1. Every since Ashraf’s brother left for college they have used his bedroom for extra s_______________.

2. When Haroon got to the airport, he had to t_________________ from one terminal to another by bus.

3. The kids stepped into the largest c_________________ in the cave and were amazed at the glittering rocks stuck in the walls.

4. When Haya opened the closet she was astonished by the e_________________ number of shoes. There must have been over a hundred!

5. In olden times, people would make e_________________ of objects, rather than money when they needed to “buy” something.

6. The next o_________________ in the race was a giant rock climbing wall.

7. “We need to r_________________ the bottom of the box with extra tape before we can send it in the mail,” said Abdullah’s father.

8. My best friend Samar is a very s_________________ person; she gets along with everyone and makes friends wherever she goes.

9. In times of war, essential food items such as bread and fruits are often s_________________.

10. Large trucks are used to t_________________ the goods from the warehouse to the store.
Use the definitions below to solve the crossword puzzle

Across
2. to carry from one place to another
5. extra
6. a room
7. living and communicating together in communities and groups
8. a place to keep extra supplies
9. something that blocks or stands in the way

Down
1. to cause to move from one place to another
3. hard to find, not enough to meet a demand
4. make stronger
5. giving one thing to get another
Use each word in a sentence.

scarce: .................................................................................................................................

reinforce: ...............................................................................................................................

social: .................................................................................................................................

chamber: ...............................................................................................................................

exchanges: ...........................................................................................................................

transfers: ...............................................................................................................................

storage: ...............................................................................................................................

excess: .....................................................................................................................................

transport: ..............................................................................................................................

obstacles: .............................................................................................................................
Discuss using your words.

1. What are some **social** groups a student might belong to?

2. How might an architect **reinforce** the walls in a building?

3. If you have **excess** cans of food, what can you do with them?

4. If you need to **transport** a project to school, what is the best way to do so?

5. In the lunchroom at school, a server **transfers** food onto a plate. Describe another job where someone transfers something.
6. Ants dig and live in a **chamber**. What other animals live in an enclosed space? Explain.

7. What do you use at home for food **storage**? Why?

8. How do animals survive during the winter months when food is **scarce**? Give an example.

9. During verbal **exchanges**, it is important for people to respect one another. Why?

10. According to the timeline, what **obstacles** do the ants face during the year?
Read the story. Then, continue it in your own words, trying to use the vocabulary words from this lesson. Some have been used already, but you may use them again if you wish.

Imagine if you had to live in a futuristic world where natural disasters destroyed most of our societies and civilizations. The survivors lived in caverns under mountains. Each family would be given a small chamber that would be like their house. Fresh fruits and vegetables would probably be scarce, but what little amount they could grow would be put in the coldest of chambers for storage. An excess of food would never be thrown away, but rather would be kept and reinvented for another meal. Transfers from one cave system to another would have to apply and be approved of by the group. Some obstacles to survival might include…
Comprehension Questions - The Life and the Times of the Ant

1. Why do you think the author wrote about ants?

2. According to the timeline, which creature has lived on Earth the longest? Why do you think the author includes a timeline?

3. What makes ants social animals?

4. What are the main reasons that ants construct their homes underground?

5. How does the transfer of heat make an anthill warmer than the area around it?

6. What are some positive effects of building a nest beneath a rock or log?

7. How are ants’ lives similar and different from people’s lives?

8. What main ideas do the details provided in “A Life of Work” support?

9. Why do you think younger ants tend the queen and dig tunnels?
10. What do the ant “highways” tell you about the distance some ants have to travel to get food?

11. How do harvester ants help wildflower plants grow in new places?

12. What information in the text does the chart help to explain? How?

13. How would you summarize the main idea of “A Dangerous World”?

14. What details explain how a giant anteater is specialized to eat ants?

What would happen if an anteater’s tongue did not stretch as far or were not covered with sticky saliva?

15. How do leafcutter ants help the Earth?

16. How do the illustrations and captions show what leafcutter ants do?
Making Connections - The Dove and the Ant

1. “The Life and Times of the Ant” contains many facts about ants. Which facts were the most fun for you to learn about? Quickly skim the text again and make a list of five facts about ants that you found interesting or strange. Share your list with a partner.

   1. 
   
   2. 
   
   3. 

2. Just like real ants, the ant in the fable is a hard worker. Think of another fable or traditional tale that has an ant as a character. Write a paragraph that compares and contrasts the two characters.

   1. 
   
   2. 
   
   3. 

3. Use reference texts and Internet search engines to research two kinds of ants. Then construct a chart to compare them. Include details that tell what they look like, where they live, and what their habits are. Present your findings to the class.
Lesson 15

Ecology for Kids

Look at the picture and fill in the blanks with the correct word. The first letter is provided for you.

organisms directly affect traces vast habitats variety species banned radiation

1. Children who are too short are often banned from riding on some amusement park rides.
2. The guests entered the ballroom, and found it so vast their voices echoed.
3. Natural habitats around the world have been affected by human interference.
4. The desert might look like a lifeless place, but there are many species that call the desert home.
5. Adnan’s allergies were so bad that even traces of nuts could trigger a reaction.
6. When taking an X-ray, a bib is put on the patient to protect them from too much radiation exposure.
7. A wide variety of sweets were placed on the table after dinner was cleared.
8. Do you think there are more species of animals in the rainforests or the oceans?
9. Janeen whined that even a little bit of sound can affect her sleep, even the ticking of her clock.
10. My grandmother told me to go directly home and not stop anywhere on the way.
Use the definitions below to solve the crossword puzzle

**Across**
1. a very small amount; marks left by people, animals or things
3. a group of plants or animals that are alike
4. the environments that animals and plants live in
6. not allowed; forbidden
7. living things such as plants or animals
8. great in size

**Down**
2. energy in the form of rays or waves
5. a number of slightly different things within the same grouping
Use each word in a sentence.

vast: ........................................................................................................................................

