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A Fall from the Sky

Long ago, on a Greek island, Daedalus lived with his son,	11
Icarus. Daedalus was a smart man who worked with his hands,	22
creating many new things for the king.	29
One day, Daedalus made the king very angry. The king sent	40
men to capture Daedalus and Icarus. The men looked and looked	51
but could not find them. The two were hiding in a cave.	63
“I will wait,” the king said. “The only way they can get off	76
this island is to fly. That is a feat that even Daedalus cannot do!”	90
The king did not know that Daedalus did plan to fly! In his	103
cave, Daedalus was making a set of wings for himself. Daedalus	114
then made a set of beautiful wings for his son. The two would fly	128
to another land.	131
That night Daedalus and Icarus walked to the top of a tall	143
cliff. Daedalus said to Icarus, “Fly fast but not too high. You will	156
not be safe if you fly too high!”	164
Daedalus and Icarus jumped off the cliff and flapped their	174
wings. Icarus flew away to have some fun. The sun rose and	186
moved high in the sky. Icarus flew even higher to find his father.	199
The sun melted the wax on his wings. Down and down he fell	212
into the sea. Poor Icarus! He had flown too close to the sun!	225

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Answer the questions. You may reread parts of the passage to help you.

1 Why can't the king's men find and capture Daedalus and Icarus?

- (A) They are hiding in a cave.
- (B) They are busy making wings.
- (C) They have fallen in the water.
- (D) They have flown off the island.

2 What is the meaning of the word *feat* as used in the sentence below?

That is a feat that even Daedalus cannot do!

- (F) foolish game
- (G) mean trick
- (H) clever act
- (I) easy test

3 What is the theme of the story?

- (A) Don't make the king angry.
- (B) Don't live on a Greek island.
- (C) Don't fly too close to the sun.
- (D) Don't listen to your father's rules.

4 What is Daedalus like? How is Icarus different from Daedalus? Use examples from the passage to support your answers. Write your response on another sheet of paper.

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Frog or Toad?

What is a frog? It is an amphibian! An amphibian is an animal	13
that can live both on land and in water. Many frogs live in or	27
near water, but some live mostly on land. They may live in trees	40
or in the ground.	44
Most frogs have long back legs and short front legs, or arms.	56
Their skin takes in water. Frogs' skin must stay damp for them to	69
live. Frogs use their eyes to spot food or enemies. They use their	82
sticky tongues to catch insects.	87
Frogs "talk" by pulling air into their lungs and then pushing it	99
out. CHUG-A-RUMM!	101
There are many different kinds of frogs. A bullfrog is one of	113
the biggest frogs. Some are seven inches long.	121
Toads are amphibians too. They are like frogs in some ways	132
but different in others. Frogs have smooth skin, while toads have	143
bumpy skin. Frogs have long back legs, while toads have short	154
legs. Frogs like water. Toads prefer to live on land.	164
Toads like to eat bugs, and this helps people. Garden and farm	176
crops can be spoiled by insects. Toads and frogs eat some of	188
these pesky insects. Frogs and toads are fine little animals. If you	200
hear "KICK-KICK-KICK," look around. That could be a cricket	209
frog singing!	211

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Answer the questions. You may reread parts of the passage to help you.

- 1** How are frogs and toads ALIKE?
 - (A) They both prefer to live on land.
 - (B) They both have bumpy skin.
 - (C) They are both amphibians.
 - (D) They both have long legs.

- 2** Which of the following might also be considered *pesky*?
 - (F) a favorite dessert
 - (G) a good friend
 - (H) a head cold
 - (I) a holiday

- 3** Why did the author write this article?
 - (A) to explain that amphibians are valuable
 - (B) to describe the traits of frogs and toads
 - (C) to teach people how frogs and toads talk
 - (D) to tell how to find amphibians in the wild

- 4** What are three ways to tell frogs and toads apart? Support your answer with examples from the passage. Write your response on another sheet of paper.

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Annie's Pictures

When Annie's grandmother arrived for a visit, she handed	9
Annie a box. Annie ripped off the wrapping paper. Inside the box	21
was a camera.	24
Annie's grandmother showed her how to load the film.	33
"Thank you, Grandma!" said Annie. Then she looked through	42
the camera at her grandmother. "Smile," she said.	50
Annie and her grandmother strolled around the farm. It was a	61
beautiful fall day. An orange and yellow leaf fell from a tree, and	74
Annie took a picture before the leaf hit the ground.	84
"Look at the sky!" sighed her grandmother. "Those birds are	94
headed south for the winter." Annie took a picture quickly before	105
the birds flew out of sight.	111
Annie was about to take another picture when something	120
caught her eye. It was two chipmunks, racing away. Annie	130
followed them down the path, but they darted through the grass	141
toward the woods. Those little chipmunks are too fast for me,	152
Annie thought, as she stepped over a pumpkin.	160
She decided to take a picture of the pumpkin patch instead.	171
The next morning, Annie put her camera in her backpack.	181
She was taking Grandma to visit her class. Now she could take	193
pictures of this special day!	198

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Answer the questions. You may reread parts of the passage to help you.

