is It a Word?
-  **Technology** Research the Planets

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)






Practice Pages

- Pages 245–252

My Activities for the Week

✓ Put a check mark next to the activities you complete.

Literacy Centers

-  **Listening/Speaking** Read with a Recording
-  **Reading** Make Predictions
-  **Writing** Paragraph that Contrasts
-  **Word Work** Word Clues
-  **Technology** Use a Computer

Leveled Readers

- Rereading for Fluency
- Activities (See inside back cover.)

Practice Pages

- Pages 253–264

My Reading Log

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Date _____ Pages read _____

Title: _____ Author: _____

Write at least one sentence about what you read: _____

Contract for Internet Safety



▶ I agree that

- **I will never give out private information**, such as my last name, my address, my telephone number, or my parents' work addresses or telephone numbers on the Internet.
- **I will never give out the address or telephone number** of my school on the Internet without first asking an adult's permission.
- **I understand which Internet sites I can visit** and which ones are off-limits.
- **I will tell an adult right away** if something comes up on the screen that makes me feel uncomfortable.
- **I will never agree to meet in person** with anyone I meet online.
- **I will never post on a web page or send in an e-mail any pictures** of myself or my classmates without an adult's permission.
- **I will tell an adult** if I get an inappropriate e-mail from anyone.
- **I will remember that going online** is like going out in public, so all the safety rules I already know apply to the Internet as well.
- **I know the Internet is a useful tool**, and I will always use it responsibly.
- **I will follow these rules wherever I am**—at home, in school, at the library, or with friends.

(Student signature)

(Parent/Guardian signature)

trudged

conquer

gushed

resistance

coincidence

assembly

pleasant

plenty

modeled

dismiss

murmured

squirmed

loyal

patchwork

recited

autographed

frustrated

ponder

imitated

anticipation

proper

persevere

boarding

confidence

chores

talented

certain

apply

resources

research

culture

invention

tutor

hinder

uniforms

disappointed

literacy

ambitious

diverse

attain

image

skim

popular

span

viewers

shabby

survive

embarrass

camouflage

midst

concealed

elevated

independent

dazed

donated

collapses

media

contribution

feature

initiative

babble

charging

suspicious

ferocious

scent

signal

wanders

flick

whined

alert

obey

communicate

demonstrate

chatter

patrol

grooms

accompany

dominant

competent

conflict

Stone Soup

The Case of the
Three Bears' Breakfast

dense

inviting

reaction

amusing

generous

investigate

banquet

expert

gaze

laboratory

agreeable

various

curiosity

suspect

famine

confess

ingredients

perplexed

momentum

inquisitive

Loved Best

A Pen Pal for Max

swooned

deciphered

astonished

mistaken

encouraging

translate

brief

repairs

chuckling

heaving

soothing

bothersome

sobbed

din

praised

dodging

envious

catastrophe

rivalry

fortunate

A Tree Is Growing

tugged

paused

columns

absorb

protects

rustling

dissolve

particles

scavenger

self-sufficient

One Small
Place in a Tree

sprout

damp

suppose

roost

spears

strikes

glimpse

maze

transformation

harmony

luscious

charming

shudder

racket

issue

tender

advice

delighted

consult

brittle

recommend

embraced

sensible

cunning

devise

disguised

expertise

ingenious

correspondence

outwit

awe

dull

concentration

towers

glancing

glorious

scolding

memory

console

ruined

heroic

streak

drowsy

crept

burden

yanked

dilemma

masterpiece

commendable

heritage

deliberately

tragic

composed

limp

suggested

versions

enormous

rehearse

exclaimed

mandatory

swift

criticize

vain

immerse

overheard

dialogue

gratitude

camaraderie

compassion

flawless

Antarctic Ice

Bat Loves the Night

conserved

blanketed

strict

surrounded

absence

nocturnal

shelters

effort

permanently

dozes

drifts

swoops

scarce

detail

dim

fluttering

harsh

plummet

bleak

inverted

eagerly

affordable

transferred

individually

fondness

clutter

emotion

visible

ridiculous

mentioned

disgraceful

beckoned

decent

flustered

inherit

remark

contented

presentation

collaborate

effective

The Robodogs
of Greenville

Charlotte's Web

confused

bristly

shifting

dreadful

required

summoning

functional

nuisance

inhabitants

sedentary

amazement

oblige

ample

boasting

responsibility

sway

futuristic

adamant

realistic

inevitable

justice

humor

task

abroad

prey

sprinkled

shallow

expand

strands

erupt

social

thorough

spiral

deliberation

reels

grainy

elaborate

preparation

inventive

gimmick

The Planets

Voyage Across
the Solar System

distinct

aligned

slightly

occur

rotates

magnify

surface

observed

steady

generates

reflects

confirm

appears

picturesque

evidence

safeguard

infinite

expedition

expansive

uncharted

Using the Syllabication Cards

MANAGING THE CARDS

The syllabication cards on the following pages reinforce syllabication definitions, rules, and strategies. You may want to copy the cards and distribute to students as you introduce each strategy. Students may then keep the cards to use as a reference when reading and working with words.

You can increase the durability of the cards by laminating them or by having students glue them to index cards. The cards can then be organized in note card file boxes or by punching a hole in each card and binding them together with a clasp.

ACTIVITIES

The following activities may be adapted to meet the needs of individuals, small groups, or the whole class.

- Have students write on the back of the cards additional words that match each rule.
- Have students write multisyllabic words using a different colored crayon for each syllable.
- Read aloud a syllabication rule. Then display a word card. Ask students to stand if the word fits that rule and to remain seated if it doesn't. Repeat with other words and actions. Encourage students to use the syllabication cards to assist them.
- Create word cards using one-syllable and multisyllabic words. Have students sort the words according to the number of syllables or a given rule.
- Create a memory game using a syllabication rule. Write two-syllable words that fit the rule on note cards, one syllable per card. Have students mix the cards and place them face down. Students take turns choosing two cards and checking to see if the cards could be put together to make a word. If a word can be made, the student keeps the cards. If a word cannot be made, the student puts the cards back. Provide students with a list of all the words that could be created so that they may self-check for accuracy.

<p>Vowel</p> <p>1</p> <p>A vowel is <i>a, e, i, o, or u</i>—and sometimes <i>y</i>.</p>	<p>Consonant</p> <p>2</p> <p>A consonant is any letter that is not a vowel.</p>
<p>Syllable</p> <p>3</p> <p>A syllable has one vowel sound in it.</p> <p>Examples <u>s</u>it (1 syllable) <u>r</u>ead (1 syllable) <u>r</u>ab<u>b</u>it (2 syllables)</p>	<p>One-Syllable Words</p> <p>4</p> <p>Never divide a one-syllable word.</p> <p>Examples seat chair rug</p>

Compound Words

5

Divide a compound word between the two smaller words in it.

Examples bed/room sail/boat

Vowel Patterns

6

Use vowel patterns you know to help you read a long word.

Examples farmer newest

Consonant -le Words

7

When a word ends with a consonant and -le, divide the word before the consonant.

Examples cir/cle peo/ple
gen/tle

VC/CV Words

8

When two consonants come between two vowels in a word, divide after the first consonant.

Examples num/ber pic/nic
muf/fin bas/ket

9

VC/CCV Words

When more than two consonants come between two vowels, divide after the first consonant.

Examples hun/gry chil/dren

10

V/V

When two vowels come together in a word and each make their own sound, divide the word between the vowels.

Examples gi/ant li/on

11

**V/CV Pattern
(Open Syllable)**

When a single consonant is between two vowels, divide before the consonant. Try saying the first vowel long and see if the word makes sense that way.

Examples ti/ger pa/per

12

**VC/V Pattern
(Closed Syllable)**

If a consonant is between two vowels, always try the V/CV pattern, with the first vowel long. If the word doesn't make sense, divide after the consonant and try the first vowel short.

Examples drag/on vis/it

13

Prefixes

Divide a word between the prefix and the base word.

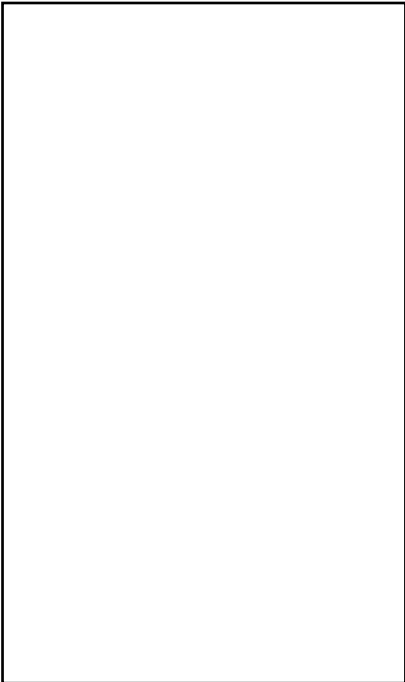
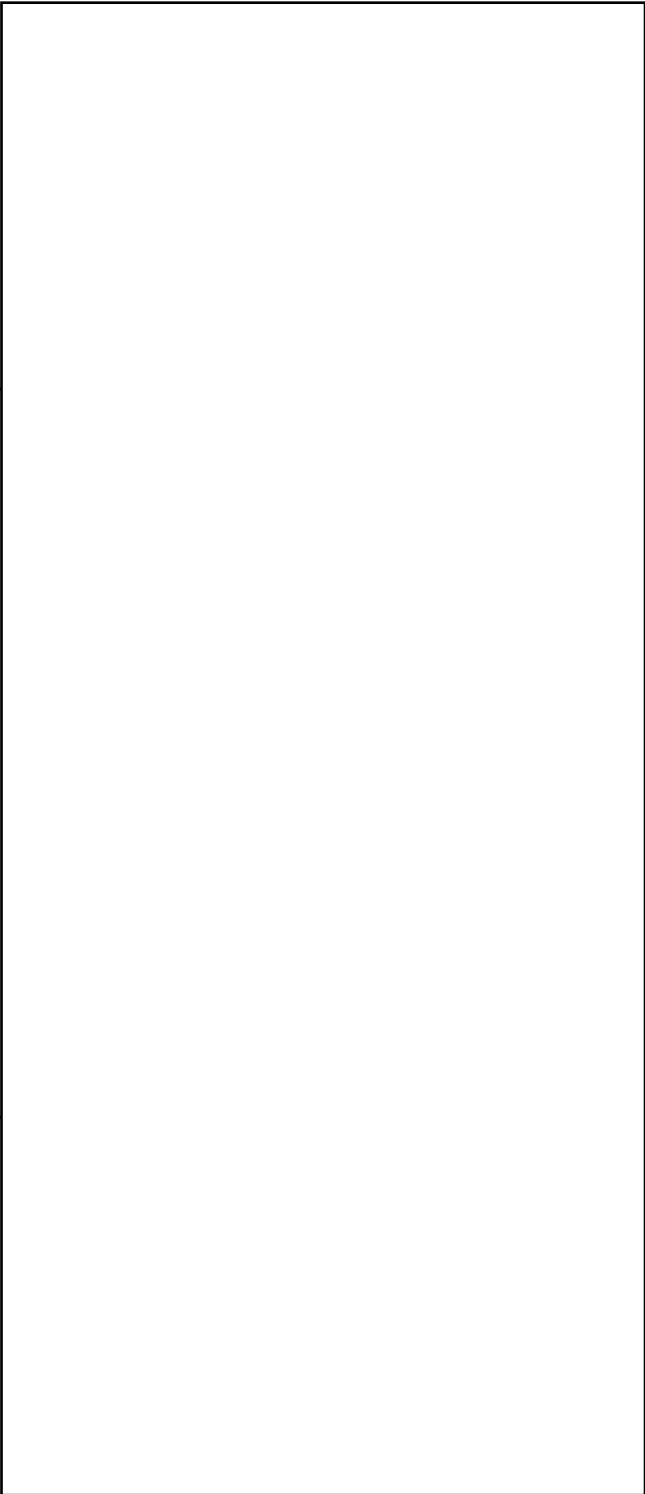
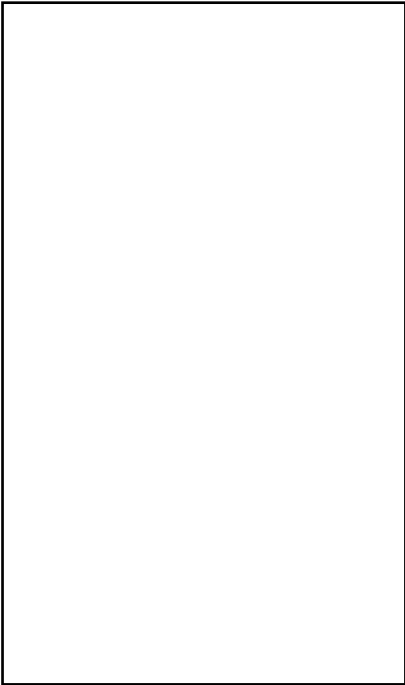
Examples re/read un/kind

