

Name: \_\_\_\_\_

Harlen 3rd

# Hitchhikers in the Bathroom

by Liana Mahoney

Imagine this. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not alone in the bathroom. Your heart pounding, you turn toward the tiny intruder to get a better look.

You're horrified to see that it has eight legs, and a pair of oversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and it's no more harmful to you than a housefly. This tiny bathroom bug is called a pseudoscorpion (SOO-doh-SCOR-pee-uhn). But don't be fooled by its name. It's not really a scorpion; it's just a relative. The pseudoscorpion is a kind of arachnid (uh-RAK-nid), which means it is closely related to spiders, scorpions, and mites. Like scorpions, pseudoscorpions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scorpions have.

Pseudoscorpions usually live outside in mulch, under tree bark, and in leaf litter. So how do they end up in the bathroom? They use those pincer-like claws to hitch a ride on other bugs, such as flies and beetles. When these insects come in, so do the pseudoscorpions - attached to their legs!



These tiny arachnids prefer moist places. Since the bathroom tends to be humid after bathing and showering, it's a likely place to find them. But they are easily overlooked. Most pseudoscorpions are only about two to eight millimeters long.

Pseudoscorpions don't bite or sting humans, and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, mites, and small flies. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!

Name: \_\_\_\_\_

# Hitchhikers in the Bathroom

by Liana Mahoney

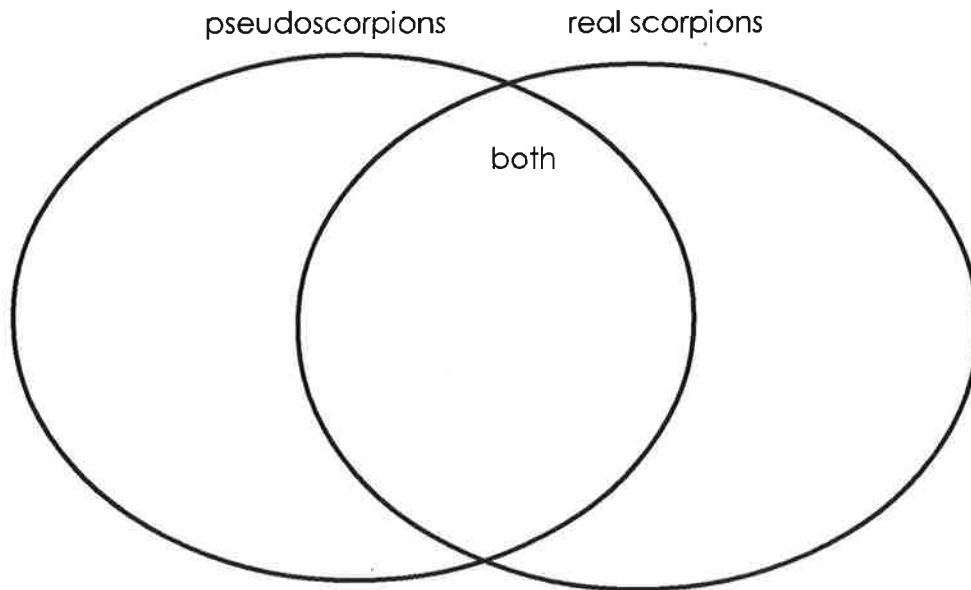


1. If you wanted to find a pseudoscorpion outdoors, where would you look?

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2. Use the Venn diagram to show how pseudoscorpions and real scorpions are alike and how they're different.



3. How can pseudoscorpions be helpful to humans?

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Name: \_\_\_\_\_

# Hitchhikers in the Bathroom

by Liana Mahoney



Match each vocabulary word from the article with the correct definition.

\_\_\_\_\_ 1. bizarre

a. the immature forms of an insect

\_\_\_\_\_ 2. moist

b. having a very small size

\_\_\_\_\_ 3. enormous

c. strange, unusual

\_\_\_\_\_ 4. miniature

d. extremely scared or shocked

\_\_\_\_\_ 5. larvae

e. somewhat wet or damp

\_\_\_\_\_ 6. intruder

f. divided into sections

\_\_\_\_\_ 7. segmented

g. very large in size; huge

\_\_\_\_\_ 8. horrified

h. invader

Name: \_\_\_\_\_

# Heroes in the Sky

by Kelly Hashway

Jason picked up a model helicopter on his grandfather's desk. "This is cool," he said, spinning the blade on top.



His grandfather walked over and took the helicopter in his hand. He looked at it for a moment without saying a word. "It's a Huey. I flew one just like it in Vietnam."

"You mean the Vietnam War, Grandpa Bill?" Jason asked. He knew his grandfather had fought in the war, but he never liked to talk about it.

Grandpa Bill nodded. "The Huey was equipped with rockets and machine guns. Some of them even had grenade launchers."

Jason's first instinct was to say that was cool. A helicopter with all those weapons would be amazing. But then he realized Grandpa Bill was a war veteran. The reason why he didn't like

to talk about the war was because it had been frightening. "Were you scared?" Jason asked, looking into Grandpa Bill's eyes.

"Of course. But I had a very important job in the Huey. I had to escort troops for the Army and Marines. The Huey became a symbol of the U.S. forces in Vietnam," Grandpa Bill said, his voice quiet.

"Did you help wounded soldiers, too?" Jason asked. He



remembered his history teacher saying something about the helicopters airlifting casualties to medical facilities.

