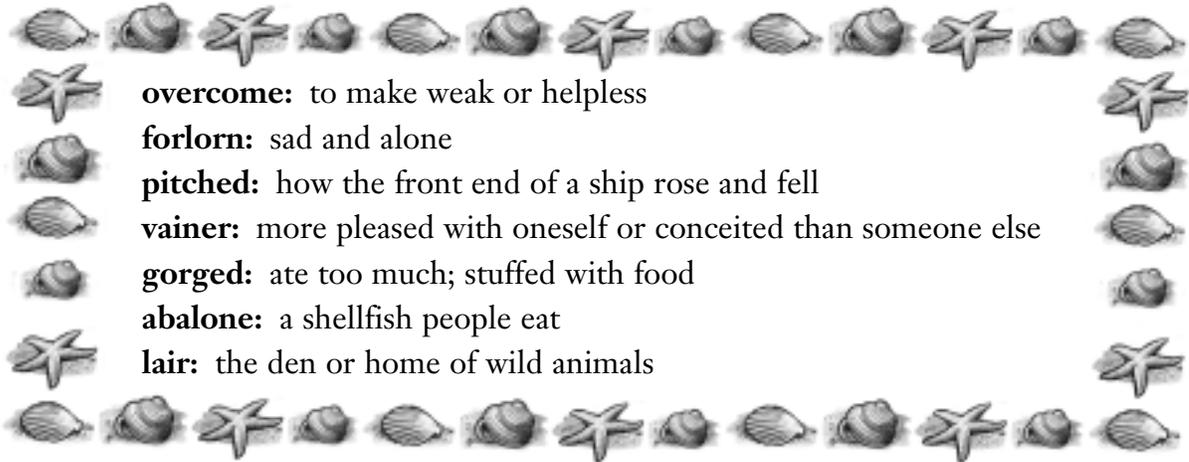


- Read the boldfaced Vocabulary Words and their definitions.
Then use the Vocabulary Words to answer the questions.



1. You are lonely and sad. How do you feel? _____
2. What did the boat do on the big waves? _____
3. Which word is an animal's home? _____
4. You ate too much food. How do you feel? _____
5. What is another word for "feeling weak"? _____
6. Which word is the name of a shellfish? _____
7. Which word describes a person who is more vain than someone else?

- Write the Vocabulary Word that means the opposite of the underlined words.

8. He is happy. _____
9. I am hungry. _____
10. The boat sailed smoothly. _____

TO THE TEACHER: Read aloud the Vocabulary Words and ask students to pronounce them with you. Ask for volunteers to use the words in sentences about the sea and wildlife. Then challenge students to make up pairs of sentences that contain two of the Vocabulary Words. The sentence pairs should tell little stories. Use the following as examples:

- The boat pitched in the storm. But it was not overcome by the waves.
- We ate so much abalone. We gorged ourselves.
- The little fox looked forlorn. It was alone in its lair.

- **Read the paragraph. Then circle the letter of the best answer to each question. The underlined sentences in the paragraph will help you answer the questions.**

Annie and Sara loved to hike over the hills on their island. Sometimes they talked and laughed as they walked. More often they just listened to the wind and the chirps of birds. The girls were hiking silently early one Sunday morning. Suddenly, they heard a noise. They followed the sound off the trail. The sound grew louder. On a tree branch hanging over a pond was a small kitten. It was hanging on for dear life. Sara talked to the kitten gently so as not to frighten it. Then she leaned over and freed the kitten. Annie fixed a soft place for the kitten in her backpack.

- 1** What do you know about Annie and Sara?

- A** They fight.
B They are afraid of animals.
C They are friends.
D They live in a flat, dry area.

**Tip**

Read the underlined sentence that tells you about Annie and Sara walking. What answer choice best describes them?

- 2** What problem do the characters face?

- F** Only one girl has a backpack.
G It is too noisy.
H They find a frightened kitten.
J They walk off the path and get lost.

**Tip**

Look for the underlined sentence that tells you about what difficulty the girls face.

- 3** What must the girls do first to solve the problem?

- A** Sara must calm the kitten down.
B Sara must climb the tree.
C Annie must find her backpack.
D The girls must find the kitten's owner.

**Tip**

Reread how the girls solve the problem. Which underlined sentence tells the first thing they do?

TO THE TEACHER: Before reading aloud the directions and the paragraph, go over the meanings of *chirps*, *off the trail*, and *so as not to*. Have the students read along silently. Ask students if there are any other words or phrases they would like to have explained.

Help students identify the story problem. Then help them find the three steps the girls took to solve the problem:

1. calm the kitten
2. free the kitten
3. prepare a way to carry the kitten back

- Read the sentences. Then circle the letter of the inference that makes the most sense.

1. Binh's stomach fluttered. She looked over the list of supplies: matches, sleeping bag, plastic sheet, knife, hatchet. Her adventure was going to start soon. She'd better be ready.
A Binh is going to make her first visit to New York.
B Binh is going wilderness camping.
2. The fox stared at Binh. Its pointed ears twitched and its nose wrinkled. Then the animal seemed to melt back into the forest. All Binh saw of the fox was the white tip of its bushy red tail.
A The fox is looking for a friend.
B The fox is a wild animal.
3. By the third day, Binh had improved her skills. She set up her tent and made a fire in half the time it had taken her at first. She ate a good dinner of freeze-dried stew and fresh-picked berries. She even played the harmonica for a while before falling asleep in her sleeping bag.
A Binh is becoming more comfortable in the wilderness.
B Binh is getting more nervous about the wilderness.
4. The entire class was silent when Binh gave her report. They fixed their eyes on her face as she spoke. Everyone gasped when Binh described her run-in with the fox.
A The class is bored by Binh's report.
B The class is fascinated by Binh's report.

TO THE TEACHER: Before reading the paragraphs with students, make sure they understand the meaning of the word *inference*. Explain that in each exercise, the inference will be a guess that students will make, based on information or clues, in the paragraph. In the first paragraph, for example, the listed items in the second sentence are things someone would bring on a camping trip. Though the first and third sentences in the paragraph could be about either a trip to New York or a camping trip, the clues in the second sentence point to camping. Help students pick out the clues that will help them make correct inferences in the last three paragraphs. For the second paragraph, ask what wild animals do when they are curious. (*They watch, or stare.*) In the third paragraph, we learn that Binh eats well, plays, and falls asleep easily. Ask: are these things people do when they are comfortable and relaxed, or when they are nervous? For the fourth paragraph, help students identify the clues *fixed their eyes on her* and *Everyone gasped*.