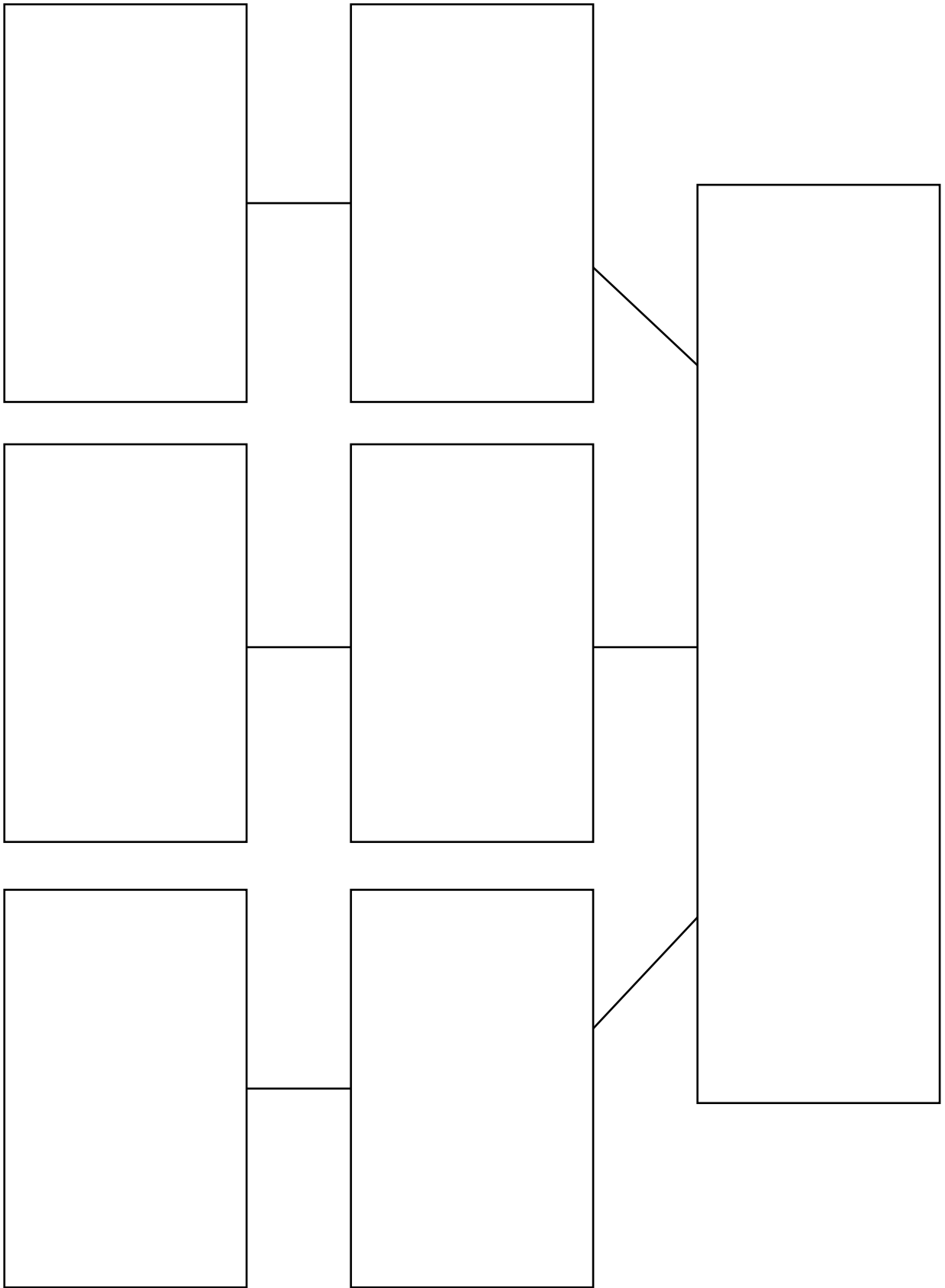
14

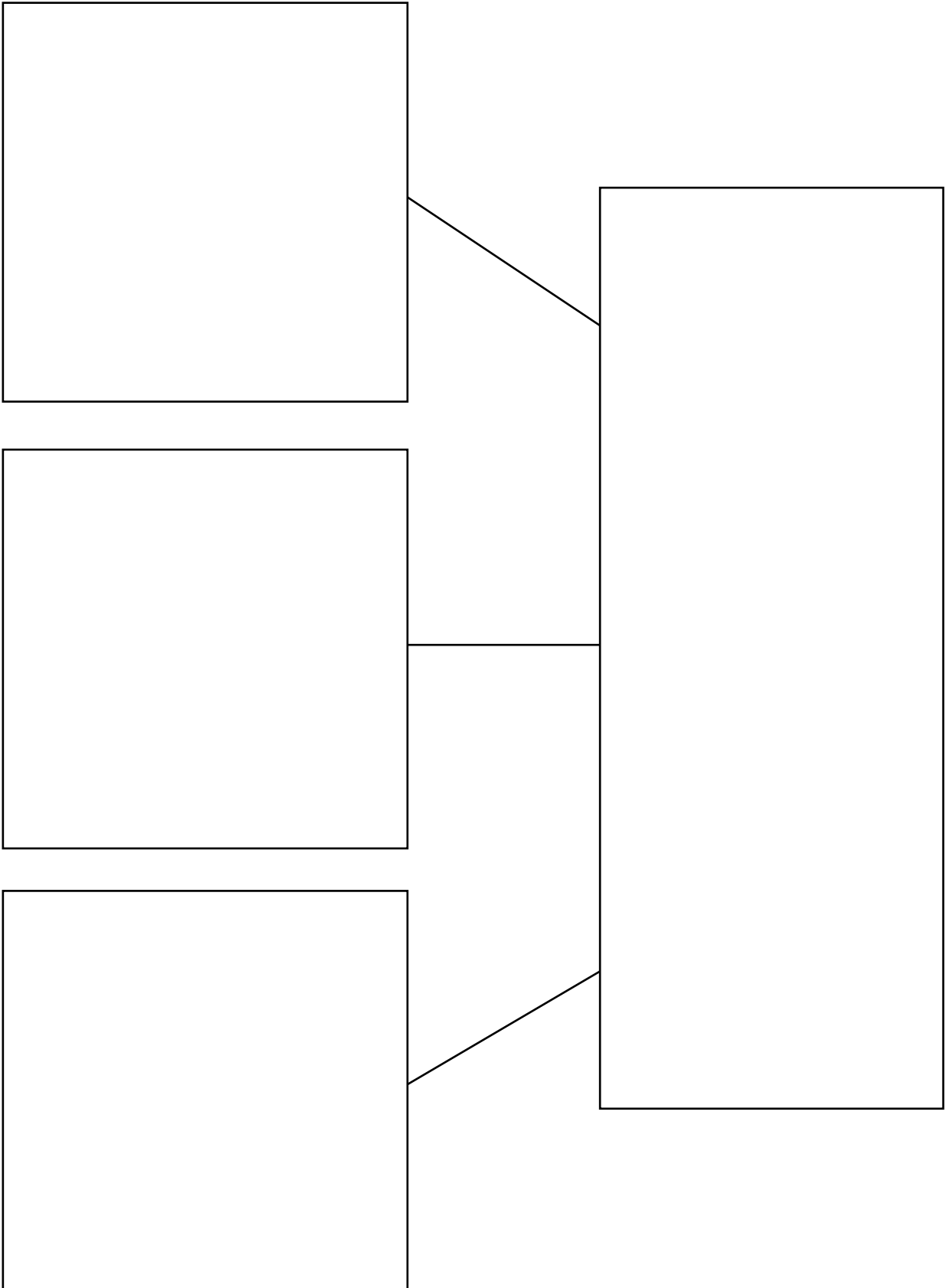
Suffixes

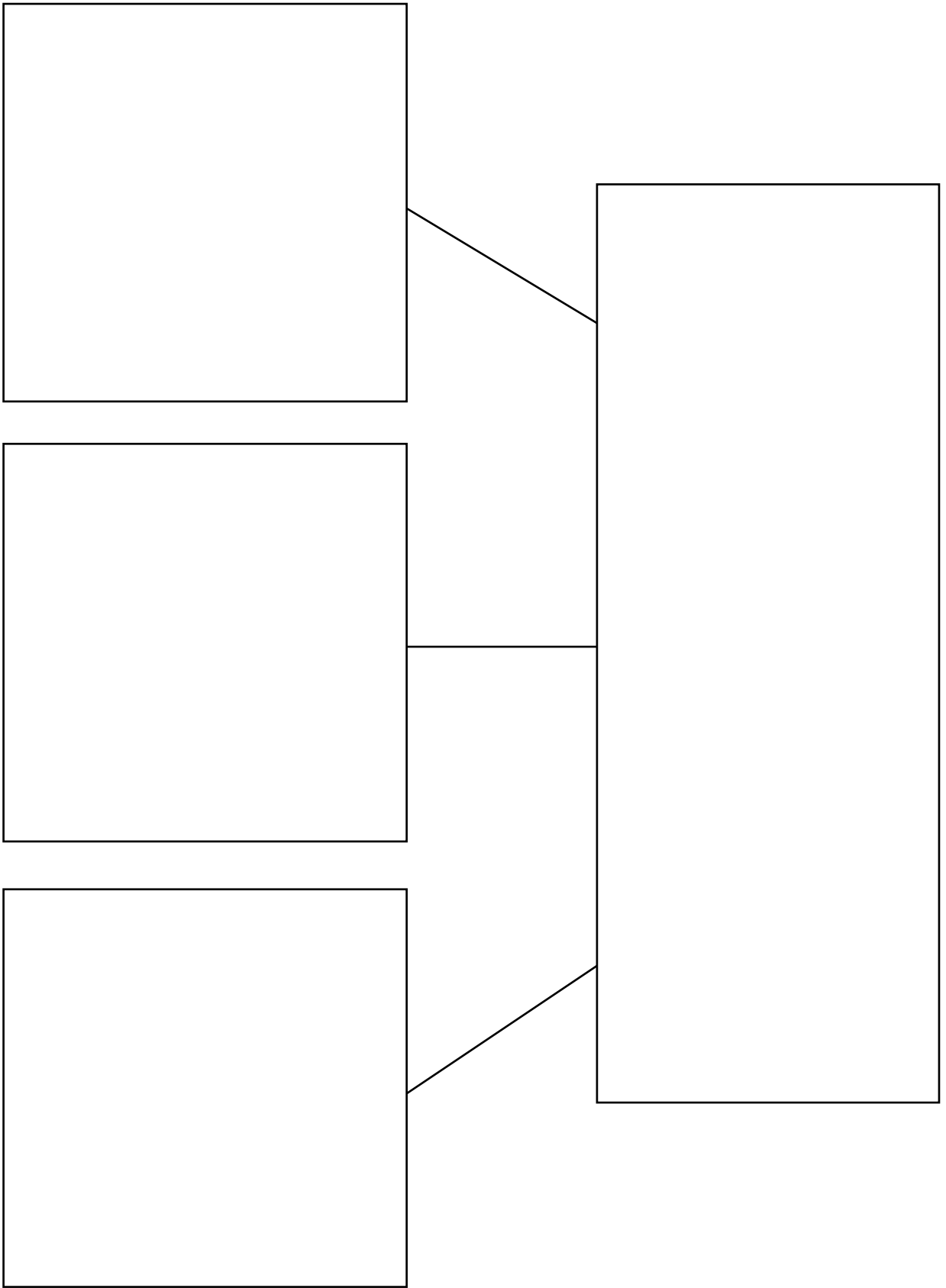
Divide a word between the base word and the suffix.