Grandpa Bill nodded again, but then he smiled. Jason had never seen him look so proud. "Vietnam was the first real helicopter war. By the end of the war, the Army had an Air Force of its own."

"Thanks to the Huey and brave people like you who flew them," Jason said. "You helped change history, Grandpa. You're a real hero."

Grandpa Bill smiled. "I wouldn't call myself a hero. I did what so many others did at that time."

Jason reached for the model Huey. "I'd really like it if you'd tell me more about your time in Vietnam. And not just about the helicopters or the places you've been to. I want to know what it was like to fight for your country, to risk your life to save others. I want to know what it feels like to be a hero."

Grandpa Bill shook his head. "There you go, using that word again."

"Because you are a hero, Grandpa."

Grandpa Bill wiped a tear from his eye and began telling Jason about his time in Vietnam.

### About the the Author **Kelly Hashway**



Kelly Hashway's latest book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

Name: \_\_\_\_\_

# Heroes in the Sky

by Kelly Hashway



1. What did Grandpa Bill do in the Vietnam War?
  - a. He was a helicopter pilot.
  - b. He fixed helicopters.
  - c. He gave medicine to wounded soldiers.
  - d. He made maps of Vietnam.
  
2. Why didn't Jason's grandfather like to talk about the Vietnam War?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. How did Grandpa Bill feel when he talked about his experiences during the war?
  - a. confused
  - b. excited
  - c. proud
  - d. annoyed
  
4. Jason believed Grandpa Bill was a hero because...
  - a. He killed many people.
  - b. He could operate a machine gun.
  - c. He took risks to save and protect other people.
  - d. He knew a lot about helicopters.
  
5. What did Grandpa Bill mean when he said, "By the end of the war, the Army had an Air Force of their own?"
  - a. The Army had beaten the air force.
  - b. The Army had many helicopters.
  - c. The Air Force gave equipment to the army.
  - d. The Air Force and the Army worked together.

Name: \_\_\_\_\_

# Heroes in the Sky

by Kelly Hashway



Fill in the missing letters to create a word from the story.

Then, write the full word on the line. Be sure you spell each word correctly.

1.    \_ \_ l i \_ o \_ t \_ r

**hint:** aircraft with a large spinning blade on top

1. \_\_\_\_\_

2.    \_ i e t \_ a m

**hint:** country in Southeast Asia

2. \_\_\_\_\_

3.    \_ \_ u n \_ e d

**hint:** injured; hurt

3. \_\_\_\_\_

4.    v \_ t e \_ a \_

**hint:** person who served in the military

4. \_\_\_\_\_

5.    \_ \_ a p \_ n s

**hint:** things that are used to harm other people, such as guns

5. \_\_\_\_\_

6.    \_ e r \_

**hint:** person who is honored for being brave for doing something outstanding

6. \_\_\_\_\_

# The Mystery of Mesa Verde

In southwestern Colorado, you can visit an unusual place. It is a mesa with ancient dwellings in the cliffs below it. A *mesa* is a piece of high land with a flat top. People lived there from about 500 A.D. to 1300 A.D., and then they left. Why did they leave? Archaeologists are working to solve this mystery.



ancient dwellings of the Ancestral Pueblo people of Mesa Verde in Colorado

## Time of the Basket Makers

Let's look back in time to about the year 500, when the Ancestral Pueblo people settled at Mesa Verde. The word *ancestral* has to do with a person's ancestors—their relatives far back in time. A *pueblo* is a village.

At first, the Ancestral Pueblo people lived on top of the mesa. They dug large pits for houses and built roofs out of branches and mud. They used digging sticks to plant corn, beans, and squash. They also gathered nuts, berries, and cactus plants. The Ancestral Pueblo people made beautiful pots and baskets for cooking and storing food. They also made bows, arrows, and spears for hunting.

## Time of the Pueblo Builders

Now, let's move ahead in time to around the year 900 A.D. The Ancestral Pueblo people built dwellings above the ground. At first,

.....



Name: \_\_\_\_\_

## Answer Questions

.....

Use information from the article to answer each question.

1. The word *mesa* means \_\_\_\_\_.
  - Ⓐ a relative far back in time
  - Ⓑ the roof of a pit house
  - Ⓒ a way to farm to save water
  - Ⓓ high land that is flat on top
  
2. Around the year 1150 A.D., the Ancestral Pueblo people \_\_\_\_\_.
  - Ⓐ left Mesa Verde for good
  - Ⓑ built pueblos in the cliffs
  - Ⓒ made a national park
  - Ⓓ dug large pits for houses
  
3. The Ancestral Pueblo people \_\_\_\_\_.
  - Ⓐ grew corn, beans, and squash
  - Ⓑ never hunted
  - Ⓒ did not eat nuts, berries, and cactus
  - Ⓓ grew their own cotton

4. Describe what a kiva is like.

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5. Make a long list of items the Ancestral Pueblo people made.

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## Time Order

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A text that has a **time order** structure gives the main idea and gives the details in the order in which they happen.

Authors use these signal words to create a **time order** structure:

### Signal Words

at first	now	then	next
later on	in time	when	during

1. What happened at Mesa Verde between the years 500 A.D. and 1300 A.D.?

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2. Write the sentence from the article that tells what part of the mesa the people lived on, at first.

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3. When did the people stop living on top of the mesa?

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Write the sentence from the article that tells you so.

