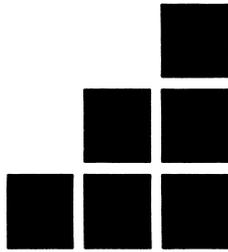




Steps to
Comprehension



Steps to Comprehension

by

Dr. John B. Adams and Ann Adams

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Steps to Comprehension

An Overview

STEPS TO COMPREHENSION is a broad-based reading comprehension program for the late elementary through junior high student. The objective of the program is to provide a motivating setting where students can practice and improve the comprehension skills so essential to the reading process.

This objective is accomplished in three ways:

First, the program offers 90 original short stories, called STEPS, written at eleven different reading levels from grades one through eight. Two types of stories are used in STEPS TO COMPREHENSION: (1) The Traditional type, in which the student reads the story and answers multiple-choice questions at the end, and (2) the Cloze type, in which the student must fill in the missing word or portion thereof as he/she reads the story. Using these two different story types provides unique opportunities for the student. The authors' careful selection of story topics ensures stimulation of each student's interest.

Second, one of the program's most outstanding features is the **Back to the Story Help and Remediation** system. If a question is answered incorrectly, the program takes the student back to the paragraph of the story where the correct answer is found. The correct answer is shown and an explanation is given as to WHY it is the correct response. It is like having a teacher who is intimately familiar with each selection sitting with the students as they answer the questions.

Third, the computer graphics and animations provide motivation for the student. Each story is presented with a full screen of color graphics pertaining to that particular story. When the student correctly answers the required number of questions, one of many different rewards is given to motivate the student to do well. As a wide age-range of students will be using this program, the animation feature can be turned off at the discretion of the teacher.

In addition to offering all of the above to your students, STEPS offers you, the teacher, complete flexibility in implementing the program. A built-in Classroom Manager literally makes every assignment and keeps track of every student's progress. You may, however, override the system at any time and make specific assignments for an individual student. This exceptional system provides you with a complete record on each student's progress. Progress reports are available to you either on the screen or as a printout.

As you read through this manual and actually try some of the program's different features, many of these areas mentioned will be amplified and the full potential of this program will become more apparent to you.



About the Authors

Ann Adams is a teacher of primary grade children. She is experienced with the language needs of students who are gifted, multicultural, bilingual, and of all levels of intelligence. She is especially interested in providing children with global language skills that are necessary for mastering the reading process.

Dr. John Adams, a college professor for fifteen years, has taught reading-method courses and served as a consultant to schools. He has been both a teacher and a principal. He recently returned to public school education as an elementary school principal and district reading coordinator.



Introduction

***NOTE:** The authors urge professional educators to read this section of the manual thoroughly before using the program. Your understanding of how this program is designed will enhance your success and satisfaction.*

STEPS TO COMPREHENSION is a coordinated set of 90 comprehension exercises (called STEPS) written for levels of difficulty ranging from late grade one through grade eight. These short practice exercises provide a motivating setting in which the student can practice and improve the comprehension skills that are so essential in the reading process.

This program may be used in a classroom or library/media center. It has been designed for “independent” use by students. Some adult guidance is helpful. Teacher interest and supervision is always a positive factor.

Your students will benefit from adult guidance at three points in this program:

1. Students will need initial instructions on how to use the program. A little time spent introducing STEPS TO COMPREHENSION will stimulate each student’s interest. An explanation of how the Classroom Manager works and the basic care of the story disks will increase the success and the degree to which he/she can function independently.
2. In addition, students need to be given individual attention and recognition as they use the material. A brief chat in which the teacher comments about a student’s progress or asks about the content of one of the STEPS is helpful. The students need to know that others are aware of, and interested in, the work they are doing.
3. Should a student fail to meet the standard on more than one out of three STEPS, he/she needs teacher attention. This will be done automatically if you are using the built-in Classroom Manager. If this below-standard level of performance continues, the student may need additional instruction on the lower-level comprehension skills. Do not allow the student to continue failing to meet the standard, story by story.

Once the students understand the process and receive some periodic reinforcement, they will be able to use these materials with a high degree of independence.

Special Features

Organization

STEPS TO COMPREHENSION is organized into different reading levels, graded in difficulty from one through six. All of the stories are included on the "story disks." The "story disks" are coded to avoid your having to mention grade levels. The location of any story, as well as the grade level, can be determined by referring to the Appendix.

At each level (except 1, 2, 2.5) there are two kinds of STEPS. In "Traditional Steps", each story is displayed on the screen, then followed by six comprehension questions. In "Cloze Steps", words or parts of words are omitted through each story. Using the two types of stories, a teacher is able to monitor comprehension skills from different angles.

NOTE: If you did NOT purchase the "Cloze" version of this program, you should ignore all references to it in this manual.

Placement of Students

Placement of a student in the program should be determined by his/her individual interests and specific needs in the area of reading comprehension. Since success in the program is important, it is better to start a student too low rather than too high.

Advancement of Students

A student should work at the given level until he/she has met the standard on three consecutive STEPS as defined in the Appendix. Of course, this will be done automatically if you are using the Classroom Manager provided with this program. In general, do not rush the student. Have the student do more at a given level if it seems productive. You can always override the Classroom Manager if you feel the student could benefit from more practice at a particular level.

Dual Comprehension Testing

This program employs two different methods of practicing comprehension skills.

- A. Some of the STEPS use the Traditional method of posing questions after the student reads the selection. Literal, inferential and vocabulary questions are stressed in each of these STEPS.
- B. Some of these STEPS employ a modified version of the Cloze procedure. In these STEPS the student is required to supply part or all of a missing word. This technique stresses the use of context, especially the context of an unknown word.

Use of the Cloze Procedure (optional)

The Cloze procedure has been known for many years but, until recently, has not been widely utilized as a technique for developing comprehension skills.

Using the Cloze procedure as originally designed (deleting every fifth word) was too difficult for many students. Also, the Cloze standard of 50% correct to attain a satisfactory level of performance was discouraging, even to good readers. When students achieved 40% to 70%, they felt like they were doing poorly even when informed that 50% was the standard. To improve the situation, we experimented with showing the number of missing letters in the unknown words, as well as sometimes showing a letter or two. In doing so, the level of expected performance was raised also.

These adjustments resulted in improved attitudes as well as more success. This modified Cloze format also helped to hold down the level of readability which is inflated by the regular Cloze format. Our field testing has shown that this Cloze procedure has excellent potential for developing the skill of using context to decode an unknown word.

Flexibility

The authors have designed this program to be flexible concerning where and how it can be used. In addition to regular classroom use, the program adapts well to library/media center or a special-purpose classroom, such as Chapter 1 Reading. Also, procedures for using the system can be varied. The standard procedures have been carefully outlined in this section and in the How It Works section of the manual. However, the professional using the program is encouraged to modify these procedures to suit the population of students being served.

In order to allow you this flexibility, this manual includes story reprints, suitable for reproduction. The stories in this manual are similar to the ones found on the disks and they make ideal classroom assignments. The questions and answers for each of these stories is found in Section G.

In some cases a teacher may determine it would be beneficial for a particular student to have a printed copy of the story in front of him/her while attempting to answer the questions. This is not how the program was designed, but if a student is continually having trouble with the questions this is a suggested alternative.

The reprints are also valuable for use as take-home papers, so students can show their parents the kind of work they are doing on the computer. This can serve as a motivational reward for successful completion of a unit. Another idea is to use one of the reprints in parent conferences. This can be particularly effective when used in conjunction with a progress report printout from the computer.



Graded Selections

Each selection of the program has been assigned a grade level of difficulty, based on the Fry Graph for Estimating Readability, the authors' assessment of the topic, and the results of field testing. The level assigned each STEP may be found by referring to the Appendix. Do not be surprised if some students express the opinion that all of the stories are of equal difficulty. As you are aware, the exact level at which a student reads is difficult to pinpoint because external factors affect the relative difficulty of a story for any student.

Length of Selections

The length of most of the STEPS is in the range of 200-275 words. The lower the level, the shorter the STEPS tend to be. Field testing indicates that length is ideal for developing a story line without exceeding the student's endurance.

Tutorial

One of the most outstanding and unique features of STEPS TO COMPREHENSION is the program's ability to show the student his/her error and to explain how the correct answer should have been obtained. When the student makes an error, the program will immediately show two frames. One shows the context of the story applicable to the question. It also highlights the exact sentence that either gives or leads the student to the correct answer. The other screen explains how that context should have been used to determine the right answer.

We are pleased to tell you that STEPS TO COMPREHENSION is more than good practice--it provides instructional tutoring on questions your pupils miss. This is a feature that you have seldom had at your command.

Grade Levels

This program will be most effective when used with students in grades three through eight. However, it will work well with older students reading somewhat below grade level. In addition, it can be utilized by second through fifth graders who are reading above grade level.



Instructions to Students

You will soon be working on many interesting stories that will help you understand what you read. The practice will be fun, but you will need to pay close attention to what you are doing. I will help you by explaining the two kinds of stories you will be reading. These stories are called STEPS. There are “Traditional Steps” and “Cloze Steps.”

Traditional Steps

A “Traditional Step” is a story followed by six questions. When you begin, be sure to read the title of the STEP and look at the picture. This will help you get ready. Then read the story. As you read, be sure to think about the story and remember the things that you are reading. If, after reading the story, you are not sure what the story is about, read it again. Then go to the questions. Take your time and read each question carefully before answering it. Remember, the purpose of this program is to help you learn to understand what you read.

Cloze Steps (Optional)

“Cloze Steps” have no questions for you to answer. Instead, you will see some blanks in the story where all or part of a word is missing. Often there is a clue to help you. There may be several blanks shown that look like this ----. The four blanks mean that the missing word has four letters in it. You might see a missing word that looks like this dr--. This means the correct word begins with “dr” and has two more letters. By understanding the story and using these clues, you should be able to think of the missing word.

Sometimes a clue comes after the missing word. So, if you can’t think of the missing word, continue reading for several lines, then go back to the missing word. Try this example:

I like to eat ---- and ice cream on my birthday.

The missing word is “cake”. The best clues came after the missing word. By reading on, you can think of the missing word.

Other times you may know the correct word but not be sure of how to spell the answer. Look forward or backward in the story to see if the word you are looking for is used in another place. It usually will be and you can copy the spelling.



How It Works

General

STEPS TO COMPREHENSION is designed as a user-friendly system that students should be capable of operating independently once they are given a few basic instructions. This section of the manual will give you an in-depth understanding of how to operate the computer program. It will also outline the basic logic involved. Once you understand these two parts you will be in a position to give basic instruction to the student and to determine how you want to implement the system.

In this manual we will refer to the "normal" mode of operation. This simply means the way the program is set in its original form directly from the publisher. As will be described, you have the option to change some of these "normal" modes to conform to your situation.

The package is made up of several disks: 1 master and several story disks. The Apple master is the only disk that contains the DOS (Disk Operating System) and therefore must always be "booted" prior to using one of the story disks. MS-DOS users must have DOS loaded into their computer before using the master disk. To use an MS-DOS master disk, simply type **EPC** (upper- or lower-case) at the DOS prompt (set to the correct drive).

Each of the story disks contains several different stories and their corresponding questions. The exact stories, their type, and their reading level can quickly be determined by referring to the Appendix.

As a general rule, one can always advance to the next screen by using the < spacebar >. This is true unless you are specifically told to do something different. You do not need to wait for the prompt to appear at the bottom of the screen to use the < spacebar >. In this way you can go through screens you are familiar with faster.

Apple II NOTE: Whenever you see a small clock in the upper left-hand part of the screen, you will know a disk load is occurring and you must wait for that before going on.

In order to begin using the system one simply boots the master disk. This is done by inserting the disk in the drive and turning on the computer. All the machine-language routines will be loaded. When this is complete, the student is prompted for his/her first name. The student responds by typing in his/her first name and then pressing < return > or < enter >. He/She is then prompted for his/her last name. He/She types his/her last name and again presses < return > or < enter >.

If an active file is found for the student whose name is typed and the system is operating in the "normal" mode, the student is given his/her assignment by specifying which disk to insert.

If you desire a student who is not on file to go through the system and you do not wish to create a permanent file for this student, simply use STUDENT as the last name. This will allow the student to use everything in the program but his/her results will *NOT* be recorded.

If you use STUDENT as the last name or turn off the Automatic Tracking, you will be required to provide a story code. Story Codes can be found either in the Appendix or by looking at the top of the p[rinted story sheet in this manual.

At the end of each story the student is asked if he/she wants to continue. If he/she responds < Y > for Yes, he/she is given the next assignment (normal mode) or asked which story he/she wants to do next (automatic tracking off). He/She may do several stories in this manner without being required to return to the master disk. If he/she answers < N > for No when asked if he/she wants to continue, the student is told to insert the master disk. *If this step is not completed, NONE of the scores from this session will be recorded on the student file.*

Classroom Manager

In order to enter the Classroom Management System one must type the password when prompted for the first name. TEACHER must be typed as the last name. The last name is always constant but the password or first name is changeable at your option (see below). When you first get your program, the password is preset as TEACHER. In order to enter the management system you type TEACHER for the first name and also TEACHER as the last name.

Once you enter the Management System, a menu is displayed that gives you the following options:

(L)ist Class File

By pressing < L > , a list of all the students currently on file is displayed. They will be listed in alphabetical order by last name. Press < spacebar > to move to the next screen. When you are done, press < spacebar > to go back to the management menu.

(A)dd a Student

By pressing < A > , you enter the mode that will allow a student's name to be added to the file. If you wish to return to the menu without adding a name, just press < return > or < enter > . To add a name, type the first name. You may use up to nine letters on Apple II computers or 15 letters on MS-DOS computers. No numbers or symbols will be accepted. Type the first name and press < return > or < enter > . You will then be prompted to enter the last name, again up to nine letters for Apple II or 15 letters for MS-DOS machines. Now press < return > or < enter > , and you will automatically be returned to the management menu. If you enter a first name, then decide not to add that student to the class, simply press < return > or < enter > .

(D)delete a Student

In order to remove a name from the file, press < D >. You will be prompted for the first and last names of the student you are deleting. If you decide any time before typing the entire last name that you do not want to delete this student, press < return > or < enter > and you will be returned to the management menu with the student still on file (Apple) or be given a "name not found" error message and a chance to re-enter the name (MS-DOS).

(C)lass Parameters

By selecting < C >, all of the current class parameters are displayed and you are given the opportunity to change any that you wish. The selections made at this point will be valid for every student that you may add in the future. In addition, you may change the parameters for each student individually.

Grade Level

This is simply the actual grade level of your students. To change this for the entire class, select < 1 >. You will then be prompted to enter the grade level.

Current Level

The Current Level is the level in STEPS TO COMPREHENSION at which your class will work. This comes preset at level A, or a reading level comparable to grade three. To change this setting, select < 2 > and choose the level, from A to K, that you wish to assign to your class. (See the Appendix for specific grade levels related to Levels A to K in this program.)

Story Type (Apple only)

By pressing < 3 >, you can select the type of assignment that will be made if the automatic tracking is on. The system comes preset to alternate between Cloze and Traditional stories. Press < 3 > once and it will reset to traditional stories only. Press < 3 > again and it will assign Cloze stories only. Press < 3 > once more and it returns to Cloze and Traditional. This allows you to tailor the system to the exact needs of your class.

Automatic Tracking

Pressing < 4 > changes the automatic tracking system. If it is set for ON, pressing < 4 > will turn it OFF. If it is set for OFF, pressing < 4 > will turn it ON. The automatic tracking feature makes automatic story assignments for your students. If you want the assignments made automatically, keep this option in the ON position. If you prefer to make assignments for the class manually, keep this in the OFF position. The assignments are made using the following guidelines:

1. If a student achieves standard or above on three consecutive stories, he/she goes on to the next level. (See the Appendix for standards.)



2. If a student fails to achieve standard on two consecutive stories, he/she drops back one level.
3. When possible, the student alternates between Traditional- and Cloze-type stories.

NOTE: *This is true only if Cloze is available at his/her current level, if Cloze and Traditional have been selected under Story Type, and the Cloze feature was purchased.*

< Back-Arrow > Allowed

Pressing < 5 > changes the "Back-Arrow Allowed" option from ON to OFF or from OFF to ON, depending on where it is set. This option, if left in the ON position, allows the student to go back and forth as much as he pleases in the Traditional type stories, prior to going on to the question sequence. It will also allow that student the option of reading the story again before going to the questions. This option will not affect the Cloze-type stories in any way. Press < return > or < enter > to go back to the management menu.

(S)tudent Parameters

By selecting < S > you can change the parameters for any individual student. These changes will override the default values that are inserted in a student file as a result of the selections you have made in the class parameters. (See Class Parameters.) When making these changes you are first asked the name of the student for whom you wish to make changes. You respond by typing his/her first and last name, and pressing < return > or < enter > when done.

You are then shown a menu which indicates the student's current settings. Any of them that are followed by an asterisk (*) are there as a result of the classroom settings. You can make changes to the individual settings exactly as described above in the Class Parameters section. This time, however, the changes will affect only the student whose file you are changing. You may press < R > to reset any (1-5) or all (A) of the values to the class parameters.

(T)eacher Password (Change)

The password is the first name of the teacher record. TEACHER is always the last name. When you change the password, you are changing only the first name, not the last name. You are shown the current password and prompted to type the new password. Once you do this, the new password will remain valid until you either change it again or erase the whole file. Erasing the whole file resets the password back to its original TEACHER setting. After making this change, you type your new password when prompted for the first name and TEACHER for the last name in order to enter the management system.

(E)rase Class File

By pressing < E >, you can erase the entire file. As a precaution against an accidental erasure, you are asked if you want to erase the whole file and are required to answer either



< Y > for Yes or < N > for No. If you answer < N >, you are returned to the management menu with the file undamaged. By answering < Y >, the *entire file is erased* and you are returned to the management menu. If you erase the file, the teacher password is reset to TEACHER and the class parameters are returned to the "normal" settings.

(R)eports

By selecting < R > for reports, you enter the program that will allow you to monitor your students' progress. There are two reports available to you: Student Report and Class Report. You are given the choice of typing either < S > for the Student Report or < C > for the Class Report.

Student Report

If you select the Student Report, you are then asked if you want to output to the printer. You respond either < Y > or < N >.

Apple II User NOTE: If you answer < Y >, you must enter the number of the slot where your printer is attached. Next you are prompted for the name of the student for whom you want a report. Enter this as you have done previously.

The Student Report lists the student's name and grade in school as well as his/her current level in this program. Next, it lists all of the stories the student has done in the order of completion. The # RIGHT column is the number of questions the student has answered correctly in each story.

The P or F indicates if the score was a Pass or Fail. The STANDARD and the TOTAL number of questions for each story is also shown. The PERC column is simply the percentage score for each story.

In the TOTAL section, all of the above is summarized and broken down by Cloze and Traditional stories (Apple II only). This is done to give the teacher an indication if the student is having a problem with a certain type of story.

Class Report

The class report lists each member on file in alphabetical order. It gives the grade, the current level, and the totals as described above for each student.

(Q)uit and Save Changes

After completing any changes to the file, it is important to leave the management system by using the < Q > option. *If you do not use this command, any changes you have made to the file will NOT be saved on the disk.*



Traditional Steps

A Walk Through

In that STEPS TO COMPREHENSION is designed for a student to use independently, all prompts needed to complete a session are given on the screen as they are required. This "Walk Through" is included to give you an in-depth view of how the system works.

The story appears as an insert on the screen. To advance to the next frame the student simply presses the < space bar > or < right-arrow >. When operating in the normal mode, the < left-arrow > key may be used to go backward in the story. This reversing through the story may be disabled at the teacher's option. (See **Classroom Manager** section.)

When the student has completed reading the story and the back arrow has not been disabled, he is given the option of going directly to the questions or going back and reading the story again. He/She must use either < Y > to go through the story again or < N > to move directly to the questions. He need not press < return > to continue from this point. After selecting < N > to go to the question part of the session, the next screen is a few simple directions about the questions. If the student is familiar with the answering procedure, he/she may press the < space bar > to continue.

The question appears on the screen with the multiple-choice answers. The student moves the box that surrounds the answer by using either the < space bar >, the < left-arrow >, or the < right-arrow > key. When he has positioned the box over the answer he/she thinks is the correct answer, he presses < return >.

The answer the student has selected is reversed out of the screen and he/she is told if it is right or wrong. This is done in the upper right-hand portion of the screen by one of ten randomly chosen responses. To continue, he/she presses the < space bar >. If his/her answer was correct, the next question appears on the screen.

If the answer chosen was not correct, the student is taken back into the story and shown the paragraph where he/she should have found the correct answer. The exact sentence is highlighted. An explanation of the answer is given in the box at the bottom of the screen. By pressing the < space bar > the next question will appear.

After answering all six questions the student is shown his/her score. If he/she achieved standard or above (see the Appendix), he/she is rewarded by seeing the picture come alive through animation. He/She then simply presses the < space bar > to continue.



Cloze Steps (optional)

A Walk Through

As in the Traditional steps, the story appears as an insert on the screen. In the questions, the missing words appear as dashes with a number following each missing word. The number of dashes indicates the number of letters that are missing. The student can either go forward to the next frame by pressing the < space bar >, go backward to the previous frame by pressing the < back-arrow > key, or answer one of the questions on that page by pressing the < A > key. He/She is free to go forward or backward as many times as he/she wishes before answering the questions; however, once he/she has answered a question, the answer cannot be changed.

