

# TABLE OF CONTENTS

	How to Use This Book	x
A-1	A Hop and a Jump	2
A-2	A Fish Story	4
A-3	An “All-Around” Animal	6
A-4	Tree Rings Can Tell	8
A-5	Grasses We Eat	10
A-6	A Bird That Swims	12
A-7	Sacajawea	14
A-8	Not a Minute Lost	16
	The Ants and the Grasshopper	18
B-1	New Skin for Old	20
B-2	Fly-by-Night	22
B-3	Very Smart Birds	24
B-4	Do Porcupines Shoot Their Quills?	26
B-5	Underground Fairyland	28
B-6	Chewing Gum Trees	30
B-7	In a Nut Shell	32
B-8	Sad-Eyes	34
	The Dog and the Rabbit	36
C-1	Part-Time Pet	38
C-2	Busy as a Bee	40
C-3	Working Underwater	42
C-4	Bears In and Out of the Zoo	44
C-5	What Makes It Pop?	46

C-6	How Geese Saved a City	48
C-7	Busy City Streets	50
C-8	The Story of a River	52
	The Wise Lark	54
D-1	Something Different	56
D-2	Dig, Dig, Dig	58
D-3	Mud-Ball House	60
D-4	A Robber Animal	62
D-5	The Happy Time	64
D-6	Going Places	66
D-7	Talking Back	68
D-8	Cover Story	70
	The Trader and the Camel	72
E-1	The Straw That Travels	74
E-2	House of Ice	76
E-3	Playing 'Possum	78
E-4	When Winter Comes	80
E-5	New Friends from Other Places	82
E-6	What about Goldfish?	84
E-7	The Nose Knows	86
E-8	News about Sharks	88
	Why Hawks Kill Chickens	90
F-1	The Sea Horse	92
F-2	The Spider and the Fly	94
F-3	Moving Day at the Beach	96
F-4	Use It Again—and Again	98

F-5	Water, Water Everywhere	100
F-6	On Guard	102
F-7	Eyes for the Blind	104
F-8	Show-Off	106
	The Jay and the Peacock	108
G-1	Skeleton of the Sea	110
G-2	Ho-Hum	112
G-3	House of Silk	114
G-4	Sand	116
G-5	Be on the Lookout	118
G-6	High in the Sky	120
G-7	“Come, Sit, Stay”	122
G-8	The Gray King and Queen	124
	The Boy Who Cried Wolf	126
H-1	By the Sea	128
H-2	Hop, Jump, Fly	130
H-3	Home, Sweet Home	132
H-4	A Funny Kind of Thanks	134
H-5	Good Earth	136
H-6	Sweet to Eat	138
H-7	The Long Run	140
H-8	Snow Dog	142
	Keeping Track—Charts	144

## TO THE TEACHER

This book is one of a seven-book series. It is intended to provide reading interest along with comprehension skill development for readers who need additional practice material to achieve mastery. The controlled reading level of each book makes it possible to assign students to the text most suitable for individual reading comfort.

Readabilities for this book are 2.0–2.5, consistent with the Spache Readability Formula. The reading level should be comfortable for students whose reading skills are adequate for completing second grade according to standardized tests.

Words not on the formula's list of familiar words were largely limited to words in use in primary basal materials.

In some cases, the content required the use of unfamiliar words. In such cases, these words appear in the readiness exercises or are supported by strong context clues in the articles themselves.

This book contains eight units, labeled A–H. Within each unit, there are eight reading selections about factual material. Subject matter is widely varied, but at this level the greater part of the content deals with plant and animal life.

There are many selections about wild life: reptiles, mammals, insects, and birds. There are also articles about domestic animals and about caring for pets. Other articles provide views of different cultures and of problems in today's world.

Before each article, there is a readiness activity to introduce new words. This work should be carefully supervised by the teacher before the pupils begin the article itself.

The words are defined in multiple choice or completion situations. Students must consider every word on the readiness

list as they answer the preliminary questions. If this section is not handled as oral group work, pupils should have access to individual dictionaries.

Following each regular article is a test which is especially designed to improve specific skills in study reading. There are charts at the end of these workbooks on which to record success on each skill tested. Thus, the teacher and the pupil can make a diagnosis of specific skill weaknesses as well as keep track of progress in each aspect of reading skill.