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Name: \_\_\_\_\_

# Great Minds: J. K. Rowling

by Lydia Lukidis

Wizards, Hogwarts, and Gryffindors! Everybody knows J. K. Rowling is the author of the ever popular Harry Potter series. Everybody knows she's incredibly successful, famous, and rich. But Rowling's past wasn't so magical. She certainly didn't have anything handed to her on a silver platter. She represents a true rags to riches story.

Let's go back in time for a moment. Rowling was born in 1965 in Yate, England. Her parents were voracious readers. She grew up surrounded by books. She quickly became a bookworm and dreamed of being a writer. Her favorite subjects in school were English and languages. No surprise there. By the age of six, she wrote her first story. By the age of eleven, she wrote her first full length novel. That's pretty incredible!

Upon graduating university, she worked a series of jobs in London as a secretary and teacher. She also worked at Amnesty International. In 1991, Rowling left England to work as an English teacher in Portugal. That's where she met her first husband. They quickly got married and welcomed a child shortly after.

Unfortunately, this was a turbulent era for Rowling. Soon after her daughter was born, her marriage fell apart. The couple got divorced. In an instant, she lost everything. She became homeless and unemployed.

Now a single mother, she moved back to England. She lived in a tiny apartment and looked after her daughter. She survived on public assistance and had a few brief odd jobs here and there. But she never gave up on her writing. She continued to write stories every chance she got. She would write in cafes as her daughter napped.

Rowling first dreamed up Harry Potter when she was delayed on a train. She was



*"Happiness can be found,  
even in the darkest of times,  
if one only remembers  
to turn on the light."*

*- J. K. Rowling*

imagining creating a place where a child could have power. This is what sparked the idea of Hogwarts, the School of Witchcraft and Wizardry.

Over the next five years, she developed her ideas and outlined the series of seven books. She scribbled her notes by hand on scraps of paper and napkins. Soon she had a pile of notes that she had to piece together. Despite living in poverty and suffering from depression, she persevered.

When she finished the first manuscript (Harry Potter and the Philosopher's Stone), it was rejected. That seems unbelievable! In fact, it was rejected a dozen times. This went on for a year. Then the publishing company Bloomsbury finally accepted it. The first book was published in 1997.

As soon as the book hit the market, it gained instant popularity. Rowling began to receive thousands of letters from fans. It appealed both to children and adults. The Harry Potter series is now published in 80 languages, and has sold over 500 million copies across the world.

Cut to today, and Rowling is wildly successful in her professional career. As you all know, the merchandising of Harry Potter alone is pretty extraordinary. She gets royalty checks for each Harry Potter item sold, from lunch boxes to umbrellas! And of course, she landed even more fame and money once the eight Harry Potter movies were made. She has also written many other books like the Fantastic Beasts series, and some books for adults.

Rowling got married again and had two more children. Today, she lives a happy and charmed life. She has received many awards and honors, including an OBE for services to children's literature, France's Légion d'Honneur, and the Hans Christian Andersen Award. She is worth hundreds of millions of dollars.

But she will never forget where she came from. Rowling regularly donates large amounts of money to various charities. She loves to help those less fortunate than her. Her determined and compassionate spirit keeps her humble. This is yet another reason everyone adores her.



***The Hogwarts Express from Rowling's Harry Potter Series***

Name: \_\_\_\_\_

# Great Minds: J. K. Rowling

by Lydia Lukidis

1. Based on the information in the article, how old was J. K. Rowling when her first book in the *Harry Potter* series was published?

a. 27                      b. 32  
c. 49                      d. 55



2. The author of the article describes J. K. Rowling's life as an example of "a true rags to riches story". What does she mean by this?

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3. Based on your knowledge of the article, where did the inspiration for J. K. Rowling's *Harry Potter* series come from?

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4. Read the following statements about J. K. Rowling. Determine whether they are true or false. If the statement is true, write a **T** on the line. If the statement is false, write an **F**.

\_\_\_\_\_ Rowling didn't develop an interest in storytelling until later in life.

\_\_\_\_\_ The original name of Rowling's first book was Harry Potter and the Philosopher's Stone.

\_\_\_\_\_ Rowling's books have sold more than 500 million copies worldwide.

\_\_\_\_\_ Rowling's first book was on the market for a long time before it gained popularity.

Name: \_\_\_\_\_

# Great Minds: J. K. Rowling

by Lydia Lukidis

The following terms are vocabulary words from the article.  
Match the vocabulary word with its correct definition by writing  
the corresponding letter on the line.



- |                           |   |
|---------------------------|---|
| 1.    _____ voracious     | a. gives away money or goods to a charity or other good cause   |
| 2.    _____ turbulent     | b. amount of money paid to an author for each book sold (or for the sale of each item related to the author's work) |
| 3.    _____ persevered    | c. the state of being extremely poor  |
| 4.    _____ manuscript    | d. characterized by conflict, challenges, and difficult times   |
| 5.    _____ royalty       | e. having a magical quality   |
| 6.    _____ charmed       | f. having a modest view of one's own self-importance  |
| 7.    _____ donates       | g. achieved success despite difficulties  |
| 8.    _____ compassionate | h. having an intense interest in an activity, like reading  |
| 9.    _____ humble        | i. an author's unpublished work   |
| 10.   _____ poverty       | j. having sympathy for other people   |

Name: \_\_\_\_\_

## Great Minds: J. K. Rowling

by Lydia Lukidis

In the article, "Great Minds: J. K. Rowling," you learned that beloved author of the *Harry Potter* series, J. K. Rowling, did not achieve instant success and fame with her now iconic books. Instead she had to persevere through twelve publisher rejections and many personal trials to achieve tremendous success.