After deciding to answer a question by pressing the < A > key, the student is asked which question he/she is going to answer. He/she simply presses the number and then presses < return >. He/She is immediately asked for the answer. If the first letter, or letters, are given in the story, they are repeated as a reminder. The number of letters in the missing word is also repeated as a reminder at this point. The student types his/her answer and presses < return >.

If the answer is correct, the student is told by one of the ten randomly generated responses. By pressing the < space bar > he/she goes back to the story with the correct answer remaining in place in the story for future reference

If the answer is incorrect, the student is again told by one of the ten randomly generated responses. By pressing the < space bar >, the remediation frame appears. In the remediation frame, the student is told the correct answer. The correct answer appears in the story so it can be viewed in its context. A brief explanation of why that was the correct answer remains in the story for future reference.



The New Ball

Bob went to Mike's house. They were going to play catch. "I just got this new ball," said Bob. "My dad gave it to me."

They went in the backyard. PLOP! went the ball in Bob's mitt. "This ball sure is hard," said Bob. "That's the best thing about a new ball. You can hit it a long way. A soft ball won't go that far."

The boys were going to get a bat. Before they got the bat, Jack walked up. Jack was Mike's dog. "Go away, Jack," said Mike. "You are going to get in our way." Jack just sat down.

"Come on," said Bob. "Jack isn't going to bother us."

SMACK! went the ball when Bob hit it with the bat. "Wow!" said Bob. "I didn't know I could hit a ball that far."

Mike had to chase the ball all the way to the end of the yard. When he threw it back, Jack ran to the ball. Before the boys could stop him, he started to chew it.

"Jack!" yelled Mike. "Drop it!" Jack dropped the ball and ran away. The ball was all soft.

"Well," said Bob. "You won't have to chase the ball so far anymore!"

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1. Who had a new ball? (A) Bob (B) Mike (C) Jack
 2. Jack belonged to: (A) Mike. (B) Bob.
 3. What sound did the ball make when Bob hit it with the bat?
(A) SMACK! (B) PLOP!
 4. Jack took the ball and started to: (A) chew. (B) run. (C) dig.
 5. What kind of ball can be hit further with a bat? (A) Soft (B) Big (C) Hard
 6. Was Bob mad that Jack chewed his ball? (A) Yes (B) No



Two Magic Words

I am thinking about two words that go together. These two words may be said to you when you have done something nice. You like to hear them. They make you feel good. What are the two words? Can you guess what they are? They are "thank you." Yes, these two words have magic.

It is nice to hear those two words said to you. It is also good for you to say them to others. Do you say "thank you" often? Do you let your friends know that you like what they do for you? It makes them feel good to hear your "thank you." You should say "thank you" often and in many ways.

How do you say "thank you"? You can say it with words, but there are other ways to do it. Sometimes a smile means "thank you." A hug or pat on the back can also mean "thank you." If someone does something nice for you, you might do a nice thing for him.

Yes, there are many ways to show your thanks. Choose the way you like best. Just be sure to let people know that you like what they do for you. Smile, give a hug, or say "thank you." It is magic.

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1. This story is about: (A) pets. (B) magic. (C) manners.
 2. The story says to use "thank you": (A) often. (B) never. (C) at school.
 3. The story says you can say "thank you" with a: (A) dime. (B) smile. (C) letter.
 4. When you say "thank you" to a person, that person feels happy. (A) Yes (B) No
(C) Story doesn't say
 5. There are only two ways to show thanks. (A) Yes (B) No (C) Story doesn't say
 6. The way you act can show how you feel. (A) Yes (B) No (C) Story doesn't say

Feed the Animals

This was the day we had been waiting for. Our class had been planning a trip to the zoo. We had read about many animals. We had read about their homes and their food. "Today we will really see them," I said to myself. I could hardly wait to see the bears.

When we got to the bears' pen, I was happy. They were playing tag with each other. They looked just like the pictures we had seen at school. I was just about to take a picture when I saw something bad. A boy I didn't know was feeding cookies to the bears. I knew that he shouldn't do that. A book at school had said not to feed zoo animals. There was a sign near the bears' pen. It said, "DO NOT FEED THE ANIMALS." "What should I do?" I thought. What would you have done?

What I did: I went over to the boy and showed him the sign. He said that he had already seen it. He said that everybody feeds the animals.

Two other boys and a girl heard us talking. They knew the boy. They told him I was right. They told him to stop it. He looked kind of mad, but he stopped. I am glad I did it, but it was not fun.

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1. The child telling this story wanted to see: (A) snakes. (B) monkeys. (C) bears.
 2. What game were the bears playing? (A) House (B) Hide and Seek (C) Tag
 3. What food was the boy feeding the bears? (A) Crackers (B) Nuts (C) Cookies
 4. How many children told the boy to stop feeding the bears? (A) One (B) Four
(C) Six
 5. It was fun to tell the boy not to feed the bears. (A) Yes (B) No
 6. This story happened on a school day. (A) Yes (B) No



Parties Are Fun

My name is Robin. I like to go to parties. I go to my friends' parties. We play games that are fun for us.

Last month my friend Dick had a party. It was Dick's birthday. There were eight of Dick's friends there. Dick was nine years old that day. There were the same number of boys and girls as candles on the cake.

The first game was a race. The team I was on lost the race. Then we had a game called Pin the Tail on the Cat. You should have seen the silly places that my friends pinned the tails. I pinned the tail that I had on the cat's ear. All my friends laughed when they saw that. Then we all got in a long line for the third game we played. We chose someone to be first in line. Dick's mother said the name of the game was Follow the Leader. I liked that game best. When I was the first one in line, I jumped, hopped on one foot, and crawled.

I am going to be seven years old on June the fourth. I shall ask some of my friends to come to my house that day. I think we will play some games, too. I know that my friends will have fun.

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1. How old was Dick the day of his party? (A) Seven (B) Eight (C) Nine
 2. Was Robin on the winning team for the races? (A) Yes (B) No
 3. How many games did the children play at Dick's party? (A) Two (B) Three (C) Four
 4. Robin pinned the tail on the cat's: (A) leg. (B) nose. (C) ear.
 5. When is Robin going to have a birthday? (A) June 4th (B) March 9th (C) April 7th
 6. Is Dick older than Robin? (A) Yes (B) No



You: The Mailman

Do you like to be outside? Do you like to walk? Do you like to meet people? Can you stay with a job? If so, you may want to be a mailman someday.

Taking the mail to people is not always easy. There are some hard things about it. It can be cold outside. It can be hot. It may rain or snow. You could fall on ice. A dog might try to bite you.

There are many good things about being a mailman. You make people happy. They are glad to see you come. You may bring a letter from a friend. You may bring a letter with money in it. Some people will say "thank you." Some will just smile. Some will wave at you. You might even get a treat.

Can you walk a long way? Can you carry a big pack? Can you stand hot and cold days? Taking mail to people may be a good job for you. Think about it.

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1. Taking the mail to people is not: (A) easy. (B) hard. (C) good.
 2. A mailman must be able to: (A) jump. (B) walk. (C) cook.
 3. A mailman should like: (A) cats. (B) cars. (C) people.
 4. People like to see the mailman coming. (A) Yes (B) No
 5. A mailman doesn't work when it is hot. (A) Yes (B) No
 6. Anyone would like to be a mailman. (A) Yes (B) No



A Trip Through the Seasons

This is a tree. Let's go on a trip with it through the seasons. We can start with spring. In the spring, the tree wakes up. It wakes up from a long winter's sleep. Buds appear on the tree. Its bare branches start to grow little green leaves. The spring rain helps the tree to grow.

In the summer, the tree's branches fill with leaves. Children climb the tree. They like to swing from the branches. In the summer, the tree gives us shade.

In the fall, the leaves change color. They turn red and yellow. The leaves start to fall off the tree. It is fun for children to play in the leaves. This season is called autumn.

Little by little the tree falls asleep again. Now its leaves are gone. The tree stops growing for a while. This season is called winter. Snow falls on the branches. It may even cover the tree like a blanket.

When the tree wakes up from its long winter sleep, the tree will begin the trip through the seasons again.

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1. When does the tree wake up? (A) Spring (B) Winter (C) Fall
 2. A tree needs rain to grow. (A) Yes (B) No
 3. A tree looks the same all year long. (A) Yes (B) No
 4. When does the tree give shade? (A) Winter (B) Summer (C) Fall
 5. When do the leaves come off? (A) Spring (B) Fall (C) Summer
 6. In the fall the leaves begin to grow. (A) Yes (B) No



Thank You, Mr. Fred

Al asked Jack who his best friend is. Jack said, "Mr. Fred."

"Who is Mr. Fred?" asked Al. "Is he your uncle? Is he your teacher? Is he the man next door?"

Jack kept saying, "No."

Jack stopped to think. Then he said, "Mr. Fred is a helper. I see him twice a day. I see him in the morning. I see him in the afternoon. Mr. Fred is a safety helper. He helps other kids, too."

"What does he help you do?" Al wanted to know.

"He helps us cross the big street near school. There are many cars on that street. Mr. Fred tells us when to cross. He is nice."

"Oh, I know," said Al. "Mr. Fred is a crossing guard. Why do you like him, Jack?"

Jack said, "He knows my name. He smiles a lot. He holds my hand when I have to wait. He listens to what I have to say."

Maybe Jack will be a crossing guard when he grows up. It is a part-time job. He could help children. He could keep them safe. He could have many friends on this job.

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1. Mr. Fred keeps children safe from: (A) dogs. (B) water. (C) cars.
 2. Jack likes Mr. Fred because he: (A) smiles. (B) gives candy. (C) does tricks.
 3. On school days how many times does Jack see Mr. Fred? (A) One (B) Two
(C) Four
 4. How many children does Mr. Fred help? (A) One (B) A few (C) Many
 5. Al knows Mr. Fred. (A) Yes (B) No
 6. Mr. Fred works every day. (A) Yes (B) No



Some Good Bugs

Do you ever take time to watch bugs? This can be fun. Watch a bug crawl up a blade of grass. What does it do when it gets to the end? There are many bugs that we do not like to have near us. We do not like to see ants or moths in our house. We do not like to see a fly on our food. Nor do we like to hear a gnat buzz in our ear. Many bugs are pests. We wish those bugs would go away.

There are some bugs that are useful. The mantis and the ladybug are very useful bugs. They are so helpful that gardeners buy them to have in their gardens. They eat aphids. Aphids are bugs that suck juice from garden plants. Ladybugs are many colors. The ones we see most often are orange with black spots.

The mantis looks like a green twig. When it is resting or ready to grab a bug, it looks as if it is praying. It is often called the praying mantis. The mantis is the only bug that can turn its head and look over its back. It is fun to watch the mantis eat its food.

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1. All bugs are pests. (A) Yes (B) No
 2. A useful bug is a (an) (A) moth. (B) aphid. (C) ladybug.
 3. Mantises and ladybugs eat: (A) ants. (B) aphids. (C) bees.
 4. All ladybugs look the same. (A) Yes (B) No
 5. The praying mantis can turn its: (A) head. (B) legs. (C) tail.
 6. When the mantis rests, it looks as if it is: (A) singing (B) swimming (C) praying



Can You Fix a Car?

Our cars are important to us. We need them to go places. If our car won't run, we have a problem. The person we see about our car's problem is called a mechanic. He knows how a car should work.

Car mechanics work at a garage. They know how to fix many things on a car. They can fix a flat tire. They can fix the brakes. They know how to put in new parts.

Mechanics find it hard to keep clean. Cars have oil and dust on them. In no time, the mechanic's hands and clothes get dirty. That doesn't bother the mechanic. He is used to it. What he cares about is getting the car to run.

He has many tools. The tools help him to take a car apart. He needs to see what is wrong.

A person can become a mechanic by going to a special school. There a person learns about the motor, wheels, and other parts. Some people learn to work on cars by helping mechanics. After a few years of helping, they know what to do.

A good mechanic is important to a car owner. Maybe you will want to be a mechanic. What do you think?

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1. A mechanic uses: (A) tools. (B) clay. (C) guns.
 2. A mechanic works at a: (A) church. (B) school. (C) garage.
 3. After working on a car, a mechanic's hands are: (A) clean. (B) dirty. (C) green.
 4. What word in the story means about the same as repair? (A) Motor (B) Tools (C) Fix
 5. Some mechanics go to school. (A) Yes (B) No
 6. Sometimes people cannot fix their own cars. (A) Yes (B) No



Ladders for Fish

Can you believe that there are ladders for fish? We don't mean step ladders and we don't mean painting ladders. We really mean ladders that can help fish swim up rivers. What kind of fish? Why do they need to be able to climb? Here is the story.

The name of this fish is salmon (sam un). This is a very strong fish. You know it must be strong if it can swim up fast rivers. This fish can jump up and over short waterfalls. Some say the salmon can jump ten feet into the air. Just think of that, a fish that can jump higher than a man. That is some kind of fish!

Salmon spend much of their lives in the sea. Each year they must swim up a river to lay eggs. Some of the rivers have dams built across them. These manmade dams stop the salmon. So, fish ladders are built at the side of the dam. Fish ladders are like steps with water running over them. The fish can jump up one step at a time. After many jumps over many steps the salmon are above the dam and can swim on up the river to lay their eggs.

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1. Salmon are strong because they can: (A) run. (B) fly. (C) jump.
 2. Where do salmon not live? (A) In the sea (B) In the air (C) In rivers
 3. Salmon can jump as high as: (A) 10 miles. (B) 10 inches (C) 10 feet.
 4. Fish ladders work because salmon can: (A) play. (B) learn to swim. (C) lay eggs.
 5. The salmon swim up the river to: (A) play. (B) jump. (C) lay eggs.
 6. Fish ladders help the salmon get around: (A) dams. (B) bridges. (C) eggs.



Lizards Can Be Tricky

When you think of animals doing tricks, dogs, seals, or lions may come to mind. But do you think of lizards? Probably not. However, you should because lizards have some neat tricks. Here are a few of them.

Lizards do most of their tricks when they are in danger. One kind of lizard can let its tail come off when something grabs it. Or, how about the lizard that can take in air and puff itself up. It gets to be three times its normal size.

Lizards are tricky walkers. Some can run upside down. Some can walk on smooth walls made of glass. One kind of lizard can even stand up on its two hind feet and run.

There are lizards that can fly and there are some that can swim. Jumping from tree to tree is another trick. Now you know why lizards can be tricky.

All of these tricks help a lizard to stay alive. Without them it would not be as safe. Also, the tricks help it find its food. They are tricks which are useful. What useful tricks do you have? Can you run backwards? Can you jump over things? What else can you do?

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1. How many feet do most lizards have? (A) Two (B) Four (C) Eight
 2. Lizards do tricks for: (A) fun. (B) safety. (C) money.
 3. Which word in the story means the same as back? (A) Smooth (B) Grab (C) Hind
 4. Lizards are taught their tricks by people. (A) Yes (B) No
 5. Some lizards lose their tails but do not die. (A) Yes (B) No
 6. Other animals can do tricks for safety, too. (A) Yes (B) No



I Like Pigeons

I know that some people don't like pigeons. They say pigeons are a bother. Sometimes pigeons live on tall buildings in the city. They are often seen on street corners, in parks, and even around train stations. They can make a mess. Often they seem to be in the way. Cities spend money to make them go away.

But I like pigeons. I like them because they are friendly birds. Pigeons like people. They like to be fed bits of food. They never hurt anyone. I like the cooing sound they make. It is a soft, happy sound.

Did you know that pigeons were once used to send notes? Many years ago they were used in that way. These birds were called homing pigeons. They could carry notes in tiny cans on their legs.

Some people use pigeons for food. They are cooked and eaten like chicken. They are very good. I wouldn't eat a pigeon. I like to see them alive. I hope that you like live pigeons, too.

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1. The sound the pigeon makes is: (A) loud. (B) soft. (C) sad.
 2. The word in the story that means about the same as injure is: (A) hurt. (B) spend. (C) tiny.
 3. Cities don't like pigeons because they make: (A) it rain. (B) it dark. (C) a mess.
 4. Pigeons carry notes on their: (A) legs. (B) wings. (C) head.
 5. Pigeons are sometimes used for: (A) clothing. (B) food. (C) safety.
 6. Who like(s) pigeons? (A) Everyone (B) No one (C) Some people



My Frog Pal

I have a good pal by the name of Fred. Fred is fun to play with. He can run fast. He lets me use his toys. Best of all, he knows a lot of neat things. He tells me things I never knew. One day he told me all about frogs. Here are some of the things I remember he said.

Frogs can live on both land and water. They can swim very well. They have skin between their toes that helps. Their back legs are very long and strong. They can really zip in the water. Those strong back legs help them to jump when they are on land.

Fred told me that frogs have sticky tongues. They stick out their tongues and bugs and spiders stick to them. That is some way to catch your lunch!

I thought all frogs made the same sound. Fred said I was wrong. He said that each frog has its own call or croak. Well, they all sound the same to me.

I would like to know how Fred got so smart. I didn't know much about frogs at all. It bugs me! Maybe he knows so much about frogs because both Fred and frogs begin with "fr".

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1. Fred knows a lot about: (A) bugs. (B) spiders. (C) frogs.
 2. A frog's tongue is: (A) green. (B) sticky. (C) short.
 3. The sound a frog makes is: (A) croak. (B) grunt. (C) whine.
 4. I think Fred is: (A) bad. (B) smart. (C) funny.
 5. Frogs can live on land or water. (A) Yes (B) No
 6. In this story the word "zip" means to move fast. (A) Yes (B) No



What Should Ted Do?

It was a good day for a long bike ride. A mild spring wind kept it cool but did not make bike riding hard. No wonder Ted was smiling. Soon he would be at Bill's house. There he would meet four friends and leave on a 10-mile bike ride.

Ted turned the corner and looked to his right where his grandparents lived. He didn't have time to stop, but he planned to wave. What he saw stopped him in his tracks. His grandparents' pet rabbits were loose in the front yard. He remembered they were away on a short trip.

Ted knew how much his grandpa liked those rabbits. His first idea was to stop and catch the rabbits. Yet, if he did, it would take him at least 30 minutes. By then his pals would have left without him. That thought made Ted get on his bike again. He rode 30 feet and looked back. The rabbits were slowly moving toward the street. He thought about Grandpa, the bike ride, the rabbits, and his friends.

What should Ted do?

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1. What time of year did this story happen? (A) July (B) October (C) April
 2. At whose house were the bike riders meeting? (A) Ted's (B) Bill's (C) Grandpa's
 3. How many were going on the bike ride? (A) Two (B) Five (C) Seven
 4. It was Ted's fault the rabbits got out. (A) Yes (B) No
 5. Ted's grandparents were: (A) gone. (B) sick. (C) asleep.
 6. Ted likes his grandma and grandpa. (A) Yes (B) No



Children Who Care

One bright day Ann and Todd were playing near their houses. Ann and Todd were best friends who played together every day. On this day they were climbing on the oak trees in Todd's backyard. As Ann jumped down from a tree she saw something. What was it? She called Todd to come look at what she had found.

Together they sat on the ground beside a small black thing. Ann had found a bird. The bird was stiff and did not move. They knew that it was dead and felt sad. Todd wondered why the bird had died. "I bet it was shot," said Todd. The children looked for a wound but did not find one.

Ann said, "Maybe it was sick."

Ann and Todd thought the bird should be buried. They asked Todd's father for a shovel and a box. Todd used the shovel to pick up the bird and put it in the box. Ann used the shovel to dig a small hole. The children carefully put the box in the hole. They filled the hole with dirt and put flowers on the grave. When the bird was buried, Todd and Ann felt good about what they had done.

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1. Ann and Todd were climbing: (A) trees. (B) a garage. (C) a ladder.
 2. What time of year was it? (A) Fall (B) Winter (C) Spring
 3. Ann found a: (A) rabbit. (B) bird (C) snake.
 4. The animal had been shot. (A) Yes (B) No
 5. Whose shovel was used? (A) Todd's (B) Ann's (C) Todd's father's
 6. Todd and Ann felt good about caring for the dead bird. (A) Yes (B) No



A Clean School

We all like our school to look nice. Part of looking nice is being clean. We should all help keep our school clean. Who is always working to clean our school? What name does this worker have? It is the janitor.

The janitor opens the school each day. He gets things ready. He mops the halls. He cleans the rooms. He takes out the trash and puts up the flag. He has worked a lot before the children get to school.

A janitor should like kids. He helps them with muddy shoes. He finds lost hats. Whom do you call when the sink won't work? The janitor! He always knows what to do. He can make things, too. He might make a boat for the class play.

Not all the janitors are men. Women make good janitors. They like children. They can clean and fix things as well as men.

How would you like being a janitor? Would you like keeping a school clean? Would you like helping boys and girls? This might be a job for you.