The skills tested are consistent with the skills measured on widely accepted reading-achievement tests. At this level, the six follow-up skills practiced throughout this book are:

1. Finding specific answers and giving details. In questions of this type, particular words from the article must be used to complete the sentence. Students gain practice in remembering details from their study reading. Questions 1 and 2 are always of this type.
2. Meaning of the whole. These questions require that the student select the answer which best describes the central theme of the story. Question 3 is of this type.
3. Determining whether a given idea has been stated affirmatively, negatively, or not at all within the reading matter. To answer these questions, pupils need to verify that the information is correctly stated. Questions 4 and 5 give practice with this skill.
4. Recognition of the meaning of a word in context. Question 6 is this type.

At the conclusion of each unit A–G, there is a longer story prepared for recreational reading. These stories come from folktales and are intended both as pleasure

reading and as a basis for group discussion. *The Thinking It Over* questions following each story may be used to launch the discussions. In certain cases, it is possible to ask students to write whole-sentence answers for additional skill development.

All the selections may be used with average or better readers to develop reading speed when desired. If a time limit is used, it should be standardized. Have all students read the first article and take the following test. Then fix the time limit based on the time taken by 90 percent of the students. For timing, use a watch or clock with a second hand. Announce, "Begin," when the second hand is at 12. Record

the time in minutes and seconds. The recreational reading selections have word counts for determining speed. Students should be urged to increase their speed only in terms of their own results.

A sample exercise follows. The directions given in color explain the procedure.

Ideally, the teacher will work through the sample exercise in some detail, directing and modeling the desired behavior. Thereafter, most pupils will be able to proceed independently.

Read-along cassettes to help the most dependent students are available for Books A, B, C, and D.

# HOW TO USE THIS BOOK

There are three parts to each lesson.

1. Questions to help you get ready.

Read them. Write the answers.

## Getting Ready for the Next Story

SAY AND KNOW

Draw a line under the right word or fill in the blank.

tall

1. It means **part of a tree**.    **head**    **branch**    **bones**

tallest

2. It begins with the same sound as **throw**.    **tie**    **tall**    **three**

think

3. It rhymes with **win**.    **world**    **thin**    **legs**

three

giraffe

branch

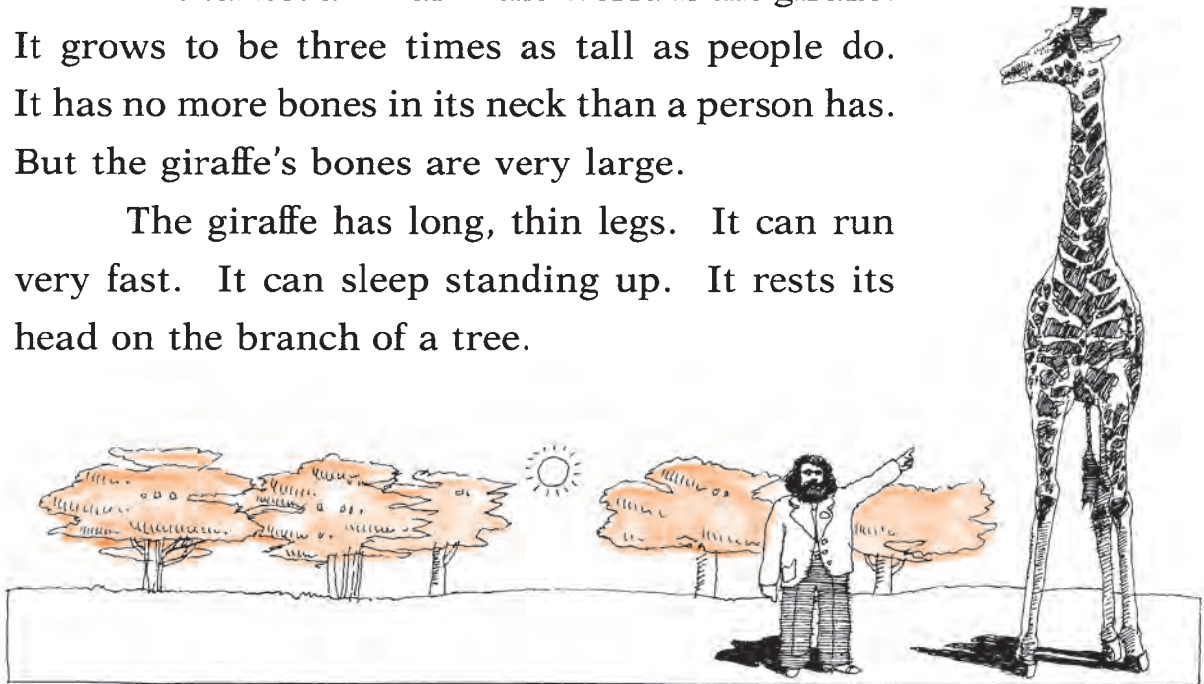
4. Write the word that means **most tall**. \_\_\_\_\_