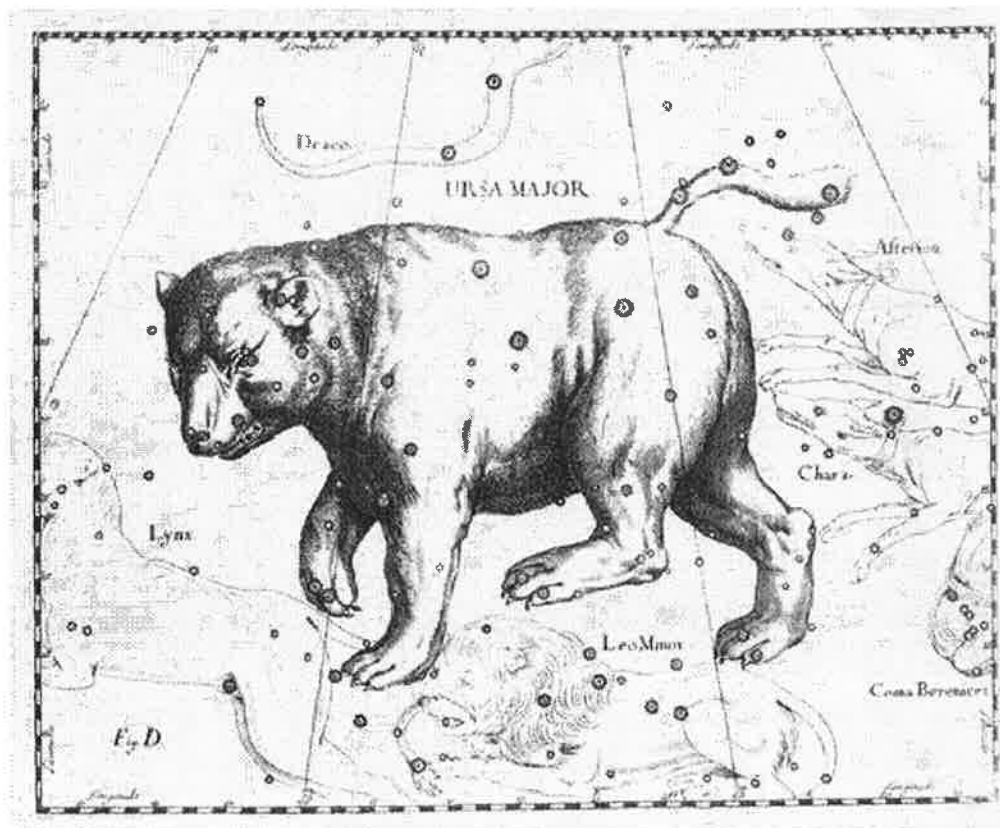
On the lines below, write about another author who had to go through many difficulties before he or she achieved success. With an adult's permission, use the Internet to research your author. Tell who he or she was, what kind of literature he or she wrote, and what obstacles he or she experienced before becoming a successful author. Include the name of the website you used as a source at the bottom of this page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Website I used: \_\_\_\_\_

# Field Trip

by Aditi Sriram



Jeremy couldn't believe his luck. The morning of his 6th grade field trip to the Rose Center for Earth and Space at the Museum of Natural History, he fell ill. "This can't be," he thought. "Science is my favorite subject, and I'm not going to be able to go to the Museum with Mr. Connolly and my friends?" He pleaded with his parents to let him go to school anyway, but they were firm in their refusal. "The sooner you rest at home, the sooner you'll get better," his mother said. "Don't be so hard on yourself, champ," his father said. "We can always go another time."

"I won't be with Mr. Connolly and my science class if I go another time," Jeremy protested. "It won't be the same."

"It won't be the same if you're feeling ill at the museum either," his mother said, trying to reason with him. "Now take this medicine and go lie back down."

Jeremy closed his eyes as he swallowed the white tablet with a gulp of water. "What if I feel better before the field trip begins?"



"We'll decide then," his mother said, while his father nodded.

Jeremy returned to his bed, fuming. Even though it was sunny outside, he felt a black cloud hovering over his head, threatening stormy weather inside his brain and making him angry. But soon after he lay in bed, the medicine his mother had given him began working, and he fell asleep almost right away.

When Jeremy awoke, his room was bathed in darkness. Outside his window it was dark, too. What time was it? Had he slept through the day? Was it the next day? Was it the middle of the night? Jeremy was completely confused. "Mom!" he called out.

Jeremy's dad walked into his room with a smile on his face, and wearing his hiking shoes. "Champ! You're awake," he said.

"What time is it? Did I miss everything?"

Jeremy's dad put a hand on his forehead and checked for a temperature. Nothing. "Not at all, in fact, you're just in time for your field trip. If you're feeling better, that is."

Jeremy jumped out of bed, stretched, and did a little dance. His energy was back. "I'm feeling fine," he said.

"Great. Now put on a sweater and lace up your shoes and follow me."

Jeremy checked the time as he was getting dressed. 8:05 p.m. It didn't make any sense. Where could he possibly be going with his father so late in the day? Surely the museum was closed, and Mr. Connolly had gone home. But Jeremy didn't slow down. He dressed and met his father in the living room, where he was sitting with a man he had never met before, and a peanut butter and jelly sandwich, his favorite.