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1. Only men are school janitors. (A) Yes (B) No
 2. The janitor's only job is cleaning. (A) Yes (B) No
 3. A good janitor likes to do things for others. (A) Yes (B) No
 4. Who get(s) to school first each day? (A) Kids (B) Teachers (C) The janitor
 5. Which word means about the same as sweep? (A) Mop (B) Cry (C) Run
 6. Who should help keep the school looking nice? (A) The janitor (B) Teacher (C) All



Writer of the Future

Last week I met a famous person. Her name is Beverly Cleary. She writes books. Her books are for children. I've read many of her books.

She came to the library in my town. She talked to a group of people about her books. It was interesting to hear how she wrote her books.

She has a girl called Ramona in some of her books. Mrs. Cleary says that she knew a girl just like Ramona. That helped her to write the books. Some of her books are about a boy named Henry. She said she got her ideas for Henry from a boy in her neighborhood.

After hearing Mrs. Cleary, I would like to write books. She said you can do it if you have good ideas. I always come up with ideas for stories.

Mrs. Cleary said it can be hard to find a company to print books for you. But, she did say it can be done. If you believe you are a good writer, you should try. Let's see, what should my first book be about?

-
1. Beverly Cleary writes: (A) books. (B) plays. (C) movies.
 2. This person saw Beverly Cleary at: (A) school. (B) home. (C) the library.
 3. There is a boy in some of Mrs. Cleary's books called: (A) Ramona. (B) Henry.
(C) Jim.
 4. Getting someone to print your book is: (A) easy. (B) hard. (C) impossible.
 5. To write books you have to have: (A) good ideas. (B) good spelling.
(C) good handwriting.
 6. This person probably liked to: (A) fish. (B) read. (C) watch TV.



White Bears From the North

Near the North Pole lives a kind of white bear. These white bears are very large. They may become nine feet long. Their white fur is very heavy. The fur needs to be heavy to keep them warm. These animals are called polar bears.

The polar bears can swim well. The water where they live is so cold that there is ice in it. This doesn't bother the polar bears. They like to dive and play in cold water.

These bears have feet covered with fur so they can move around on the ice and not fall. They are hard to see on ice and snow. This helps them hunt for food. They like to eat seals and fish. It takes a lot of food to feed an animal nine feet long. They use much of the day looking for food.

Most of us will never see polar bears in their real home. They can be seen in a zoo. In a zoo, the bears are in large pens with large rocks and a pool of water. The bears swim in the pool and then climb out on the rocks. Soon they will dive into the water again. When the zoo keeper feeds the bears, watch to see what food they are given.

-
1. Polar bears like to eat: (A) ice. (B) whales. (C) fish.
 2. Polar bears are best at: (A) running. (B) swimming. (C) jumping.
 3. These bears don't slip on the ice because of the fur on their: (A) feet. (B) head. (C) tail.
 4. What time of the year would a polar bear like best? (A) Summer (B) Fall (C) Winter
 5. A polar bear is larger than a big man. (A) Yes (B) No
 6. In the North, a polar bear spends much time hunting for food. (A) Yes (B) No



A Nest Is Best

Sue had always liked to climb trees. She liked to climb a tree and just think about things. She had a place in an old oak tree in the backyard. She liked to go there and be alone. Last year, Dad had fixed a place in the tree. She called it her "nest." None of her friends had ever been up in her nest. It was a place just for Sue.

Dad made her nest very safe. He used rope to make a seat for her high in the tree. He said she would never fall out of the nest even if she went to sleep. Dad did warn her to be very careful getting in and out of the nest.

Dad had fixed a rope ladder to the nest. She could pull the ladder up the tree if someone tried to get to her nest. Dad had also tied a rope to the tree limb near the nest and fastened it to a bucket on the ground. If Sue had things to take to the nest, she would put them in the bucket. Then she would climb the ladder and pull up the bucket.

Sometimes Sue would sing a song she had made up about her nest. It went like this:

"A place of my own is just perfect for me.
A place of my own is in the old oak tree.
A place of my own that I like best
Is high up in my very own nest!"

-
1. She was afraid to climb trees, so her father built the nest for her. (A) Yes (B) No
 2. Sue's nest was: (A) in the park. (B) on top of her house. (C) in her backyard.
 3. Sue's nest was in an: (A) elm tree. (B) oak tree. (C) ash tree.
 4. Sue's dad built the nest so that Sue's friends could play there. (A) Yes (B) No
 5. A word that means the same as "nest" would be: (A) branch. (B) home. (C) eggs.
 6. Sue could get to the nest by: (A) climbing a tree. (B) using a ladder.
(C) crawling out a window.



A Famous Cowgirl

Many men have been well-known because they were great cowboys. There are many stories about how well they could rope, ride, and shoot. It is fun to read about the exciting things they did. But what about women? Didn't they do these things, too? The answer is, "Yes, they did!" A woman who did these things long ago is Lucy Hall.

Lucy grew up on a ranch where she learned to ride a horse when she was only three. She became good at roping by throwing her rope over a tree stump. By the time she was eleven, she could rope and tie a steer. Even so, people made fun of her. They said things like, "She'll never learn how" or "She'll make a fool of herself." Lucy didn't let a few words stop her.

Lucy was sure that she wanted the life of a cowgirl. She trained her horse well. She worked hard on roping and trick riding. She took part in many cowboy contests (rodeos). Often she was the winner of the prizes.

Lucy was now so good that she was asked to be in a Wild West Show. The show was given in big cities all over America and many people came to see her tricks. Because of Lucy, the meaning of the word "cowgirl" became known by all.

-
1. Lucy learned to ride a horse when she was: (A) Three. (B) Six. (C) Eleven.
 2. Lucy was very good at: (A) cooking. (B) shooting. (C) roping.
 3. Many people saw Lucy at the Wild West: (A) movie. (B) show. (C) TV.
 4. Lucy had a well-trained: (A) horse. (B) dog. (C) steer.
 5. Lucy was one of the first cowgirls. (A) Yes (B) No
 6. Lucy loved horses all her life. (A) Yes (B) No

The House Mouse

A mouse is a small furry animal with a long tail and a sharp nose. It has long, thin whiskers on each side of its nose. The whiskers help it to feel its way in the dark. The mouse has tiny round black eyes but it cannot see very well. It can hear well, though, with its round ears. Mice have front teeth that are sharp like a knife. These front teeth keep growing. They are good for gnawing. There are hundreds of kinds of mice and they live all over the world.

The kind of mouse that we see most often is the house mouse. House mice like a place that is warm, dark, and quiet. Sometimes, they can be heard running inside the walls of a house. House mice like to eat the same things people do. They also like paste, glue, and soap. House mice always seem to be looking for food but they do not need much food. They ruin more food than they eat. Mice will often damage things to get material for their nests. It is said that mice often spend their whole lives within two hundred feet of their nests.

Mice have many enemies. People set traps which catch and kill them. Dogs and cats will hunt for mice. In the woods and fields, foxes, snakes, owls, and hawks hunt mice. Mice have so many enemies that most of them do not live more than two or three months.

-
1. What does a mouse use to feel its way in the dark? (A) Its toes (B) Its tail
C) Its whiskers
 2. The front teeth of a mouse never stop growing. (A) Yes (B) No
 3. A mouse's nose is: (A) flat. (B) sharp. (C) dull.
 4. Most mice do not live for more than: (A) three weeks. (B) three months. (C) three years.
 5. Everybody loves mice because they are so cute. (A) Yes (B) No
 6. Mice ruin more food than they eat. (A) Yes (B) No



My New Dad

My new dad is great, but I didn't always think so. I was mad at my mom when she told me that I was going to have a new dad. I didn't want one.

The day he moved into my house I hid in my bedroom. When Mom came to my room I hid under the blankets. At dinner I said I wasn't hungry. I sat in my room for a long time. I got hungry. Then my new dad came into my room and asked me if I wanted to go to McDonald's. I said I'd go and I got to order anything I wanted.

The next day was Saturday so my new dad took me to the circus. We ate peanuts and popcorn. He played baseball with me. He read me stories. I read him stories. Last night we watched TV and he let me choose the shows. I fell asleep on the sofa and he carried me to bed.

I guess this shows that you have to give people a chance. You think you won't like someone so you don't try. You could miss a very good friend that way. I wonder why I was so pigheaded about my new dad? Come to think of it, he is an O.K. guy.

-
1. The child in this story was wanting a new dad. (A) Yes (B) No
 2. The new dad was trying hard to be nice to the child. (A) Yes (B) No
 3. The child asked to go to McDonald's. (A) Yes (B) No
 4. They went to the circus on a school day. (A) Yes (B) No
 5. Who read the stories? (A) Child (B) Dad (C) Both
 6. At the end, the child said his new dad is: (A) funny. (B) O.K. (C) dumb.



For Animal Lovers Only

A person who is sick or hurt is helped by a doctor. But what about animals? Who helps a sick cat or a hurt dog? There are doctors who can help them. This kind of doctor is called a “vet” (veterinarian). If you have a deep love for animals, you might want to be a vet. Read these facts and think it over.

Vets are animal doctors. Some vets work only with pets like dogs and cats. Other vets also help farm animals such as cows and horses. It is not easy to become a vet. It takes years of study at a college. Next there is more study at a school for vets. You must know a lot.

If your dog got sick, you would take it to the vet’s office. The vet would examine your dog carefully. He might look in the dog’s mouth and eyes. He would feel the dog’s body. He might listen to its heart beat. The vet would then know what to do to make your dog better. If your dog was very ill, your dog might stay with the vet for a few days.

Vets also help animals that are well. They give animals that are well checkups and shots so that they will not get sick. This is important, too. It is a good thing that we have animal doctors.

-
1. An animal doctor is called a: (A) nurse. (B) medic. (C) vet.
 2. Only cats and dogs can go to an animal doctor. (A) Yes (C) No
 3. It takes two years after high school to become an animal doctor. (A) Yes (B) No
 4. Vets work with animals that are: (A) sick only. (B) well only. (C) Both
 5. The word “examine” means: (A) look at. (B) shake. (C) give a shot.
 6. The most important thing for a vet to like is: (A) books (B) shots. (C) animals.



A Night Out

Bill said good-bye to his mother. She was meeting his father to go out to dinner. "Remember, Bill, we'll be at the Tin Cup. The telephone number is on the table. We'll see you about 10:00," said his mother as she left.

Bill sat down with a frown. Tonight he wanted to go to a movie with friends. But he had to stay home to watch his little sister. "Sisters!" exclaimed Bill. "What a pain in the neck!"

Just then the phone rang. It was Greg calling about the movie. Bill knew his sister was asleep. He thought he could go to the movie and return before his parents arrived. He decided to go.

All through the movie, Bill worried. What if his sister woke up? She could take care of herself. What if she told his parents? What if something happened to her?

Bill ran to Mary's bedroom when he got home. She was sound asleep. Her clock said 9:45. Bill was watching TV when his parents walked in.

"We were worried about you, Bill," said his mother. "I called you from the restaurant, and there was no answer. Where were you?"

Bill felt terrible. He knew that he had disobeyed his parents, and that he would have to tell them the truth.

-
1. Where were Bill's parents going? (A) To dinner (B) To a movie (C) To a concert
 2. What time were they getting home? (A) 9:45 (B) Midnight (C) 10:00
 3. Who was Mary? (A) Mother (B) Friend (C) Sister
 4. How did Bill feel at the movie? (A) Happy (B) Bored (C) Worried
 5. Bill knew that the best thing to do was: (A) tell the truth. (B) lie. (C) not answer.
 6. How old do you think Bill was? (A) 10 (B) 15 (C) 20



Moonlight

The moon is the brightest and largest object in the night sky. It looks this way to us because it is closer to the earth than anything else. The moon does not give off light of its own. The light that we see on the moon is reflected light from the sun.

Sometimes, the lit part of the moon that we see is only a thin crescent. At other times we see half of the moon or all of it. These changes are caused by the amount of sunlight reflected by the moon. When we see the whole side of the moon, we call it a full moon. The moon seems very bright when it is full. Compared to the sun, the moon is not very bright. If the whole sky were filled with full moons, it would still not be as bright as the sun.

It takes about four weeks for the moon to go around the earth. During this time the moon turns slowly so that we always see the same side. Also, during this time, the moon is slowly changing shape. The moon does not rise at the same time each day. The moon appears in the East about fifty minutes later each day.

The moon affects the oceans on earth. The gravity of the moon pulls the ocean toward it. This makes a bulge in the ocean that we call high tide. Have you ever visited the beach on the ocean? Did you notice that the edge of the water does not always come at the same place? This is caused by tides.

The moon is a fourth as large as the earth. What would you see if you went out in space far beyond the earth and the moon? You would see that the earth and the moon look like a tennis ball and a basketball next to each other.

-
1. The sun is the brightest object in the night sky. (A) Yes (B) No
 2. The light we see on the moon is: (A) refraction. (B) multiplied. (C) reflected.
 3. The moon goes around the earth in how many days? (A) 14. (B) 21. (C) 28.
 4. The light of the moon compared to the light of the sun is:
(A) as bright as. (B) brighter than. (C) not as bright.
 5. What is the size of the moon compared to the sun?
(A) Larger than (B) Same size (C) Smaller than
 6. The gravity of the moon makes a bulge in the ocean that we call high tide. (A) Yes (B) No



Clouds for Dreaming

It had been a hot summer day. Mike had worked in the family's vegetable garden all morning. He was hot and tired. He decided to rest for a while under the big elm tree in his yard. The cool shade felt good. It also made him sleepy. Mike lay on his back watching the clouds against a bright blue sky. Those fluffy white clouds looked as soft as a pillow. "A pillow," Mike thought. "I have to be sure I don't fall asleep. I promised Dad I would finish weeding the garden." Mike was looking at one cloud that looked like an oval with a tail on it.

The next thing Mike remembered was that he was in the water struggling to get out. "Oh, won't anybody save me?" he thought. Just then a big white polar bear looked down at him. The polar bear took Mike's arm in his teeth and tried to pull Mike up on the ice with him. "Oh, please don't bite me," wailed Mike. "Don't bite me!"

Suddenly Mike was aware that his mother was shaking his arm. She was saying, "Mike, Mike, wake up! It's time to eat lunch."

While Mike was eating lunch, his mother laughed and said, "Mike, you were having a funny dream. When I tried to wake you, you kept saying, 'Save me,' and 'Don't bite me.'"

Mike looked embarrassed and said, "Oh, it was that crazy polar bear in the sky."

Mike's mother gave him a puzzled look.

-
1. Mike had been working: (A) mowing. (B) weeding. (C) scrubbing.
 2. The weather that day was: (A) cool. (B) warm. (C) hot.
 3. Mike thought that the clouds looked like a piece of ice. (A) Yes (B) No
 4. Who was really pulling Mike's arm? (A) His father (B) His mother (C) The polar bear
 5. Did Mike really see a polar bear? (A) Yes (B) No
 6. Where did Mike go to rest? (A) On a davenport (B) To bed (C) Under a tree



The Music Man

Last week a special music man came to our school. He played some instruments you probably know. He played a trombone with a slide. He played three kinds of drums. He played the kazoo. He was great on the harmonica. He also played the piano. He was best on the guitar. I never saw anybody play the washboard before, but he did! He also had bells and rattles.

You might think he was really good to play all these different instruments. But that's not all. He played them all at once! I just could not believe it at first. He had all these special holders so he could play them all at one time. He even knew how to play the trombone and harmonica together. I thought you would have to have two mouths to do that.

He called himself The Doctor Gonzo Band. Even though he was by himself, he sounded like a complete band. He wore metal rings on his fingers. When he would run his hand over the washboard it made a real neat sound. It was incredible to see and hear him playing so many different things.

I know it is hard to do even two things at once. Have you ever tried patting your head with one hand while rubbing your stomach with the other? It's hard. I'll never figure out how Dr. Gonzo did it!

-
1. Where did this person see Doctor Gonzo? (A) At school (B) At a concert
(C) On TV
 2. Doctor Gonzo was a(an): (A) writer. (B) musician. (C) actor.
 3. Doctor Gonzo was unusual because he played his instruments:
(A) well. (B) badly. (C) together.
 4. Doctor Gonzo probably played the drums with his: (A) feet. (B) hands. (C) elbows.
 5. What was an instrument Doctor Gonzo played? (A) Violin (B) Trumpet (C) Harmonica
 6. The stringed instrument he played was the: (A) guitar. (B) drums. (C) trombone.



Tunnels Do the Job

When you turn on the water to get a drink, you may be using a tunnel. Surprised? It very well could be true. You see, some cities do not have enough water of their own. They must get their water from a distant place. Sometimes a tunnel is dug to carry the water.

Sometimes tunnels are very large. There is one in the West that is so big around that a jeep can drive through it. This tunnel carries water from the west side of a mountain to the east side. This extra water gives the east-side farmers a sure supply of water for their crops.

Man uses tunnels for other jobs, too. Tunnels are dug under rivers for cars to use instead of bridges. In New York there is a car tunnel under the Hudson River. Thousands of cars use it every day.

Tunnels can be dug through soft or hard earth. Which do you think is better? Did you choose soft? Wrong! Hard earth is better for tunnel making. It is simpler to dig in soft earth but it caves in easily. This can be dangerous. Tunnels made in hard earth are much safer to build.

-
1. Cars can use a tunnel to get across: (A) a desert. (B) a river. (C) an ocean.
 2. Some tunnels are as wide as: (A) 3 feet. (B) 12 inches. (C) 15 feet.
 3. The word "crops" means: (A) tractors. (B) land. (C) plants.
 4. What kind of earth is best for making a tunnel? (A) Soft (B) Black (C) Hard
 5. Tunnels can be made to carry water. (A) Yes (B) No
 6. Farmers sometimes get water from tunnels. (A) Yes (B) No



Hey, Cabbie!

How would you like to drive a car all day and get paid for it? Some people enjoy driving very much. They like to be where the action is. They like the noise and rush of busy traffic. If you are like this, you might like the life of a taxicab driver.

A cab driver meets all sorts of people. Some are regular customers who take his cab every day. He gets to know them well. Most of his riders are strangers whom he sees only once. The people who are new to the city have questions to ask. Where is Bell Park? Where is the airport? Where can I get a good meal? The cab driver must know the city well.

The riders pay the cab driver according to how far they ride. The amount of money they pay is called the "fare". Each taxi has a meter which shows how much the fare is. The cab driver helps the riders with any bags or packages they have. If the cab driver does his job well, the rider may give him a "tip". A tip is an extra sum of money given for good work.

What would you like about this job? What would you not like about it? Remember, every job has its good and bad points. No job is perfect!

-
1. A cab driver's job is: (A) quiet. (B) lonely. (C) noisy.
 2. The word for how much the rider must pay is: (A) fare. (B) meter. (C) tip.
 3. The word for the extra money a rider may pay is: (A) fare. (B) meter. (C) tip.
 4. The meter in the cab shows the: (A) weather. (B) temperature. (C) fare.
 5. When it rains, a cab driver may get wet. (A) Yes (B) No
 6. It would be easy to be a cab driver if you were new to the city. (A) Yes (B) No

Collections

When John was a young child, he liked to save things. He saved rocks. He had a collection of pressed leaves and flowers. He saved bottle tops, stamps, and marbles. He saved butterflies and bugs. His mother would often say, "John, are you starting another collection? You already have so many." John would say that collecting things was his hobby. John could always find more good things to save.

As John grew up, he learned more and more about some of the things he saved. If his friends wanted to know about rocks or leaves or bugs, they would ask John.

Sometimes John would think about the kind of job he might have when he grew up. Would he be a plant expert? He could learn more about leaves and flowers. Would he be a miner? He knew a lot about rocks. John was interested in many things.

Now John is a teacher. He teaches science in a grade school. He says he likes sharing his collections with some of his young students. Some of those children are starting collections of their own. John tells them of his hobby as a child. John says it gave him special interest in science.

Do you have a hobby? Could your hobby grow into your job someday?

-
1. John started collecting things when he grew up. (A) Yes (C) No
 2. John's collections were a: (A) problem. (B) hobby. (C) pain.
 3. John had: (A) one collection. (B) three collections. (C) many collections.
 4. John lost interest in his collections. (A) Yes (B) No
 5. Now John is a: (A) grocer. (B) pilot. (C) teacher.
 6. John shares his collections with his: (A) church. (B) bank. (C) students.



Mindy's Friends

Miss Adams lived in a small red house. She had a small dog named Mindy. Mindy looked like a little fox with a short tail. She was an Australian Terrier. She was small but brave. It is said that her kind has more courage per ounce than any other dog. This must be true because Mindy would chase dogs that were ten times her size.

Mindy had a place near the window where she could see the whole neighborhood. She kept track of everything that happened near her window. If there was any kind of noise outside, Mindy would be looking out to see what was happening.

Across the road from the red house lived Fran and Todd. Fran and Todd were twins. They were just six years old. More important, they loved Mindy. Miss Adams could always tell if Fran and Todd were outside because Mindy's little ears would stand up and her little tail would start to wag.

Every day Fran and Todd took Mindy for a walk. If Mindy raced to the back door, Miss Adams knew it meant that Fran and Todd would soon be knocking on the door. Sometimes they would ask if Mindy could come to their house to play. Mindy was always ready to go. Sometimes they would read to her. Other times they would play with her in the playhouse. If Fran or Todd was eating something, Mindy would sit up and beg for a bite of it. When Todd and Fran had their birthday party, Mindy was an invited guest.