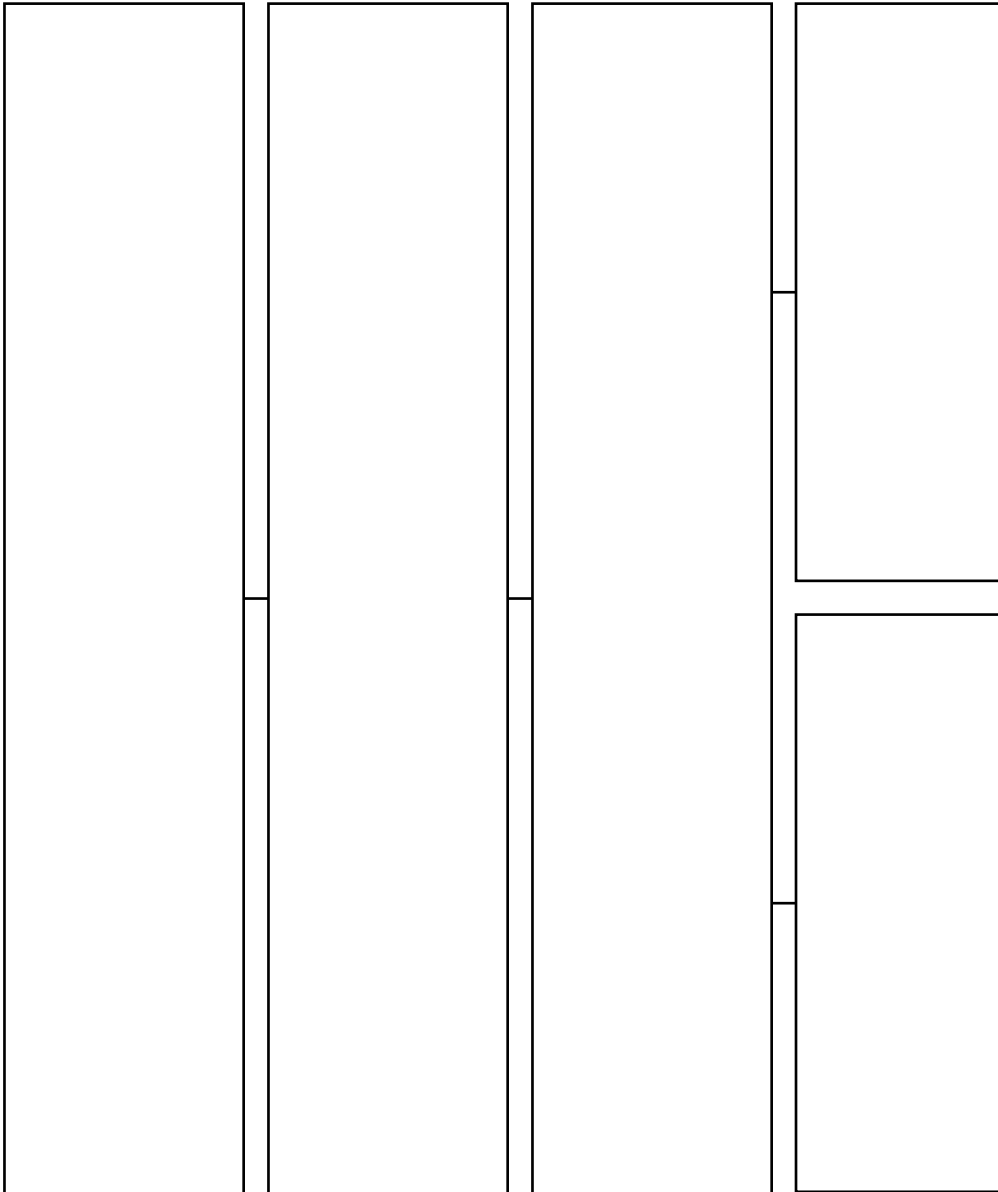
Examples glad/ly fear/less
fast/er

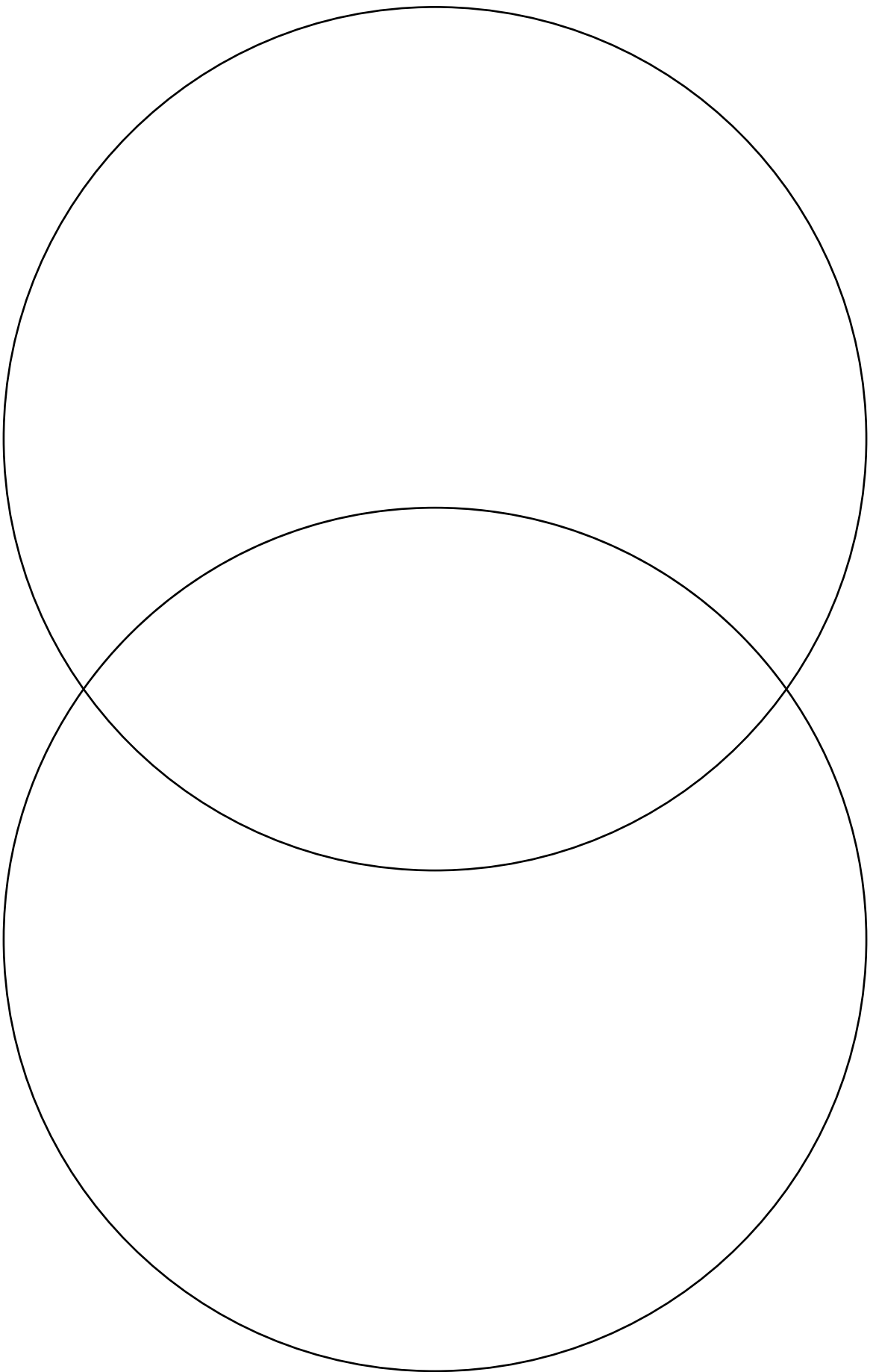




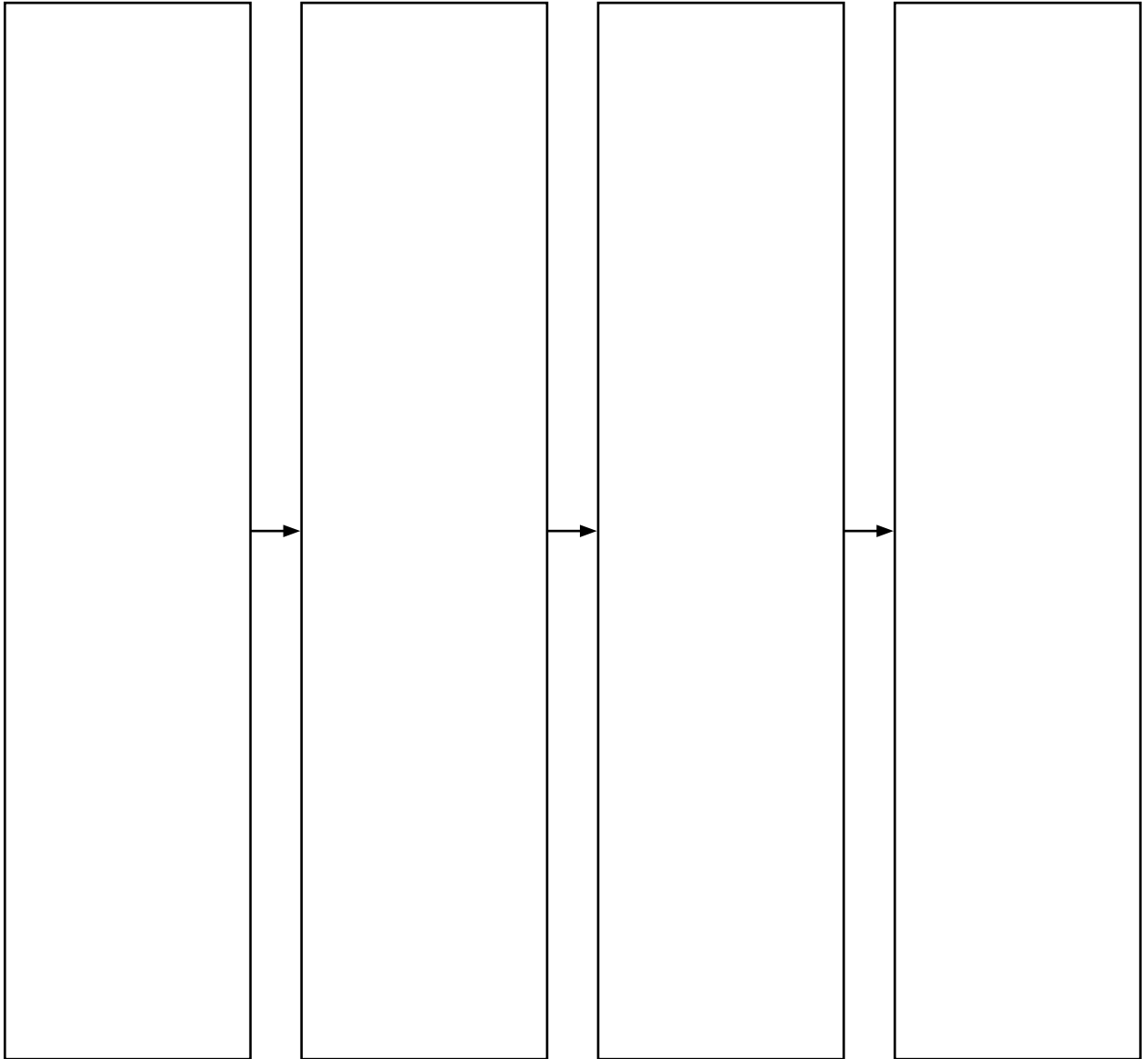


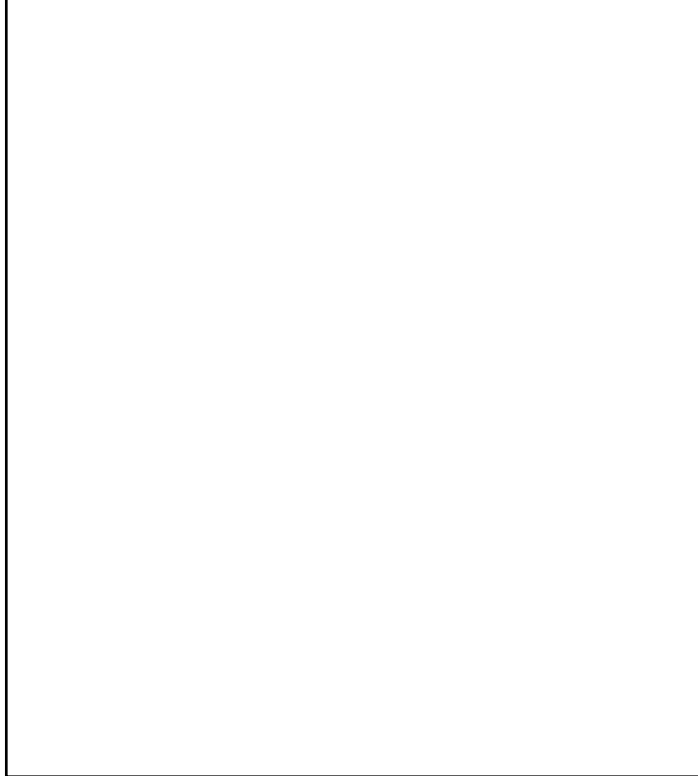
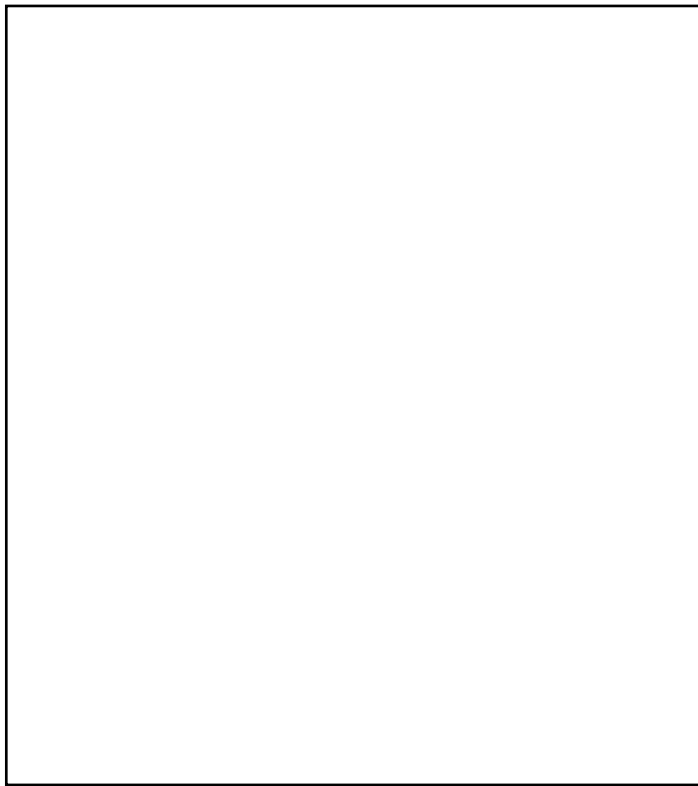


