

- Read the Vocabulary Words in the box. Write the Vocabulary Word that best completes each sentence.

alarmed **windbreak** **conch** **paddock** **rustle**

1. A *poodle* is a kind of *dog*.

A _____ is a kind of *seashell*.

2. *Mad* and *angry* are similar feelings.

Scared and _____ are similar feelings.

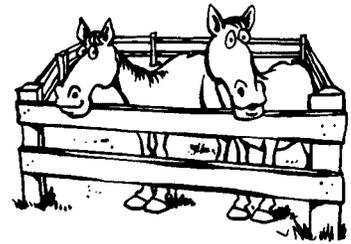
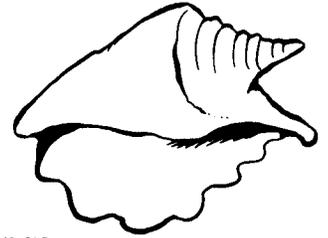
3. A *yell* is a *loud* sound.

A _____ is a *soft* sound.

4. A *windshield* is made of *glass* and protects you from the wind.

A _____ is made of *trees* and protects you from the wind.

5. *Fish* live in a *fish tank*. *Horses* live in a _____.



- Write the Vocabulary Word from the box above that answers each riddle. One letter of each word is filled in for you.

6. I am the soft sound you make when you walk through tall grass.

___ _ _ _ _ e

7. I am a line of trees that protects you from the wind.

___ _ _ d _ _ _ _ _

8. I am a field with a fence around it where your horses can run.

___ _ _ _ _ k

9. I am the way you felt when you saw something scary.

___ _ a _ _ _ _

10. I am a curved shell you might find on the beach.

___ o _ _ _ _

To the Teacher: Read aloud the Vocabulary Words, and have students repeat after you. Use pictures, pantomime, and simple explanations to demonstrate the meaning of each Vocabulary Word. Read aloud the two sets of directions, and model completing the first item of each activity. Have students work in pairs to complete the remaining items, guiding them as needed. Then ask the same pairs of students to think of other riddles using the Vocabulary Words.

- Read the story. Then circle the letter of the best answer for each question below.

Mary and Eva are sisters. One day they went to the beach with their mom and dad. They put their towels on the sand and sat down. Mary started playing in the sand. The warm sunshine and pretty ocean made her smile. "Let's go in the water!" she told her family. Mary loved to play in the waves.

Eva wasn't smiling. "Why did we have to come to the beach?" she asked. "There's sand on my towel. There's even sand in my hair! Ugh!" When Mary went in the water, Eva stayed on her towel and read a book.

- 1 How does Mary feel about the beach?
- A She wants to leave.
 - B She wants to read a book.
 - C She doesn't like the sand.
 - D She likes being at the beach.

**Tip**

Look for clues about how Mary is feeling. Is she happy? How can you tell?

- 2 How does Eva feel about the beach?
- A She is afraid of the water.
 - B She wants to play in the sand.
 - C She doesn't want to be there.
 - D She likes playing in the water.

**Tip**

Look for clues about how Eva is feeling. Is she happy? How can you tell?