"I have a surprise for you," his father said. "Jeremy, meet Professor Helfand. He is a professor of astronomy at Columbia University, where they have an observatory. Do you know what an observatory is?"

Jeremy nodded. "Mr. Connolly described them to us in class when we began the chapter on planetary science. It's a viewing tower from where you can observe the planets and galaxies through high-powered telescopes, track their movements, and study their behavior." Jeremy was talking so fast, he could barely chew on his sandwich.

"That's absolutely right," Professor Helfand said, impressed. "And because you missed your field trip this morning, we're going to pay a little visit to the observatory tonight so that you can have a field trip of your own."

Jeremy couldn't believe his ears. "I'm ready!" he shouted at his dad.

"Not so fast, champ. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

"I can't believe I slept all day-but this is the best night of my life!" Jeremy said with a laugh.

Jeremy, his dad, and Professor Helfand took the subway to Columbia University, where they walked to the Physics Building and took the elevator to the top floor. There were many rooms with all kinds of computers, some big and others small, some that looked like really old machines and others that looked brand new. Most had notebooks next to them, which were filled with charts, numbers, even little drawings of orbits. Professor Helfand explained that each computer was connected to a specific telescope, and that there was one person in charge of each telescope, and observing the movement of one planet, or star.

Jeremy noticed that some of the charts showed patterns: numbers that repeated, timings separated by exactly one hour. The professor showed him that the repeating numbers were distances between planets, or between planets and their moons, or distances between stars, and showed him how the orbits of these planetary bodies created patterns of collective behavior. "Because of gravitational forces," he said, "the planets and their moons have fixed orbits, and so they end up being the same distance from each other every so often. Once we have enough of these numbers written down, and have been tracking these planets' trajectories for enough time, we can create models that predict where these planets, and their moons, are going to be one month from now, or one year from now-how far from each other, how far from planet Earth, our moon and our sun."

"I keep forgetting that there is more than one sun in the universe," Jeremy said after a pause. "How many suns are there?"

"That's a great question, and not one that we have the answer to," Professor Helfand replied. "What we know so far is that planet Earth, and the seven other planets in our solar system, are part of the Milky Way galaxy, which is one of many galaxies in the universe. The farther we can see with our telescopes, and the more patterns and behaviors we can predict and detect of all the celestial bodies we know so far, the more galaxies we can discover, and the more suns we can identify. But it's going to take a lot of work to get there."

"How exciting," Jeremy said, marveling at the possibilities of discovery in front of them.

Jeremy's father called Jeremy over to the central observation deck, where an enormous telescope had been set up and positioned on a specific constellation in the sky. "Can you identify it?" his father asked him.

"I think so. The Big Dipper?"

"Absolutely right!" Professor Helfand said. "It's part of one of the brightest constellations we can see, called Ursa Major. Here's a little trick about Ursa Major and the North Star. See the two stars on the extreme right, at the bottom of the constellation?"

Jeremy looked carefully into the telescope and trained his eyes slowly to the right, where the handle of Big Dipper sank downwards and turned into a trapezoid. "Yes, I see the base of the constellation," he said.

"Perfect. Now, imagine a line connecting those two stars-they're called Merak and Dubhe-and extend it all the way up into the top of the lens."

Jeremy imagined a bright white line connecting the two stars, and stretching past them. It felt like he was connecting the dots in an art book from 2nd grade, only this was way cooler. "O-k-a-y," he said slowly. He could feel his father's hands on his shoulders, keeping him steady.

"What do you see, champ?" his father asked.

Jeremy stared into the lens, trying to stay focused. "Oh!" he shouted. "I think I see another star, but it looks bigger than all the others! Is it really a star?" Jeremy squirmed with excitement.

"Well done," Professor Helfand said. "You just located the North Star in our humongous sky. You know, Jeremy, maybe when you're older, you can join our team and help us look for more constellations and galaxies in the sky. There's so much out there that we have no idea about. Would you be interested?"

Jeremy thought about Mr. Connolly and his friends walking around the Rose Center and playing with the kiddie exhibits, while he stood here at the top of the world, looking deep into the sky. "I can't wait," he said, with a smile on his face as bright as a hundred suns.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why does Jeremy miss the field trip with his science class?

- A. because his dad wants him to stay home
- B. because science is his least favorite subject
- C. because he is sick
- D. because he wanted to go to an observatory instead

2. One problem is that Jeremy is upset that he's missing his field trip. How does his father solve this problem?

- A. He shows Jeremy how to use a telescope at home.
- B. He arranges a night visit to an observatory at Columbia University.
- C. He asks Mr. Connolly to postpone the trip.
- D. He drives Jeremy to the Rose Center later in the day to meet his class.

3. Which of the following statements best supports the conclusion that Jeremy thinks discovery is an exciting part of science?

- A. Jeremy asks Professor Helfand "how many suns are there?"
- B. Jeremy refers to the night as the best night of his life.
- C. He is angry that he cannot go to the Rose Center.
- D. Jeremy was "marveling at the possibilities of discovery in front of them."

4. At the end of the story Jeremy refers to the exhibits on the field trip as "kiddie" exhibits. What does this suggest he feels?

