

Name _____

- Read the Vocabulary Words and their definitions. Then write the Vocabulary Word that goes with each group of words.

breakthrough: important discovery

satellite: an object that orbits the Earth, moon, or another planet

cosmonaut: an astronaut from Russia or the former Soviet Union

disregarded: ignored; did not pay attention to

enrolls: puts one's name on a list

formulas: statements that describe a fact or relationship

altimeter: instrument for measuring height

dejectedly: unhappily

1. enlists, registers, joins, _____
2. orbit, space, moon, _____
3. experiment, discovery, research,

4. equations, recipes, _____
5. thermometer, speedometer,

6. sadly, angrily, _____
7. ignored, avoided, neglected, _____
8. engineer, scientist, astronaut, _____



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. Review the meanings of all the words listed in numbers 1–8. Lead a class discussion regarding the meanings of the words as well as how they relate to each other. Finally, introduce the expression “signs up” as a synonym for *enrolls*.

- Read the passage. Then read each question. Circle the letter of the best answer to each question.

The *Sputniks* were a series of satellites launched by the Soviet Union. *Sputnik 1* was launched on October 4, 1957. It lasted less than one year. Then it fell back to the Earth and burned up. Still, *Sputnik 1* was very important. It began the Space Age. Many *Sputniks* followed in the next few years. *Sputnik 2* carried a dog, Laika. This dog was the first creature in space. Eight other *Sputniks* gathered volumes of information about space. *Sputnik 1* also marked the beginning of the Space Race. The United States wanted to catch up to the Soviet Union. Then both countries competed to be the most advanced in this field.

- 1 Draw a conclusion about what made *Sputnik 1* so important.

A It gathered lots of information about space.
B It was launched by the Soviet Union.
C It was the first satellite to orbit the Earth.
D It shot a dog into space.

 **Tip**

A conclusion must be based on what you read. Think about what made *Sputnik 1* so special.

- 2 The *Sputnik* program was successful. What evidence supports this statement?

F *Sputnik 2* carried a dog into space.
G Many *Sputniks* orbited Earth and collected data.
H Eight *Sputniks* are orbiting Earth and collecting data.
J More *Sputniks* will soon be launched.

 **Tip**

Which answer describes what really happened in relation to most of the *Sputniks*?

- 3 Think about the effect of *Sputnik 1* on the United States. Which conclusion can you draw?

A It didn't have much of an effect on the U.S.
B It caused the U.S. to begin a huge space program.
C It interested many students in the country.
D It caused the U.S. to begin exploring the oceans.

 **Tip**

Think about what the passage says about the United States' response. Choose the answer that talks about this.

TO THE TEACHER: Help students to practice drawing conclusions based on what they read. Lead a class discussion about drawing conclusions. Elicit how important it is to be able to support conclusions with facts (or what we've read). Explain the phrase "jump to conclusions" as a means of explaining the pitfalls to avoid.