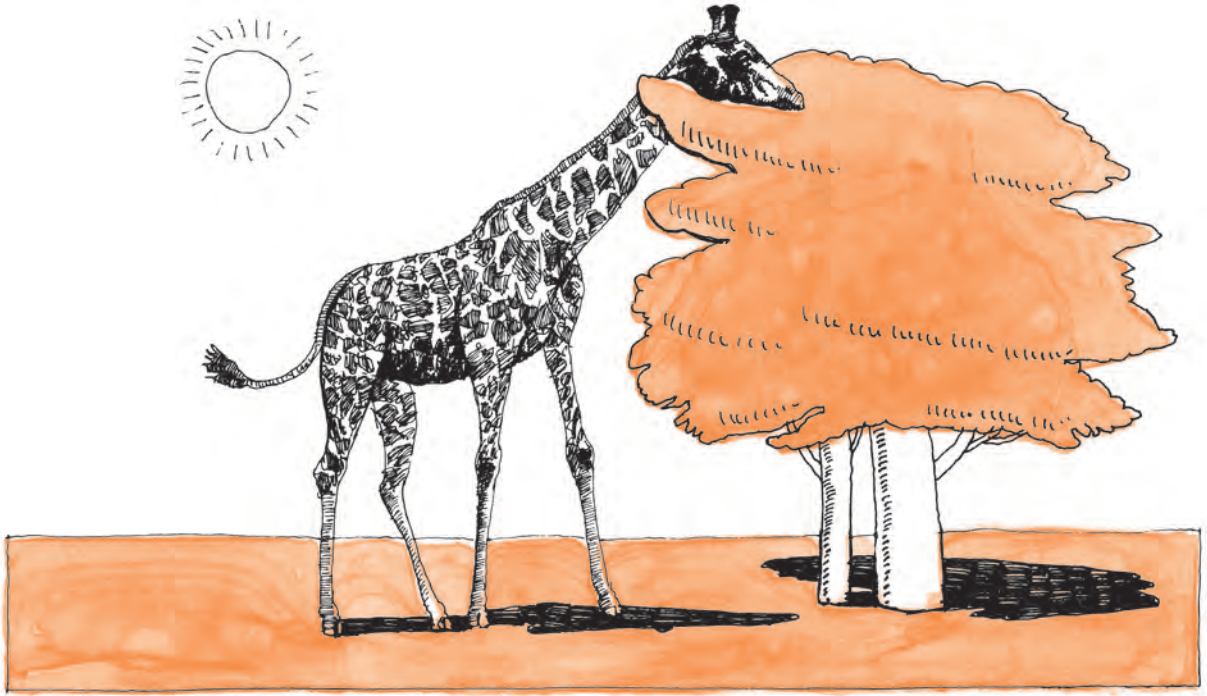
2. A story to read.

## Sample A Tall Story

The tallest animal in the world is the giraffe. It grows to be three times as tall as people do. It has no more bones in its neck than a person has. But the giraffe's bones are very large.

The giraffe has long, thin legs. It can run very fast. It can sleep standing up. It rests its head on the branch of a tree.





3. Questions to tell how well you read.  
Read them. Write the answers.  
Put the number of your right answers in the box.