- A. He is only interested in astronomy if he can use a telescope.
- B. He feels that science is a subject for little kids.
- C. He's lost his interest in space because he missed the field trip to the museum and ended up at the conservatory.
- D. He has learned something he considers more grown up and useful at the conservatory than he would have on his field trip.

5. What is the story mostly about?

- A. The many things Jeremy learns on his trip to the observatory
- B. The day Jeremy stays out home because he is sick
- C. How Professor Helfand became interested in astronomy
- D. Jeremy's field trip to the Rose Center

6. "Not so fast champ. Finish your sandwich, and then we'll go. You haven't eaten anything all day, remember?"

Why might the author have included the above sentence?

- A. to point out how difficult it is to eat when you feel sick
- B. to show how strict Jeremy's dad is
- C. to show the reader what kind of food Jeremy likes
- D. to illustrate how excited Jeremy is

7. Choose the answer that best completes the sentence below.

Jeremy gets too sick for his field trip and \_\_\_\_\_ learns what it might be like to be a real scientist.

- A. consequently
- B. previously
- C. on the other hand
- D. in particular

8. Jeremy wants to be a scientist when he gets older.

Use evidence from the text to support this statement.

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9. What does Jeremy learn about the stars and universe from Professor Helfand?

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10. What does Jeremy learn about the subject of science and how it could apply to his future?

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## Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

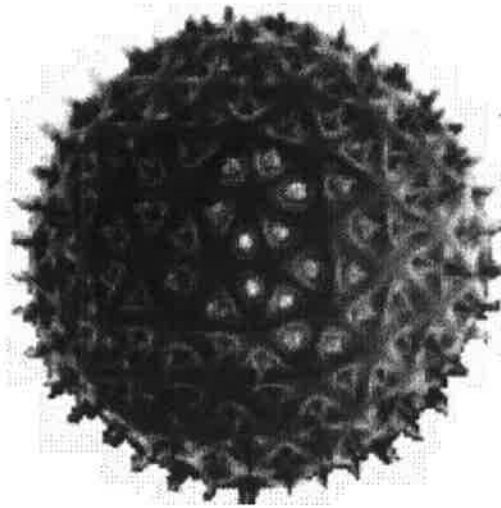
"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.



Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But kids today come in contact with fewer germs than their grandparents did. That's in part because more medicine is available. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.



Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

## Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

## Sneeze



Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

## Cough



iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.



Alamy

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what are increasing in the United States?

- A. allergens
- B. germs
- C. allergies
- D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

- A. The solution is to stay away from dust and mold.
- B. The solution is to stop eating milk products and eggs.
- C. The solution is to hide from anything that causes allergies.
- D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

- A. "More people in the United States have allergies today compared with decades ago."
- B. "Allergens in the air aren't the only problem."
- C. "Those foods can even cause some people to have trouble breathing."
- D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

- A. A person with allergies is sick and needs to see a doctor.
- B. A person who sneezes and coughs often may have allergies.
- C. A person who drinks milk and eats eggs will definitely get allergies.
- D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

- A. Allergies are increasing, but simple steps can be taken to cope with them.
- B. Our own human nature has produced more allergies than ever.
- C. Everyday foods have caused a higher proportion of allergies than ever.
- D. Coughs and sneezes are reflexes to allergens.

**6. Read the sentences:**

"There is very good treatment for allergies,' Nish says. 'No one should suffer with **symptoms**.'"

As used in the text, what does "**symptoms**" mean?

- A. changes in the body that are signs that a person is sick
- B. changes in temperature that give people allergies
- C. changes in medicine to treat people when they are sick
- D. changes in people's immune systems that cause allergies

**7. Choose the answer that best completes the sentence below.**

Kids come into contact with fewer germs today, \_\_\_\_\_ their immune systems get confused and attack other things.

- A. if
- B. after
- C. although
- D. so

**8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?**

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**9.** What two possible reasons for the increase in allergies are explained in the passage? Use evidence from the text to support your answer.

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**10.** What can be concluded about the increase of allergies in the future? Use the evidence from the text to support your answer.

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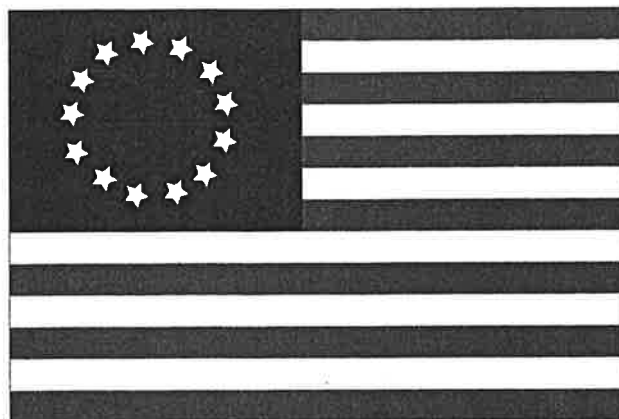
Name: \_\_\_\_\_

# It's a Grand Old Flag

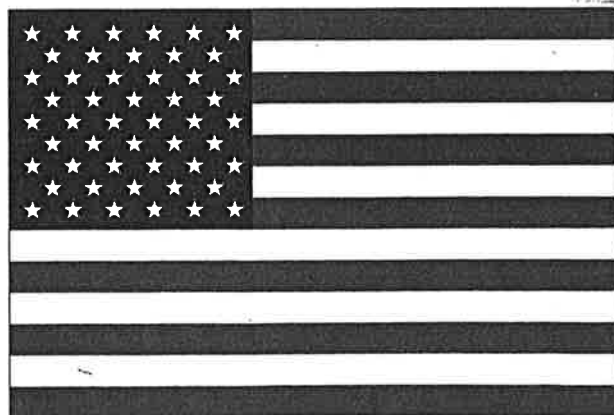
Sometimes it's called the Star-Spangled Banner, Old Glory, or the Stars and Stripes. No matter what it's called, the United States (U.S.) flag is an important symbol. The flag reminds U.S. citizens of the country's ideals, or most important values. Those ideals include liberty and justice for all.

