

Spelling List # 4

1. rationalization
2. real-world
3. context
4. horizontal
5. vertical
6. values
7. mathematical
8. function
9. graph
10. label
11. axis
12. linear
13. temperature
14. balance
15. kingdom
16. commerce
17. trade
18. invasion
19. adapt
20. evolve

Seeing Relationships

Analogies are based on relationships between word pairs. There is often more than one way to build a relationship between pairs of words. Using the following group of words, look at the different ways these words can be related.

fish, fin, fly, worm, swim, wing, bird

1. Look at the first example below. In the first pair of words, **swim** is the action that a fish does. What is the action that a bird does?

fish/swim bird/_____

In each pair, the first item is followed by its action.

2. Look at the next example. In this example, a fin is part of a fish. What is a wing part of?

fin/fish wing/_____

In each pair, the first item is part of the second item.

3. Complete the last example. How is *fin* related to *swim*? What word above relates to *wing* in the same way?

fin/swim wing/_____

In the example above, the first item is something used to do the second item.

Remember that words can have more than one meaning. What is the relationship below if *fly* is a noun? Fill in the missing word and explain the relationship.

fish/fly bird/_____

Explain: _____

3. Jimmy Skunk Is Puzzled¹

¹Jimmy Skunk started to amble down the Lone Little Path to look for some beetles. ²He was ambling along in his lazy way, for you know he never hurries, when he heard someone puffing and blowing behind him. ³He turned to see who it was, and he was greatly surprised when he discovered Old Mr. Toad. ⁴Yes, Sir, it was Old Mr. Toad, and he seemed in a great hurry. ⁵He was quite short of breath, but he was hopping along in the most determined way.



⁶Now it is a very unusual thing for Mr. Toad to hurry, very unusual indeed. ⁷As a rule he hops a few steps and then sits down. ⁸Jimmy had never before seen him hop more than a few steps unless he was trying to get away from danger, from Mr. Blacksnake for instance. ⁹Of course the first thing Jimmy thought of was Mr. Blacksnake, and he looked for him. ¹⁰But there was no sign of Mr. Blacksnake, nor of any other danger. ¹¹Then he looked very hard at Old Mr. Toad, and he saw right away that Old Mr. Toad didn't seem to be frightened at all.

¹²"Well, well," exclaimed Jimmy Skunk, "whatever has got into those long hind legs of yours to make them work so fast?"

¹³Old Mr. Toad didn't say a word, but simply tried to get past Jimmy and keep on his way. ¹⁴Jimmy put out one hand and turned Old Mr. Toad right over on his back, where he kicked and struggled in an effort to get on his feet again, and looked very ridiculous.

¹⁵"Don't you know that it isn't polite not to speak when you are spoken to?" demanded Jimmy severely, though his eyes twinkled.

¹⁶"I beg your pardon. ¹⁷I didn't have any breath to spare," panted Old Mr. Toad. ¹⁸"You see it's quite hot and I'm in a great hurry."

¹⁹"Yes, I see," replied Jimmy. ²⁰"But don't you know that it isn't good for the health to hurry so? ²¹Now, pray, what are you in such a hurry for? ²²I don't see anything to run away from."

²³"I'm not running away," retorted Old Mr. Toad indignantly. ²⁴"I've business to attend to at the Smiling Pool, and I'm late as it is."

²⁵"Business!" exclaimed Jimmy as if he could hardly believe his ears. ²⁶"What business have you at the Smiling Pool?"

²⁷"That is my own affair," retorted Old Mr. Toad, "but if you really want to know, I'll tell you. ²⁸I have a very important part in the spring chorus, and I'm going down there to sing. ²⁹I have a very beautiful voice."

¹Excerpt from *The Adventures of Old Mr. Toad* by Thornton W. Burgess from Project Gutenberg.

Circle **T** if you are certain this sentence is true. Circle **F** if you are certain it is false. Circle **U** if it is unknown because you need more information. Add the sentence number(s) that best supports your true or false answer.