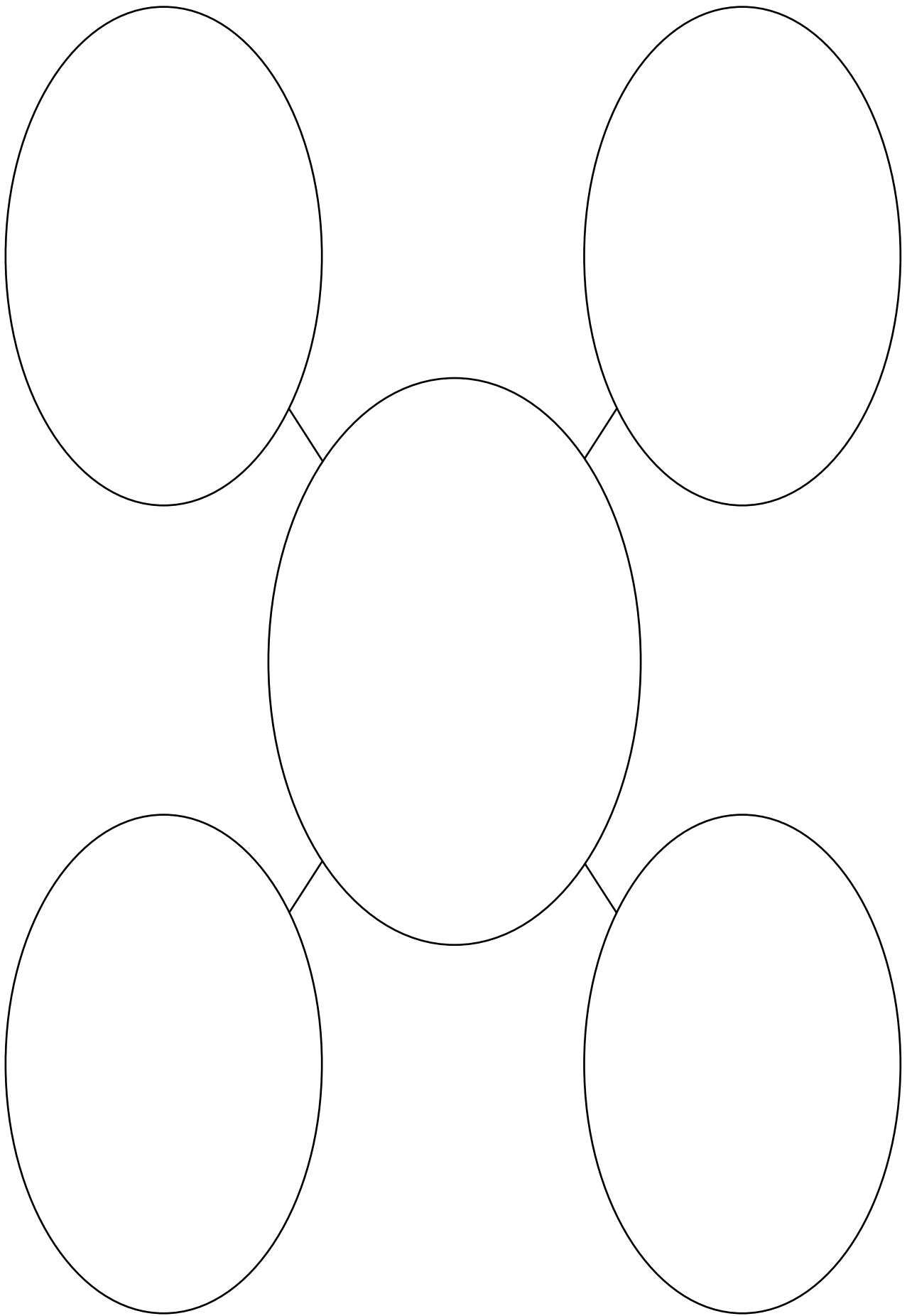


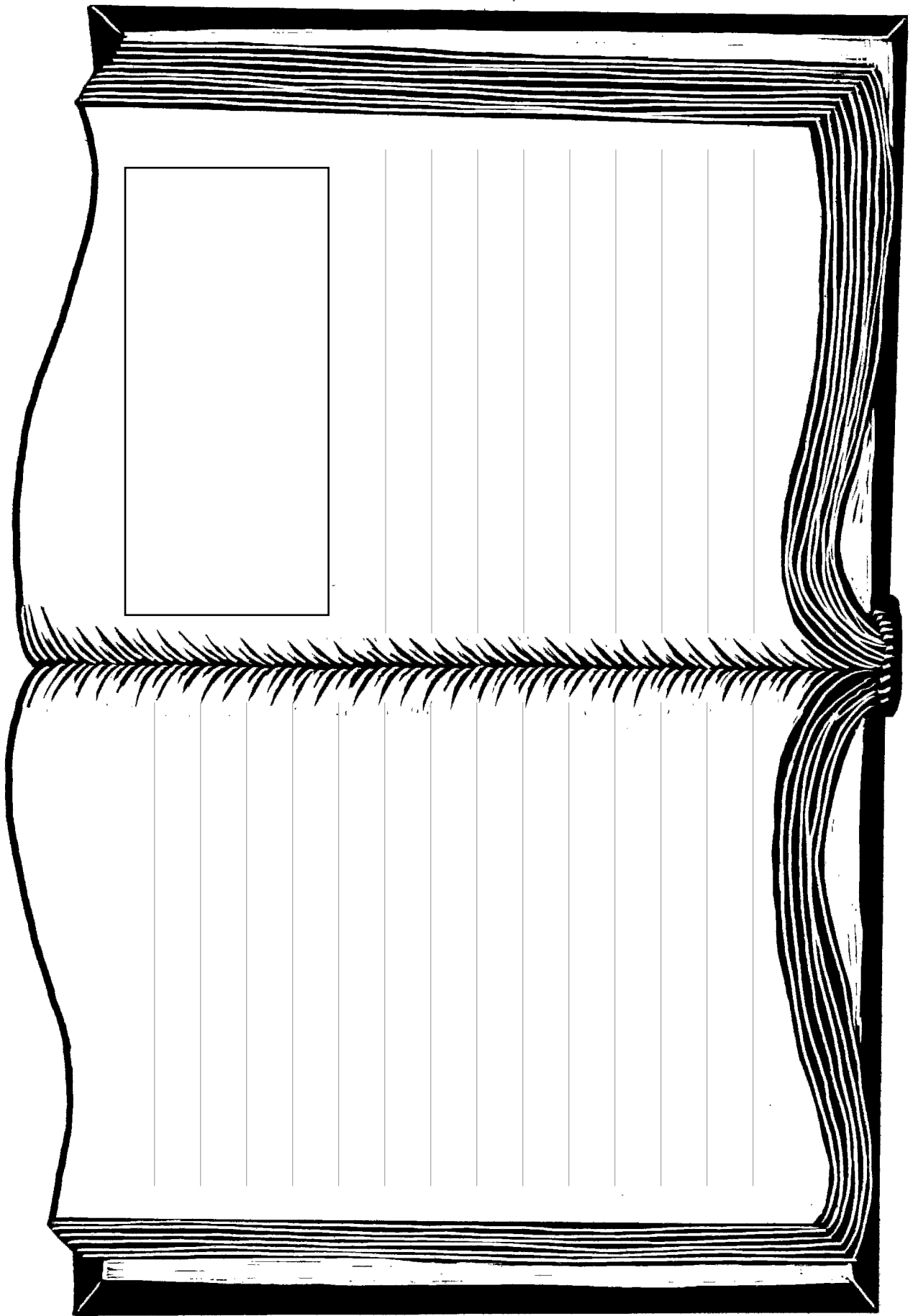


A blank graphic organizer template for a story map. It consists of three vertical rectangular boxes. The central box is the largest and occupies most of the page's width. To its left is a narrower vertical box. To its right are two smaller vertical boxes stacked vertically, with a small gap between them. All boxes are empty and outlined in black.