## Sample Testing Yourself

NUMBER RIGHT

1. The giraffe has large \_\_\_\_\_.
2. The giraffe can sleep \_\_\_\_\_.  
Draw a line under the right answer.
3. The story as a whole is about
  - a. a short animal.
  - b. a noisy animal.
  - c. tall animals.
  - d. the giraffe.
4. The giraffe is almost as tall as a person.    Yes    No    Does not say
5. The giraffe has fat legs.    Yes    No    Does not say
6. What word in line five of the story means **not thick**? \_\_\_\_\_

## Answers for the Sample

Check your work. If you made a mistake, find out why. Count the number you got right and mark it on your paper.

### Getting Ready for the Next Story

1. branch
2. three
3. thin
4. tallest

### Testing Yourself

1. bones
  2. standing up
  3. d. (the giraffe)
  4. No (The giraffe is much taller than a person.)
  5. No (The giraffe has long, thin legs.)
  6. thin
- 

## Keeping Track of How You Are Doing

At the back of your book, beginning on page 144, there are record charts. Turn to the chart on page 144 and read the directions. After you finish each of your lessons, put your total score into the right block on page 144.

Then turn to page 146. Read the directions there. On pages 147 and 148, you will be keeping track of how well you do on each type of question. Work to do better each time.

If your teacher asks you not to mark in your book, get help to make a copy of the record charts.



## Getting Ready for the First Story

SAY AND KNOW

Write **yes** or **no** for each.