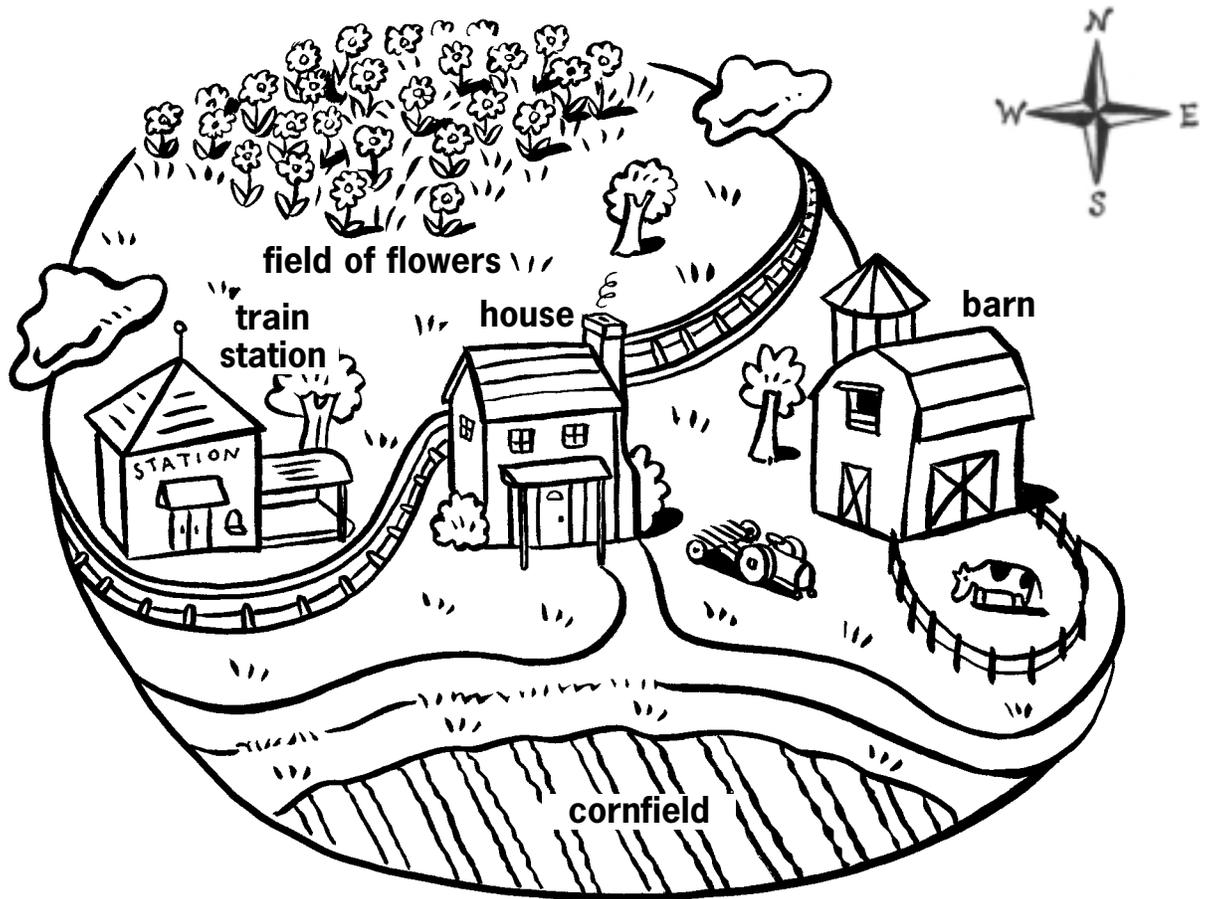
- 3 Which information helped you draw a conclusion to answer question 2?
- A Eva doesn't like to get dirty.
 - B Eva smiles and likes to play in the waves.
 - C Eva doesn't smile, and she complains about the sand.
 - D Eva likes to read more than she likes to play in the water.

**Tip**

Look for an answer choice that has information that can be found in the story. Make sure the information is about the same topic as the question.

To the Teacher: Read aloud the directions, and guide volunteers to read aloud the passage. Work with students to paraphrase aloud the passage. Then model completing the first item. Have students complete the page. Ask them how they arrived at their answers. Guide students to discuss what they like and do not like about going to the beach.

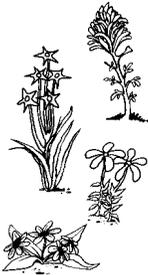
- Study the map. Then answer the questions below, using the information from the map.



1. Anna left the house and walked west. Did she arrive at the barn or at the train station? _____
2. Anna left the house and walked north. Was she walking toward the field of flowers or toward the cornfield? _____
3. Anna walked south from her house. Was she walking toward the train station or toward the cornfield? _____
4. What building is at the eastern end of the farm?

Name _____

► Study the table about prairie flowers. Then answer the questions about the table. Study the time line of a boy's childhood. Then answer the questions about the time line.

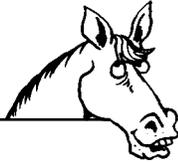


Prairie Flowers		
	Petals	Leaves
Indian paintbrush	flat, many petals	small
blue-eyed grass	small, star-shaped	long, thin
bride's bonnet	medium size, 5 petals	tiny, pointed
flax	medium size, 6 petals	broad, flat

- Which prairie flower has five petals?

- Which type of flower has broad leaves?

- Which type of flower has star-shaped petals?

Ted Johnson's Childhood				
1820	1824	1827	1830	1832
Ted Johnson is born in Maine. 	Ted's family moves to the prairie in Nebraska.	Ted starts school in a one-room schoolhouse. 	A tornado destroys Ted's house, and his family builds a new one.	Ted's father gives him a horse. 

- When did Ted start going to school?

- When did Ted's family build a new house?

To the Teacher: Review interpreting tables and time lines, using the graphics on the page. Read aloud the directions. Ask a volunteer to read each question. Have students work in pairs to complete the activity. Then have students, still in pairs, take turns asking and answering other questions about information in the graphics.