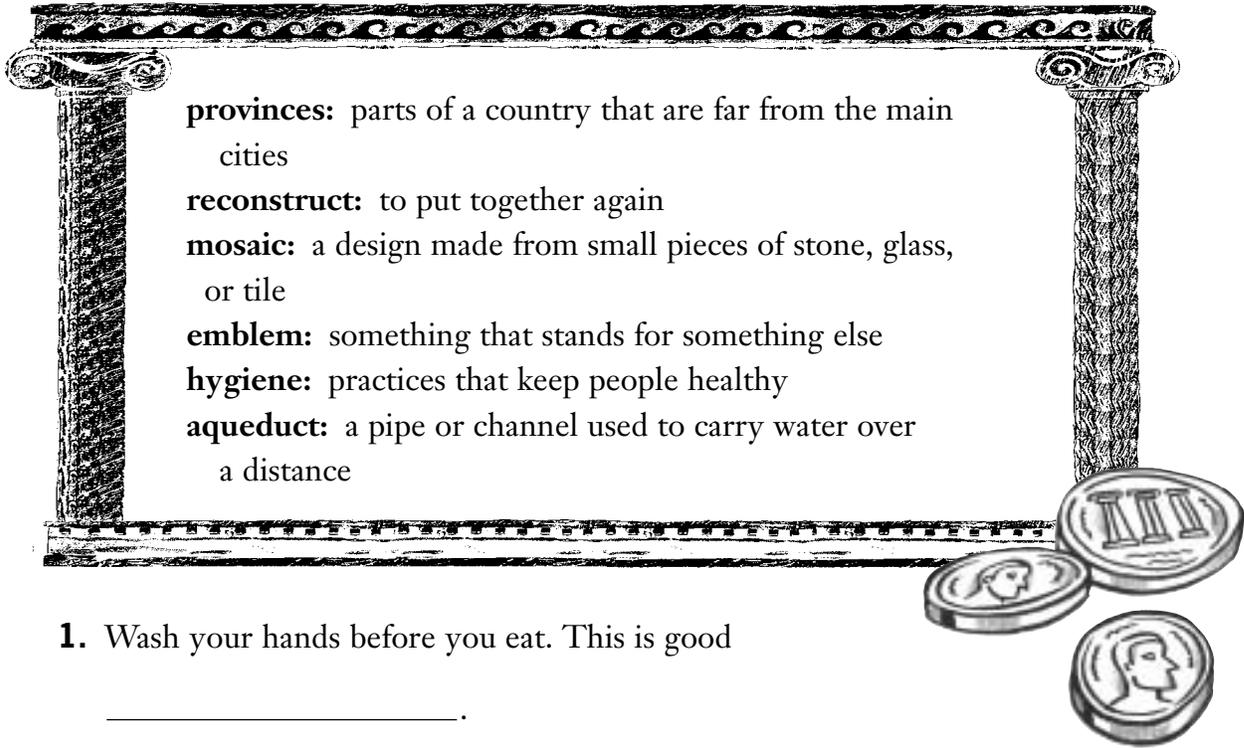


Name _____

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



provinces: parts of a country that are far from the main cities

reconstruct: to put together again

mosaic: a design made from small pieces of stone, glass, or tile

emblem: something that stands for something else

hygiene: practices that keep people healthy

aqueduct: a pipe or channel used to carry water over a distance

1. Wash your hands before you eat. This is good _____.
2. The country's _____ are far from its capital city.
3. The _____ brings clean drinking water from the lake.
4. That historic building is falling down. I wish we could _____ it.
5. Our flag is an _____ of our country.
6. The tiles are put together in a lovely _____.

- Write the Vocabulary Word that has nearly the same meaning as each word below.

7. symbol _____
8. rebuild _____
9. water pipe _____

TO THE TEACHER: Read aloud the directions and ask the students to read silently with you. Ask for volunteers to say each word and then use the word in a sentence. Before they begin the exercise, suggest that they think about "Look into the Past: The Greeks and the Romans" to help them use context clues. Encourage them to read the entire sentence to find clues that point to the right word.

- Read the paragraph. Circle the letter of the best answer to each question.

“All roads lead to Rome.” This is an old saying. The ancient Romans built an incredible road system. It linked Rome with all of its provinces. The provinces covered Europe and parts of North Africa. Soldiers used the roadways to travel around the Roman Empire. The roads also made it easier to transport goods. These roads were very well built. Many of them are still in use today.

- 1 What is the main idea of this paragraph?
- A The roads in Rome were straight and paved.
- B Some roads linked Rome to Africa.
- C The Romans built a large system of roads.
- D Some roads in Rome are still used today.

**Tip**

The main idea is what the paragraph is mostly about.

- 2 Read the underlined sentence. It is a supporting detail because it
- F explains how the roads were built.
- G compares the roads in Rome to modern roads.
- H shows that Rome had provinces.
- J explains why the Romans built so many roads.

**Tip**

Think about your answer for question 1. How does this sentence support that main idea?

- 3 Which detail would NOT support the main idea?
- A One famous Roman road was the Appian Way.
- B The oldest Roman roads were built around 300 B.C.
- C The Romans built about 50,000 miles of roads.
- D The Greeks had a hard time building roads.

**Tip**

Read the answer choices carefully. Which does NOT relate to the roads in Rome?



TO THE TEACHER: Read the directions aloud and ask a volunteer to read the paragraph. Ask the students to read along silently. Start a discussion of main idea and supporting details. Point out that the main idea is usually found at the beginning or the end of a passage, but there are exceptions. In this case, the main idea is found in the middle of the paragraph. It may be more difficult for students to figure out the main idea in this situation. They will need to rely on the context. Most important, help the students understand the paragraph. Remind them to also use context clues if the words are difficult.