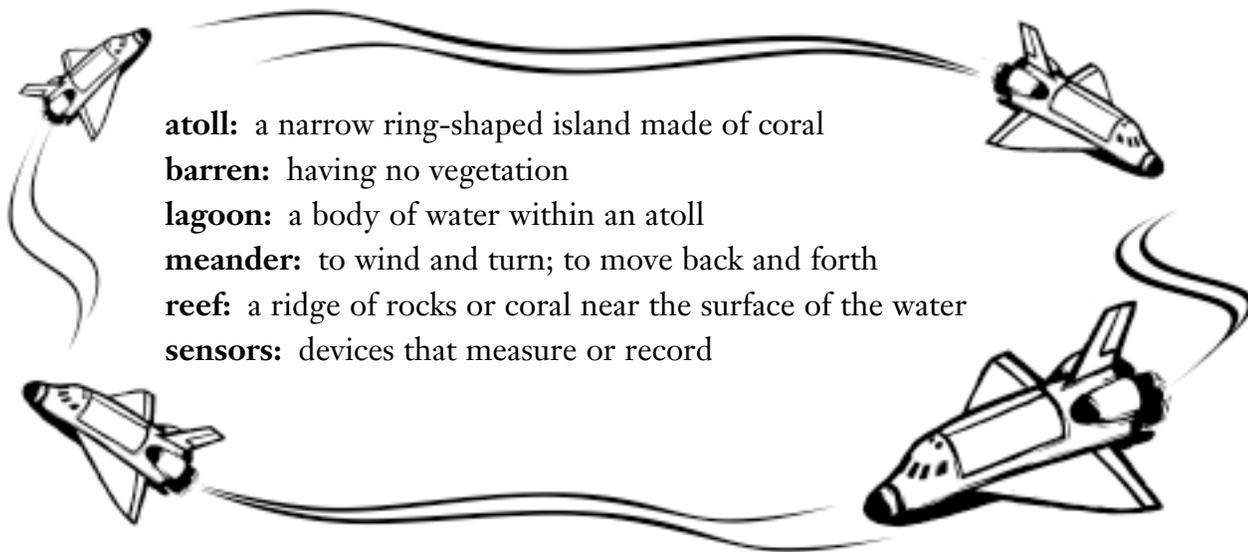


- Read the boldfaced Vocabulary Words and their definitions. Then write the Vocabulary Word that best completes each sentence.



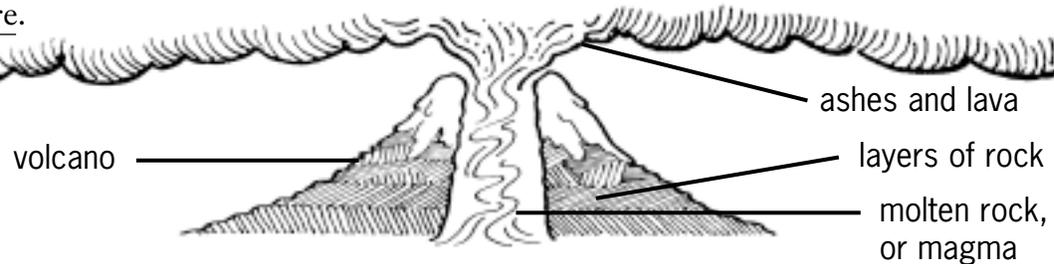
atoll: a narrow ring-shaped island made of coral
barren: having no vegetation
lagoon: a body of water within an atoll
meander: to wind and turn; to move back and forth
reef: a ridge of rocks or coral near the surface of the water
sensors: devices that measure or record

1. You can cross the _____ by boat.
 2. That ridge is a coral _____.
 3. The path _____ through the woods.
 4. The _____ is an island shaped like a doughnut.
 5. These devices are motion _____. They sense movement.
 6. The island is _____. No vegetation grows there.
- Write the Vocabulary Word that rhymes with each word below.
7. moon _____
 8. beef _____

TO THE TEACHERS: Before beginning the exercise, go over the photographs of *atolls*, *lagoons*, and *reefs* in *Seeing Earth from Space*. Help students understand that an atoll is a coral reef that has become a full circle, enclosing a lagoon within it. Ask students to explain the phenomenon back to you. To make sure students understand the words, have them point to the atoll, the lagoon, and the reef as they speak. Then have a volunteer point out a path a ship might take if it were to meander among the islands in the photograph.