thin  
thick

1. Are some books **thick**? \_\_\_\_\_

2. Is some paper **thin**? \_\_\_\_\_

thin  
skin

3. Does **skin** rhyme with **thin**? \_\_\_\_\_

smooth  
rough  
toads

4. Does **thick** rhyme with **thin**? \_\_\_\_\_

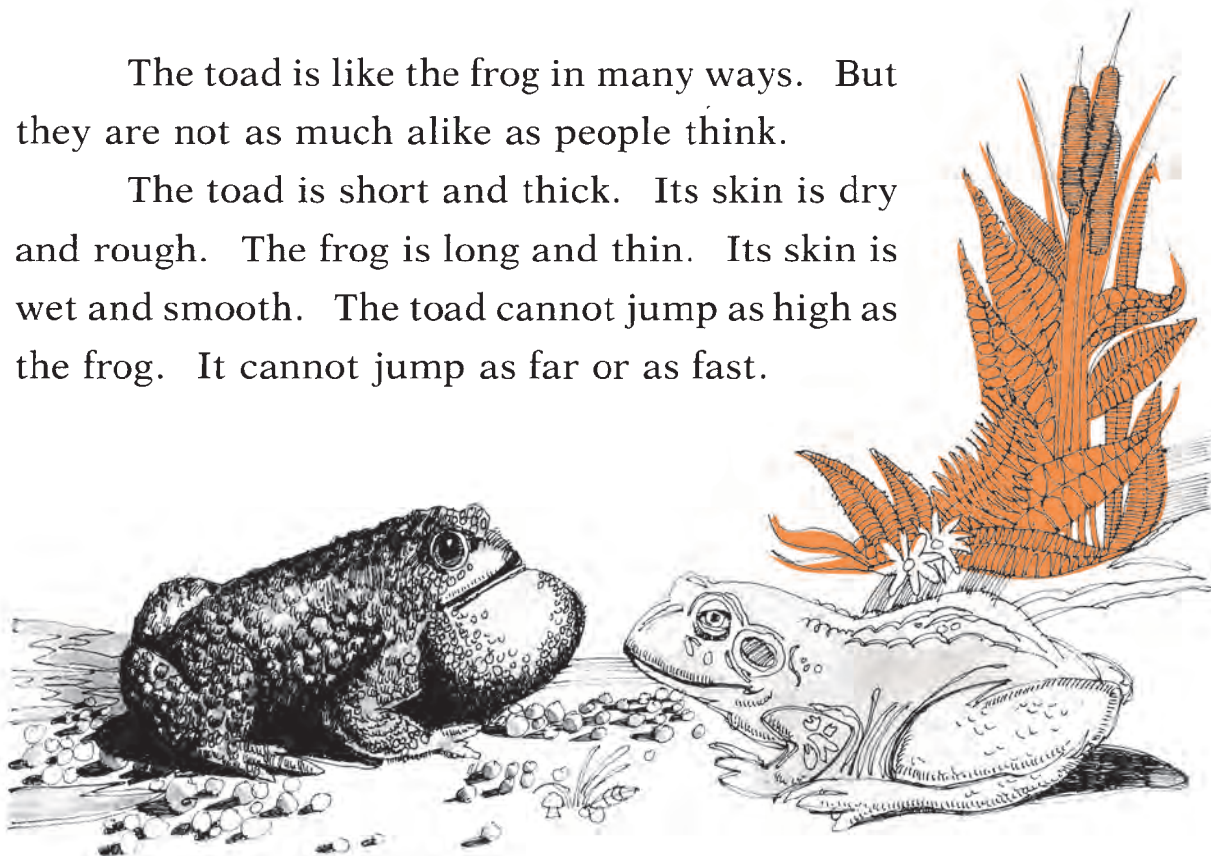
5. Are some roads **rough**? \_\_\_\_\_

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### A-1 A Hop and a Jump

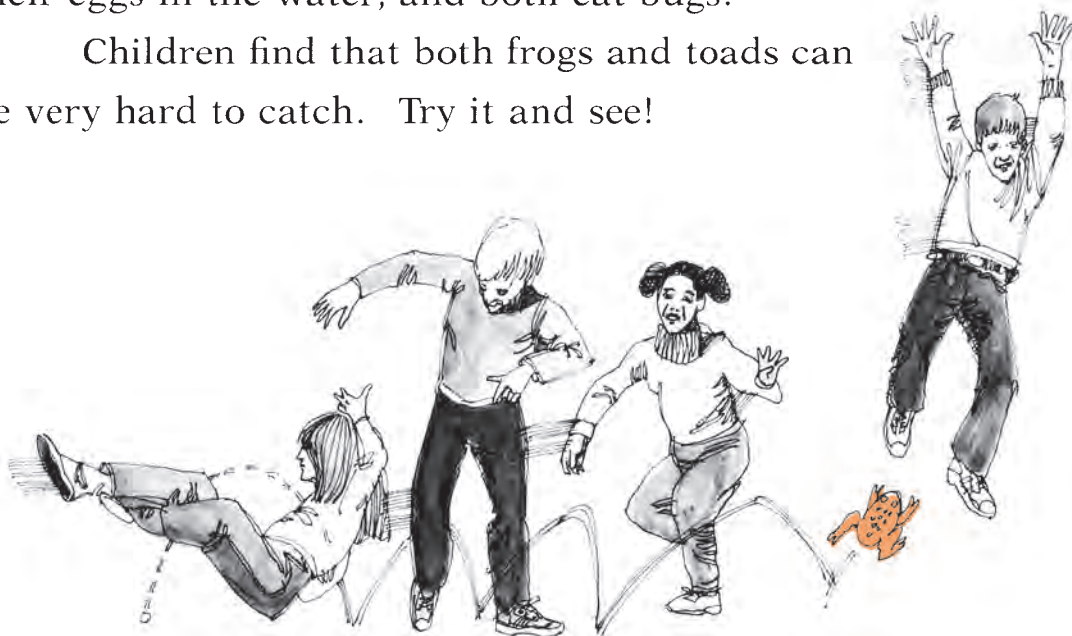
The toad is like the frog in many ways. But they are not as much alike as people think.

The toad is short and thick. Its skin is dry and rough. The frog is long and thin. Its skin is wet and smooth. The toad cannot jump as high as the frog. It cannot jump as far or as fast.



Both frogs and toads can live on land or in water. Both sleep in the mud in winter. Both lay their eggs in the water, and both eat bugs.

Children find that both frogs and toads can be very hard to catch. Try it and see!



## A-1 Testing Yourself

## NUMBER RIGHT

1. Toads lay their eggs in the \_\_\_\_\_.
2. What kind of skin does the toad have? \_\_\_\_\_.

Draw a line under the right answer.

3. The story as a whole is about
  - a. frog skins.
  - b. jumping toads.
  - c. how to catch frogs and toads.
  - d. how toads and frogs are alike.
4. Frogs are like toads in some ways.    Yes    No    Does not say
5. Toads can jump as high as frogs.    Yes    No    Does not say
6. What word in the last line of the story means **to get hold of**? \_\_\_\_\_