## The First Flag

Many people know the story of how George Washington asked a woman named Betsy Ross to sew the first flag for the new country. No one knows for sure if this story is true. But we do know that on June 14, 1777, the Continental Congress asked for a flag to be made. It had 13 red and white stripes, and 13 white stars on a blue background. More stars have been added over the years. Today, the flag has 50 stars for 50 states. It still has 13 stripes for the first 13 states.



First United States Flag



Today's United States Flag

## The Flag Code

Americans show respect for their country when they honor the flag. The United States has a Flag Code.

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Name: \_\_\_\_\_

## Answer Questions

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Use information from the article to answer each question.

1. Old Glory \_\_\_\_\_.

- Ⓐ is another name for George Washington
- Ⓑ is another name for the United States flag
- Ⓒ was made in 1892
- Ⓓ sewed the first flag

2. The Flag Code \_\_\_\_\_.

- Ⓐ stands for liberty and justice
- Ⓑ has 13 red and white stripes
- Ⓒ is another name for the pledge
- Ⓓ tells how to honor the flag

3. The word *justice* means \_\_\_\_\_.

- Ⓐ a promise
- Ⓑ a set of rules
- Ⓒ fair treatment
- Ⓓ a sign of respect

4. Describe the first flag of the United States.

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5. Describe the flag of the United States as it is today.

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Name: \_\_\_\_\_

## Main Idea and Details

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A text that has a **main idea and details** structure mentions a main idea and gives several details about it. The details can be given in any order.

Authors use these signal words to create a **main idea and details** structure:

### Signal Words

for example	also	for instance
include	other	in addition

1. The first paragraph tells us that the main idea of the article is

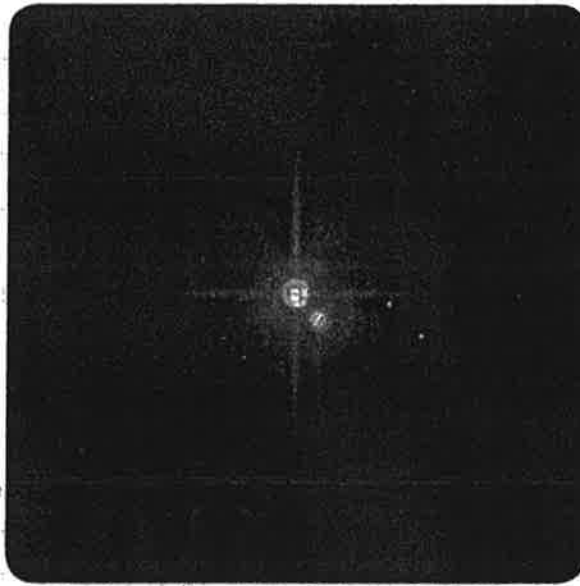
\_\_\_\_\_

2. Each paragraph gives details about the flag. List the paragraph headings.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Write two sentences from the article that use **main idea and details** signal words.

a. \_\_\_\_\_  
\_\_\_\_\_  
b. \_\_\_\_\_  
\_\_\_\_\_



## RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

## RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

## RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

## RI.3.6

Distinguish their own point of view from that of the author of a text.

Read this passage and then answer the questions that follow.

## What Is Pluto?

Adapted from <http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-pluto-k4.html>

- 1 Pluto was discovered in 1930 by an astronomer from the United States. An astronomer is a person who studies stars and other objects in space.
- 2 Pluto has three moons. Its largest moon is named Charon (KAIR-en). Charon is about half the size of Pluto. Pluto's two other moons are named Nix and Hydra. They were discovered in 2005. NASA's Hubble Space Telescope took pictures of the two new moons. Nix and Hydra are very small.
- 3 Pluto was known as the smallest planet in the solar system and the ninth planet from the sun. But in 2003, an astronomer saw a new object beyond Pluto. The astronomer thought he had found a new planet. The object he saw was larger than Pluto. He named the object Eris (EER-is).

continued



Name \_\_\_\_\_ Date \_\_\_\_\_

1. This question has two parts. Answer Part A first. Then answer Part B.

**Part A** What is the main idea of "What Is Pluto?"

- A** Pluto is now called a dwarf planet because it is much smaller than other space objects.
- B** The universe is so huge that astronomers are always finding new planets and moons.
- C** Scientists are learning more about objects in the universe and what it means to be a planet.
- D** The dwarf planet Pluto has three moons that have been discovered with telescopes.

**Part B** Which of following details from the text support the main idea? Check the box next to each detail you choose.

- ☐ Astronomers use telescopes to discover new objects like plutoids.
- ☐ Pluto has three moons.
- ☐ Charon is about half the size of Pluto.
- ☐ In 2003, an astronomer saw a new object beyond Pluto.
- ☐ Finding Eris caused other astronomers to talk about what makes a planet a "planet."
- ☐ An astronomer is a person who studies stars and other objects in space.