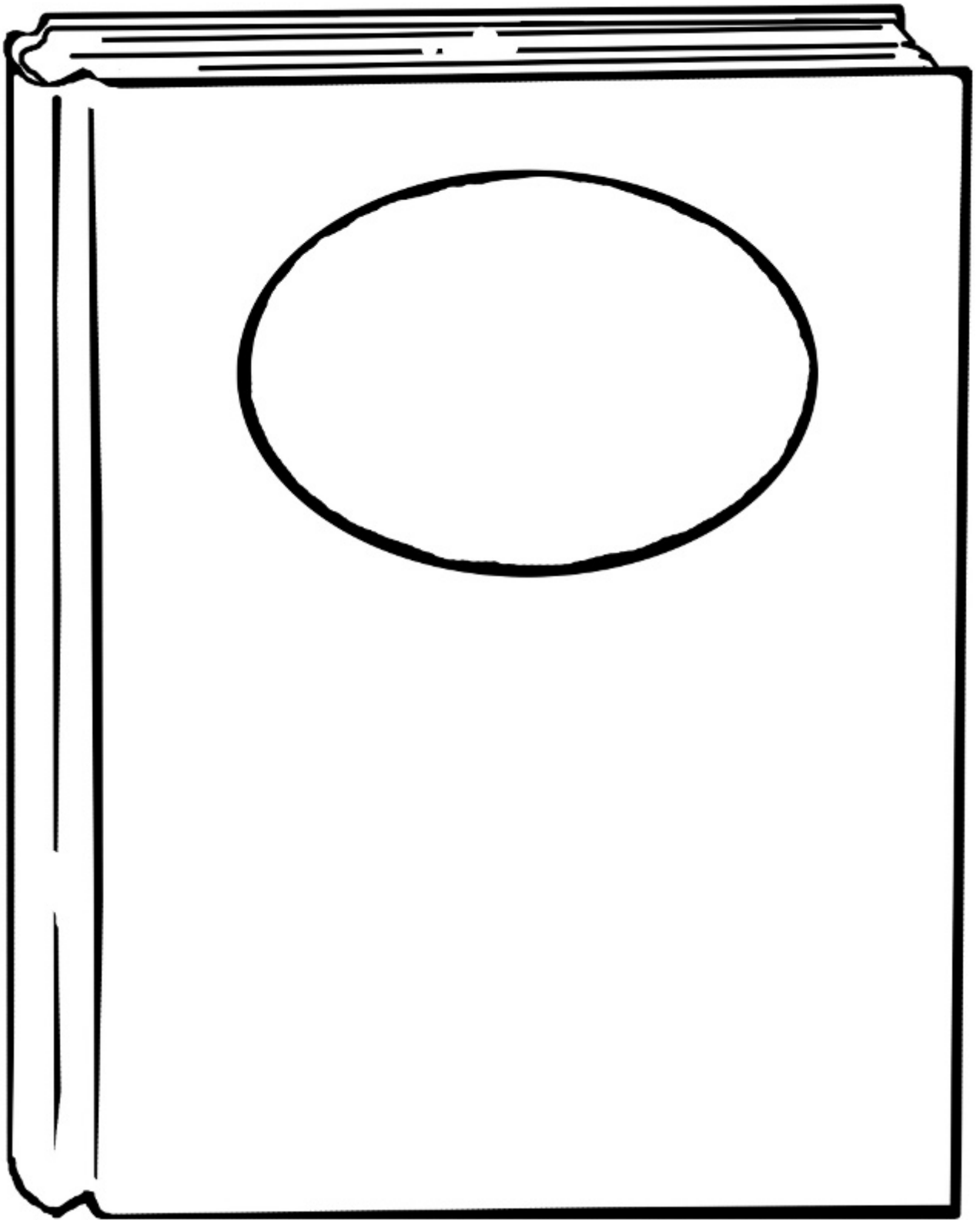


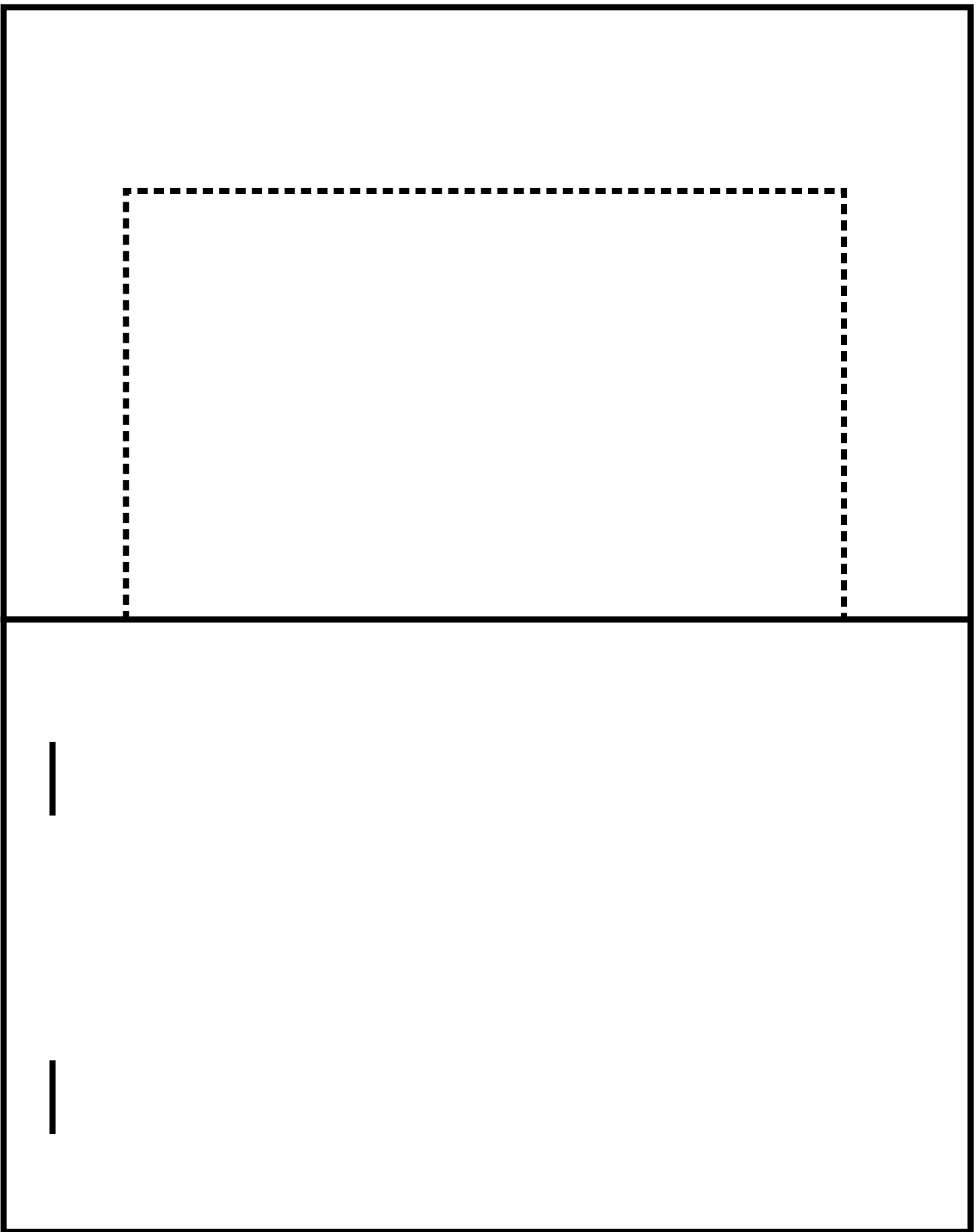




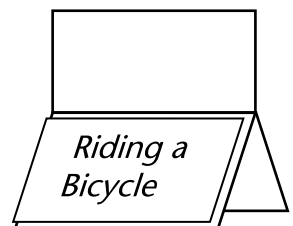


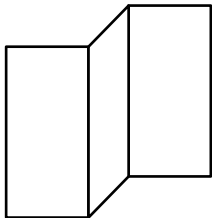
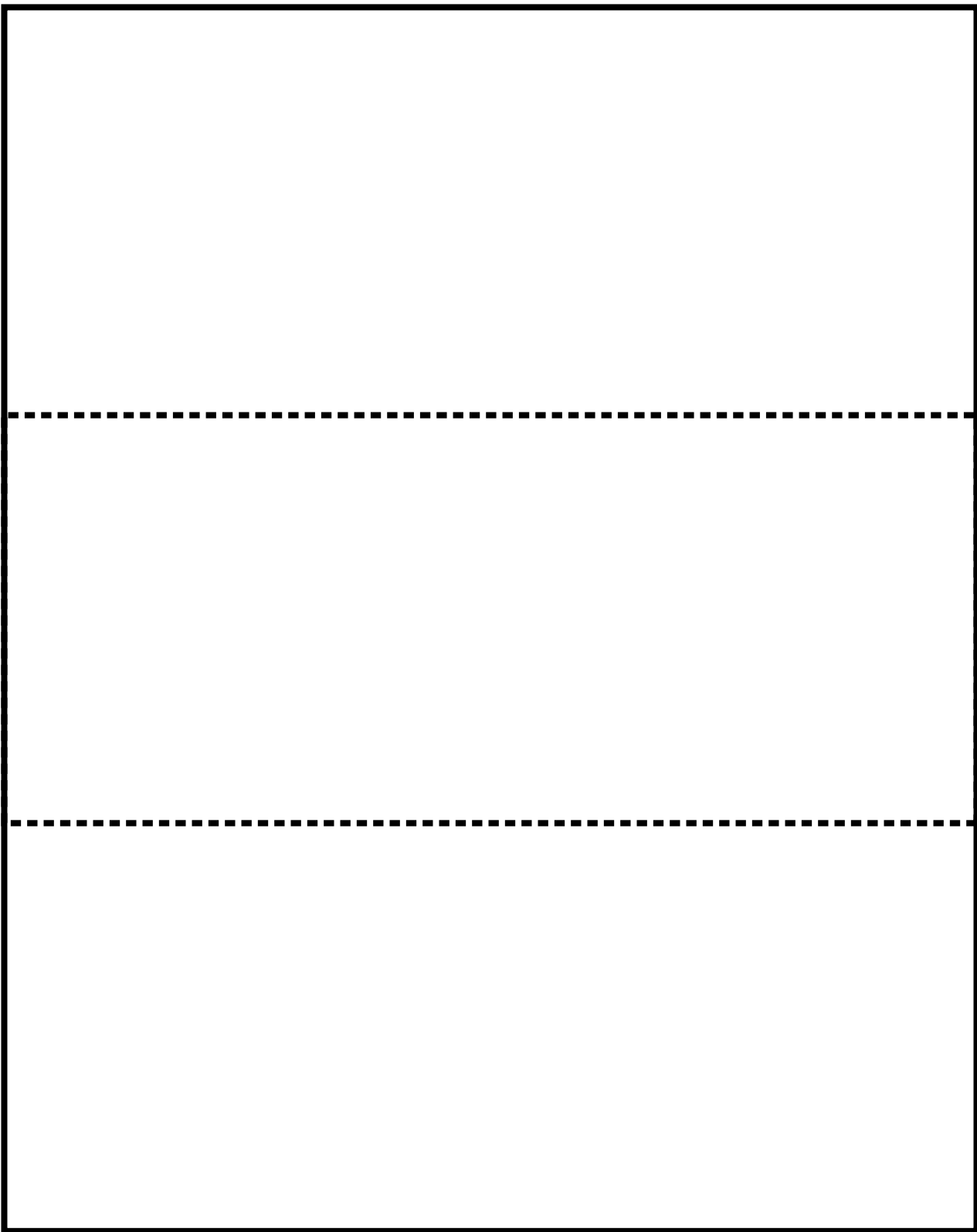
A large rectangular writing area with a decorative scalloped border. The interior is ruled with horizontal lines. There are two lines at the top and two lines at the bottom, leaving a large central space for writing.





To the teacher: Pattern will work best if copied on heavy card stock. Cut along dotted lines. Fold along middle to allow paper to stand. Attach additional pages to writing portion as needed, and staple along left margin.





To the teacher: Fold along dotted lines to create a tri-fold brochure.

Readers' Theater Backdrop Descriptions

The backdrops on pages 105–110 are for use during Readers' Theater performances in Lessons 5, 10, 15, 20, 25, and 30. Each backdrop can be copied onto a transparency and projected onto a large, clear wall. Position the projector so that the students do not block the light as they read in front of the "set." Add props such as desks and chairs to the sets as you see fit.



The School News (Lesson 5)

Scene: The set of a school news studio

Main characters should stand on set, while Roving Reporter and Mr. Moreno stand in another part of the classroom to signify being "on location."

The Case of the Three Bears' Breakfast (Lesson 10)

Scene: Interior room to represent Cam and Sam's office, the Bears' home, and Bananas' home

Students can exit and enter the set to signify scene changes. Let the students use their imagination to add a bit of character to the set. Simple paper props such as a Bear family photo or a banana still life could be used to represent the different homes.

Ask the Experts (Lesson 15)

Scene: Editorial office of a magazine for children

Add a few chairs for students to use.

When appropriate, speaking characters can stand and address the group.

Backstage with Chris and Casey (Lesson 20)

Scene: On stage at a theater

Add chairs or stools for the students to use. Chris and Casey should sit on the left and the four other characters should be on the right.

The Robodogs of Greenville (Lesson 25)

Scene: Futuristic House

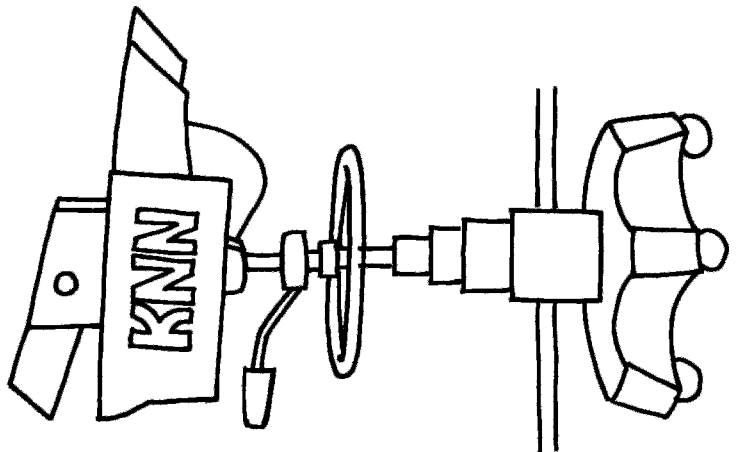
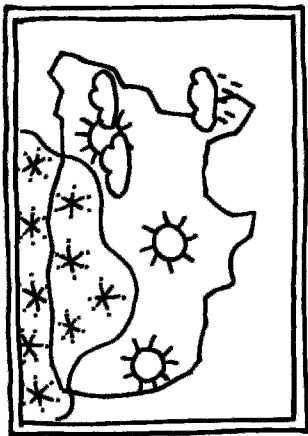
Captain Spacely should stand in another part of the room to signify being in outer space. Stuffed or paper dogs could be used to signify the real dogs.

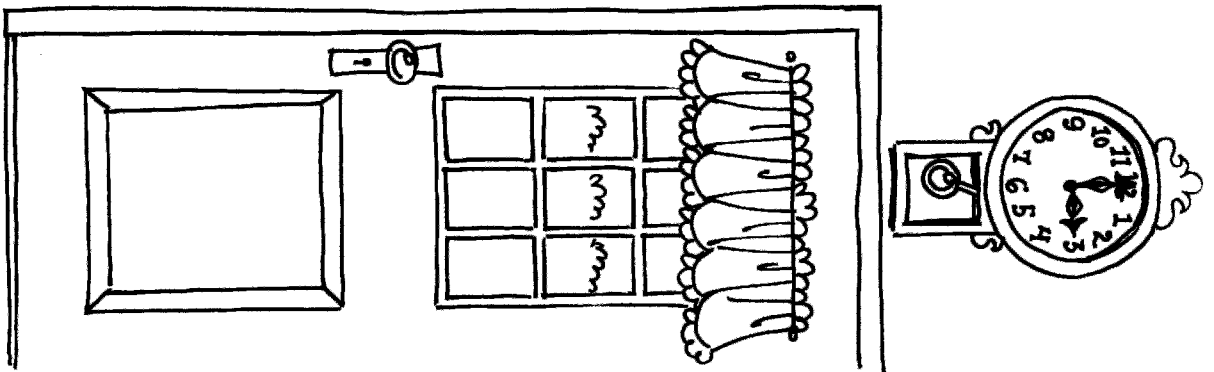
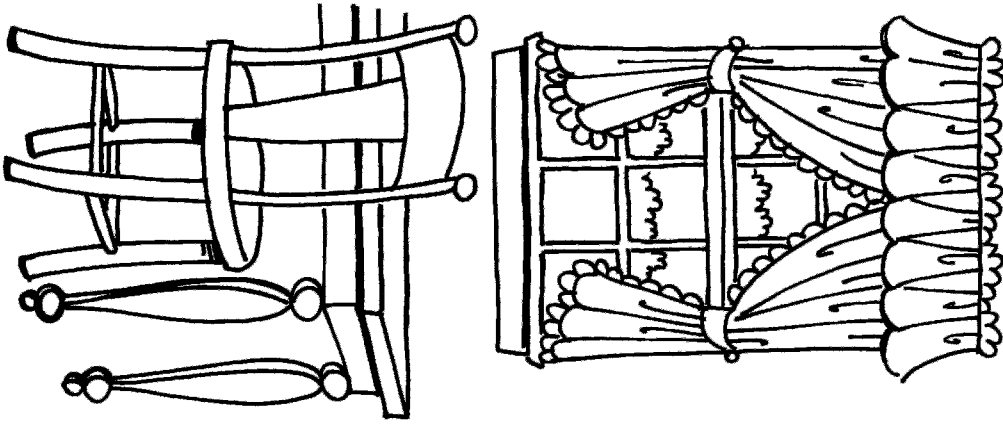
Voyage Across the Solar System (Lesson 30)

Scene: Control deck of a futuristic space ship

Add a few chairs and desks for the students to use.

KIDS NEWS NETWORK







NEW YORK



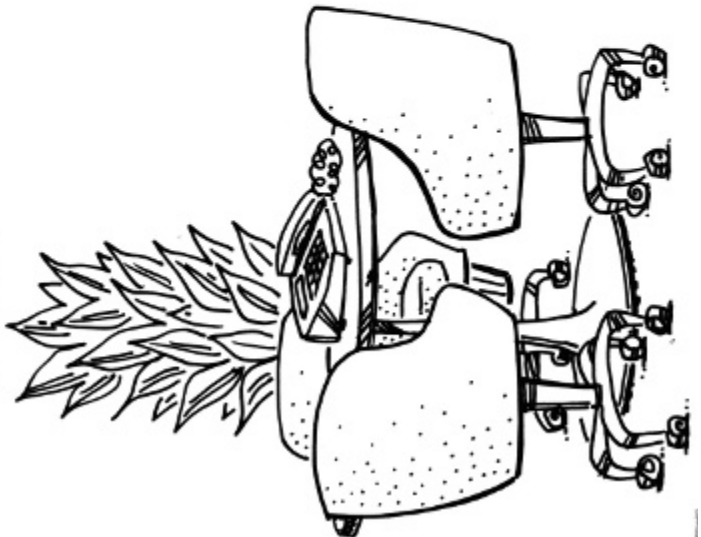
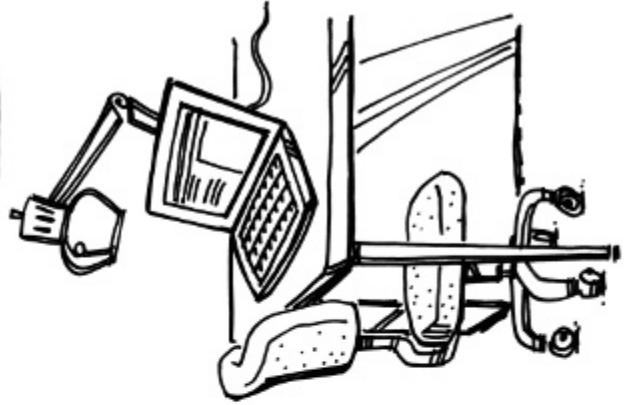
CHICAGO