- Read the paragraph. Look at the diagram. Circle the letter of the best answer to each question. The underlined parts will help you to answer the questions.

Volcanoes remind us that the Earth is always changing. Volcanoes can help support life. In the oceans of the South Seas, the underwater sides of volcanoes support corals, which form coral reefs. Volcanoes can also endanger life. If a volcano erupts, hot lava and ashes spit out. A river of hot lava then flows down the sides of the mountain. It destroys everything in its path—plants, animals, buildings, and people. Volcanoes show the power of nature.



An Erupting Volcano

- 1 Which part of the passage does the diagram clarify?
- A** that volcanoes remind us that the Earth is changing
- B** how the underwater sides of volcanoes support corals
- C** how hot lava and ashes spit out of volcanoes
- D** that a river of hot lava can kill animals and people

Tip

Clarify means “to show, explain, or make clear.” Look at the title of the diagram. Which item in the passage tells about what the diagram shows?

- 2 Which did you learn about from the diagram but not from the passage?
- F** how a coral reef is formed
- G** the inside of a volcano
- H** the power of a volcano
- J** the good that volcanoes can do

Tip

Read the answer choices carefully. Look at the underlined key words and phrases in the passage. Then look at the diagram. Which information is not in the passage?

TO THE TEACHER: Ask volunteers to take turns reading aloud the sentences in the paragraph. Then go over the diagram thoroughly. Have students tell in their own words what the diagram is illustrating. Before doing the exercises, go over the phrases *support life*, *endanger life*, *a river of hot lava*, *in its path*, and *show the power of*. Check that students understand the phrases by having them use each in an original sentence.

► Read each group of facts below. Then answer the questions.

- a. In 1961 a chimpanzee traveled to space as part of the U.S. space program.
- b. The first U.S. space shuttle was launched in 1981.
- c. In 1957 the Soviets sent a dog named Laika into space.
- d. Space shuttle *Challenger* took a hive of bees into space.

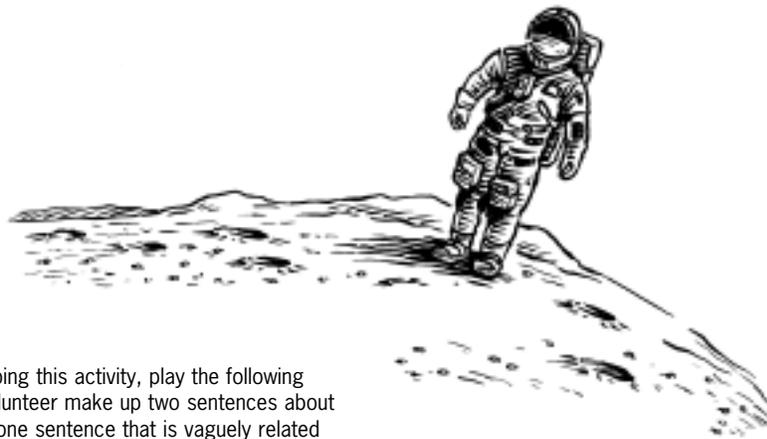
1. Write the fact that does not belong with the others.

2. Why do the other three facts belong together?

- a. Jupiter is the largest planet in the solar system.
- b. The red spot observed on Jupiter is a giant storm.
- c. Olympus Mons is a huge volcano on Mars.
- d. The Galileo space probe reached Jupiter in 1995.

3. Write the fact that does not belong with the others.

4. Why do the other three facts belong together?



TO THE TEACHER: Before doing this activity, play the following game with students. Have a volunteer make up two sentences about a favorite sport or hobby, and one sentence that is vaguely related but does not belong with the others. Ask the other students to tell which sentence does not belong. Play the game until each student has had a turn. Write this example on the board to start them off. Suggest that they refer to it if they have trouble forming sentences: *I use a glove in baseball. I use a bat to play baseball. I use a ball to play baseball. I play baseball in the spring.* Draw a line through *I play baseball in the spring* and point out that it does not say anything about the equipment needed for baseball.