Mindy loved Fran and Todd as much as they loved her.

-
1. The word that describes Mindy best is: (A) fat. (B) Australian. (C) brave.
 2. Todd and Fran lived: (A) with Miss Adams. (B) across the road. (C) next door.
 3. Todd and Fran were afraid of Mindy. (A) Yes (B) No
 4. Mindy would chase away: (A) big dogs. (B) Todd and Fran. (C) Miss Adams.
 5. Mindy ruined Fran and Todd's birthday. (A) Yes (B) No
 6. Who keeps track of what's happening in the neighborhood? (A) Mindy.
(B) Fran and Todd. (C) Miss Adams.



Field Trips

I can't decide which field trip this year was the best. My class went on so many, it's hard to pick my favorite!

One time we went to some woods. We walked on a nature trail, and saw lots of plants and animals. Our teacher showed us some animal homes. I couldn't even see some of the nests before she showed them to us.

Another good trip was to the Health Museum. We had a special teacher there tell us about our bodies and how they work. The neatest thing was a plastic "woman" you could see through. You could see her heart, lungs, stomach, and other parts. I learned a lot about how different parts of my body help me to live.

Maybe the best trip was to the gristmill. A gristmill takes corn or other grain, and turns it into flour. The one we saw ran on a water wheel that a stream made go around. It was fun to see the flour pour out into a bucket. There were big wooden gears that made two big stones grind the corn. We even made cornbread when we got to school.

I can't tell you about all the trips we went on because there are too many. I hope next year I will have a teacher who will take my class to interesting places. I learned a lot on field trips this year.

-
1. Did this person tell about every field trip he took this year? (A) Yes (B) No
 2. Who showed lots of animal houses in the woods? (A) The teacher (B) A student
(C) Other animals
 3. What does a gristmill make? (A) Cement (B) Flour (C) Cloth
 4. Where did the class learn about their bodies? (A) In the woods (B) At the gristmill
(C) At the museum
 5. What kind of power ran the gristmill? (A) Water (B) Gas (C) Wind
 6. What was one part of the body the plastic woman showed? (A) Hair (B) Skin
(C) Heart



No Swimming Tonight

"How long until we will be swimming in the pool?" asked Bobby.

"Only about 45 minutes more," answered his father. The Baker family was off on a vacation trip to Arizona. The first night out they had plans to stay at a fancy motel with a pool. The kids could hardly wait.

Then it happened! Mr. Baker hit the brakes and turned the car sharply to the left. The tires squealed and a dog yelped. "Oh no, we have hit a dog," wailed Mrs. Baker.

"I know - I tried to miss it but I just couldn't," replied Mr. Baker. "We must stop and see if the dog is OK. I'm afraid it is really hurt."

When the car stopped, the whole family got out to look at the injured animal. It did not move. "I think it is dead. We must find the owner," Mrs. Baker said as she looked around for the dog's home.

"But, Mother, the dog is already dead so we can't help it. If we don't keep going, we won't be able to stay at the motel tonight," said Bobby, thinking about swimming in the pool. What should the Bakers do?

What they did: Mr. Baker and the children stayed with the dog while Mrs. Baker went to find the owner. By the time Mrs. Baker and the owner came back, the dog was moving but could not get up. They took the dog to a vet, and then they took the dog and the grateful owner home. By that time it was very late and they had lost their room at the motel. There was no swimming for the children that evening, but they had learned that it is not always easy to do the right thing.

Mr. Baker said, "Sometimes you have to bite the bullet."

-
1. The family was returning from a trip. (A) Y (B) No
 2. Mr. Baker did not see the dog before the car hit it. (A) Yes (B) No
 3. When the Bakers first looked at the dog, they thought it was: (A) OK. (B) dead. (C) asleep.
 4. Who went to find the owner? (A) Mrs. Baker (B) The police (C) Mr. Baker
 5. Who caused the accident? (A) Bobby (B) Mrs. Baker (C) The dog
 6. You can tell that the dog was: (A) dead. (B) not hurt. (C) hurt.



Ski Instructor

Last winter I went to Colorado to go skiing. It was great! We stayed right at the bottom of a mountain, and skied every day. I had never skied before, so I took lessons. I was lucky because I had a good teacher. He taught me how to turn and stop, and in two days I could ski on some of the big hills.

My instructor's name was Dave. He seemed to really enjoy his job. He loved to ski, and he got to ski every day. He told me that meeting people in his ski classes was the most fun part of his job.

Dave is the best skier I've ever seen. He likes to be in ski races on his days off. I wish I could have seen him race.

Dave had to work hard to be a ski instructor. First of all, he had to be a good skier. He also had to show that he could do a good job of teaching other people how to ski. Then he had to learn first aid. Sometimes people get hurt when they are skiing, and it's Dave's job to help get them from the mountain to the lodge.

If you like the idea of skiing every day, maybe you feel like I do. I want to be a ski instructor!

-
1. Before going to Colorado, this person had skied: (A) a lot. (B) never. (C) twice.
 2. Another word for instructor is: (A) student. (B) skier. (C) teacher.
 3. Do ski instructors have to be men? (A) Yes (B) No
 4. What did Dave do on his days off? (A) Sleep (B) Race (C) Jog
 5. Dave said the best part of his job was: (A) racing. (B) meeting people. (C) days off.
 6. What kind of skiing is this story about? (A) Water (B) Snow



Story Code: ET05

Honesty

Mark and Jim were good friends. People would say, "Where you see one, you see the other." This was true. They were usually together. They lived on the same street and were in the same fourth grade class at J. Q. Adams School.

Mark would rather be with Jim than anyone else he knew. He always had fun when he was with Jim, well, almost always. Sometimes Jim would tell a lie. If Mark said that he knew Jim was lying, Jim would say, "Oh, you know I was only kidding." If Mark did not say anything, he felt very uneasy. He did not like to have his best friend lying to him or anyone else.

Lately, it seemed that Jim was lying more often. Mark talked to Jim about it. Jim just laughed.

One evening Mark talked to his parents about the problem. His father said, "Maybe since you can't talk to Jim about it, you could write a letter to him. Then he might understand that you are really upset about it."

Mark thought about this and started writing a letter:

Dear Jim,

You and I have been friends a long time. We have had a lot of fun together. I hope we can be friends for many years. I like to feel comfortable with my friends. It makes me feel VERY UNCOMFORTABLE when you tell lies.

Please think about this.

Your friend,
Mark

If you were Jim, what would you do if you received this letter?

-
1. Mark and Jim were in high school. (A) Yes (B) No
 2. Mark and Jim live: (A) on the same street. (B) on different streets.
 3. Mark did not like Jim to: (A) read. (B) run. (C) lie.
 4. When Mark caught Jim lying, Jim would say he was just kidding. (A) Yes (B) No
 5. When Jim lied, Mark felt: (A) uneasy. (B) happy. (C) angry.
 6. Mark sent Jim a: (A) new baseball. (B) telegram. (C) letter.



A Good Neighbor

Dad was talking to Mother in the kitchen and his voice sounded angry. Tim was listening and wondered what it was that had made his father so angry.

Mother was saying, "Jim, I know you are right but we have to get along with our neighbors."

"Don't call them neighbors," grumbled Dad. "To be a neighbor, you have to be a good neighbor. These people just live next door."

Now, Tim understood what had caused Dad to be so mad. It was the people who had moved in next door. They had a large dog that had already dug in Dad's garden and knocked over the garbage can, which made a terrible mess. Last night the dog had barked and kept them all awake.

Dad continued, "I'm going to call the police and tell them to pick up that dog."

"Oh Jim," said Mother, "Please wait. Don't do anything immediately. I do like to be friendly to the neighbors."

Dad said, "I'm not going to let that dog ruin our yard and our sleep."

Tim came into the kitchen and said, "Can't we do both?" Mother and Dad looked at Tim. "Can't we be neighborly and talk to them about their dog before you call the police?"

Do you think Tim's plan will work?

-
1. When Dad talked about the new neighbors, he sounded: (A) tired. (B) angry. (C) happy.
 2. Mother wanted to be friends with the new neighbors. (A) Yes (B) No
 3. Dad said, "To be a neighbor, you have to be a _____."
(A) rich neighbor. (B) close neighbor. (C) good neighbor.
 4. The neighbor's dog had knocked over the: (A) garbage can. (B) flower pot. (C) baby.
 5. Dad said he was going to call the: (A) neighbor. (B) police. (C) lawyer.
 6. Tim wanted his father to fight with the new neighbors. (A) Yes (B) No



Kim's Town

Kim sat in her room and cried. She just could not understand the things that had been going on lately. It seemed as if everyone in her town had gone crazy. It hurt her to see people behaving the way they did.

There had been a man killed in her town. He was white. Everyone thought that the man who had killed him was black. There had been a trial, and just two days ago, the judge and jury decided that the black man had not done it.

Many white people in town became angry and started to pick on blacks. Fights broke out, houses were burned, and many people were hurt.

Kim had white and black friends. Now they did not even talk to each other. Even the kids were causing trouble.

Kim thought and thought. If the jury decided the man was innocent, shouldn't people accept that? They were mad that a man had been killed, and now they were hurting people. It just didn't make sense.

Kim heard people talk about the problem. Some said they wanted to get even. Others said there was nothing to get even for.

Kim had been taught at home and at school to always treat people fairly. In her town, people had always treated each other kindly - until now.

-
1. Kim lived in: (A) a town. (B) the country. (C) the mountains.
 2. The man who had been killed was: (A) white. (B) black.
 3. A word that means you didn't do something is: (A) innocent. (B) guilty. (C) jury.
 4. Do you think that Kim would get in fights because of the problems in town?
(A) Yes (B) No
 5. How long had the town been having trouble? (A) One day (B) Two days (C) A week
 6. What word would best describe how Kim felt? (A) Angry (B) Confused (C) Stupid

Puppet Play

Have you ever seen a puppet show? Of course you have. If you have watched *The Muppets* or *Sesame Street*, you have seen puppets such as Miss Piggy, Kermit the Frog, Big Bird, and Grover.

Puppets can be made of many kinds of materials, such as socks, wood, paper sacks, or clay. Anyone can make a puppet and anyone can put on a puppet show. Maybe you would like to make a puppet. The easiest kind to make is a sock puppet. When you paste or draw on the mouth and eyes, your puppet is ready to move and talk.

Puppets are made to be moved by people. People also make the puppets talk as they move. People who do this are called puppeteers. The puppeteer puts his hand inside the puppet and makes the puppet move by moving his hand.

What can you make a puppet do? Well, you need to have a plan. We can call this plan a play. You can use a story that you already know, such as "The Three Bears." Better yet, you could write your own story. It does not have to be a long story. Think up a play about a dog that has lost its bone. Then tell the story in six sentences.

Just think, you could be a play writer, puppet maker, and puppeteer!

-
1. There are very few people who have ever seen a puppet. (A) Yes (B) No
 2. The easiest kind of puppet to make is a: (A) sock puppet. (B) wood puppet.
(C) clay puppet.
 3. In order to move, a puppet must have: (A) some legs. (B) some strings. (C) a puppeteer.
 4. A puppet is always a small dog. (A) Yes (B) No
 5. A puppeteer needs to have a great deal of: (A) artistic ability. (B) energy.
(C) imagination.
 6. A puppet play must always be the idea of the puppeteer. (A) Yes (B) No



The Busy Beaver

A beaver is a furry animal with a flat tail and strong front teeth. Beavers live in wooded streams and freshwater lakes. The beaver never stops growing. It is said that long ago some would become as large as bears. Now beavers may grow to be about four feet long and live about twelve years.

Beavers are good swimmers and divers. The beaver's tail looks and works like a paddle. The beaver uses its tail to steer when it swims. The beaver can hold its breath more than ten minutes when it swims under water. Sometimes the beaver will use its tail to slap the water. The sound of the slap warns other beavers of danger.

Beavers can cut down large trees with their strong front teeth. They eat the bark of trees and use the rest to build their home (lodge) and dams. The four large front teeth do not stop growing. The beavers keep these teeth worn down by gnawing on trees.

Beavers live in a family group. The baby beavers (kits) are born in the spring. They stay with their parents for about two years. The beavers' lodge and dam are made of logs, branches, and rocks that are held together with mud. The entries to the lodge are made under the water. There is a large room above the level of the water. Here the beavers can stay warm and dry.

The beavers are hard workers. Sometimes a person who is always busy is called an "eager beaver."

-
1. Beavers grow to be about twelve feet long. (A) Yes (B) No
 2. If a person is called an "eager beaver", it means he is:
(A) busy. (B) lazy. (C) a swimmer.
 3. A word that would describe the beaver is: (A) cuddly. (B) funny. (C) busy.
 4. The part of the tree the beaver eats is: (A) Bark (B) Roots (C) Leaves
 5. The beavers get into their home (lodge) from:
(A) the top. (B) the shore. (C) the water.
 6. The beaver's tail is like a paddle. (A) Yes (B) No



Maps

Most people have used a map at some time. Some use a map every day. When we plan a vacation, we use a map to help us decide where to go. While we are on the trip, we look at the map often so we do not get lost. The map shows us where we are and helps us decide where we need to turn.

The most common map that we see is a road map, but there are many different kinds of maps. A map that is wrapped around a ball is called a globe. There are maps that show what the weather will be. There are maps that show where different kinds of metals or minerals are found. Maps use colors, lines, words, and symbols to give information.

People have been making maps for thousands of years. Columbus was a mapmaker. Could that be why he wanted to find out more about our world? One of the first maps of our country was made by Captain John Smith of the Jamestown Colony.

The maps that are made now are much more nearly correct than the ones that were made long ago. Some people's jobs are making maps. Many skilled people must work together to make maps. A mapmaker is called a cartographer. A mapmaker must plan his or her work very carefully.

-
1. Only very rich people have maps. (A) Yes (B) No
 2. A map maker is called a: (A) chariot. (B) cartographer. (C) cartwheel.
 3. A famous mapmaker was: (A) Carter. (B) Lincoln. (C) Columbus.
 4. The first map was made more than: (A) 20 years ago. (B) 200 years ago.
(C) 2000 years ago.
 5. The shape of the globe is like a(an): (A) sphere. (B) circle. (C) equator.
 6. A map can help us when we are lost. (A) Yes (B) No



The Maple Tree

The maple is a good tree. We get wood and maple syrup from this tree. The maple tree is a good shade tree. Many towns plant maple trees along the streets. They grow well and look nice.

The leaves of maple trees turn colors of yellow, orange, and red in the fall. The seeds of the maples look like small propellers. If the wind blows the seeds, they whirl around like propellers.

The sugar maple is the tree from which maple syrup is made. Farmers collect sap from this tree to make maple sugar and syrup. In the late winter, the farmer drills a hole in the trunk of the tree and inserts a spout. The hole is about three inches deep and three or four feet above the ground. Then he hangs a pail on the spout and collects the sap each day. The sap is poured into huge tanks and boiled until it is a thin syrup. The syrup has a delicious taste but it is costly to buy. They must boil the sap much longer if they want sugar.

The sugar maple is a fine tree for lumber. Its wood is hard and strong. Some of our best furniture and wood floors are made from sugar maple. The wood of the maple is a light reddish brown and is beautiful when polished. Furniture has been made from hard maple since the time of the early settlers in our country.

-
1. Maple sugar and maple syrup cannot come from the same tree. (A) Yes (B) No
 2. The seeds of the maple tree look like: (A) parachutes. (B) propellers.
(C) partners.
 3. From which part of the maple tree does the farmer get the sap?
(A) Leaves (B) Roots (C) Trunk
 4. The syrup is: (A) Cheap. (B) Costly. (C) A bargain.
 5. The maple leaves stay green all year. (A) Yes (B) No
 6. Lumber from the maple tree is good for: (A) nothing. (B) airplanes. (C) furniture.



A Special Friend

A special friendship is a wonderful thing. Through a friendship, you can learn about yourself and that other person.

A friend is usually someone you see quite often. Even though you see your friend frequently, she is not jealous when you are with other people. A friend likes you the way you are and does not expect you to be perfect. She would not embarrass you. A friend often likes the same things you do.

Your friend is someone you can trust. She knows how you feel about a lot of things because she listens to you. She is someone you can talk to about your feelings. You can be really honest with her. She is thoughtful and loyal.

A special friend will try to straighten out a quarrel. She will say, "I'm sorry," when she has made you feel bad.

We have talked about what you should expect from a special friend. This is a two-way street, you know. Your friend should be able to expect the same things from you. The most important thing to remember is: If you want to have such a friend, you have to "be" a friend. It does not work very well when one person does all the giving and another all the taking. A special friendship is many things.

-
1. A friend is usually someone you see: (A) never. (B) seldom. (C) frequently.
 2. A special friend expects you to be perfect. (A) Yes (B) No
 3. A word that could mean the same as "trust" is:
(A) money. (B) depend. (C) secret.
 4. If you quarrel with a special friend, the friend should be willing to:
(A) fight. (B) quit. (C) apologize.
 5. If you want to have a special friend, you must be:
(A) rich. (B) a friend. (C) happy.
 6. A special friend should be a good listener, thoughtful, and loyal. (A) Yes (B) No



Treating People Fairly

Many years ago tribes of Indians lived easily on the plains of mid-America. The land we now know as Iowa, Illinois, and Indiana was home to thousands of Indians. For hundreds of years, they fished in the streams, hunted in the woods, and raised a few crops. They were able to live from the land in comfort.

The white settlers began to arrive from the East. The settlers were sometimes known as pioneers. They were looking for good land for farms. When they arrived in mid-America, they liked the land, but the Indians were in the way. Sometimes they bought the land from the Indians, but often the settlers just took the land.

Many Indians gave up their land to keep from being killed or from starving. It made them very sad to leave. They loved the land and had taken good care of it. Some Indians cried when forced to leave the only home they knew.

How do you feel about this problem? Can you understand the settlers' wanting land? Can you understand how the Indians felt? Had you been in charge then, how would you have solved this problem? Could both sides have been made happy? Think about it.

1. What word in the story means about the same as "settler"?
(A) Pioneer (B) Tribe (C) Soldier
2. The white settlers in this story were looking for: (A) gold. (B) diamonds. (C) land.
3. The Indians left their land because there were no more animals to hunt. (A) Yes (B) No
4. How did the Indians feel when they left their land to the settlers?
(A) Proud (B) Unhappy (C) Satisfied
5. Which state is not one of the mid-American states mentioned in the story?
(A) Ohio (B) Illinois (C) Iowa
6. How do most people feel about the way the settlers treated the Indians?
(A) Proud (B) Sorry (C) Happy



Battle for a Birdhouse

Uncle Ned had built a birdhouse for the green swallows that were near Cindy's house. Cindy enjoyed watching the swallows. They swooped down and across the yard so gracefully. She knew they had a nest inside the birdhouse that Uncle Ned had made. She had seen them carrying grasses for a nest into the birdhouse.

One day Cindy noticed a little wren on the porch railing near the birdhouse. It seemed to be waiting for something. Suddenly a swallow came out of the birdhouse and the little wren flew up to the birdhouse quickly, and chased the swallow away. During the next few weeks, Cindy saw many air battles between the wren and the swallows.

Finally, one day, Cindy observed that the swallows were not around the birdhouse anymore. That made her feel quite sad. Then she saw that there was still something living in the birdhouse. The wren had moved into the birdhouse! Cindy decided that the small wren had forced the swallows to move out, then the wren had moved in.

Cindy decided to write to Uncle Ned. This is what she wrote: "Dear Uncle Ned, Thank you for the birdhouse. It is very nice. Did you think it was for swallows? That is no longer correct. After an air battle, the swallows moved out and a little wren moved in. Love, Cindy."

-
1. Who built the birdhouse? (A) Cindy (B) Uncle Ned (C) The wren
 2. What did the swallows use for their nest? (A) Yarn (B) Grasses (C) Straw
 3. How did Cindy feel about the swallows' leaving? (A) Glad (B) Sad (C) Surprised
 4. The story tells you that different kinds of birds get along together. (A) Yes (B) No
 5. The swallows gave up the birdhouse after one battle. (A) Yes (B) No
 6. The swallows left the birdhouse because it was too small. (A) Yes (B) No



Penguins

Penguins are black and white birds. Some people think they look like men dressed up in black suits and white shirts. They have webbed feet and these feet help them swim in the cold waters near the South Pole.

Although penguins are birds, they cannot fly. They use their wings like flippers. They stand up straight on their short little legs and walk with a funny waddle. The largest kind of penguin is about four feet tall and the smallest is only twelve inches tall.

Penguins live in groups called rookeries. There are often thousands of penguins in a rookery. After the mother penguin lays an egg, the father keeps the egg warm until the chick hatches. The father also feeds the chick for a few weeks. Then the mother comes back and both parents take care of the penguin chick until it is about six months old. After the penguins are six months old, they can take care of themselves.

Penguins live near the water because they get their food from the water. They must be careful when they dive for food because there might be a large seal nearby that likes to eat penguins.

-
1. Which of our seasons would a penguin like best? (A) Fall (B) Winter (C) Spring
 2. Compared to a cow, a penguin is a small animal. (A) Yes (B) No
 3. The father penguin keeps the egg warm. (A) Yes (B) No
 4. The word "rookery" means something like a flock. (A) Yes (B) No
 5. The penguin's food comes from: (A) plants. (B) birds. (C) the sea.
 6. An enemy of the penguin is the: (A) bear. (B) whale. (C) seal.