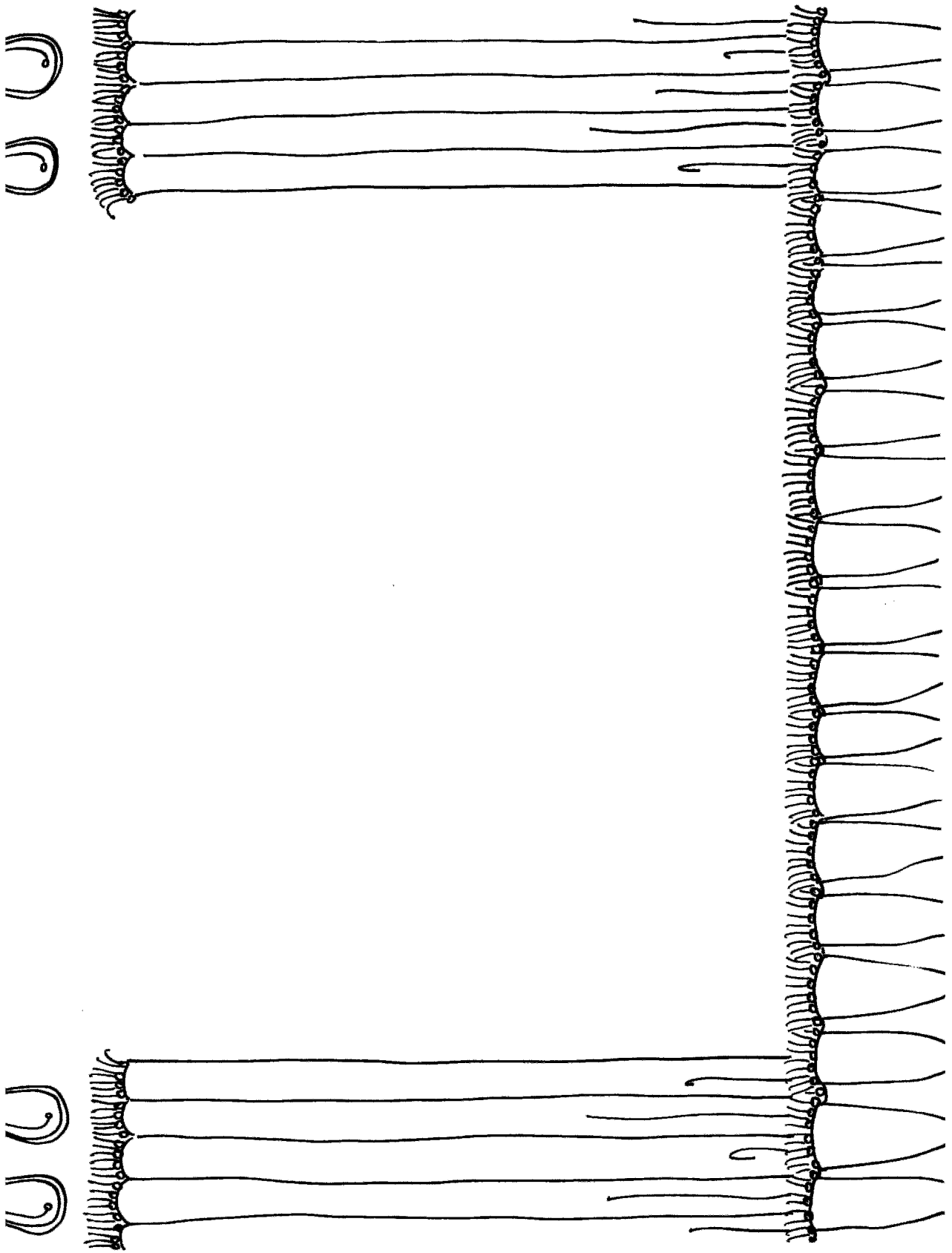


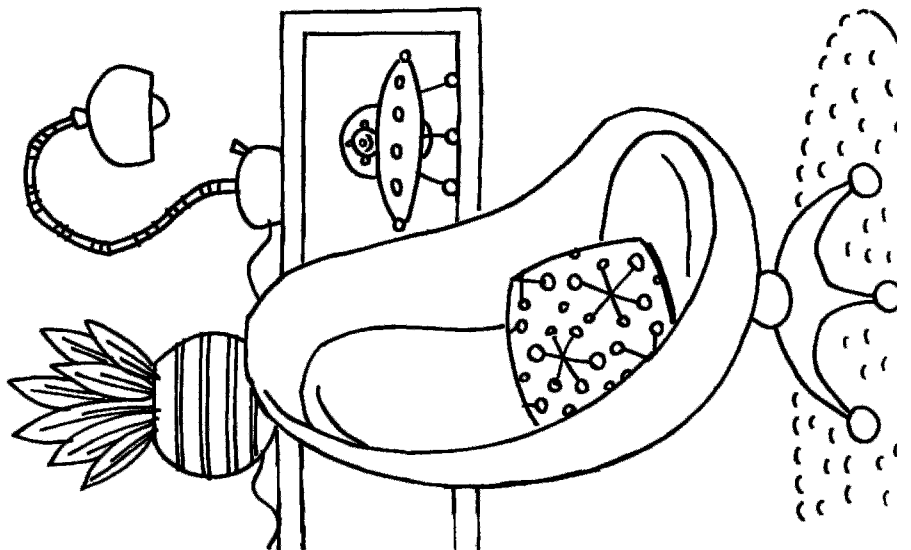
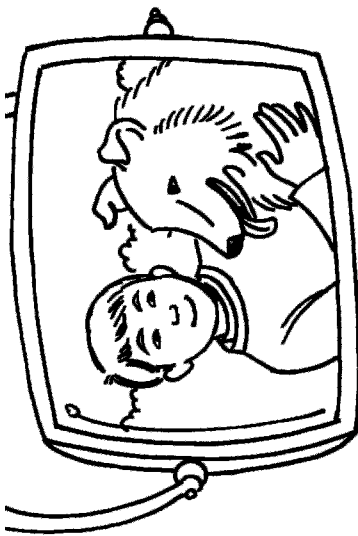
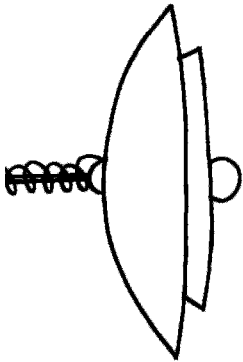
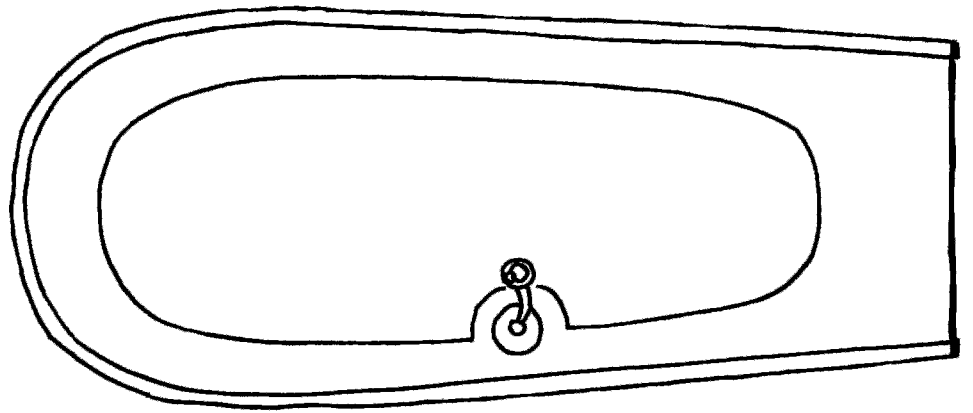
DENVER

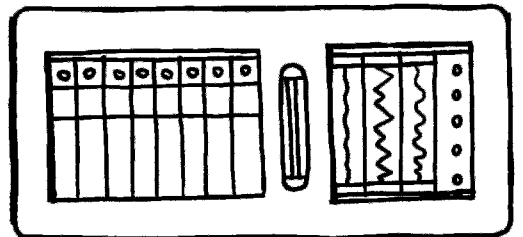
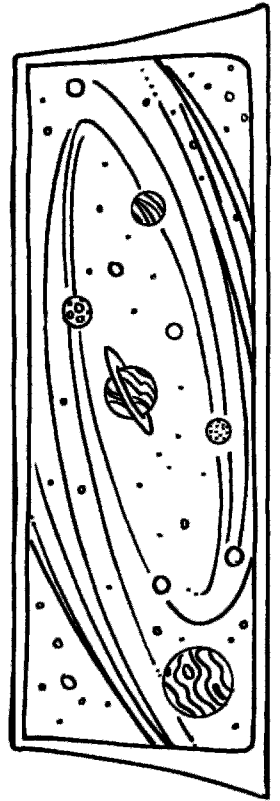
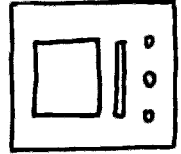
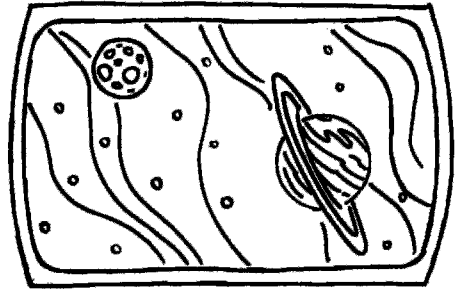


LOS ANGELES









The School News

Roles

Anchor 1

Mr. Moreno

Sports Reporter

Anchor 2

Weather Reporter

Roving Reporter

Science Reporter

Setting: *The television studio of a school's morning news network*

Anchor 1: Good morning, students! Thank you for watching Kids' News Network. Here's what's happening at our school.

Anchor 2: Mr. Moreno, our principal, has an announcement about the lunch menu.

Anchor 1: We now join our roving reporter, who is talking with him live.

Roving Reporter: I'm here in Mr. Moreno's office. There will be two new choices on the lunch menu. What are these two choices, Mr. Moreno?

Mr. Moreno: Well, starting today, salad and pizza are being added to the menu.

Roving Reporter: So, look for these choices today, viewers. Now back to the studio.

Anchor 1: Thank you. Now it's time for the weather.

Weather Reporter: Today's weather is not pleasant! It's raining cats and dogs!

Anchor 1: When you say it's "raining cats and dogs," you don't mean that pets are falling from the sky, do you?

Weather Reporter: No, just that it's raining very hard! Do you know what you have to do when it rains cats and dogs?

Anchor 2: No. What?

Weather Reporter: You have to be careful not to step in a poodle.

Anchor 1: Ha, ha! Poodle. Puddle. I get it!

Anchor 2: Very funny. Thank you for the weather report and the joke!

Anchor 1: Next, we have a science report about our school's favorite pet and mascot, Freddy the Frog. Here's our science reporter.

Science Reporter: Thank you. Most of us have seen Freddy in his tank with all his resources around him.

Anchor 2: Freddy's resources are the things he needs to survive.

Science Reporter: That's right. Well, one of my chores is to feed Freddy. A few days ago, I went to give him fresh food, and I couldn't find him!

Anchor 2: Where had Freddy gone?

Science Reporter: Nowhere! He was in his tank the whole time. I just couldn't see him. His skin made him look just like the plants in his tank.

Anchor 2: Very interesting!

Science Reporter: Yes, it is. Suddenly, I had all kinds of questions about frogs. I did research and found the answers to my questions.

Anchor 1: Why did it seem as if Freddy had disappeared?

Science Reporter: His camouflage hid him. Camouflage helps animals blend in with the area around them. This protects them from animals that might want to eat them. Freddy's colors helped him blend in with the plants, so the plants concealed him.

Anchor 2: Fascinating! What else did you learn about Freddy?

Science Reporter: Freddy has moist skin because his skin takes in water. He doesn't have to drink water through his mouth. Freddy also has a long, sticky tongue for catching bugs.

Anchor 2: What about his feet? Frogs have funny feet!

Science Reporter: They have webbed back feet that help them swim fast.

Anchor 2: Great reporting, Science Reporter.

Anchor 1: We aren't the only ones who thought that report was great. Back to our roving reporter.

Roving Reporter: Mr. Moreno has a new announcement for us.

Mr. Moreno: The science reporter has shown independent thinking. This student had questions about frogs and did research to find the answers. I am giving our science reporter the Great Thinker award. Well done!

Roving Reporter: So you believe that students who think for themselves can be successful at anything?

Mr. Moreno: That's right!

Roving Reporter: Do you have anything else to tell us today?

Mr. Moreno: Yes. I want to tell you how proud I was of our school at the assembly yesterday. The author who spoke to you was impressed, too. Because you were such good listeners, she donated autographed copies of her books to our school library.

Roving Reporter: Awesome! That was nice of her.

Mr. Moreno: Now students, don't forget to read, read, read! Have a great day at school.

Anchor 1: Finally, our sports reporter has a special sports report.

Sports Reporter: As you all know, if you want to stay healthy, you need to exercise. You can run, jump, and kick as part of the game of soccer. Do you like to play soccer?

Anchor 2: I do!

Anchor 1: I've never tried it. How do you play soccer?

Sports Reporter: You try to kick the ball into the other team's net to score goals. Soccer is played in many cultures around the world. I have just learned that our school will soon have its very own soccer team!

Anchor 2: Great! Tell us more.

Sports Reporter: At the end of the day, wait for your teacher to dismiss you. Then go and see Coach Keller in the office. She will tell you about the new team and show you the team's uniforms. Then you can sign up.

Anchor 1: You heard it here first! Thanks for the report, Sports Reporter.

Anchor 2: Well, viewers, that's all of the news for today. Good-bye!

Anchor 1: Thank you for watching, and have a great day!

The Case of the Three Bears' Breakfast

Characters

Cam

Papa Bear

Professor

Sam

Junior Bear

Bananas Bennett

Mama Bear

SCENE 1

Setting: *The Cam and Sam Detective Agency*

Cam: This certainly is a lazy day. We haven't solved one mystery.

Sam: Who's that knocking so loudly on our door? We'd better investigate.

Cam: Sam! There are three bears at the door. They don't look happy.

Sam: I think this day just got a bit more interesting.

Cam: May I help you?

Mama Bear: We have a mystery that needs to be solved!

Junior Bear: Someone has been sitting in our chairs! Someone has been eating our food!

Cam: Hold on there. Start from the beginning. Tell us everything.

Papa Bear: Earlier today, Mama Bear made her famous banana pancakes. We went out for a morning walk while our breakfast cooled.

Mama Bear: When we got home, the house was a mess!

Junior Bear: Someone had been sitting in our chairs! Someone had been watching a movie on our DVD player!

Sam: It sounds as if you had an intruder. We'd better go to your house and look for clues.

All the Bears: Let's go.

SCENE 2

Setting: The Bears' House

Sam: I see what you mean, Bears. Can you help us look for clues?

Junior Bear: Look at my chair. Someone was sitting in it. It has banana pancake crumbs all over it.

Papa Bear: I'm so embarrassed. Our house isn't usually this messy.

Cam: We're used to this sort of thing. You have a nice house. You can blame the mess on the intruder.

Sam: I found these yellow hairs in the kitchen.

Sam: Strange. This sounds as if we need some help. I'll call Professor Evvie Dense. The professor is an expert at studying clues.

Papa Bear: We'll take all the help we can get.

Cam: What is that delicious scent?

Sam: It smells like bananas and maple syrup.

All the Bears: Mama Bear's famous banana pancakes!

Mama Bear: You can still smell them, but whoever was here ate every last one!

Cam: Oh look, here comes the professor now.

Professor: Hello, Cam and Sam. What smells so good in here?

Sam: Some missing pancakes, Professor. These nice folks had an intruder this morning. Thanks for coming.

All the Bears: Hello, Professor.

Sam: Professor, here is what seems to have happened. The intruder sat in the Bears' chairs.

Cam: The intruder ate the Bears' food.

Junior Bear: The intruder even watched one of our movies!

Professor: What movie was it?

Junior Bear: *The Banana That Ate Belmont*. It's about a banana that grows so big it falls on top of a whole town!

Mama Bear: The intruder didn't watch the whole movie.

Papa Bear: The movie was stopped just before the end.

Professor: Interesting. Are there other clues?

Cam: We found crumbs and yellow hairs.

Papa Bear: The intruder ate the rest of our bananas, too! No more banana pancakes for us. What are we supposed to eat for breakfast?

Sam: Don't worry. We'll solve this mystery. The professor will take the yellow hairs to the laboratory.

Mama Bear: Thanks for your help, Professor.

Professor: You're welcome. Good-bye, Cam. Good-bye, Sam. I'll call you when I know more about these hairs.

Sam: So, Cam, let's put together the various clues.

Cam: We have yellow hairs, banana pancake crumbs, and missing bananas.

Junior Bear: Don't forget the movie, *The Banana That Ate Belmont*.

Sam: Right. I see a pattern here. I think we need to talk to Bananas Bennett.