- 1. At first, Mr. Toad tried to ignore Jimmy. T ____, F ____, or U
- 2. Jimmy had never seen Mr. Toad hop so quickly before in such a short time. T ____, F ____, or U
- 3. Mr. Blacksnake was chasing Old Mr. Toad. T ____, F ____, or U

Circle the letter next to the correct answer or write the answer on the lines given.

- 4. Why did Jimmy turn Mr. Toad on his back?
 - a. He wanted to talk to Mr. Toad.
 - b. He wanted to play a game.
 - c. He was looking for something.
 - d. He thought Mr. Toad looked funny that way.
- 5. Jimmy was very _____ about what Mr. Toad was up to.
 - a. curious
 - b. angry
 - c. sad
 - d. happy
- 6. The word "amble" in sentence 2 most likely means:
 - a. to run very fast
 - b. to jump
 - c. to walk in a relaxed way
 - d. to waddle
- 7. What does the picture on page 6 show Old Mr. Toad doing? Which sentence(s) in the story does the picture refer to?

Circle **PT** for probably true or **PF** for probably false. Be sure to supply the best evidence that supports your answer: sentence number(s) and/or personal knowledge.

8. This story occurred in spring. _____

PT or PF Sentence ____ Personal knowledge: _____

9. Jimmy eats insects. _____

PT or PF Sentence ____ Personal knowledge: _____

3. A Breed Apart

by Cheryl Block

A ¹Search and rescue dogs are carefully selected and trained to find and save people in many different situations. ²They find hikers lost in the wilderness. ³They rescue swimmers and boaters from lakes and rivers. ⁴Disaster dogs find and rescue people after major events such as floods and earthquakes. ⁵One of the earliest uses of these dogs was finding people buried by avalanches. ⁶Dogs are now being used to look for people after manmade disasters, such as the attack on the World Trade Center.

B ⁷Dogs can be trained to identify specific scents. ⁸They have a much better sense of smell than humans. ⁹An item belonging to a missing person is given to a dog to help it recognize that person's scent from others. ¹⁰Dogs used in water rescue can even pick up a person's scent from the air. ¹¹Disaster dogs must be trained not only to identify live human scent but also to ignore all other smells. ¹²They save firefighters precious time in finding live victims buried below.

C ¹³A search and rescue dog must have three traits. ¹⁴It needs lots of energy. ¹⁵It must be fearless and willing to face danger with its handler. ¹⁶It must also have a strong prey drive, which is a dog's instinct to hunt. ¹⁷Rescue dogs often come from animal shelters. ¹⁸The traits that make good search dogs do not make these dogs good family pets.



NDSDF FEMA-certified dog *Billy* with Mike & Scott at the World Trade Center, 11/01.

D ¹⁹Dogs are trained for different kinds of search and rescue. ²⁰A dog tracking a lost hiker uses different skills than a dog involved in a water rescue. ²¹Dogs used in water rescues are trained to work from a boat and to bite at the water to alert the rescuer of a victim. ²²Disaster dogs receive FEMA* training from the NDSDF*. ²³They learn to walk on uneven surfaces so they will not lose their balance when searching huge piles of rubble. ²⁴They must crawl into small openings and through dark tunnels.

E ²⁵Search and rescue dogs risk their lives to save others. ²⁶They seem to sense their important role and will work tirelessly. ²⁷A dog can become so focused on its task that it won't even stop for water. ²⁸Dogs hooked up to IVs for fluids were a common sight at the World Trade Center disaster. ²⁹Search and rescue dogs will keep going until the job is done. ³⁰They have found people in remote areas and pulled victims from the rubble of buildings. ³¹They are truly man's best friends.

*FEMA: Federal Emergency Management Agency

**NDSDF: National Disaster Search Dog Foundation

DIRECTIONS: Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports the answer.