To Fish or Not To Fish

"Boy, Dad, I have been waiting for this day forever," said Ralph as he and his father drove through the early morning fog.

"I know, Son, this trip has been planned for a long time but our wait is over. What kind of luck do you think we'll have?"

Ralph checked the color of the sun and ventured a guess. "Judging by the color of the sun and the direction the wind is blowing, I say we'll catch the limit. Also, yesterday I dug a batch of the longest, fattest worms I ever saw. We can't miss."

Fifty minutes later, Ralph and his father were at their destination. They parked the truck, picked up their gear, and headed for their favorite fishing spot. The bullheads were in trouble now!

As they put down their rods and worm cans, Ralph noticed a new sign that read: NO FISHING WITH WORMS OR LIVE BAIT--ARTIFICIAL LURES ONLY. Ralph couldn't believe his eyes. "Look at that sign, Dad," Ralph blurted. "All we have for bait is worms and it's too far to go home for our lures. What are we going to do?"

What do you think these two fishermen should do? Should they break the law and use the worms or should they go home disappointed, but respecting the law? Think about it.

-
1. What time of day did they leave home to go fishing? (A) 6 a.m. (B) 10 a.m. (C) 2 p.m.
 2. Had these two people gone fishing together before? (A) Yes (B) No
 3. What kind of fish were they trying for? (A) Bass (B) Trout (C) Bullheads
 4. What bait were they planning to use? (A) Worms (B) Minnows (C) Lures
 5. How far did they travel to the fishing place? (A) 2 miles (B) 20 miles (C) 50 miles
 6. How did they find out about the new fishing rule? (A) Police (B) Letter (C) Sign



Tommy and the Tree Toads

Tommy always liked to visit his grandma and grandpa. Their house was in a woods. Tommy saw many animals near the house, such as squirrels, snakes, lizards, frogs, toads, and butterflies.

During the day, Tommy and his brother would catch frogs, toads, and lizards. Sometimes Tommy used a butterfly net to catch the toads because the toads were very small. Grandma told him that the toads were called tree toads and that the toads liked to climb the big oak trees around Grandma's house. Tommy liked the toads during the day.

Tommy and his brother went to bed when it started to get dark. Every night the tree toads would start croaking. At night, Tommy did not like the toads. First, Tommy would hear just one toad, then two, and before long the woods seemed full of the sounds. Then it would be quiet again and Tommy would think the croaking sounds were over. Before long the noise would start all over again.

Sometimes, Tommy would call to his grandma and ask her to make the noise stop. Grandma would tell him stories about the toads and tell him that they were calling to each other. Grandma's stories always made him feel better and then he could go to sleep.

-
1. Tommy used a butterfly net to catch toads because they:
(A) could fly. (B) were small. (C) jumped.
 2. What kind of tree did the toads climb? (A) Maple (B) Oak (C) All kinds
 3. At what time did the children go to bed? (A) 6 p.m. (B) 9 p.m. (C) 11 p.m.
 4. What word refers to the sound toads make? (A) Buzz (B) Whine (C) Croak
 5. What was it about the toads that bothered Tommy at night?
(A) Their eyes (B) Their noise (C) Their jumping
 6. What did Grandma do to make Tommy feel better?
(A) Pulled down shades (B) Brought food (C) Told him stories



Who Gets the Water?

I really love to be in the mountains. I like to hike and camp out as high up in the mountains as I can get. In Colorado there are places where the mountains are over 14,000 feet high.

High up in the mountains, there is a lot of snow. Even in July and August, there are huge snowfields. In summer, the snow melts. Streams start to flow. It's amazing to think about how much water runs down from the mountains.

There are many very dry places near the mountains. Often a town or farmer needs more water. Sometimes there are projects for this. Water is piped from one place to another.

This causes problems. Water is scarce--there's only so much of it. There are sometimes too many people who want water. Also, making pipelines for the water can tear up the mountain.

You can probably tell the people disagree about what can or cannot be done with water from the mountains. Some people don't like these projects. They say it causes scars on beautiful mountains. Others say towns and farmers should get the water they need. Farmers can grow good crops if they get the water. What do you think should be done?

-
1. There are mountains in: (A) Illinois (B) Colorado (C) Kansas
 2. Do the mountains get a lot of snow? (A) Yes (B) No
 3. The story said the thing people want from the mountains is: (A) water.(B) rocks.
(C) trees.
 4. Farmers need more water for their: (A) crops. (B) tractors. (C) pools.
 5. Snow doesn't melt a lot until: (A) March. (B) May. (C) July.
 6. Scarce means there is: (A) a little. (B) a lot. (C) none.



Forest Fires

Every summer in the mountains there are forest fires. Sometimes they are started by lightning. Other times they are started by people. Sometimes it just gets so hot that some dry leaves or wood begins to burn.

Forest fires can get very big. Some of them burn up part of a forest bigger than a town. They can be very dangerous.

Just as every town has a fire department, every forest has a type of fire department. The men who fight the fires are firefighters.

One summer a forest in Colorado had a very bad fire. Firefighters were flown in from all over the country. The fire spread quickly over a large area. The firefighters came up with a plan to put out the blaze.

Bulldozers were brought in. A fifty-foot-wide strip was cleared around the fire. The idea was that the fire would reach the bare strips, and not be able to "jump" over to the other side.

Then the helicopters came in, dropping 250-gallon buckets of water on the fire. Then came the biggest help - a rainstorm. The worst of the fire was over.

Firefighters spent several days on the site cleaning up the damage. They also checked to make sure that no trees were still smoldering.

When it was all over, 6,000 acres of forest had burned. If it hadn't been for the hard work of the firefighters, it could have been worse.

-
1. What is a natural way for fires to start? (A) Lightning (B) People (C) Campfires
 2. Who fight forest fires? (A) Campers (B) Police (C) Firefighters
 3. What was meant by the word "blaze"? (A) Forest (B) Water (C) Fire
 4. What helped the most in putting out the fire?
(A) Helicopters (B) Bulldozers (C) Rainstorm
 5. How many acres were burned? (A) 600 (B) 6000 (C) 250
 6. What does "smoldering" mean? (A) Standing (B) Falling (C) Burning



The Chef Makes It Good

Many people enjoy eating a meal out. It is relaxing to sit at a table and order your dinner from a long list of foods. It is easy to forget that it requires long hours of work to prepare your meal. Let us look in on a person who knows all about preparing food for diners. He is a chef named Henri.

Henri has the title “chef” because he is the boss and head cook in the kitchen where he works. The chef and his helpers have many tasks to do before your meal is ready. First, Henri must do the shopping. He shops for meat, fruit, and vegetables that are fresh and of good quality.

Hours before the customers arrive the chef and his crew are busy in their kitchen. They are chopping, cutting, slicing, and mixing. Next, they cook, fry, and bake. All must be ready when rushing waiters bring in orders from hungry customers. People want their food to look good, taste good, and be brought to them promptly. It takes a good chef to make all of this happen. No wonder Henri is paid well.

Both men and women can be chefs. Some become chefs by going to special schools where they learn about the preparation of food. Many others learn on the job. They may start out as dish-washers and work their way up. A chef’s work makes people smile and maybe even burp.

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1. The boss in the kitchen is the: (A) waiter. (B) customer. (C) chef.
 2. What word in the story means about the same as “quickly”?
(A) Promptly (B) Quality (C) Relaxing
 3. What word means the same as the “chef’s helpers”? (A) Waiters (B) Crew
(C) Boss
 4. The chef: (A) washes dishes. (B) buys food. (C) waits on tables.
 5. The customer usually does not talk to the chef. (A) Yes (B) No
 6. To be a chef you must go to a special school. (A) Yes (B) No



Picture Books

Now there are thousands of children's books that are full of beautiful pictures. The pictures in the books help the children understand and enjoy the stories. If you had lived a hundred years ago, there would not have been many pictures in children's books.

One hundred years ago there was a lady named Kate Greenaway who drew pictures for children's books. Her pictures showed the people dressed very differently than we dress now. For example, in the picture that goes with her poem about Jack and Jill, both Jack and Jill have on long dresses. We would think a boy was very odd to wear a long dress now. If Kate Greenaway drew that picture now, Jack would probably be wearing blue jeans and a tee-shirt.

Kate Greenaway was one of the few people who thought children's books should have attractive pictures in them. Even though Kate Greenaway's pictures look old-fashioned, we still enjoy them in many books today. In Kate Greenaway's day, people enjoyed the books more because of her pictures. They liked to buy her books. This caused other people to use pictures in children's books also.

We can thank Kate Greenaway for promoting the idea of having pictures in children's books.

-
1. Children's books have always been full of pretty pictures. (A) Yes (B) No
 2. Today, Kate Greenaway's pictures seem: (A) modern. (B) old-fashioned. (C) poor.
 3. As an artist for children, Kate Greenaway can be considered:
(A) a pioneer. (B) an inventor. (C) a follower.
 4. The only reason there are pictures in children's books now is that they make books look pretty. (A) Yes (B) No
 5. In the picture that went with this poem, the boy was wearing a long dress.
(A) Georgie Porgie (B) Jack Sprat (C) Jack and Jill
 6. Kate Greenaway is still drawing pictures for books. (A) Yes (B) No

The Tale of the Indian Paintbrush

I enjoy hearing and reading a kind of story called a legend. This is a story that is very old and has been passed down for generations from parent to child. A legend is a story that may or may not be true. I'd like to share my favorite legend with you.

Many years ago there was an Indian tribe that lived in Colorado. This tribe lived in tents and prided themselves on having brightly colored tents. One day an Indian brave named Big Cloud was painting a red design on his tent. He was using a bushy green weed for a paintbrush. Big Cloud dipped the weed in a red dye and painted a sun on his tent.

Suddenly the war drums beat a sound that called all the braves to battle. Big Cloud stuck his weed paintbrush in the ground where he was painting, so it would be there when he returned from battle.

Big Cloud was killed in the battle. In his honor, the paintbrush he had stuck in the ground came to life and began to grow. The green weed became a pretty flower with a bushy red top. Today it still grows in Colorado. It is called the Indian Paintbrush.

-
1. A legend is an old story. (A) Yes (B) No
 2. This legend is probably one that is true. (A) Yes (B) No
 3. Big Cloud was painting a design on his: (A) face. (B) tent. (C) horse.
 4. Big Cloud did not return because he was: (A) old. (B) done painting. (C) killed.
 5. This story was mostly about: (A) tents. (B) painting. (C) a flower.
 6. There really is a flower named Indian Paintbrush. (A) Yes (B) No



Story Code: HT05

Forests in Danger

What do you think of when you hear about enemies of our forests? The first thing to come to mind may be forest fires. You also might think of insects and various diseases. These are all enemies of the forests for sure. There is another "enemy" of which you may not be aware. That enemy is paper. Yes, regular, everyday paper!

Remember, paper is made from trees. It is true that paper is also made from cotton, rice, straw, and cornstalks. However, nine of every ten pounds of paper comes from trees. The people of the U.S. use huge quantities of paper each year. Records show that in 1976 this country consumed 51 million tons of paper. That is an average of 430 pounds of paper per person.

We need paper in our daily living. Think how much we would miss books, newspapers, paper towels, and Kleenex. We also need and enjoy the forests. They improve the air quality, provide homes for animals and are beautiful to view. When a tree is cut to produce paper, it takes thirty years to replace it.

How do you feel about this problem? Which do you value more, paper or trees? Is there some way to have paper without destroying our forests? Ask your parents, friends, and teachers what they think can be done. Think about it carefully and come up with your own ideas. It is important!

-
1. Most of our paper is made from: (A) cotton. (B) rice. (C) trees.
 2. What word in the story means about the same as "make"?
(A) Huge (B) Produce (C) Consume
 3. Of every 100 pounds of paper, how much comes from trees?
(A) 9 lbs. (B) 19 lbs. (C) 90 lbs.
 4. We might say the forest's enemy is not really paper but: (A) man. (B) saws. (C) fish.
 5. The story says that we could easily do without paper. (A) Yes (B) No
 6. There is an easy answer to the paper problem. (A) Yes (B) No



Terrariums

Lots of people like to have plants in their home. Lately many people have started to have terrariums also.

Terrarium is a word that means a small enclosure in which small plants are grown. A terrarium is a miniature copy of a place in nature. It may be a replica of the woods, the desert, a field, or many other places.

Making a terrarium is easy and lots of fun. There are several important things you must do so that your terrarium is healthy and will live for a long time.

Let's say you want to make a woods terrarium. First you need a container. You can use a glass jar, an aquarium, or a glass or plastic container made specifically for this purpose.

Next, you collect some small plants that might grow in the woods. Moss, grass, flowers, and even tiny trees can be used.

In the bottom of your container spread thin layers of gravel, sand, and soil. You must spread them in that order. Then you "plant" the plants that you have chosen. Water the plants so the soil is moist, then cover your container.

If you do this correctly, your terrarium will really look like a little piece of the woods. You can even make hills, use acorns or walnut shells, and include tiny insects to make your terrarium look authentic.

-
1. What does "miniature" mean? (A) Real (B) Small (C) Extra
 2. What should be at the bottom of your terrarium? (A) Sand (B) Soil (C) Gravel
 3. By having the soil "moist" we mean:
(A) slightly wet. (B) dry. (C) soaked with water.
 4. You could make a terrarium look like:
(A) the sky. (B) a meadow. (C) a downtown area.
 5. What would belong in a desert terrarium? (A) Cactus (B) Grass (C) Walnut shells
 6. You wouldn't put a big tree in a terrarium because it::
(A) is too big. (B) needs water.



A Strange Raccoon

You are probably already familiar with the animal known as the raccoon, which is well-known across much of America. I wonder, however, if you know about another member of the raccoon family called the giant panda.

If you have ever seen one, it would have been in a zoo because the animal is found in the bamboo forests of China and Tibet. The giant panda is rare, even there, and is protected by law.

Giant pandas resemble bears in shape and size and in the slow, clumsy way they walk. They have large, round heads with small black ears and white faces with a black patch around each eye. They grow to be from 3 1/2 to 5 feet long and have a rather short tail. Giant pandas weigh from 200 to 300 pounds.

A panda eats mostly bamboo shoots and occasionally eats fish and small rodents. It eats as much as 20 pounds of food a day. It can stand erect on its two hind feet.

This animal is so cuddly looking that it has been very popular in zoos of the world. When you see it, you will want to hug it. However, you must resist the urge and remember that it is a wild animal.

-
1. This story is mostly about: (A) raccoons. (B) zoos. (C) pandas.
 2. The animal in this story comes from: (A) China. (B) Japan. (C) Russia.
 3. The favorite food of the animal is: (A) rice. (B) horse meat. (C) bamboo shoots.
 4. Zoos in the U.S. must pay a lot to get pandas. (A) Yes (B) No
 5. In the place that it comes from, the panda is: (A) common. (B) rare. (C) extinct.
 6. A panda weighs about the same as a: (A) small dog. (B) child. (C) big man.



Pyramids Make Me Wonder

Several years ago I took a trip to the country of Egypt. I saw many wonderful things, but the thing that excited me the most was seeing the pyramids. Let me tell you about the appearance of these wonders of the world.

The pyramid that I remember best was built 5,000 years ago to be the tomb of an Egyptian king. That tremendous pyramid is taller than most modern-day skyscrapers. It has four sides and each side is the shape of a triangle. The sides lean inward so that the tops of the four triangles form a point. The pyramid is made of huge stones that weigh as much as 15 tons each.

It is said that thousands of people labored every day for twenty years to construct this pyramid. Imagine how large and heavy each stone was. Remember, there were no trucks, cranes, or bulldozers in those times. It must have taken hundreds of people straining their muscles to the maximum to move just one stone. It had to have been very hot out there on the desert, where practically no vegetation grows.

Yes, the pyramids make me wonder. I wonder how the workers lifted huge stones hundreds of feet into the air. I marvel how they could cut the stones so that they fit so perfectly. I wonder how they got all those people to work day after day in the blistering desert sun. I wonder...

-
1. How many sides does a pyramid have? (A) Three (B) Four (C) Six
 2. How long did it take to build the pyramid described in this story?
(A) 20 days (B) 20 months (C) 20 years
 3. Some of the stones used to build the pyramid weighed as much as:
(A) 5 tons (B) 15 tons (C) 15,000 pounds
 4. What kind of power was used to lift the stones into place?
(A) Water (B) Electric (C) People
 5. What word in the story means a place where the dead are buried?
(A) Desert (B) Vegetation (C) Tomb
 6. The people who did the hard work on the pyramid probably enjoyed it because of the pleasant working conditions. (A) Yes (B) No



Pass the Milk, Mom

Some people's jobs require them to get up early every working day. Some people are on the job by 6:30 a.m. However, that is late for the dairy farmer. He may be up at 4:00 a.m., and be milking cows long before the sun rises.

The milking is done by machine, but that doesn't mean that the job is easy. The cows must be brought into the barn and their udders cleaned. Then the cows are hooked up to the milking machine. The milk is collected in a cooling tank until it is picked up by truck. The truck transports the milk to a dairy where the milk is pasteurized and prepared to be sold in stores.

There is much more to dairy farming than milking cows. The farmer must watch the health of his cows so that their milk production is high. The barn and the milking equipment must be kept clean. Some dairy farmers raise hay to help feed their herd during the winter months.

Today it is difficult to get started in the dairy business. The cost of land, buildings, herd, machines, and equipment is extremely high. Many people still give it a try because they like the idea of working in the open air with animals and land. Would you like this kind of work?

-
1. The dairy farmer needs to get up early to:
(A) milk the cows. (B) feed the cows. (C) clean the barn.
 2. The word in the story that means "a group of cows" is:
(A) udder. (B) pasteurize. (C) herd.
 3. What crop do some farmers raise to feed their cows? (A) Rice (B) Wheat (C) Hay
 4. It is difficult to start a dairy farm because of: (A) weather. (B) cost. (C) laws.
 5. The farmer usually hauls his own milk to the dairy. (A) Yes (B) No
 6. At the farm, milk is put into paper cartons to be sold at stores. (A) Yes (B) No



The Rodeo Is in Town

Have you ever seen a rodeo? The town of Estes Park, Colorado has a rodeo each summer called the Rooftop Rodeo. This rodeo is not one of the biggest, but it is one of the highest. It is one of the highest because Estes Park is high in the Rocky Mountains. Some of the best cowboys in the world are at this rodeo. Some of the best rodeo cowboys go to more than one hundred rodeos during the year. For some, this is their full-time job.

A rodeo is a contest in which one sees the skills that are a part of the cowboy's life. Some of the events you would be likely to see at any rodeo are Bareback Bronc (Horse) Riding, Saddle Bronc Riding, Calf Roping, Steer Wrestling, and Bull Riding.

The Bull Riding is one of the favorite events and the most dangerous. The cowboy has to hold onto a rope that is tied around the bull's middle. He must stay on the bull for eight seconds using only one hand to hold onto the rope. Does eight seconds seem like a short time? When you are on the back of a bucking bull, it could seem like a long, long time.

Most rodeos have a clown. The clown does some funny acts to make the crowd laugh. The clown is also very important in the Bull Riding contests. If the cowboy is thrown from the bull, the clown distracts the bull so the rider can get away safely.

Being a rodeo cowboy is an unusual job. It can be fun if you ride well and are tough enough. You must be good because only the winners are paid. Very few cowboys are able to make a living doing this kind of work.

-
1. Estes Park, Colorado has the biggest rodeo in the world. (A) Yes (B) No
 2. Another word for "bronc" is: (A) brown cow. (B) steer. (C) horse.
 3. Anyone who can ride a horse well could be a rodeo cowboy. (A) Yes (B) No
 4. If a cowboy is thrown from a bull, the clown:
(A) laughs at the cowboy. (B) distracts the cowboy. (C) protects the cowboy.
 5. To earn money the rodeo cowboy must:
(A) watch contests. (B) enter contests. (C) win contests.
 6. Some animals you would see at a rodeo are:
(A) horses and dogs. (B) pigs and chickens. (C) horses and cattle.



Borrowing and Lending

Have you ever borrowed something from an acquaintance and then been in trouble because you did not return it? Probably. We have all had some bad experience with lending or borrowing. Have you ever lent a friend something only to have it ruined or not returned as you requested?

There is an old saying that says if you want to keep your friends, do not borrow things from them. The saying is: "Neither a borrower nor a lender be." Are you thinking, "Why not? If my friend wants to lend me something, why shouldn't I borrow it?" Or perhaps you can see that your friend could get a job done more quickly if he could use your hammer or bicycle or encyclopedia.

Borrowing can become a dangerous habit. Suppose you borrowed Susan's bicycle and ruined a tire? Whose job is it to fix the tire? Maybe you and Susan do not agree on that point. Stop and think about how you would feel about it if it were your bike. Do you have your answer? Of course, the person who damages something should fix it.

Borrowing can be convenient but it can cause problems, too. If you borrow anything, be sure you return it in good condition. If you lend something, be sure your identification is on it and it is understood when you want it returned.