### Question 1

This question asks you to first identify the main idea. Then in Part B, you have to identify the key details that support the main idea. If the main idea is Answer C, which of the details in Part B give the reader information about how scientists are learning more about objects in the universe?

continued

Name \_\_\_\_\_ Date \_\_\_\_\_

4. Explain how a dwarf planet is similar to a planet and how it is different from a planet. Use details from the text to support your answer.

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### Question 4

Scanning the first sentence of each paragraph is a good way to locate information in a passage.

In this text, the first sentence of paragraph 4 signals that the paragraph will talk about the characteristics of a planet. Reread the paragraph and look for details that compare dwarf planets to planets.

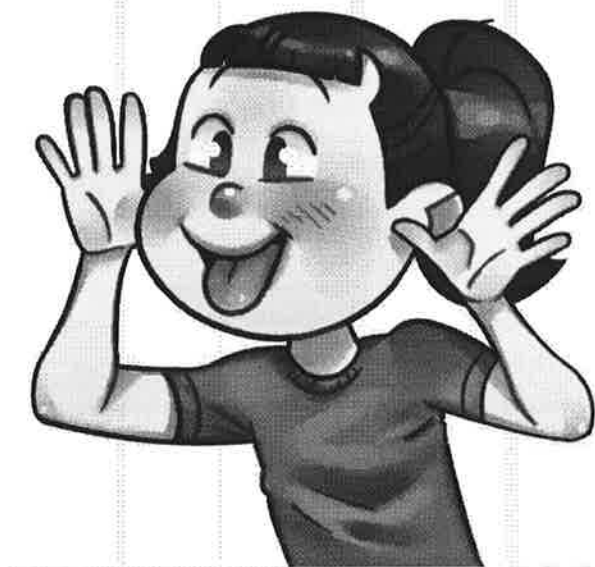


Name: \_\_\_\_\_

# Funny Faces

by Kelly Hashway

Liz stared at the large envelopes in Mr. Mason's hand. The school pictures were here. Liz had been so excited on picture day. She'd just gotten a new hair cut and a brand new sweater. Her mom had even let her wear lip-gloss. Now she'd finally get to see how the picture turned out.



"When you get your envelope, please locate the spare photo for the classroom display," Mr. Mason said.

Mr. Mason had a Wall of Fame board in the back of the classroom. Every year he posted pictures of his students and had them sign their names.

Mr. Mason placed an envelope face-down on Liz's desk. "Retakes are on Wednesday," he whispered.

*Retakes?* Liz panicked. *How awful could it be?* She took a deep breath and lifted one corner of the envelope. All she could see was her hair. Nothing wrong there. No stray pieces standing on end or anything like that. Liz raised the envelope a little higher, and then she saw it. Her eyes were half-closed! She slammed the envelope back down before anyone else could see.

Liz looked around the room. A few others had their envelopes face-down on their desks too.



"Mr. Mason, can I ask the class a question?"

Liz said.

Mr. Mason nodded. "Be my guest."

Liz stood up. "Does anyone else have a bad picture? My eyes are half-closed, and I look kind of funny."

"I'm sneezing in my picture," Jeff said.

"Nothing can be funnier than that."

"My hair is sticking up on one side," Melanie said.

Liz looked at the Wall of Fame. "I have an idea. What if we start a new bulletin board, one for funny pictures? We could call it Funny Faces." She took a picture from her envelope and walked over to the Wall of Fame. She taped her picture on the blank board next to it. Mr. Mason handed her a marker, and Liz wrote "Funny Faces" in big letters.

Without saying anything, Jeff and Melanie posted their pictures next to Liz's. Several others added their pictures too.

Liz looked at the photos and laughed. "Mr. Mason, you might want to tell the photographer that there's going to be a long line for retakes."

Name: \_\_\_\_\_

# Funny Faces

by Kelly Hashway



1. When did Liz first suspect that there might be something wrong with her picture?
  - a. when her teacher announced that pictures had arrived
  - b. just after she looked at her photo
  - c. just before she looked at her photo
  - d. when she looked at the Wall of Fame board
  
2. Liz knew that some of her classmates also had bad pictures even before she asked them. How could she tell?  
\_\_\_\_\_  
\_\_\_\_\_

3. Which words best describe Liz?
  - a. somewhat sneaky
  - b. proud and quiet
  - c. quick thinker
  - d. not cooperative

Why did you choose the choice above to describe Liz?

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4. Which word best describes Mr. Mason?
  - a. strict
  - b. busy
  - c. excited
  - d. understanding

Why did you choose the choice above to describe Mr. Mason?

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Name: \_\_\_\_\_

# Funny Faces

By Kelly Hashway



The words below are scrambled words from the story. Unscramble each word and write it on the line.

1.

c	o	e
l	t	a

Clue: find; search for

\_\_\_\_\_

2.

o	e	p	h	h	o
r	t	p	a	r	g

Clue: person whose job it is to take pictures

\_\_\_\_\_

3.

a	o	l	s	r
s	c	o	m	

Clue: place for learning

\_\_\_\_\_

4.

e	w	t	r
s	e	a	

Clue: warm, wool shirt

\_\_\_\_\_

5.

a	c	p	d
e	i	k	n

Clue: suddenly felt fearful

\_\_\_\_\_

6.

i	p	d	s
a	l	y	

Clue: an exhibit or visual presentation

\_\_\_\_\_