All the Bears: Who is Bananas Bennett?

Sam: The biggest banana fan in the world. He lives in a banana-shaped house. I'm sure you've seen it. It's down the street. It's quite a curiosity. I suspect he may know something about this mystery. Let's go!

SCENE 3

Setting: Bananas Bennett's House

Cam: Ring the doorbell, Sam.

Sam: He's coming now. Wait! I just saw him flick a crumb off of his sweater. He looks nervous.

Bananas: Who is it? Ahhhh! Bears! Help! Alert the park rangers!

Cam: Relax, Bananas. These bears are your neighbors. We're Detectives Cam and Sam.

Sam: The Bears came to us to help them solve a mystery. They had an intruder at their house this morning. Did you notice anything strange this morning?

Bananas: I was busy all morning. I was watching a movie called *The Banana That Ate Belmont*.

Sam: How does the movie end, Bananas?

Bananas: I don't know. You see, just when the banana in the movie got really big, I had to stop the movie.

Junior Bear: That's where the intruder stopped the movie at our house!

Cam: What happened, Bananas?

Bananas: I had to get some more syrup for my banana pancakes. Oops!

Sam: Hold on. My cell phone is ringing. It's the professor. Hello, Professor.

Professor: Sam, I am in the lab. The yellow hairs aren't hairs at all. They're pieces of yellow yarn!

Sam: So the intruder was probably wearing a yellow sweater. Thanks, Professor. Good-bye. Well, Bananas, it's time for you to tell the truth. We know the intruder wore a yellow sweater, just like the one you're wearing!

Bananas: Okay, I confess! It was me, but I planned to pay the bears back. I smelled a delicious banana scent this morning. I followed my nose and it led me to the Bears' house. The door was open. Then I saw that movie I had always wanted to see, and I sat down to watch it. I tried all three chairs. The little one was just right.

Junior Bear: That's my chair!

Bananas: I'm very sorry. Look, I'm making fresh banana pancakes right now. They're for you.

All the Bears: Is that what smells so good?

Papa Bear: We forgive you, Bananas. Just ask us for permission the next time you need something.

Mama Bear: Thanks for your help, Cam and Sam! Would you like to join us for a banquet of banana pancakes?

Cam: That's very generous of you, but I've heard enough about bananas for one day.

Sam: Besides, we have another mystery to solve. I just got a call from Little Red Riding Hood. It seems someone took her basket of blueberry muffins.

Cam: Here we go again!

Ask the Experts

Roles

Corey

Taylor

Healthy Heart

Friend Lee

Book Buddy

Smarty Jackson

Place: *The editor's offices of What Should I Do? magazine*

Corey: Okay, quiet everyone. I can't hear above the din of rustling papers in this room.

Taylor: I hope everyone has had a glimpse of our huge pile of letters, e-mails, and Web postings to discuss for our next issue of the magazine. We have a lot of work to do.

Corey: Lots of children have been writing to us.

Taylor: It's encouraging to see that so many people want our expert advice. As the editors of this advice magazine, Corey and I chose the best letters. Now we'll consult with you, our experts, to answer them. Let's get started.

Corey: First, let's hear from Healthy Heart, our health expert.

Healthy: Thanks, Corey. This brief letter comes from a girl in Florida. I'll read it to you:

Dear Healthy Heart,

Are video games a good form of exercise?

Sincerely,

Video Girl

Taylor: All right, Healthy. What is your answer?

Healthy: I wrote this reply:

Dear Video Girl,

While video games can be fun to play, they are not a good form of exercise. You need to move your body and release a lot of energy. Activities that are safe and fun, like jumping rope, playing soccer, or riding bikes with your friends, are great!

Yours in health,
Healthy Heart

Taylor: That's good advice, Healthy.

Corey: The next letter is about friendship.

Taylor: Friend Lee is our friendship expert.

Friend Lee: This is an e-mail sent to us:

Dear Friend Lee:

Help! My father just got a new job on the other side of the United States. Now my family has to move. I'll miss my friends so much when I leave! Also, I'm afraid that I won't have any friends in our new town. What should I do?

Your worried friend,
Sad About Moving

Corey: That's so sad!

Taylor: Moving to a new town is hard.

Friend Lee: The problem isn't really so hard to solve. Here's my advice:

Dear Sad About Moving,

Don't worry too much! Talk to your parents about how you feel. They are probably sad about moving, too. Let your friends know you'll miss them. You could have a good-bye party with them.

In your new town, joining groups will help you meet other kids. You'll make new friends in no time!

Good luck,
Friend Lee

Corey: That's good advice.

Taylor: The next letter asks for some reading advice.

Corey: Book Buddy is our reading expert.

Buddy: This is a question I get asked a lot. It's from a boy in California.

Dear Book Buddy,

I like to read, but I have a hard time choosing books to read. Do you have any suggestions?

Sincerely,
Reid A. Lott

Taylor: I'd like to know the answer to this. I need a new book to read, too.

Buddy: Here's what I wrote:

Dear Reid,

When you choose a new book to read, start by thinking about what you enjoy. Choose a book that sounds interesting to you. Try reading both fiction and nonfiction books. Also, try asking your friends what books they like. Maybe they will recommend a book for you.

Keep Reading!
Book Buddy

Taylor: That's sensible advice, Book Buddy.

Corey: Next, we have a letter about homework.

Taylor: Smarty Jackson is our homework expert.

Smarty: The next letter was posted on the *What Should I Do?* website. It's from a girl in Ohio.

Dear Smarty,

What is the best time to do my homework? I usually wait until bedtime. Is that a good idea?

Sincerely,
Harriet

Corey: What should she do?

Smarty: Here is what I wrote:

Dear Harriet,

I think you might be dodging your work! You should start your homework earlier. Many students find that the best time to do homework is right after they get home from school. Other students find that they work best right after dinner. You need to devise a plan that will give you plenty of time to finish your assignments each night. Don't wait until bedtime!

Happy studying,
Smarty Jackson

Corey: Well, that's all the letters we have.

Taylor: Which ones should we put in the magazine?

All: Let's put them all in! They're all good questions.

Corey: That's what I was thinking.

Taylor: Me, too! I suppose our meeting is over.

Corey: Wait a second. I've found one last letter. It's from a student in Washington, D.C.

Dear *What Should I Do?* Editors,

What's your best advice about taking advice from other people?

Sincerely,
Need Some Advice

Taylor: What would you say, Corey?

Corey: I'd say that the best advice about taking advice is to be careful where you get it. Always make sure the person giving the advice knows what he or she is talking about.

Taylor: Good job, everyone. This issue of *What Should I Do?* will be our best one yet!

Backstage with Chris and Casey

Roles

Casey

Actor

Chris

Designer

Director

Crew Leader

Setting: *Backstage of a large theater*

Chris: We are backstage at the play *Sleeping Beauty*. The play will open tonight to a sold-out audience.

Casey: We are delighted to be interviewing some of the cast and crew of *Sleeping Beauty*. We have many questions for them. Let's get started!

Chris: Welcome, Director. Would you please start by telling us what a director does?

Director: Being a director takes an enormous amount of work. My job is to put the whole show together. I have been working on *Sleeping Beauty* for almost six months. Tonight, we will perform for an audience for the first time.

Chris: How did you get started on this play?

Director: First, I chose the script. There are many versions of *Sleeping Beauty*. I chose the one that I thought told the story in the most interesting way.

Chris: What did you do after you had a script?

Director: I found actors, designers, and crew members.

Casey: Did your job become easier after you had people to help you?

Director: I hired great people, but the hard part had just begun. Putting on a play is a lot of work. We needed to rehearse every day. We have had mandatory rehearsals every day for more than two months.

Chris: What happens at a rehearsal?

Director: The actors practice their parts again and again. Part of my job is to pay attention to their acting. Then I give them tips on how they can make the performance better.

Casey: That sounds interesting. What is the hardest part of being a director?

Director: Good question. It is difficult to criticize an actor's work. I try to do it gently. I don't want to hurt the actor's feelings. I just want to show him or her a better way to do things.

Chris: That does sound difficult.

Director: It is, but the hardest part of directing is taking a good play and making it into a great play. This takes lots of work from everyone, especially the actors.

Chris: What does an actor do besides say lines?

Actor: I can answer this question for you. Reading and learning lines is just a small part of an actor's job.

Casey: I thought so. Please tell me more about your job.

Actor: Acting is a lot of work. For example, to play Sleeping Beauty, I had to do a lot of work ahead of time. I watched and read many versions of the story.

Chris: That sounds like fun!

Actor: It was, but I didn't read the stories just to enjoy them. I paid attention to how Sleeping Beauty acted in each one. After I got the script for this production, I practiced reading the lines in different ways.

Casey: How did you decide which way to use?

Actor: My director was a big help. He suggested that I play Sleeping Beauty as a heroic character. Now I use a bold, brave-sounding voice to read my lines.

Chris: How else do you make your character special?

Actor: I practice reading my lines so that they sound natural. Of course, I wouldn't be Sleeping Beauty without my glorious costume!

Casey: That leads us to our next guest, the designer. Are you responsible for all the costumes?

Designer: That's right. I work with a team that makes costumes for our production. I love to draw, so I really enjoy creating costumes.

Chris: Do you design anything else?

Designer: Oh, yes. I want to immerse our audience in the world of Sleeping Beauty. To do this, I design the sets to look real.

Casey: You must be very busy!

Designer: I am! I help the director with the lights, sound effects, and music. Then I work with the crew leader to make our ideas come to life.

Casey: I'm impressed. How did you learn about design?

Designer: I went to an art school. I like to read about famous artists and designers. I get ideas by going to plays and museums. I learn about design all the time just by looking at the world around me!

Chris: Crew Leader, I just heard a bit about your job from the designer.

Crew Leader: That's right. My team and I help all the people in the show do their jobs. We make sure that things go smoothly.

Casey: What are some of the jobs that you do?

Crew Leader: My biggest job is to run the soundboard. The soundboard controls all the sound in the show. I make sure that the audience can hear the dialogue and the music.

Chris: It would be hard to understand the play without your help!

Crew Leader: The amount of work isn't a burden to me. I just need to pay careful attention to what is happening onstage. I need to be able to fix any problem quickly so that the show is not ruined by a problem with the sound.

Casey: Thank you all so much for your time. I know you have a lot to do to prepare for the opening tonight.

Chris: We have one more question for each of you to answer before you go. What would you tell someone who dreams of being in your shoes one day? Crew Leader, let's start with you.

Crew Leader: Anyone who wants to be a crew leader must be able to pay attention to details and solve problems quickly.

Casey: What advice would you give, Director?

Director: A director must get along well with people. When you respect others, it is easier to work with them.

Chris: Great advice, Director. What would you say, Actor?

Actor: To become good at what I do, I had to work hard for many years. I take my job very seriously, and I practice. Anyone who wants to do my job would need to do the same.

Casey: Finally, Designer, what advice would you give?

Designer: I would tell the person to be creative. It is important to study and read about great artists. It is also important to have your own ideas and share them with the world.

Chris: Thank you again for telling about your jobs.

Casey: Good luck, and thanks for joining us backstage!

The Robodogs of Greenville

Characters

Narrator

Diz

Cosmo

Robodog

Professor

Captain Spacely

Setting: *A town on Earth in the future*

Narrator: This story takes place in the year 2222 in a small town called Greenville. Greenville is a friendly little community, just like many other towns. Everyone gets along there.

Diz: Hi, Cosmo! Thanks for inviting me over.

Cosmo: Anytime, Diz! How are things over at your dad's hydro car store?

Diz: Really busy, Cosmo.

Cosmo: I hear they're selling those hydro cars faster than the factory on planet Mars can make them!

Narrator: Diz and Cosmo live with their families in Greenville. Their parents fly the children to school in the family hydro cars. The children chat with their friends each evening on the family televideocomputers. They also play with their family dogs.

Diz: Here, Robodog! Catch the flying disk!

Robodog: I am coming, Owner Diz. I will catch the disk.

Narrator: There is one unusual thing about the dogs in Greenville. All the dogs are robots.

Diz: Good catch, Robodog.

Robodog: Thank you, Owner Diz. What can I do for you now?

Narrator: The robodog is the only kind of dog in Greenville. Scientists have built robodogs to be better than real dogs. They can speak. They can take care of chores that would have required effort, such as cleaning and cooking. They can even beam movies from their eyes onto a wall!

Cosmo: Last night, our robodog showed us an old movie!

Diz: What was it about?

Cosmo: It was about a real dog. She was beautiful!

Diz: A real dog? What was she like?

Cosmo: A lot like our robodogs. She could do tricks and help her owners.

Diz: Could she speak?

Cosmo: She could only make a sound called barking. She didn't know any human words.

Diz: Really? That's strange.

Robodog: Yes. That is very strange, Owner Diz.

Cosmo: Robodog, I'm hungry. Would you go to the kitchen and make sandwiches for Diz and me, please?

Robodog: Should I do that, Owner Diz?

Diz: It's okay, Robodog. Cosmo's robodog is at home. You can follow Cosmo's commands, too.

Robodog: I will be right back, Owner Diz and Friend Cosmo.

Cosmo: The dog in the movie seemed to love her owner. She was sweet and cuddly. She didn't just work around the house.

Diz: The dog loved her owner? That sounds strange.

Cosmo: It was nice, really. The dog and her owner were best friends.

Diz: I wish my robodog were like that.

Narrator: You see, robodogs are helpful and can do tricks, but they are not sweet or cuddly.

Cosmo: Maybe we should talk to the professor about this.

Narrator: The professor is an expert on animals. So Diz and Cosmo go to talk to the professor about the differences between real dogs and robodogs.

Professor: Yes, Diz and Cosmo. It is true that real dogs had emotions, while robodogs do not. Real dogs could be happy or sad. They could even show love.

Diz: Why don't our robodogs show emotion?

Professor: Scientists do not know how to make dogs that act like friends. They can make them useful but not loving.

Cosmo: My robodog is very functional. It cleans my room, makes my meals, and helps me with my homework.

Diz: Robodogs aren't very cuddly!

Cosmo: I know. After Robodog has done its chores or tricks, it just switches off.