If you are a borrower or a lender, be thoughtful and don't let it ruin a friendship.

-
1. Does the old saying say you should borrow and lend? (A) Yes (B) No
 2. Borrowing can be: (A) fattening. (B) dangerous. (C) tiring.
 3. If something is damaged, who should fix it?
(A) Borrower (B) Lender (C) The one who damaged it
 4. If you lend something, be sure to:
(A) put your name on it. (B) clean it. (C) say good-bye to it.
 5. Borrowing is always fun. (A) Yes (B) No
 6. If you borrow or lend, don't let it ruin your: (A) money. (B) personality. (C) friendship.



Look for the South Pole

If you were standing on the South Pole, you would be as far south as you could go. To find the South Pole on a globe, look for the place where all the lines come together at the bottom of the globe. The land that is at the South Pole is called Antarctica. The weather at the South Pole is always very cold.

In 1928, the explorer, Richard E. Byrd, was in charge of exploring and mapping the land around the South Pole (Antarctica). Antarctica is a continent and it is twice as large as Australia. Antarctica has mountains that are higher than our Rockies. All of the land is frozen and most of it is covered with snow and ice. The only animals in Antarctica that live entirely on land are very small insects. All of the other animals that live in the Antarctic are dependent on the sea for their food.

Admiral Byrd did not discover Antarctica or the South Pole. Other people had known about Antarctica for many years. Some of these people wanted to keep this place a secret. These people were whale and seal hunters. The hunters did not want to let others know about where they were finding the seals and whales. Later, Admiral Byrd made other trips to Antarctica. His explorations gave us much valuable information about the area near the South Pole.

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1. Admiral Byrd was not the first person to find the South Pole. (A) Yes (B) No
 2. The weather at the South Pole is very much like the weather in:
(A) Texas. (B) Alaska. (C) South Dakota.
 3. Admiral Byrd suffered from frostbite and never went back to Antarctica. (A) Yes (B) No
 4. Antarctica is twice as big as: (A) Mexico. (B) Australia. (C). Russia.
 5. Land animals you might see near the South Pole are:
(A) polar bears. (B) small insects. (C) bighorn sheep.
 6. Long ago, hunters had been near the South Pole looking for:
(A) kiwi birds. (B) polar bears. (C) whales.



Flight 321, Do You Read Me?

At a large city airport, one sees hundreds of airplanes in the air and on the ground. When you think of all these planes taking off and landing all day and night, you might wonder how they share the runways. The answer is that they all work through a very important person, the air traffic controller.

The controller gives instructions to the pilots by radio. The controller and the pilots talk to each other from the time the plane taxis away from the loading gate until it is safe in the air and on its way.

In addition to radio contact, the controller can see incoming flights as blips of light on a radar screen. A plane may be allowed to land or take off (in good weather) every 20 seconds. If traffic is heavy, some planes must be placed on "hold". For a plane on the ground, "hold" means waiting at the end of the runway. If the plane is in the air, it means circling the area near the airport.

An air traffic controller must be a person with a clear voice, steady nerves, and most of all, good judgment. The safety of the passengers and crew is in the hands of the controller. Just one mistake and many people could suffer. That is why controllers are carefully selected and trained by the United States government. It is a very serious business.

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1. Who decides when a plane may take off? (A) Pilot (B) Radar (C) Controller
 2. The controller talks to the pilot by: (A) radio. (B) telephone. (C) loud speaker.
 3. About how many landings or takeoffs can be made on a runway per minute?
(A) One (B) Three (C) Ten
 4. Pilots think that having to obey a controller is: (A) silly. (B) helpful. (C) necessary.
 5. The most important quality for a controller is good:
(A) eyes. (B) voice. (C) judgment.
 6. When a plane in the air is placed on "hold", it:
(A) stops. (B) lands quickly. (C) circles.



Police

There are thousands of laws in the United States. Policemen or policewomen help to see that the laws are obeyed. The police officer's job is to protect the safety of everyone. They protect both people and their property. They know how to control crowds and traffic. They learn how to handle guns and weapons in case they need to use them. Some people who are preparing for police work go to police academies or FBI school.

Police officers must learn to do many different kinds of duties. Sometimes they work at the police station answering the phone, sending out help, or giving information. Sometimes they ride in a patrol car or walk in a certain area. We call the area that they cover in the patrol car or on foot their "beat". The police carry some type of radio equipment with them so they can call into the police station with information or for assistance.

Policewomen and policemen must know how to give first aid because they are often called in an emergency. If a person sees an accident, usually the first thing he does is call 911 or the closest police station to report it. The officer on duty at the police station will call the patrol car patrolling that area and tell him to go to the scene of the accident. Because of this, the police are often among the first people to arrive at the accident. Knowing how to give first aid properly and quickly can mean the difference between life and death to an accident victim.

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1. Only men can be police officers. (A) Yes (B) No
 2. A policeman's job is to protect:
(A) the laws. (B) people and property. (C) the police station.
 3. A police officer uses a radio for: (A) music. (B) emergency calls. (C) news.
 4. Policemen and policewomen use their guns every day. (A) Yes (B) No
 5. Usually the first people to be called to an accident are:
(A) doctors. (B) police. (C) ambulance drivers.
 6. A policeman's "beat" is: (A) a big stick. (B) an area. (C) his walking rhythm.



Story Code: KT02

A Haircut

Would you like to be a barber or beautician someday? The next time you get your hair cut, you might stop and think about it. If you wish to become a barber or beautician, you could go to school or serve an apprenticeship. After passing an examination, a person gets a license. Barbers and beauticians must learn to use many tools in their jobs. Just for giving a haircut, they would probably use several kinds of scissors and an electric hair clipper. They need to have training and practice to learn how to do their jobs.

Beauticians and barbers must know a great deal about hair styling and about problems relating to the hair and scalp. They need to know what hair styles look best for certain facial characteristics. It is very important that barbers and beauticians listen carefully when customers tell them what they want done.

Barbers and beauticians must be very polite, sensitive, and tactful when dealing with their customers. It is necessary to understand what customers want done but also what is practical and reasonable. If customers have confidence in their barbers and beauticians, they will return a gain and again. Many barbers and beauticians hope that someday they will have their own shops.

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1. What word in the story means "skin on top of your head"? (A) Facial (B) Scalp
(C) License
 2. All you need to know is how to cut hair and you can be a barber or beautician.
(A) Yes (B) No
 3. The story says that a barber needs how many tools?
(A) Three (B) More than three (C) Less than three
 4. A hair style that looks good on one person will look good on everyone. (A) Yes (B) No
 5. People who cut hair must be up-to-date on: (A) music. (B) art. (C) styles.
 6. The only thing a barber needs to be concerned about is keeping the scissors sharp.
(A) Yes (B) No



Backpacking

My dad took me backpacking last week. It was one of the best times I've ever h¹-. He and ² always go on hikes. We g³ camping, too. But backpacking is more fun.

When you go backpacking, you hike way out in ⁴- woods. You have to carry everything you need with ⁵-. You take a sleeping b⁶-, and clothes to keep warm. You take food, a stove and a mess kit. A m⁷- kit is pots and pans for cooking. Of course, you have to t⁸- a tent.

When my d⁹ and I went backpacking, we were in the mountains. We set up the tent by the stream. We saw lots of trout in the st¹⁰-. I wish ¹¹ had taken my fishing p¹²-. We saw some lakes that still had snow near them. I don't see sn¹³ in June very often!

I like camping. I like hiking, too. Backpacking puts those two things together. You don't see any other people. There are no cars, or ¹⁴ sets. It's nice to get away from the city. I hope my d¹⁵ will take me ba¹⁶----- again real soon.

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Story Code: DC02

The Bus Driver

Do you ride the bus to sc¹? If you do, you have watched the ² driver handle the bus. It is not e³ to drive a bus. It is harder to drive a bus than a car. A bus takes up more sp⁴.

A bus d⁵ needs to be sure that the ⁶ is working right. One of the bus driver's main duties is to ⁷ riders. He makes s⁸ that they have a safe trip. In one short trip, the bus driver might use many things to be sure the passengers have a s⁹ ride. He would probably have to use turn signals, br¹⁰, lights, ho¹¹, rearview mirrors, and the gearshift.

Some bus drivers need to take mo¹² for fare. That gives them one m¹³ job to do.

Sometimes a passenger will ask the bus driver the best way to get some place. The bus driver must kn¹⁴ the streets of the town well. Quite often a passenger will ask for a transfer ticket to cha¹⁵ from one ¹⁶ to another.

Do you think that you would like to ¹⁷ a bus some day? If so, there is much information that you should know and a lot of skills to l¹⁸.

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Keep the Change?

I like to help my mother around the house. My mother works at the hospital and she has four of us kids to care for. She says that I'm a big h⁻¹⁻ to her and that I ⁻² dependable. I like that.

One way I h⁻³⁻ is to go grocery shopping. Last week I h⁻⁴ an unusual thing happen to m⁻⁵. I wasn't sure what to ⁻⁶ and I think you can understand m⁻⁷ problem.

Mother gave me \$10 ⁻⁸ a list of seven things to buy. When I went through the checkout counter the f⁻⁹ came to \$8.91. When I got outside the store I saw that I had been g⁻¹⁰ \$11.09 instead of \$1.09. I had been given ch⁻¹¹ for a \$20 bill instead of a \$10 bill.

As I rode my bike h⁻¹² I tried to decide what to do. I could give my m⁻¹³ her \$1.09 change and keep the extra \$10. I could give mother all the change. Or, I could take b⁻¹⁴ the extra \$10. I had to decide something quickly.

What I did: I decided to a⁻¹⁵ Mother's opinion. She said to take the money back and give it to the checker who made the mistake. She said the checker would have ¹⁶ make up for the money from her pay. So, that is what I did. The checker thanked me for saving her \$10. Her big sm⁻¹⁷ made me feel good.

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A Brighter World

Someday you will have a job. You will want to do something that you can enjoy doing. You will want to feel good about how your job helps other people.

One job you might like is being a house painter. A house painter does not always w¹ in the same place like a factory worker does. The h² painter works on one house for a while and then moves on to another house. The house painter n³ to know a great deal about all k⁴ of paint. He explains to people about the choices they h⁵ about paint for their h⁶.

Some of the painter's work is inside houses and some is outside. He does many j⁷ other than painting. He scrapes off o⁸ paint, washes walls, hauls ladders, buys paint, and tells people how m⁹ it will cost to do their job. Sometimes painting is slow and lonely w¹⁰. You may spill some p¹¹, or it may rain and spoil your work.

Much of the time the painter's job ¹² enjoyable. People are pleased to s¹³ their home looking br¹⁴. The painter is happy when he hears, "Our house has never looked so pretty." The house painter makes a brighter w¹⁵.

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A Colony of Ants

More ants live on earth than any other insect. They are found every place except at the North and S¹ Poles. Ants are smarter than most other ins². They work together but cannot make plans as people do. There are fifteen thousand different kinds of ³. The larg⁴ ants are found in the tropics. They are more than an inch long. Like other insects, ants have six legs which are attached to ⁵ middle part of their bodies. Their blood is a yellow-green color.

Ants are called social ins⁶. They live and work with other ants in large groups called colonies. The col⁷s are like cities. Some colonies may have only a dozen ants, and others might have as many ⁸ 300,000.

A colony of ants usually has three kinds ⁹ ants: the queens, the workers, and the males. The queens spend their lives l¹⁰ eggs. Some queen ants live ten years ¹¹ more. The worker ants feed and take care of the queen. The jobs in a colony are shared by the wor¹². They often live five or six y¹³. Most of the ants of a colony are workers. The male ants are smaller than the queen. Their only job is to mate with the queen. The male ants live only a few weeks.

Ants might be smarter than most other insects, but they are not always clever. It is said that ants will follow e¹⁴ other in a line and that if they start going around in a circle, they will keep going around ¹⁵ around until th¹⁶ die.

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King of the Animals

Did you know the lion is called “king of the animals”? I can’t tell you who said that first, or why it was said. But lions are very interesting animals. Here are some things about them you should know.

When lions are tiny ba¹-, they are as gentle as kittens. They l²- to be held and petted. As they get ol³- and stronger, they be⁴-- rough. Before they are fully g⁵---, they may become dangerous. It seems that a natural wildness sl⁶- takes over.

You may have seen l⁷--- in a circus. There a trainer works with six or more lions at once. He can teach them to do many tr⁸-. They can jump up on a stool and st⁹- on their back legs. They can be taught to j¹⁰- over each other. The trainer likes the l¹¹---, but they don’t always like h¹².

The lion has a large h¹³- and it looks proud. It sits like a ¹⁴- on a throne. Perhaps that is why it is c¹⁵--- “king of the animals.”

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Black Gold - Really!

You have seen things made of gold such as a gold ring. Maybe you have seen a gold watch or g-¹ earrings. What color is gold? We often use the word "gold" itself when we describe the color. For example, we talk about cooking something un-² it is golden brown. But what about the term "black gold"? Can gold be black? It doesn't seem possible, does -³?

Yet, people do talk about "black gold." What they really mean is oil. -⁴ is called black gold because oil and g-⁵ are both very valuable. Oil is used for making m-⁶ things and large amounts of it are needed. Oil is in short supply and that makes it cost m-⁷.

Oil comes from pools of oil that are found far below ground level. P-⁸ of oil are also found be-⁹ the sea. We get the oil from these pools by means of pipes. Holes for the pipes are d-¹⁰ through hundreds of feet of dirt and r-¹¹. It is hard to get the -¹² out of the ground. No wonder we must pay a high pr-¹³ for gas and other things made from oil.

The next t-¹⁴ you see some black oil think about where it came from. Think of its coming through pipes from below the earth. Remember that it -¹⁵ so valuable that it is called "black gold." Use that black gold as if it were gold.

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Gone to the Fair

Paul was home alone. The rest of his family had gone to the county fair at Oshkosh. Paul wanted to go too, but he had g¹ to the fair last year. This year, it was his turn to stay at home and take care of the f².

Last night the family had talked about the f³. Everyone was ex⁴. Paul's mother had talked about the jams and pies that she was taking. His dad was taking pigs. Last year one of the ⁵ won a blue ribbon. They were sure to win some more prizes this year. His sisters, Jane and Jenny, were taking canned goods and bread.

As the family left, Paul had shouted, "Bring back some blue ⁶!" The car had just started down the road when it stopped. Paul's mother called, "Don't let any strangers in the house while we're g⁷."

Paul laughed, "Oh, I know that, Mom."

Paul was thinking of these things when he h⁸ a car door slam. A man was walking toward the h⁹. He looked like a nice ¹⁰. "He probably wants to use the phone," thought ¹¹. What should he do?

What Paul did: Quickly, Paul decided what to ¹². He locked the s¹³ door and talked to the man through the screen. The man did want to use the p¹⁴. Paul said, "I'm sorry, but I can't let you in the ¹⁵. Could I make a call for you?"

The man said, "Of course you can, young man. I'm having car tr¹⁶. Would you call the closest garage for me?"

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Mr. Tucker

I have a friend named Mr. Tucker. He has a job I'd like to h¹ someday. He lives in a forest and is a teacher. His job is to take classes on field tr². He shows us the woods, ³ fields, the river, and tells us all about those places.

There are two th⁴ about Mr. T⁵ that make him really special. One is that he really likes people - especially kids! You can tell that just by being with ⁶. The other thing is that ⁷ knows more about nature than anybody I ever met.

Because he lives in the w⁸ and spends almost all his time there, ⁹. Tucker knows where to find different animals and plants. One time we got to see baby squirrels in a pine ¹⁰. Another t¹¹ we were really quiet and watched beavers in a p¹².

Mr. Tucker likes to take pictures, and his are the best I've ever s¹³. He has shots of the woods in every season. Some of his pictures are ¹⁴ magazines.

I like being outside, and the woods is one of my favorite places. I like taking pictures, and I ¹⁵ people. I think I would be good at a j¹⁶ like Mr. Tucker's.

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Things You Cannot See

“Show me!” “Seeing is believing!” “I want to see it with my own eyes!” I am sure you have heard such words. When words such as these are spoken, you know that the speaker is having trouble believing. He w¹ to see something real that will give him pr². Some people need to see something with their eyes in order to believe. To them, that is proof that it is real. Must a person s³ to believe?

Have you ever seen ⁴ wind? Sure, you can s⁵ the effect of the wind. You can see a flag bl⁶ and leaves moving on a tree, but have you actually seen the wind itself? The answer is “no.” But do you doubt that there is such a thing as w⁷?

Another thing that you have n⁸ seen is love. You can’t touch or taste ⁹. Yet we all know that love is r¹⁰. We see the results of ¹¹ and sometimes we say that we can “feel” love. Love is certainly something that we all want and need. As important as it is, it can’t be purchased, p¹² in a box, or displayed on a shelf.

There are other things in our l¹³ that cannot be seen. Think of things s¹⁴ as respect, fear, and faith, to mention only a few. These are words we use daily and yet they st¹⁵ for things we have never seen or held in our h¹⁶. Often these unseen things are more valuable than objects we can s¹⁷. So the next time a friend of yours w¹⁸ to see proof, remind your friend that some important things in life must remain unseen.

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Story Code: FC03

Your Feelings

We have many different kinds of feelings. For ex¹---, sometimes we feel happy or sad. At other times we might f²--- excited or bored. Have you ever thought about why you ³--- the way you do? Have you wished that you could ch⁴--- the way you feel?

How would you like it if you were invited to a birthday p⁵---? You might feel happy and excited. When you arrive at the party, you find that you do not know a single person there. Are you feeling a bit shy and ba⁶--- now? Then your best fr⁷--- walks in and you feel glad and relaxed inside. But then your friend ignores you. Does that make you angry? You begin to worry that this party will be no fun at all. Nobody pays attention to ⁸---, and you feel left out and uncomfortable. You have allowed yourself to feel so bad that you are afr⁹--- you might begin to cry.

Almost everyone has had these feelings at some t¹⁰---. Do you know what kind of things makes you happy and what makes you s¹¹---? Sometimes it is good to talk to someone about the way you feel. You might try to figure out why you feel a cer¹²--- way. Sometimes people can control the way they feel and sometimes they c¹³---.

If your feelings are causing you problems, you might need some ¹⁴--- to understand your feelings. Sometimes a parent, teacher, or friend can help. There are many things you can do to help yourself. At times, it is your job to control your feelings. This is not an easy thing to do. Usually you can prepare yourself to understand ¹⁵--- feelings that cause you pr¹⁶---.

Do you ever say, "I can't help the way I feel!" Of course you can help it, if you are in control.

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Open Wide, Please

When you have been at the dentist's, have you noticed that he has a helper? This person is called a dental assistant. The assistant is usually a woman. She has had special dental training, but not as much as the dentist has had.

Sometimes the dental assistant cl-¹ people's teeth. She l-² them over carefully. She uses a machine to polish each t-³. She may x-ray the teeth. Since she can do these jobs, the dentist can w-⁴ on another person. This way, more people can ⁵ helped each day.

Much of the assistant's time is used working with the dentist. She hands -⁶ the tools he needs. A good dental assistant knows which t-⁷ to hand the d-⁸ without his asking. In this way, the dentist doesn't need to take his eyes from his work.

The help of the dental assistant gets the j-⁹ done faster and b-¹⁰. Some say that it gives the dentist four h-¹¹ instead of two. The -¹² assistant also takes care of cleaning the dental t-¹³. This saves the dentist a lot of time.

Would you c-¹⁴ to work with a dentist as his assistant? You would need to know the r-¹⁵ tool to have ready. You would need to be cheerful and kind to people. Does all this sound interesting to ¹⁶?

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All Kinds of Hats

Have you ever heard anyone say, “She wears many hats in her job?” Did you wonder what that meant? Did you think it strange that a person would keep changing h¹ at work? Well, what the speaker really meant was that she does many different kinds of work in her job. Usually, the phrase has nothing to do with hats. It just means that the person has a variety of duties at w².

On the other hand, hats do sometimes tell us a great deal about the kind of w³ that people do. Can you th⁴ of some examples of this? How about the ⁵ that is worn by a nurse, a t⁶ engineer or a conductor?

Have you seen a sailor hat, the hard hat of a construction worker, the cap of a baseball player, or the helmet of a football ⁷? Of course you have. At times you might have pretended that you ⁸ a cowboy or a fireman and wore those hats yourself. You were probably making a picture in y⁹ mind as you read about those hats. Each ¹⁰ those hats is a different style because each hat serves a different function.

The cowboy’s hat has a wide brim to s¹¹ his eyes and face from the sun. It also protects his eyes from the wind ¹² rain. The fireman’s hat ¹³ designed so that water will run off the back of it and the fireman will ¹⁴ get soaked while f¹⁵ a fire.

What kind of hat will you wear when you grow ¹⁶?

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A Great Cowboy

There are many stories about cowboys of the West. There are stories about how well they can shoot. There are stories about how well they can ride. Usually the stories tell about how tough the cowboys are. One of the best such stories is about Big Bart.

Big Bart did all the things the other gr¹- cowboys did and more. It is s²-d that he could rope an entire herd of cattle with j³- one throw. Bart could take a bear by the t⁴- and throw it a mile. His eyes were so good he could spot a l⁵- cow five miles a⁶-.

