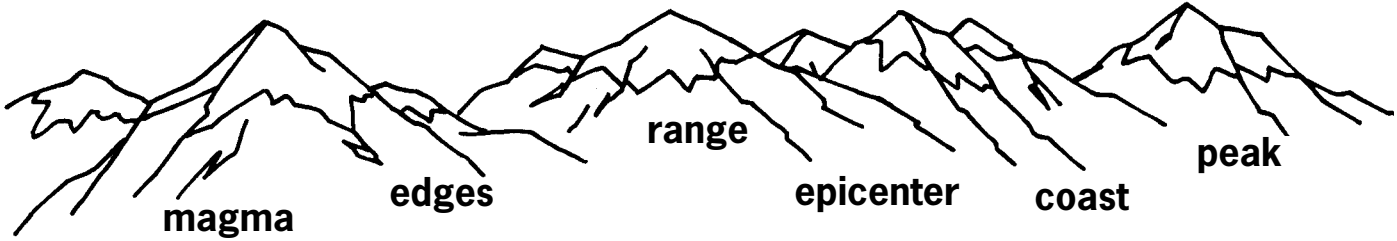


Name _____

► Write the Vocabulary Word that answers each riddle.



1. I am the outside borders of something, not the center of it.

What am I? the _____

2. I am another word for a group of mountains.

What am I? a _____

3. I am melted rock beneath the surface of the Earth.

What am I? _____

4. I am the top of a mountain.
What am I?

a _____

5. I am the place where the ocean meets the land.
What am I?

the _____

6. I am the place where an earthquake starts. What am I?

the _____

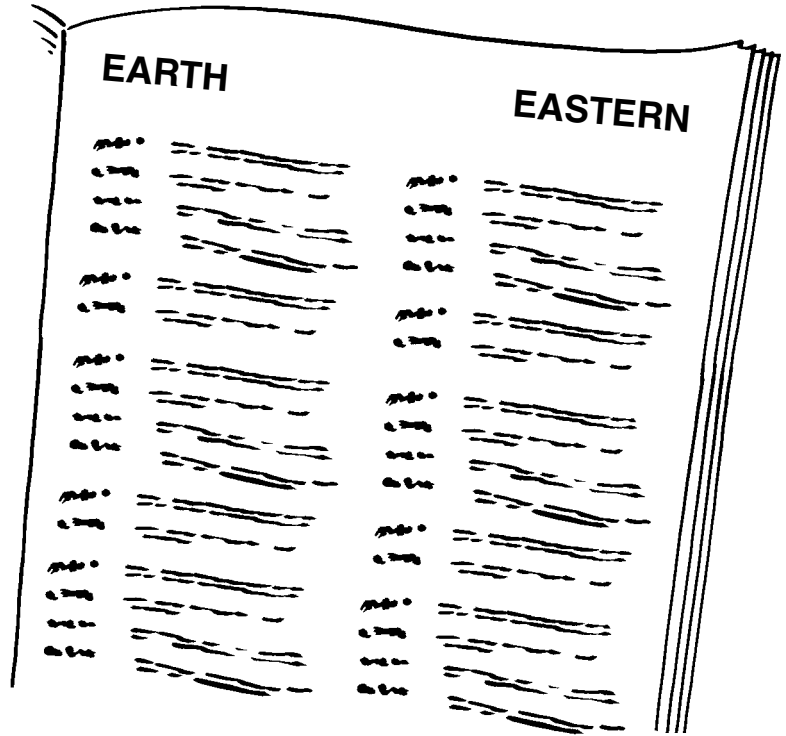
► Complete the paragraph with Vocabulary Words.

Sally hiked on a mountain (7) _____ in Hawaii. As she reached a (8) _____, she stopped to enjoy the view. Below, the ocean waves crashed against the (9) _____. In the distance, she could see an erupting volcano. She would get a lot of great pictures up there.



Write a paragraph comparing land that is flat and land that is not flat. Use at least two of the Vocabulary Words.

► Which pair of guide words would appear at the top of the page that contains each word? Circle the letter of the answer to each question.



1 earthquake

- A earth—eastern
- B element—elevation
- C emanate—equation
- D equator—Everest

2 epicenter

- F earth—eastern
- G element—elevation
- H emanate—equation
- J equator—Everest

3 erosion

- A earth—eastern
- B element—elevation
- C emanate—equation
- D equator—Everest

5 elementary

- A earth—eastern
- B element—elevation
- C emanate—equation
- D equator—Everest

4 environment

- F earth—eastern
- G element—elevation
- H emanate—equation
- J equator—Everest

6 equinox

- F earth—eastern
- G element—elevation
- H emanate—equation
- J equator—Everest

- **Read the paragraph below. Then circle the letter of the best answer to each question.**

I am writing a paper about how the crust of the Earth changes over time. First, I will research the different layers of the Earth. I want to find out how the core causes the surface to change shape. I need to look up some terms, too. For example, I don't know what *magma* means. My teacher, Mrs. Globetrotter, says that I should find the information I need in books that were written recently. She says scientists are always finding out new things and changing the facts. She even told me that scientists once thought the Earth was flat!

- 1** In which part of a book about earth science could you find the starting page of a chapter?
- A** copyright page **C** index
B glossary **D** table of contents



Tip

Where do you find chapter titles listed in order?