Professor: That's right. It dozes. The scientists made robodogs that way to save energy.

Diz: I wish I had a real dog.

Cosmo: There aren't any more real dogs. They disappeared permanently from Earth nearly a hundred years ago.

Professor: It's funny that you should say that. I just got off my Intergalactic Computer Phone with the famous explorer Captain Spacely. He told me about an astonishing discovery. Maybe he can tell you about it, too. Computer Phone, call Captain Spacely.

Spacely: Captain Spacely here. Professor, do you want to hear more about my discovery?

Professor: Yes, indeed I do, Captain. Tell my friends Diz and Cosmo what you have found.

Spacely: I can do better than that. I'll show them what I've found!

Narrator: Captain Spacely steps away from the computer phone. Diz and Cosmo hear a whining sound. Then they hear barking.

Diz: What is that strange sound?

Cosmo: I heard that sound in the movie. It's the barking sound a real dog makes!

Narrator: Captain Spacely is visible on the screen again. Spacely beckons to a furry thing that leaps into his arms. Cosmo and Diz see that it looks like a robodog, but it acts differently.

Spacely: I've found real dogs! There is a small planet that has many of the same animals that were once on Earth. In fact, there are so many kinds of inhabitants that food and space are becoming scarce.

Narrator: The dog in Captain Spacely's arms wags its tail and licks his face. Diz and Cosmo look at the dog with amazement.

Diz: I wish I could have one of those dogs!

Cosmo: Me, too!

Professor: I think that can be arranged. Tell them your plan, Captain Spacely!

Spacely: To help the animals, I am bringing a spaceship full of dogs back to Earth! There is ample room on Earth for dogs. Also, I know that people on Earth would take great care of them. Cosmo and Diz, caring for a dog takes a lot of responsibility. If you promise to care for them, you can have the first two!

Diz and Cosmo: Thanks, Captain Spacely!

Narrator: Sure enough, Captain Spacely brings real dogs back to Earth. Cosmo and Diz get the first two dogs.

Diz: Give me a hug, Scooter!

Cosmo: Here, Rascal! Come and play with me!

Narrator: As for the robodogs, Cosmo and Diz decide to keep them. They come in handy when it is time to give Scooter and Rascal a bath.

Robodog: Owner Cosmo, should I get Rascal's bath ready?

Cosmo: Yes, Robodog. After that, would you take Rascal out for a walk?

Voyage Across the Solar System

Characters

Captain

Engineer

Doctor

First Mate

Scientist

Crew Member 1

Crew Member 2

Setting: *Onboard the spaceship Explorer, orbiting Pluto*

Captain: This is Space Log entry number 101.

Engineer: We are the crew of the spaceship *Explorer*.

Doctor: This is the record of our travels.

First Mate: We have started our journey back across the solar system, heading toward the sun.

Captain: We're taking a close look at Pluto. For years, Pluto was thought to be the farthest planet from the sun. Now it is called a dwarf planet.

First Mate: Our ship is powered by sunlight. You can barely see the sun this far out in the solar system, so we don't have a lot of power here.

Scientist: I have been studying how much light gets to this part of the solar system. After a thorough investigation, I find that there is less light energy here than there is on Earth.

Doctor: It really is dark out here.

Captain: We have seen Pluto's largest moon, Charon.

Crew Member 1: Captain, why is so little known about Pluto? Don't scientists use telescopes to magnify views?

Captain: It is difficult to study Pluto because it is so far from Earth. Even with powerful telescopes, the images of Pluto are grainy and fuzzy.

Crew Member 2: We must be the first humans to fly this close to Pluto!

Doctor: That's correct. Exciting, isn't it?

Everyone: Oh, yes!

Space Log Entry Number 102

Setting: *Aboard the spaceship Explorer, orbiting the planet Uranus*

Captain: This is Space Log entry number 102. We passed Neptune on our way to Uranus.

Engineer: Now that we are closer to the sun, we can collect more solar energy, so we are going faster.

First Mate: A scientist named Galileo first observed Neptune in 1613, but he didn't know it was a planet.

Scientist: Neptune is not solid like Earth. Instead, it is a giant blue ball of swirling gases.

First Mate: We actually landed on one of Neptune's moons. This moon is very close to the planet and is covered in craters.

Captain: Now we are orbiting the planet Uranus. It is between Neptune and Saturn. The sun still looks tiny.

Doctor: The sun is more than a billion miles away from us!

Engineer: Now we will head toward Saturn on our way to the biggest planet—Jupiter!

Space Log Entry Number 103

Setting: *Aboard the spaceship Explorer on Io*

Captain: This is Space Log entry number 103. We have managed to pass through the rings of Saturn.

Engineer: We tried to land on Titan, Saturn's gigantic moon, but we got stuck in one of the rings. The pieces of ice that make up the rings were a nuisance!

Captain: We got free, though, and now we're landing near one of the many volcanoes on Io, one of Jupiter's more than sixty moons.

Doctor: It must be very, very hot on the surface! Look at all of those volcanoes!

Crew Member 2: What causes all of this volcanic heat?

Scientist: We believe it is because Io actually wobbles a little bit as it orbits Jupiter. The wobbling generates heat. This is similar to what happens when you bend a wire coat hanger back and forth. The coat hanger starts to get hot near the bend.

Crew Member 1: So, the wobbling makes Io hot, and that makes the volcanoes erupt.

Scientist: That's what we think.

Engineer: Now we are only 484 million miles from the sun. We are getting more energy from the sun, so we can move a little faster. Soon we'll be landing on Mars.

Space Log Entry Number 104

Setting: *Aboard the spaceship Explorer on the planet Mars*

Captain: This is Space Log entry number 104. We have landed on the Red Planet—Mars!

Doctor: The surface looks as if it has rivers and oceans.

Scientists: It might have had them at one time, but Mars is dry now.

Crew Member 1: Isn't there ice on Mars, though?

Scientist: Yes. There are ice caps at the poles, just as there are on Earth. They're made of frozen water and other materials. It is very likely that there was water once on parts of Mars, but that was many millions, if not billions, of years ago! Solid water is the only form of water that scientists can confirm at this time.

Doctor: Where are all the Martians? I hope they are friendly and social.

Captain: I don't think we'll be meeting any Martians!

Crew Member 2: I wouldn't be so sure of that! Look over there. What is that object on the surface?

First Mate: Oh, that's just one of the Mars Exploration Rovers sent from Earth in 2004. It was designed to run on solar energy, like our spaceship, *Explorer!*

Engineer: Which reminds me, we're close enough to the sun that we can get back to Earth easily.

Doctor: Let's go!

Space Log Entry Number 105

Setting: *Aboard the spaceship Explorer, zooming past Earth*

Captain: This is Space Log entry number 105. We have decided not to stop on Earth. The crew of the *Explorer* wants to explore our solar system some more. We are heading toward the next planet, Venus.

Doctor: Earth really looks beautiful from space.

Crew Member 1: With this telescope, I think I can see your home, Doc!

Doctor: Oh, how I miss my home!

First Mate: Don't worry, Doc. We'll get you there soon.

Engineer: In the meantime, I'm going on a space walk outside the ship. I have to fix some of the solar panels on the *Explorer*. Does anyone want to put on a space suit and come along?

Doctor: I'll go with you!

First Mate: You'll have a picturesque view of Earth's oceans from out there. More than half of Earth is covered by water.

Scientist: We believe Earth is the only planet with all three forms of water: solid, liquid, and gas.

Crew Member 2: What is the big, spiraling white thing near North America?

First Mate: That looks like a big storm system over the Atlantic Ocean.

Scientist: You're right. Clouds that spiral could mean a tropical storm or even a hurricane.

Space Log Entry Number 106

Setting: Aboard the spaceship *Explorer*, soaring toward Mercury

Captain: This is Space Log entry number 106. The *Explorer* has just passed the planet Venus. It is getting very hot as we move toward Mercury, the last planet before the sun.

Crew Member 1: I was hoping that we could land the ship on the sun!

Scientist: That would be impossible, because the sun isn't solid. It's made up of burning gas. Besides, the sun is far, far too hot to go near.

Captain: We won't be landing on Mercury, either. It's too hot. Venus is also too hot to land on, but not just because it's so close to the sun. The surface of Venus is actually hotter than that of Mercury.

Crew Member 2: Why is that?

Scientist: Venus's atmosphere traps the heat from the sun.

Engineer: Captain, we're almost at Mercury, but the *Explorer* can't take much more heat. The ship isn't built with material strong enough to safeguard us against this heat. We'll burn up!

First Mate: No humans have ever flown this close to Mercury! Should we risk going further?

Captain: No, crew. The Engineer is right. It's too dangerous. First Mate, turn this ship around and set a steady course for planet Earth!

Doctor: Hooray! We're homeward bound!

Editor's Marks




delete text

He hit the ~~a~~ ball.



insert text

He hit ^{the}  ball.



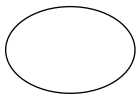
make a letter
capital

he hit the ball.



make a letter
lowercase

He hit ~~T~~he ball.



correct spelling

He hit teh ball.



insert a period

He hit the ball.



start a new
paragraph

“I want to hit the ball,” said Tim. ¶ “So do I,” said Jill.

Proofreader's Checklist



▶ When you proofread a paper, you check for and correct mistakes in grammar, spelling, capitalization, and punctuation. Use these tips to help you as you proofread:

- Read your paper aloud to focus on each word.
- Slide a blank sheet of paper down each page as you read so that you can focus on one line at a time.
- Use a checklist like the one below. Make a check mark next to each step as you complete it.

Grammar

- ___ I used complete sentences.
- ___ My sentences sound right.
- ___ My sentences make sense.

Spelling

- ___ I spelled all words correctly.
- ___ I used a dictionary to check words I was unsure of.

Capitalization

- ___ I capitalized the beginnings of sentences.
- ___ I capitalized all proper nouns.

Punctuation

- ___ I ended each sentence with the correct punctuation mark.
- ___ I used commas to separate items in a series.
- ___ I used commas in dates and addresses.
- ___ I used apostrophes in possessives and contractions.
- ___ I used quotation marks correctly.

Writing Conferences

The purpose of a writing conference is to deepen your understanding of a student's work and to provide individualized instruction that will help students grow as writers. An effective writing conference has two objectives:

- To listen carefully to the student's reading aloud of his or her writing in order to gain an overall understanding of the student's work
- To provide individualized instruction, based on information gathered in the conference

The following suggestions may be used for planning and holding writing conferences:

- At the beginning of the year, keep conferences informal. Circulate through the room, engaging students in discussions of their writing.
- Choose a few students to conference with each day.
- Allow students to read their writing to you and to talk first.
- Be prepared with questions to help students get started, use strategies, or take their writing to the next step.
- Focus on correcting one or two things—areas that are typically challenging for the student and any recently taught concepts.
- Help the student identify strengths and weaknesses in the writing.
- Help the student decide what to do next.

You may wish to use the following questions during the stages of the writing process:

PREWRITING

- What are some topics you might write about?
- What would be a good way to start this piece of writing?
- What are some ideas you would like to include?

DRAFTING

- What is the most important idea you are trying to express? Can you tell me more about this?
- What is the best way to organize your ideas?

REVISING

- Does this sentence belong here? Should it be moved somewhere else or taken out?
- How can you make your ideas clearer to readers?
- What do you think is the weakest part of this paper? What can you do to make it stronger?
- How can I help you make your writing better?

Use the specific writing conference forms on the following pages to guide your discussion of students' writing.

Alternatively, you may want to have students use the forms to peer conference about their writing. Before beginning the conference, distribute the form to students, and have them complete the self-reflection. Add the completed form to students' writing portfolios.

Writing Conference: Personal Narrative

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Are the events organized in sequence? yes/no

Comments: _____

- Does the writer use descriptive words? yes/no

Comments: _____

- Does the writer use transitions to connect one idea to another? yes/no

Comments: _____

- The part I liked best is _____

- One part that I think could be revised is _____

Writing Conference: Response to Literature

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

• Does the writer include a short summary that shows understanding of the story? yes/no

Comments: _____

• Does the writer connect the story to his or her own life? yes/no

Comments: _____

• Is the writing organized in a way that makes sense? yes/no

Comments: _____

• Does the writer use specific examples from the story to support ideas? yes/no

Comments: _____

• One thing the writer did well is _____

• One part that I think could be revised is _____

Writing Conference: Friendly Letter

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Does the writer include all of the parts of a friendly letter? yes/no

Comments: _____

- Is the writing organized in a way that makes sense? yes/no

Comments: _____

- Does the writer elaborate on the topic? yes/no

Comments: _____

- Does the writer use correct spelling, punctuation, and capitalization? yes/no

Comments: _____

- The part I liked best was _____

- One part I think could be revised is _____

Writing Conference: Story

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Does the story have a beginning, a middle, and an ending? yes/no

Comments: _____

- Does the writer describe the characters and setting? yes/no

Comments: _____

- Does the writer use words that help readers picture the events? yes/no

Comments: _____

- Does the writer use correct punctuation and spelling? yes/no

Comments: _____

- The part I like the best is _____

- One part I think could be revised is _____

Writing Conference: Explanation

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Does the writer use a sequence that makes sense? yes/no

Comments: _____

- Does the writer use words that help readers picture all of the steps in the topic that is being explained? yes/no

Comments: _____

- Does the writer explain the topic well enough for you to understand it? yes/no

Comments: _____

- Does the writer use correct spelling and punctuation? yes/no

Comments: _____

- The part I liked the best is _____

- One part I think could be revised is _____

Writing Conference: Research Report

Author: _____ Date: _____

Title: _____

SELF-REFLECTION

I read this piece aloud to myself: once _____ twice _____ many times _____

The part I like best is _____

One change I made based on my rereading was _____

One thing I would like help with is _____

TEACHER/PEER EVALUATION

Date: _____ Feedback from: _____

- Are the topic and supporting ideas clear? yes/no

Comments: _____

- Is the writing organized in a logical way, such as by main ideas and details? yes/no

Comments: _____

- Does the writer use information from more than one source? yes/no

Comments: _____

- Does the writer use text features such as headings? yes/no

Comments: _____

- One thing the writer did well is _____

- One part that I think could be revised is _____