One day Bart w⁷- looking for something fun to do. He wanted to do something n⁸-. About then he spotted a tornado in the distance. He r⁹- off on his h¹⁰- and in a few minutes he was near the t¹¹-o. With a mighty th¹²-, he roped the tornado on his f¹³- try. He pulled in on the r¹⁴- and stopped the tornado in its tracks. The st¹⁵- of Bart's trick got ar¹⁶-. To this d¹⁷- there has never been an¹⁸- tornado in that part of the country.

I wish I had known Big Bart. Don't you?

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The Supermarket Checker

Supermarkets such as Jewel, A & P, and Safeway are very large stores that hire many people. These people are hired to do a variety of jobs. One of the most important jobs is that of checker. The checker is the person who adds up the prices of the things you buy and tells you how much you owe. How would you like to have this job someday?

A checker should ¹ be a cheery person with an easy smile because he or she meets many pe² each day. Some people complain about ³ the prices, or perhaps the meat doesn't suit them. A good ch⁴ is helpful and tries to make the customer feel b⁵.

Knowing what price to charge can be difficult. Most of the things you b⁶ have the price marked ⁷ them. But there are price changes ⁸ special sales. This means the ⁹ must be able to remember the new pr¹⁰.

People who ¹¹ shopping hate to wait in l¹². So a good checker works f¹³. While one hand m¹⁴ an item down the counter, the other hand types the pr¹⁵ into the machine. At the s¹⁶ time, the checker may be talking to the customer.

As you have thought about being a checker, perhaps you have gained a good idea of the skills you would need to do this job.

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Wood Scientist

My friend Mike has a great job. He is a wood scientist. I suppose wood scientists can do many things, b¹. I like what M² does. He works in a big laboratory where he has all kinds ³ fancy equipment to help him do experiments. Mike works for a company that ma⁴ paneling for houses. This wood is not just cut from a tr⁵. It is completely chopped up, and then pressed together again so it looks like regular w⁶. You may have p⁷ in your h⁸.

Mike's job is to figure out ways to make this pr⁹ wood look real. He has to know what to put in the mixture of ch¹⁰ wood to hold it together. He says the hardest thing is to get ¹¹ pressed wood to look r¹². I think Mike really likes his job, and he is good at it. He studied trees and forests in college, and has always liked chemistry and doing ex¹³. Sometimes Mike travels to big wood mills. These are m¹⁴ where huge amounts of wood are turned ¹⁵ lumber, boards, and paneling. He helps the workers there learn how to make the paneling in just the right way. I guess he is sort of a teacher, too!

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Down, Down, Down!

There are exciting jobs which you might not know about. An example of such a job is deep-sea diving. This work is not only exciting, but it can also be dangerous. To be a deep-sea diver, you need to kn¹- exactly what you are doing.

D²- have many tasks. Some of their dives are made to repair dams, bridges, or sunken sh³-. Some of their d⁴- are made to locate lost items of value, such as g⁵- and diamonds or old records. Sometimes they search for lost objects that people want to recover.

Deep-sea diving equipment has five basic parts. The two most important p⁶- are the helmet and the suit. The suit is made of a thin sheet of rubber between two pieces of cloth. The s⁷- protects the diver from ⁸- animals and helps to keep him w⁹-.

The helmet is made of metal, ¹⁰ round, and has a window in it so the diver can ¹¹-. An air hose is connected to the h¹²- so the diver can breathe. S¹³ helmets are so fancy that they have a light and a telephone. All of these things make it easier and safer for the diver to do his j¹⁴.

A deep ¹⁵- diver is paid well because the w¹⁶- is both difficult and dangerous. The diver must be in g¹⁷- condition and have good control of his b¹⁸-. This is no job for a sissy.

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Litter

Every place you go you may see litter. Litter is any kind of trash that can be seen. It may be cans, bottles, p¹---, or anything that is not properly thrown away.

For about ten years, people in the United S²--- have been trying to clean up l³---. The best way to stop litter is never to s⁴---. That means everybody should th⁵--- away his own tr--- properly.

One reason the problem got so b⁷ is that people have been littering for hundreds of y⁸---. The problem has gotten worse now that there are m⁹--- people. What's the answer? There are many things being d¹⁰---. Most towns have t¹¹--- containers for people to use. Many t¹²--- have cleanup projects during the year. Companies make returnable b¹³--- so they won't be thrown away.

The person who makes the biggest difference is... YOU! If you n¹⁴--- litter, that helps. If you stop others from littering, that's even better.

Nobody wants his block or town to look like a garbage d¹⁵---. If you go to a park, you want to enjoy nature, not w¹⁶--- through a mess of trash. There's a national slogan for litter - "Pitch In!" If everybody pitches in and keeps our country cl¹⁷---, we'll all be able to enjoy it a little bit more.

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May I Interrupt?

Have you ever been with a group of your fr¹ and you could not get a chance to say what you wanted to s²? Every time you started to say something, you would be interrupted by one of ³ friends. You started a few times with, "Did you know about the..." and wham! You were in⁴. Discouraging, isn't it?

Maybe later, a friend might have said to you, "What was it you were trying to t⁵ us when we were talking?"

You replied, "Oh, nothing. It wasn't important." But it was im⁶ to you, wasn't it? You started thinking such things as, "What I was going to say was interesting, too. Why wouldn't anyone l⁷? Don't my friends want to h⁸ what I have to say?"

What can you ⁹ when you are not able to enter a conversation? What can you do when someone cuts into your c¹⁰ and you can't get back into it? Sometimes there is not much you ¹¹ do. Sometimes you can give clues without interrupting verbally. Sometimes your face tells that you are m¹². You could jump up and down and stamp your ¹³. You could clear your throat, "Ahem." You could raise your hand or write a note and hand it to the speaker. How about using a poster to picket the talker? Well, some of these are s¹⁴, aren't they?

Remember, good con¹⁵ is an art. Good conversation is not just one person t¹⁶. Conversation is paying attention to what other people are ¹⁷. Good conversation is saying things that are of interest to other ¹⁸ in the group.

"Oh, did you have something you wanted to say? Go ahead. I'm listening."

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Cloudy and Cooler

Have you ever heard it said that the weather is the “most talked about” topic of conversation? We do t¹ about the weather often. It is no wonder the weather is talked about ² much. It affects the way we dress, what we eat, and our travel pl³.

The worker who tells us what the weather will be is c⁴ the weatherman. A better word for this j⁵ is meteorologist. A weatherman is a p⁶ who has studied wind, rain, cl⁷, air pressure, wind speed, ⁸ humidity. The weatherman reads his weather gauges. He contacts weather stations near him. He studies weather maps and charts. Using all this data, he predicts or guesses what the weather will be. This helps us to ⁹ our day.

Does the weatherman always guess right? Often he is partly wrong. Sometimes he is a¹⁰ wrong. The conditions that cause the weather can be tricky. Even the b¹¹ weatherman can be fooled once in a ¹².

A career in weather can be exciting. Due to new f¹³ learned in space science, there are new advancements in weather prediction. Weathermen will become more and ¹⁴ skilled. If you want to be where the action is, you might want to think about this c¹⁵.

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Ten-Four, Good Buddy

If you travel on the interstate highways, you can't help but notice a certain kind of worker on the job. This is the person behind the steering wheel of those huge 18-wheel tractor-trailer rigs. These trucks are an important part of this country's transportation system. All kinds of products are sent to market by these large trucks.

The person who dr⁻¹⁻ these trucks has much responsibility. He must be careful with the tr⁻²⁻. The tractor and trailer together c⁻³⁻ nearly \$100,000. In addition, the cargo in the truck may be w⁻⁴⁻ many more thousands of dollars. So the driver m⁻⁵⁻ be skilled in driving ⁻⁶⁻ be able to avoid dangerous conditions.

A truck driver needs to be able to sit st⁻⁷⁻ and remain alert for many h⁻⁸⁻ at a time. It may take him four ⁻⁹⁻ to deliver a load of TV sets from California ¹⁰ St. Louis. As he drives across the country, he must watch the traffic, ch⁻¹¹⁻ the truck's controls, keep a log, and be planning when to stop for ⁻¹²⁻ or to rest.

A truck driver is often away ⁻¹³⁻ home. He may sl⁻¹⁴⁻ in his truck or in a mo⁻¹⁵⁻. He is paid well and his work lets him ¹⁶⁻ many parts of the country. This job is right for some people and not for others. Do you think you would fit the job?

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Happy Birthday, Mom!

It was a special day at Sam's and Sue's house because it was their mother's birthday.

"What can we do for Mom's birthday ¹ year?" asked Sue, as she thought about things they had done other y².

"I don't think we should ³ breakfast for her again", said Sam. Their last try at cooking was a costly m⁴. Dad had to buy a new stove after nine raw eggs spilled under a hot b⁵. The plumber also had to come to re⁶ the garbage disposal.

Cleaning the house was crossed off the l⁷ of birthday surprises. Two ⁸ ago Sam accidentally ran over the dog's tail with the vacuum ⁹ and Sue w¹⁰ Dad's new wool suit.

They could make Mom a pr¹¹ but if they did, they would ¹² use Super Glue again. Two of the knitted placemats on the kitchen ¹³ are there forever as a result of a Christmas-gift project.

Sam and Sue were so ¹⁴ trying to think of something to do for Mom that they didn't have time to f¹⁵ or argue that whole day.

At dinner, as the family ate ¹⁶ and ice cream, Mom sm¹⁷ at Dad and said, "What a nice present from the kids, a whole day of peace and quiet and no birthday-gift problems."

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A Letter to Noel

Almost every child knows the story of Peter Rabbit. In the st¹, Peter did not obey his mother. He went into the neighbor's garden and was almost caught. It ² a lively story about a naughty ³, by Miss Beatrix Potter.

There is a story about this story, and it is a good one, too. The son of one of Miss Potter's best fr⁴ had been v⁵ sick. She decided that she would write him a letter with a story in it. The boy's name was Noel Moore, and he was just five ⁶ old at the time.

Miss Potter began the letter, "Dear Noel." and then she wrote that she was going to t⁷ a story about a rabbit. Noel just loved the story in that l⁸. Miss Potter had drawn cute little pictures to go with the st⁹. She had drawn perfect p¹⁰ of a rabbit family and then had put clothes on all ¹¹ rabbits.

In the next few years many more story-letters were written ¹² Noel and his brother and s¹³. Noel's mother often read the story-letters to her ch¹⁴. She cherished the letters and tied a yellow ribbon around them. The children also wr¹⁵ letters to Miss Potter.

Miss Potter learned from Noel's family how m¹⁶ the children loved her story-letters. Could this have given her the idea about writing b¹⁷ for children? Some of her books have the same s¹⁸ that were in those letters. Miss Potter wrote more than twenty books for children. All of her stories have animals in them. She became very f¹⁹. Children all over the world have ²⁰ her stories.

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Do You Like Your Job?

When you become an adult, you will need to have some type of work in order to support yourself. It is not too soon for you to think about the type of ¹ you want to do. As you are growing ² you can become aware of the many dif³ kinds of work that people do.

It is important as we g⁴ to adulthood that we think about what type of work we might enjoy doing. "Enjoy!" you say.

"Yes, enjoy," I say. "You are going to be doing this work for a third of each day. You might as well spend your working hours doing something you ⁵." A job that is meaningful and satisfying is a very imp⁶ part of your life.

Some people spend their whole lives working at a ⁷ they do not like. When you ⁸ up, are you going to do your own thing or are you g⁹ to allow yourself to fall into some job you don't ¹⁰? This is called "getting into a rut".

Liking or disliking your job affects your whole l¹¹, not just your hours at work. If you are happy at work, you are likely to enjoy the other parts of the day. And, of course, the reverse is t¹². If you hate your ¹³, watch out for that grouch at home.

It's never too e¹⁴ to find out about jobs and careers. Maybe you could visit a parent or relative at w¹⁵ for part of a day. You might l¹⁶ about that job and something about yourself.

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What Is Bravery?

Albert wanted to be a member of the Oak Road Gang. The Oak Road Gang was a group of sixth graders, most of whom lived on Oak Road. They weren't a "gang" in the bad sense of the w-². They were just a group of boys who enjoyed do-¹ the same things. Sometimes Albert would be included in their activities, but he certainly wasn't a r-³ member.

At school one afternoon, Albert was a-⁴ if he wanted to go fishing with the -⁵ at the railroad br-⁶. He was happy to go because he'd n-⁷ gone fishing with them before. C-⁸ this mean that he was becoming more accepted? Time would -⁹!

After an hour of f-¹⁰, the question Albert had been hoping for finally came. He was -¹¹ to become an official Oak Roder. His "yes" answer was accepted on condition. Terry said, "To be in this -¹² you have to be brave. We want you to sh-¹³ us that you are br-¹⁴ by walking across the railroad -¹⁵ blindfolded." The others echoed the challenge.

As much as Albert w-¹⁶ to be in the gang, he had serious doubts about tr-¹⁷ the dangerous stunt asked of -¹⁸. Was it worth it? Did it make sense? What should Albert do?

What Albert did: Albert seriously considered t-¹⁹ the challenge, but he finally decided not to do it. It just didn't make sense to r-²⁰ a serious injury. That evening he told his father what had happened. His father said, "Bravery is many things. To risk injury can be bravery, but I think that you were brave today to be able to say no to a needless risk. I am proud of you."

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The Flower Girl

I have a job that I like so much that I want to tell you about it. Perhaps it will appeal to you, too. I became a florist naturally; you might say that I grew into the work.

My father always had a garden and I was his h¹-. When I was five, he let me pl²- my own row of beans. They turned out so w³- that they kept our family in b⁴- for a month. From that time on I was always gr⁵- something.

When I went to high school I h⁶- an extra-special art teacher. She recognized my art ability and my l⁷- for growing plants and helped me put the two together. She helped me find a ⁸- arranging flowers. She even suggested a technical sch⁹- where I could s¹⁰- flower growing and arrangement.

At the school, I l¹¹- about color, materials and many of the details of fl¹²- arrangement. Soon I was expert at m¹³- flower arrangements for funerals, weddings, ¹⁴- special parties.

After working six ¹⁵- for others, I purchased my own florist store. To operate my own st¹⁶-, I not only need to know flowers, I also m¹⁷- have good business sense. I don't just make flowers look n¹⁸-, I have to advertise so people will c¹⁹- to my store. I like being my own boss and I am doing very well, thank ²⁰-.

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Advertising

Advertising is ¹ way of selling something. An advertisement is often referred to ² an "ad". Ads are used to get you to b³ a certain product or to think in a ce⁴ way. The ad tells what is ⁵ sale and tries to get you to buy it. There are various ways ⁶ advertise, such ⁷ posters, billboards, mail, newspapers, magazines, radio, and t⁸. Many ⁹ are quite interesting.

Ads for products might tell you that the pr¹⁰ makes you strong, pretty, and healthy. An ad might tell you that you can save m¹¹ by buying the product or that all the best people use this p¹². Ads for charitable causes, such as Red Cross, UNICEF, or United Way are often the means of asking you to ¹³ money to their organizations.

Politicians often have ads that are asking for your v¹⁴. Some ads are made to change your mind on some issue or form a point of v¹⁵.

The advertiser wants ¹⁶ get your attention and to have you like what you are seeing. Do not forget that when you r¹⁷, see, or hear an ad, someone is s¹⁸ something and wants you to buy that ¹⁹. Think about it with caution and make a wise ch²⁰.

-
- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |



TRADITIONAL STORIES - ANSWER KEY

AT01 - The New Ball

1. a. Bob
2. a. Mike
3. a. SMACK!
4. a. chew
5. c. Hard
6. b. No

AT02 - Two Magic Words

1. c. manners
2. a. often
3. b. smile
4. a. Yes
5. b. No
6. a. Yes

AT03 - Feed the Animals

1. c. bears
2. c. Tag
3. c. Cookies
4. b. Four
5. b. No
6. a. Yes

AT04 - Parties Are Fun

1. c. Nine
2. b. No
3. b. Three
4. c. ear
5. a. June 4th
6. a. Yes

AT05 - You: The Mailman

1. a. easy
2. b. Walk
3. c. People
4. a. Yes
5. b. No
6. b. No

AT06 - A Trip Through the Seasons

1. a. Spring
2. a. Yes
3. b. No
4. b. Summer
5. b. Fall
6. b. No

AT07 - Thank You, Mr. Fred

1. c. cars
2. a. smiles
3. b. 2
4. c. Many
5. b. No
6. b. No

AT08 - Some Good Bugs

1. b. No
2. c. ladybug
3. b. aphids
4. b. No
5. a. head
6. c. praying

BT01 - Can You Fix a Car?

1. a. tools
2. c. garage
3. b. dirty
4. c. Fix
5. a. Yes
6. a. Yes

BT02 - Ladders for Fish

1. c. jump
2. b. In the air
3. c. 10 feet
4. b. jump
5. c. lay eggs
6. a. dams

BT03 - Lizards Can Be Tricky

1. b. Four
2. b. safety
3. c. Hind
4. b. No
5. a. Yes
6. a. Yes

BT04 - I Like Pigeons

1. b. soft
2. a. hurt
3. c. a mess
4. a. legs
5. b. food
6. c. Some people

BT05 - My Frog Pal

1. c. frogs
2. b. sticky
3. a. Croak
4. b. smart
5. a. Yes
6. a. Yes

BT06 - What Should Ted Do?

1. c. April
2. b. Bill's
3. a. Two
4. b. No
5. a. gone
6. a. Yes

BT07 - Children Who Care

1. a. trees
2. c. Spring
3. b. bird
4. b. No
5. c. Todd's father
6. a. Yes



TRADITIONAL STORIES - ANSWER KEY (Continued)

BT08 - A Clean School

1. b. No
2. b. No
3. a. Yes
4. c. The janitor
5. a. Mop
6. c. All

CT05 - The House Mouse

1. c. Its whiskers
2. a. Yes
3. b. sharp
4. b. three months
5. b. No
6. a. Yes

DT02 - Clouds for Dreaming

1. b. weeding
2. c. hot
3. b. No
4. a. His mother
5. b. No
6. c. Under a tree

CT01 - Writer of the Future

1. a. books
2. c. library
3. b. Henry
4. b. hard
5. a. good ideas
6. b. read

CT06 - My New Dad

1. b. No
2. a. Yes
3. b. No
4. b. No
5. c. Both
6. b. O.K.

DT03 - The Music Man

1. a. At school
2. b. musician
3. c. together
4. a. feet
5. c. Harmonica
6. a. guitar

**CT02 - White Bears From the
North**

1. c. fish
2. b. swimming
3. a. feet
4. c. Winter
5. a. Yes
6. a. Yes

**CT07 - For Animal Lovers
Only**

1. c. vet
2. b. No
3. b. No
4. c. both
5. a. look at
6. c. animals

DT04 - Tunnels Do the Job

1. b. a river
2. c. 15 feet
3. c. plants
4. c. Hard
5. a. Yes
6. a. Yes

CT03 - A Nest Is Best

1. b. No
2. c. in her yard
3. b. oak tree3.
4. b. No
5. b. home
6. b. using a ladder

CT08 - A Night Out

1. a. To dinner
2. c. 10:00
3. c. Sister
4. c. Worried
5. a. tell the truth
6. b. 15

DT05 - Hey, Cabbie!