- 2** In which part of a book could you find out what the word *magma* means?
- F** copyright page **H** index
G glossary **J** table of contents



Tip

Think about where you would find both the word *and* its definition.

- 3** In which part of the book could you find out the date it was published?
- A** copyright page **C** index
B glossary **D** table of contents



Tip

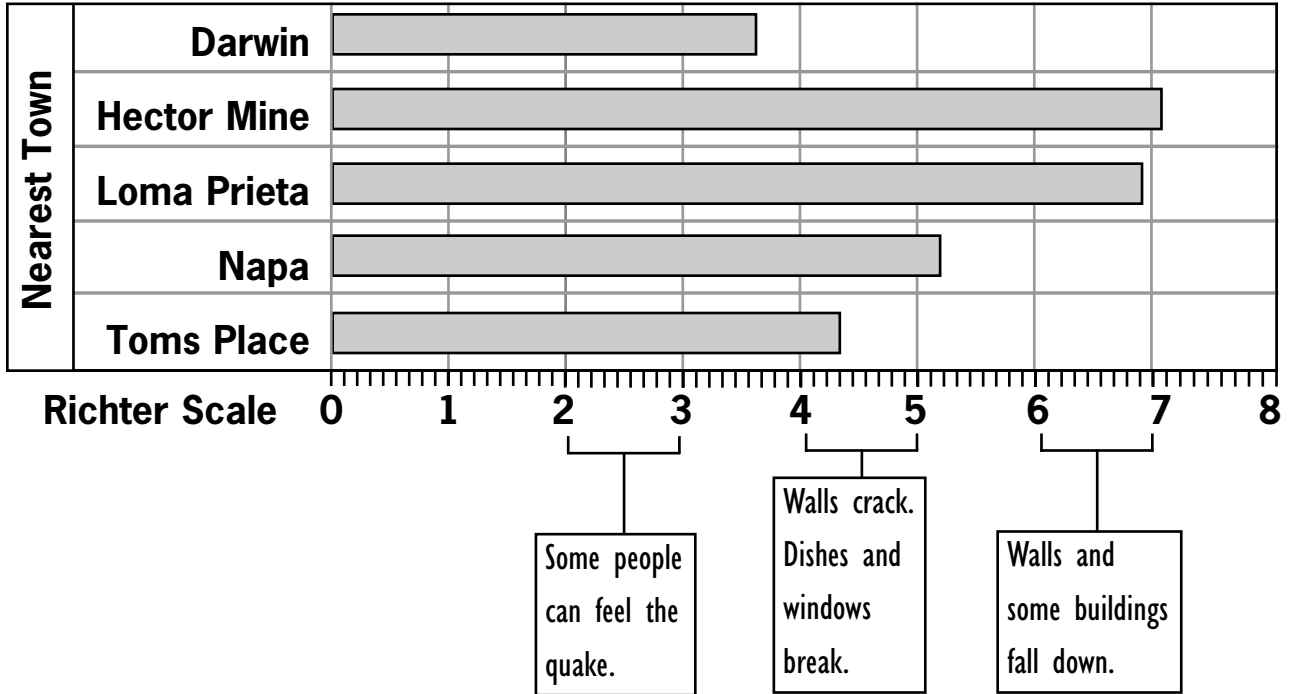
Ignore the answers you know are wrong.



SCHOOL-HOME CONNECTION With your child, examine the different parts of a nonfiction book. Look at the copyright page. Try out the index by turning to pages listed for a topic your child chooses. Look at the table of contents and guess the main ideas of the book.

► Study the following bar graph. Then answer the questions below.

**Recent Earthquakes in California
 1989-2001**



- Where did the two biggest earthquakes take place?

- What damage may have occurred from the earthquake in Loma Prieta?

- Where in the United States did all of these earthquakes take place?

- About how many points of difference is there between the earthquake near Darwin and the one near Hector?

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SCHOOL-HOME CONNECTION With your child, write the exact magnitude on the Richter Scale of two earthquakes recorded on the graph. Talk about how each earthquake might have felt and the kinds of damage it may have caused.

Skill Reminder

• **A contraction** is a short way to write two words. An apostrophe (') takes the place of the missing letter or letters. The two words, usually a pronoun and a form of the verbs *be* and *do*, are joined together.

► Write the two words that make up each contraction.

1. We're studying earth science in school. _____
2. Isn't the Earth always changing? _____
3. I don't think earth science is boring at all! _____
4. It's fun to study volcanoes. _____
5. Aren't earthquakes scary and exciting? _____

► Rewrite each sentence using a contraction in place of the underlined words.



6. What is the highest mountain range?

7. That is the subject of my next science project.

8. The Rockies are not the oldest mountains in the United States.

9. We are going camping near a volcano next summer.

10. I am planning to hike all the way around the rim.



Write contractions for *would not* and *it is*. Use your contractions in a journal paragraph. Describe what it may be like to be near an earthquake.

Skill Reminder A **contraction** is a short way to say
and write two words. An **apostrophe** replaces any missing letters.

► Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

SPELLING WORDS

1. it's
2. isn't
3. you've
4. we'd
5. didn't
6. she's
7. we've
8. haven't
9. he'd
10. they'd
11. there's
12. don't
13. we'll
14. won't
15. he's