1 Which of the following happens **BEFORE** Annie takes a picture of the orange and yellow leaf?

- A She takes pictures of the pumpkin patch.
- B She takes a picture of her grandmother.
- C She takes a picture of the flying birds.
- D She takes pictures of her class.

2 What is the meaning of the word *darted* as used in the sentence below?

Annie followed them down the path, but they darted through the grass toward the woods.

- F to pretend to be lifeless
- G to follow closely behind
- H to hide without movement
- I to move with sudden speed

3 Why can't Annie take pictures of the chipmunks?

- A They are too fast for her.
- B They are falling from the tree.
- C Her camera is in her backpack.
- D They are hiding in the pumpkin patch.

4 How will Annie use her camera in the future? Use information from the passage to make a prediction. Write your response on another sheet of paper.

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Drums: The Beat Goes On

Long ago in Turkey, the kettledrum was used in war. Its loud	12
boom, boom, boom sent messages in battle. Today, kettledrums	21
are used for music, not war. They are played all over the world.	34
The drummer of the conga drums holds them on his lap or	46
between his legs. He slaps the drum heads hard with both hands.	58
These drums are very lively!	63
Some drums are named for things they look like. For	73
example, the goblet drum has the shape of a big cup, or goblet.	86
It is made of wood. Drummers in Egypt love to play the goblet	99
drum. They just don't drink from it!	106
A talking drum can stand on its own! Long ago, Africans	117
played the talking drum. They found that its sound imitated	127
the way they spoke, and they used this drum to send messages	139
across the land. Its sound can be heard for miles!	149
Clang, clang, clang! Don't be startled by the sharp sound of	160
a steel drum. It is played in the West Indies. The drum is made	174
from a large steel can. Its head is curved, not flat. If you hit the	189
head in different places, different sounds are created! Native	198
Americans like to play the frame drum. They pound it as they	210
sing. Everyone dances to the lively rhythms created by the	220
pounding drums.	222

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Answer the questions. You may reread parts of the passage to help you.

- 1 Which two drums were used in the past to send messages?
 - (A) talking drum and steel drum
 - (B) kettledrum and talking drum
 - (C) goblet drum and kettledrum
 - (D) conga drums and frame drum

- 2 Which words have the SAME meaning as *lively*?
 - (F) full of noise
 - (G) full of energy
 - (H) full of rhythm
 - (I) full of dancing

- 3 Why did the author write this passage?
 - (A) to explain how to make a drum
 - (B) to teach people how to play drums
 - (C) to describe different kinds of drums
 - (D) to tell why the kettledrum is so popular

- 4 What does the steel drum sound like? Why? Support your answer with examples from the passage. Write your response on another sheet of paper.

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The Giant's Sock

Kick, Holly, and Sid lived in a big tree. It was a nice home for	15
three squirrels. One day, they saw a man on the path. He had an	29
ax with a sharp blade. Chop! Chop! Boom! He cut down a tree.	42
“Will he chop down our big tree?” asked Holly nervously.	52
Kick said, “Sid, go and tell that woodcutter that a giant lives	64
nearby. The giant will be very angry when he sees all his trees	77
chopped down.”	79
“Is there really a giant?” asked Sid.	86
“No, silly,” said Kick. “I made it up.”	94
Sid went and told the man about the giant, but it had no effect	108
on the man. “I’m going home now,” he said. “I will be back	121
tomorrow to chop down that big tree.”	128
Now Holly and Kick made a plan. The squirrels worked and	139
worked. They did not sleep a wink. At noon, the woodcutter	150
came back to chop down their tree. Sid told him, “The giant has	163
taken off his boots to sneak up on you. He has lost a sock, as you	179
can see.”	181
The woodcutter turned and saw a giant sock that the squirrels	192
had made. He gasped and sprinted all the way home.	202

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Answer the questions. You may reread parts of the passage to help you.

- 1 What is the squirrels' MAIN problem in the story?
 - A sewing a huge sock
 - B keeping Holly calm
 - C fighting the giant
 - D saving their home

- 2 If *nervous* means "uneasy," what does *nervously* mean?
 - F to make uneasy
 - G able to be uneasy
 - H one who is uneasy
 - I in a way that is uneasy

- 3 What plan do the squirrels make when the woodcutter goes away?
 - A to make the giant fight against the woodcutter
 - B to make a huge sock to trick the woodcutter
 - C to wake the sleeping giant and ask for help
 - D to take off the woodcutter's boots

- 4 How do the squirrels solve the problem of the woodcutter? Support your answer with examples from the passage. Write your response on another sheet of paper.