1. c. noisy
2. a. fare
3. c. tip
4. c. fare
5. a. Yes
6. b. No

CT04 - A Famous Cowgirl

1. a. Three
2. c. roping
3. b. show
4. a. horse
5. a. Yes
6. a. Yes

DT01 - Moonlight

1. b. No
2. c. reflected
3. c. 28
4. c. not as bright
5. c. Smaller than
6. a. Yes

DT06 - Collections

1. b. No
2. b. hobby
3. c. many collections
4. b. No
5. c. teacher
6. c. students



TRADITIONAL STORIES - ANSWER KEY (Continued)

ET01 - Mindy's Friends

1. c. brave
2. b. across the road
3. b. No
4. a. big dogs
5. b. No
6. a. Mindy

ET02 - Field Trips

1. b. No
2. a. Teacher
3. b. Flour
4. c. At the museum
5. a. Water
6. c. Heart

ET03 - No Swimming Tonight

1. b. No
2. b. No
3. b. dead
4. a. Mrs. Baker
5. c. The dog
6. c. hurt

ET04 - Ski Instructor

1. b. never
2. c. teacher
3. b. No
4. b. Race
5. b. meeting people
6. b. Snow

ET05 - Honesty

1. b. No
2. a. on the same street
3. c. lie
4. a. Yes
5. a. uneasy
6. c. letter

ET06 - A Good Neighbor

1. b. angry
2. a. Yes
3. c. good neighbor
4. a. garbage can
5. b. police
6. b. No

FT01 - Kim's Town

1. a. a town
2. a. white
3. a. innocent
4. b. No
5. b. Two days
6. b. Confused

FT02 - Puppet Play

1. b. No
2. a. sock puppet
3. c. a puppeteer
4. b. No
5. c. imagination
6. b. No

FT03 - The Busy Beaver

1. b. No
2. a. busy
3. c. Busy
4. a. bark
5. c. the water
6. a. Yes

FT04 - Maps

1. b. No
2. b. cartographer
3. c. Columbus
4. c. 2000 years ago
5. a. sphere
6. a. Yes

FT 05 - The Maple Tree

1. b. No
2. b. propellers
3. c. Trunk
4. b. costly
5. b. No
6. c. furniture

FT06 - A Special Friend

1. c. frequently
2. b. No
3. b. depend
4. c. apologize
5. b. a friend
6. a. Yes

GT01 - Treating People Fairly

1. a. Pioneer
2. c. land
3. b. No
4. b. Sad
5. a. Ohio
6. b. Sorry

GT02 - Battle for a Birdhouse

1. b. Uncle Ned
2. b. Grasses
3. b. Sad
4. b. No
5. b. No
6. b. No

GT03 - Penguins

1. b. Winter
2. a. Yes
3. a. Yes
4. a. Yes
5. c. the sea
6. c. seal



TRADITIONAL STORIES - ANSWER KEY (Continued)

GT04 - To Fish or Not To Fish

1. a. 6 a.m.
2. a. Yes
3. c. Bullheads
4. a. Worms
5. c. 50 miles
6. c. Sign

HT03 - Picture Books

1. b. No
2. b. old-fashioned
3. a. a pioneer
4. b. No
5. c. Jack and Jill
6. b. No

IT02 - Pyramids Make Me Wonder

1. b. Four
2. c. 20 years
3. b. 15 tons
4. c. People
5. c. Tomb
6. b. No

**GT05 - Tommy and the Tree
Toads**

1. b. were small
2. b. Oak
3. b. 9 p.m.
4. c. Croak
5. b. Their croaking
6. c. Told him stories

**HT04 - The Tale of the
Indian Paintbrush**

1. a. Yes
2. b. No
3. b. tent
4. c. killed
5. c. a flower
6. a. Yes

IT03 - Pass the Milk, Mom

1. a. milk the cows
2. c. herd
3. c. Hay
4. b. cost
5. c. No
6. b. No

GT06 - Who Gets the Water

1. b. Colorado
2. a. Yes
3. a. water
4. a. crops
5. c. July
6. a. a little

HT05 - Forests in Danger

1. c. trees
2. b. Produce
3. c. 90 lb.
4. a. man
5. b. No
6. b. No

IT04 - The Rodeo Is in Town

1. b. No
2. c. horse
3. b. No
4. c. protects the cowboy
5. c. win contests
6. c. horses and cattle

HT01 - Forest Fires

1. a. Lightning
2. c. Firefighters
3. c. Fire
4. c. Rainstorm
5. b. 6000
6. c. Burning

HT06 - Terrariums

1. b. Small
2. c. Gravel
3. a. slightly wet
4. b. meadow
5. a. Cactus
6. b. is too big

IT05 - Borrowing and Lending

1. b. No
2. b. dangerous
3. c. The one who damaged it
4. a. put your name on it
5. b. No
6. c. friendship

**HT02 - The Chef Makes It
Good**

1. c. Chef
2. a. Promptly
3. b. Crew
4. b. buys food
5. a. Yes
6. b. No

IT01 - A Strange Raccoon

1. c. pandas
2. a. China
3. c. bamboo shoots
4. a. Yes
5. b. rare
6. c. big man

JT01 - Look for the South Pole

1. a. Yes
2. b. Alaska
3. b. No
4. b. Australia
5. b. small insects
6. c. whales



TRADITIONAL STORIES - ANSWER KEY (Continued)

**JT02 - Flight 321, Do You Read
Me?**

1. c. Controller
2. a. radio
3. b. Three
4. c. necessary
5. c. judgment
6. c. circles

KT01 - Police

1. b. No
2. b. people and property
3. b. emergency calls
4. b. No
5. b. police
6. b. an area

KT02 - A Haircut

1. b. Scalp
2. b. No
3. b. More than three
4. b. No
5. c. styles
6. b. No



CLOZE STORIES - ANSWER KEY

DC01 – Backpacking

- | | | | |
|--------|---------|------------|-----------------|
| 1. had | 5. you | 9. dad | 13. snow |
| 2. I | 6. bag | 10. stream | 14. TV |
| 3. go | 7. mess | 11. we | 15. dad |
| 4. the | 8. take | 12. pole | 16. backpacking |

DC02 – The Bus Driver

- | | | | |
|-----------|------------|------------|-----------|
| 1. school | 6. bus | 11. horn | 16. bus |
| 2. bus | 7. the | 12. money | 17. drive |
| 3. easy | 8. sure | 13. more | 18. learn |
| 4. space | 9. safe | 14. know | |
| 5. driver | 10. brakes | 15. change | |

DC03 – Keep the Change

- | | | | |
|---------|-----------|------------|-----------|
| 1. help | 6. do | 11. change | 16. to |
| 2. am | 7. my | 12. home | 17. smile |
| 3. help | 8. and | 13. mother | |
| 4. had | 9. food | 14. back | |
| 5. me | 10. given | 15. ask | |

DC04 – A Brighter World

- | | | |
|----------|----------|------------|
| 1. work | 6. house | 11. paint |
| 2. house | 7. jobs | 12. is |
| 3. needs | 8. old | 13. see |
| 4. kinds | 9. much | 14. bright |
| 5. have | 10. work | 15. world |

EC01 – A Colony of Ants

- | | | | |
|------------|-------------|-------------|-----------|
| 1. South | 5. the | 9. of | 13. years |
| 2. insects | 6. insects | 10. laying | 14. each |
| 3. ants | 7. colonies | 11. or | 15. and |
| 4. largest | 8. as | 12. workers | 16. they |

EC02 – King of the Animals

- | | | | |
|-----------|-----------|-----------|------------|
| 1. babies | 5. grown | 9. tricks | 13. him |
| 2. like | 6. slowly | 10. stand | 14. head |
| 3. older | 7. lions | 11. jump | 15. king |
| 4. become | 8. more | 12. lions | 16. called |

EC03 – Black Gold - Really!

- | | | | |
|----------|----------|-----------|-----------|
| 1. gold | 5. gold | 9. below | 13. price |
| 2. until | 6. many | 10. dug | 14. time |
| 3. it | 7. more | 11. rocks | 15. think |
| 4. oil | 8. pools | 12. oil | 16. is |

EC04 – Gone to the Fair

- | | | | |
|------------|------------|----------|-------------|
| 1. gone | 5. pigs | 9. house | 13. screen |
| 2. farm | 6. ribbons | 10. man | 14. phone |
| 3. fair | 7. gone | 11. Paul | 15. house |
| 4. excited | 8. heard | 12. do | 16. trouble |

FC01 – Mr. Tucker

- | | | | |
|-----------|-----------|----------|----------|
| 1. have | 5. Tucker | 9. Mr. | 13. seen |
| 2. trips | 6. him | 10. tree | 14. in |
| 3. the | 7. he | 11. time | 15. like |
| 4. things | 8. woods | 12. pond | 16. job |

FC02 – Things You Cannot See

- | | | | |
|----------|------------|-----------|-----------|
| 1. wants | 6. blowing | 11. love | 16. hand |
| 2. proof | 7. wind | 12. put | 17. see |
| 3. see | 8. never | 13. life | 18. wants |
| 4. the | 9. love | 14. such | |
| 5. see | 10. real | 15. stand | |

FC03 – Your Feelings

- | | | | |
|------------|------------|-------------|--------------|
| 1. example | 5. party | 9. afraid | 13. cannot |
| 2. feel | 6. bashful | 10. time | 14. help |
| 3. feel | 7. friend | 11. sad | 15. the |
| 4. change | 8. you | 12. certain | 16. problems |

FC04 – Open Wide, Please

- | | | | |
|-----------|---------|------------|-----------|
| 1. cleans | 5. be | 9. job | 13. tools |
| 2. looks | 6. him | 10. better | 14. care |
| 3. tooth | 7. tool | 11. hands | 15. right |
| 4. work | 8. his | 12. dental | 16. you |



GC01 – All Kinds of Hats

- | | | | |
|----------|-----------|-----------|--------------|
| 1. hats | 5. hat | 9. your | 13. is |
| 2. work | 6. train | 10. of | 14. not |
| 3. work | 7. player | 11. shade | 15. fighting |
| 4. think | 8. were | 12. and | 16. up |

GC02 – A Great Cowboy

- | | | | |
|----------|-----------|-------------|-------------|
| 1. great | 6. away | 11. tornado | 16. around |
| 2. said | 7. was | 12. throw | 17. day |
| 3. just | 8. new | 13. first | 18. another |
| 4. tail | 9. rode | 14. rope | |
| 5. lost | 10. horse | 15. story | |

GC03 – The Supermarket Checker

- | | | | |
|------------|-----------|------------|-----------|
| 1. be | 5. better | 9. checker | 13. fast |
| 2. people | 6. buy | 10. prices | 14. moves |
| 3. the | 7. on | 11. are | 15. price |
| 4. checker | 8. and | 12. line | 16. same |

GC04 – Wood Scientist

- | | | | |
|----------|-------------|-------------|-----------------|
| 1. but | 5. tree | 9. pressed | 13. experiments |
| 2. Mike | 6. wood | 10. chopped | 14. mills |
| 3. of | 7. paneling | 11. the | 15. into |
| 4. makes | 8. house | 12. real | |

HC01 – Down, Down, Down!

- | | | | |
|-----------|----------|------------|----------|
| 1. know | 6. parts | 11. see | 16. work |
| 2. divers | 7. suit | 12. helmet | 17. good |
| 3. ships | 8. sea | 13. some | 18. body |
| 4. dives | 9. warm | 14. job | |
| 5. gold | 10. is | 15. sea | |

HC02 – Litter

- | | | | |
|-----------|----------|-------------|-----------|
| 1. paper | 6. trash | 11. trash | 16. walk |
| 2. States | 7. bad | 12. towns | 17. clean |
| 3. litter | 8. years | 13. bottles | |
| 4. start | 9. more | 14. never | |
| 5. throw | 10. done | 15. dump | |

HC03 – May I Interrupt?

- | | | | |
|----------------|------------------|------------------|-------------|
| 1. friends | 6. important | 11. can | 16. talking |
| 2. say | 7. listen | 12. mad | 17. saying |
| 3. your | 8. hear | 13. feet | 18. people |
| 4. interrupted | 9. do | 14. silly | |
| 5. tell | 10. conversation | 15. conversation | |

HC04 – Cloudy and Cooler

- | | | | |
|-----------|-----------|-----------|------------|
| 1. talk | 2. job | 9. plan | 13. facts |
| 2. so | 6. person | 10. all | 14. more |
| 3. plans | 7. clouds | 11. best | 15. career |
| 4. called | 8. and | 12. while | |

IC01 – Ten-Four, Good Buddy

- | | | | |
|-----------|----------|-----------|-----------|
| 1. drives | 5. must | 9. days | 13. from |
| 2. truck | 6. and | 10. to | 14. sleep |
| 3. cost | 7. still | 11. check | 15. motel |
| 4. worth | 8. hours | 12. gas | 16. see |

IC02 – Happy Birthday, Mom!

- | | | | |
|------------|------------|-------------|------------|
| 1. this | 6. repair | 11. present | 16. cake |
| 2. years | 7. list | 12. not | 17. smiled |
| 3. cook | 8. years | 13. table | |
| 4. mistake | 9. cleaner | 14. busy | |
| 5. burner | 10. washed | 15. fight | |

IC03 – A Letter to Noel

- | | | | |
|------------|--------------|--------------|-------------|
| 1. story | 6. years | 11. the | 16. much |
| 2. is | 7. tell | 12. to | 17. books |
| 3. rabbit | 8. letter | 13. sister | 18. stories |
| 4. friends | 9. story | 14. children | 19. famous |
| 5. very | 10. pictures | 15. wrote | 20. read |

IC04 – Do You Like Your Job?

- | | | | |
|--------------|--------------|----------|-----------|
| 1. work | 5. enjoy | 9. going | 13. job |
| 2. up | 6. important | 10. like | 14. early |
| 3. different | 7. job | 11. life | 15. work |
| 4. grow | 8. grow | 12. true | 16. learn |



IC05 – What Is Bravery

- | | | | |
|----------|-------------|------------|------------|
| 1. word | 6. bridge | 11. asked | 16. wanted |
| 2. doing | 7. never | 12. gang | 17. trying |
| 3. real | 8. Could | 13. show | 18. him |
| 4. asked | 9. tell | 14. brave | 19. taking |
| 5. gang | 10. fishing | 15. bridge | 20. risk |

JC01 – The Flower Girl

- | | | | |
|------------|-----------|-------------|-----------|
| 1. helper | 6. had | 11. learned | 16. store |
| 2. plant | 7. love | 12. flower | 17. must |
| 3. well | 8. job | 13. making | 18. nice |
| 4. beans | 9. school | 14. and | 19. come |
| 5. growing | 10. study | 15. years | 20. you |

KC01 – Advertising

- | | | | |
|------------|---------------|-------------|-------------|
| 1. a | 6. to | 11. money | 16. to |
| 2. as | 7. as | 12. product | 17. read |
| 3. buy | 8. television | 13. give | 18. selling |
| 4. certain | 9. ads | 14. vote | 19. thing |
| 5. for | 10. product | 15. view | 20. choice |



Appendix
Traditional Story and Cloze Story Cross-Reference / Information Chart

CODE	TITLE	TYPE	STORY DISK				LVL	QUES	STD
			APPLE		MS-DOS				
			5.25"	3.5"	5.25"	3.5"			
AT01	The New Ball	TRAD	GREEN	1	1	1	1	6	4
AT02	Two Magic Word	TRAD	GREEN	1	1	1	1	6	4
AT03	Feed the Animals	TRAD	GREEN	1	1	1	1	6	4
AT04	Parties Are Fun	TRAD	GREEN	1	1	1	1	6	4
AT05	You: The Mailman	TRAD	GREEN	1	1	1	1	6	4
AT06	A Trip Through the Seasons	TRAD	GREEN	1	1	1	1	6	4
AT07	Thank You, Mr. Fred	TRAD	GREEN	1	1	1	1	6	4
AT08	Some Good Bugs	TRAD	GREEN	1	2	1	1	6	4
BT01	Can You Fix a Car?	TRAD	GREEN	1	2	1	2	6	4
BT02	Ladders for Fish	TRAD	GREEN	1	2	1	2	6	4
BT03	Lizards Can Be Tricky	TRAD	GREEN	1	2	1	2	6	4
BT04	I Like Pigeons	TRAD	GREEN	1	2	1	2	6	4
BT05	My Frog Pal	TRAD	GREEN	1	2	1	2	6	4
BT06	What Should Ted Do?	TRAD	GREEN	1	2	1	2	6	4
BT07	Children Who Care	TRAD	BLUE	1	2	1	2	6	4
BT08	A Clean School	TRAD	BLUE	1	3	2	2	6	4
CT01	Writer of the Future	TRAD	BLUE	1	3	2	2.5	6	4
CT02	White Bears From the North	TRAD	BLUE	1	3	2	2.5	6	4
CT03	A Nest Is Best	TRAD	BLUE	1	3	2	2.5	6	4
CT04	A Famous Cowgirl	TRAD	BLUE	1	3	2	2.5	6	4
CT05	The House Mouse	TRAD	BLUE	1	3	2	2.5	6	4
CT06	My New Dad	TRAD	BLUE	1	3	2	2.5	6	4
CT07	For Animal Lovers Only	TRAD	BLUE	1	4	2	2.5	6	4
CT08	A Night Out	TRAD	BLUE	1	4	2	2.5	6	4
DT01	Moonlight	TRAD	BLUE	1	4	2	3	6	4
DT02	Clouds for Dreaming	TRAD	BLUE	1	4	2	3	6	4
DT03	The Music Man	TRAD	BLUE	1	4	2	3	6	4
DT04	Tunnels Do the Job	TRAD	BLUE	1	4	2	3	6	4
DT05	Hey, Cabbie!	TRAD	RED	1	4	2	3	6	4
DT06	Collections	TRAD	RED	1	5	3	3	6	4
DC01	Backpacking	CLOZE	RED	1			3	16	12
DC02	The Bus Driver	CLOZE	RED	1			3	18	13
DC03	Keep the Change	CLOZE	RED	1			3	17	12
DC04	A Brighter World	CLOZE	RED	1			3	15	11



CODE	TITLE	TYPE	STORY DISK				LVL	QUES	STD
			APPLE		MS-DOS				
			5.25"	3.5"	5.25"	3.5"			
ET01	Mindy's Friends	TRAD	RED	1	5	3	3.5	6	4
ET02	Field Trips	TRAD	RED	1	5	3	3.5	6	4
ET03	No Swimming Tonight	TRAD	RED	1	5	3	3.5	6	4
ET04	Ski Instructor	TRAD	RED	1	5	3	3.5	6	4
ET05	Honesty	TRAD	RED	1	5	3	3.5	6	4
ET06	A Good Neighbor	TRAD	RED	1	5	3	3.5	6	4
EC01	A Colony of Ants	CLOZE	RED	1			3.5	16	12
EC02	King of the Animals	CLOZE	PURPLE	1			3.5	16	12
EC03	Black Gold--Really!	CLOZE	PURPLE	1			3.5	16	12
EC04	Gone to the Fair	CLOZE	PURPLE	1			3.5	16	12
FT01	Kim's Town	TRAD	PURPLE	1	6	3	4	6	4
FT02	Puppet Play	TRAD	PURPLE	1	6	3	4	6	4
FT03	The Busy Beaver	TRAD	PURPLE	1	6	3	4	6	4
FT04	Maps	TRAD	PURPLE	1	6	3	4	6	4
FT05	The Maple Tree	TRAD	PURPLE	1	6	3	4	6	4
FT06	A Special Friend	TRAD	PURPLE	1	6	3	4	6	4
FC01	Mr. Tucker	CLOZE	PURPLE	1			4	16	12
FC02	Things You Cannot See	CLOZE	PURPLE	1			4	18	13
FC03	Your Feelings	CLOZE	PURPLE	1			4	16	12
FC04	Open Wide, Please	CLOZE	PURPLE	1			4	16	12
GT01	Treating People Fairly	TRAD	YELLOW	2	6	3	4.5	6	
GT02	Battle for a Birdhouse	TRAD	YELLOW	2	6	3	4.5	6	4
GT03	Penguins	TRAD	YELLOW	2	7	4	4.5	6	4
GT04	To Fish or Not To Fish	TRAD	YELLOW	2	7	4	4.5	6	4
GT05	Tommy and the Tree Toads	TRAD	YELLOW	2	7	4	4.5	6	4
GT06	Who Gets the Water	TRAD	YELLOW	2	7	4	4.5	6	4
GC01	All Kinds of Hats	CLOZE	YELLOW	2			4.5	16	12
GC02	A Great Cowboy	CLOZE	YELLOW	2			4.5	18	13
GC03	The Supermarket Checker	CLOZE	YELLOW	2			4.5	16	12
GC04	Wood Scientist	CLOZE	YELLOW	2			4.5	15	11
HT01	Forest Fires	TRAD	YELLOW	2	7	4	5	6	4
HT02	The Chef Makes It Good	TRAD	YELLOW	2	7	4	5	6	4
HT03	Picture Books	TRAD	BLACK	2	7	4	5	6	4
HT04	Tale of the Indian Paintbrush	TRAD	BLACK	2	8	4	5	6	4
HT05	Forests in Danger	TRAD	BLACK	2	8	4	5	6	4
HT06	Terrariums	TRAD	BLACK	2	8	4	5	6	4
HC01	Down, Down, Down!	CLOZE	BLACK	2			5	18	13
HC02	Litter	CLOZE	BLACK	2			5	17	12
HC03	May I Interrupt?	CLOZE	BLACK	2			5	18	13
HC04	Cloudy and Cooler	CLOZE	BLACK	2			5	15	11



CODE	TITLE	TYPE	STORY DISK				LVL	QUES	STD
			APPLE		MS-DOS				
			5.25"	3.5"	5.25"	3.5"			
IT01	A Strange Raccoon	TRAD	BLACK	2	8	4	6	6	4
IT02	Pyramids Make Me Wonder	TRAD	BLACK	2	8	4	6	6	4
IT03	Pass the Milk, Mom	TRAD	BLACK	2	8	4	6	6	4
IT04	The Rodeo Is in Town	TRAD	BLACK	2	8	4	6	6	4
IT05	Borrowing and Lending	TRAD	BROWN	2	9	5	6	6	4
IC01	Ten-Four, Good Buddy	CLOZE	BROWN	2			6	16	12
IC02	Happy Birthday, Mom!	CLOZE	BROWN	2			6	17	12
IC03	A Letter to Noel	CLOZE	BROWN	2			6	20	14
IC04	Do You Like Your Job	CLOZE	BROWN	2			6	16	12
IC05	What Is Bravery?	CLOZE	BROWN	2			6	20	14
JT01	Look for the South Pole	TRAD	BROWN	2	9	5	7	6	4
JT02	Flight 321, Do You Read Me?	TRAD	BROWN	2	9	5	7	6	4
JC01	The Flower Girl	CLOZE	BROWN	2			7	20	14
KT01	Police	TRAD	BROWN	2	9	5	8	6	4
KT02	A Haircut	TRAD	BROWN	2	9	5	8	6	4
KC01	Advertising	CLOZE	BROWN	2			8	20	14