1. What is the main idea of the article?
 - A. Rescue dogs risk their lives to save others.
 - B. Dogs must have certain traits to be a good search and rescue dog.
 - C. Dogs are carefully trained to find people.
 - D. Dogs are chosen and trained for many different types of rescue.

2. What is the main idea of paragraph B?
 - A. Dogs can smell anything.
 - B. Dogs can be trained to identify specific scents.
 - C. Rescue dogs save firefighters time.
 - D. Rescue dogs can identify a person's scent.

3. In paragraph C, what are the three traits that a rescue dog needs?

4. Which sentence is the topic sentence of paragraph D?

Sentence _____

5. Which two sentences support the idea that a dog has been trained for rescue?

- A. It refuses to eat or drink.
- B. It can recognize a specific person's smell.
- C. It isn't afraid of people.
- D. It can walk safely over debris.

Which two paragraphs are the best evidence? _____, _____

Name: _____ Date: _____

Exploring Text Structures

“Text structure” is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing can often have multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking.”

1. **A.** The first section of “Should Kids Do Extreme Sports?” is structured as a sequence of events leading up to Jett’s fall. What does the structure change to in the section “Pushing Limits”?

B. What effect does this change in structure have on the article?

2. Find one section or passage from “Should Kids Do Extreme Sports?” that uses a cause-and-effect structure. Explain how you know.

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. What problems and solutions are described in the section "Special Hazards"?

4. Identify the text structure of the section "Worth the Risk?" Explain your answer.

5. In the essay "The Science of Thrill-Seeking," what does the author compare and contrast?

Name: _____ Date: _____

What’s the Tone?

Tone is the author’s attitude toward either the subject he or she is writing about or toward the reader. Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

Directions: Answer the questions below to help you evaluate the tone of “Should Kids Do Extreme Sports?” and “The Science of Thrill-Seeking.”

“Should Kids Do Extreme Sports?”
by Lauren Tarshis, with Jon Lackman

1. Choose the pair of words that best describes the tone of the introduction (the beginning of the article up to the section “Pushing Limits”).

- Ⓐ critical, judgmental
- Ⓑ descriptive, factual
- Ⓒ admiring, approving

Explain your answer—why you chose the words you chose.

2. Consider the following paragraph from the section “Pushing Limits”:

“Today, younger and younger kids are becoming extreme athletes. In 2014, 8-year-old Minna Stess became the youngest girl to skate from the steepest section of the MegaRamp. Ten-year-old snowboarder Benni Fridbjornsson of Iceland was doing flips at the age of 7; now he’s doing double backflips.”

Which of the following sentences best describes the tone of this paragraph?

- Ⓐ The authors sound impressed and excited that younger and younger kids are becoming extreme athletes.
- Ⓑ descriptive, factual
- Ⓒ admiring, approving

Briefly explain why you chose the answer you chose.

3. Do the authors include information about the positive side of extreme sports (in general and in particular for kids)? Explain.

Write two reasons the tone could be described with the word you wrote in the blank:

4. Do the authors include information about the negative side of extreme sports (in general and in particular for kids)? Explain.

5. The last section of the article, "Passion and Identity," explains that Jett's father, Geoff, supports Jett and Jagger in their pursuit of skateboarding and includes a quote from Geoff about risk-taking. What is the author's tone as they present this information? Do they seem to approve of Geoff's approach to letting his kids take risks, disapprove of it, or do they present the information in a neutral, nonjudgmental way?

6. Thinking about the whole article, do you get a sense of how the authors would answer the question of whether kids should do extreme sports? Explain your answer.

"The Science of Thrill-Seeking"
by Jennifer Dignan

7. Choose the pair of words that best describe the tone of Dignan's article.

- Ⓐ playful, lighthearted
- Ⓑ serious, formal
- Ⓒ concerned, doubtful

What is one other word that describes the tone of Dignan's article?

Explain your answer. Which particular words, phrases, or sentences in the article help establish its tone?