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banned: ...................................................................................................................................

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directly: ....................................................................................................................................

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traces: ......................................................................................................................................

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habitats: ...................................................................................................................................

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variety: ......................................................................................................................................

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organisms: ................................................................................................................................

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radiation: ...................................................................................................................................

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affect: ........................................................................................................................................

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species: ......................................................................................................................................

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Discuss using your words.

1. Tell about a time when another person’s actions influenced you **directly**.

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2. How might a happy movie **affect** you?

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3. What would you do first if you found yourself alone in a **vast** desert?

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4. What **traces** might a group of picnickers leave behind?

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5. Do you like to eat one type of food, or do you like a **wide variety** of dishes? Explain.

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   ........................................................................................................................................
6. Describe some animal **habitats** that you have read about or seen on television.

7. Why would someone look through a microscope to view tiny **organisms**?

8. Of all the **species** of animals or plants, what is your favorite?

9. Do you think it is a good idea for certain types of playground behavior to be **banned**? Explain.

10. What might emergency workers wear to protect themselves from harmful **radiation**?
Kholood had wanted to be an astronaut her entire life. She wanted to see for herself how vast space was; she wanted to discover a variety of organisms on far reaching planets. She wanted to study new habitats and communicate directly with alien species.

But maybe those dreams were too fanciful. After all, no one seemed willing to lend Inaam a spaceship to take to the outer reaches of the galaxy. So she had to come up with another plan to get to space, and it went something like this…
Comprehension Questions - Ecology for Kids

1. What clues in the text around the word organisms let you know what the word means?

2. Based on the heading and the first few paragraphs, why do you think the author wrote this article?

3. What details help to explain what an ecosystem is?

4. What does it mean to have something directly affect you?

5. Do you think the people who cut down large parts of the rainforest intended to cause problems.

6. Why is it important to know that the sea covers four-fifths of Earth’s surface?

7. What problem is created by overfishing?

8. In what ways do people make use of the sea?

9. What effects can the sun’s light have on earth?

10. Why is the ozone layer important for living things on Earth?
Making Connections - Wonderful Weather

1. Reread the last page of “Ecology for Kids.” Identify the five things you can do to help protect the environment. Then make a list of the things you already do to protect the planet. Make a second list of what you would like to begin doing.

2. Compare two poems in “Wonderful Weather.” Answer these questions about each poem: Does the poem rhyme, or is it written in free verse? Does the poem contain metaphors or similes? Does the poem contain sound devices, such as alliteration? Then create a Venn diagram to show how the poems are alike and different.

3. Water is an important resource. Research the amount of rain that falls in your community or state in a typical year. Record the information in a chart.
The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog

Look at the picture and fill in the blanks with the correct word. The first letter is provided for you.

reward graduate symbol foster disobey
confidence patiently confesses ceremony performs

1. The owners of the lost kitten were offering a r……………………………… for whoever could find it.

2. Amer knew he could never d……………………………… his parents who loved and took care of him.

3. The student dance troupe p……………………………… every year at the talent show.

4. In the United States, if a child becomes an orphan they enter the f……………………………… care system.

5. There are still eight long years before I can g……………………………… from high school!

6. “I don’t really want to go on the camping trip,” c……………………………… Gina, “because I’m afraid of sleeping outside in the dark.”

7. Laith had studied for the math test well and answered all the problems with c……………………………….

8. The purpose of the c……………………………… was to recognize those who had volunteered their time to making the city more beautiful.

9. Sultana sat p……………………………… in the doctor’s waiting room for her name to be called.

10. Putting two fingers up is a s……………………………… of peace and of victory.
Use the definitions below to solve the crossword puzzle

Across
3. trust or faith in someone or something
6. cared for by an adult not your biological parents for a period of time
7. to give a person something positive they have earned
8. to refuse or fail to do as you are told
9. admits something is true
10. a formal event celebrating a special occasion

Down
1. an object that stands for something else
2. acts; to carry out or do
4. putting up with hardship, trouble, annoyance or delay without complaining
5. to finish school or training
Use each word in a sentence.

reward: ................................................................................................................................................

symbol: ................................................................................................................................................

certainty: ...........................................................................................................................................

disobey: ...............................................................................................................................................

ceremony: ............................................................................................................................................

foster: ..................................................................................................................................................

performs: ...............................................................................................................................................

patiently: .............................................................................................................................................

graduate: ..............................................................................................................................................

confesses: ............................................................................................................................................
Discuss using your words.

1. Describe an activity that gives you confidence in yourself.

2. Why might it be bad if drivers disobey traffic signs?

3. Tell about a time when you had to wait patiently for something.

4. Explain how the flag is an important symbol for a country.

5. When people take in foster animals, they care for them. How does this benefit the community?
6. It is fun to watch when an animal **performs**. What tricks have you seen?

7. If someone **confesses** to not knowing an answer, what should he or she do?

8. What could you do to **reward** an animal for good behavior?

9. Describe a **ceremony** that you have attended or witnessed.

10. What would you like to do after you **graduate** from school?
Read the story. Then, continue it in your own words, trying to use the vocabulary words from this lesson. Some have been used already, but you may use them again if you wish.

My mom has a young Egyptian friend named Amal. She came to the United States when she was 13, but she was put in foster care because her mother was very sick and could not take care of her anymore. Her foster parents were not from Egypt, so they sometimes had funny misunderstandings. When her foster sister had a wedding ceremony, Amal was surprised that...

reward  graduate  symbol  foster  disobey
confidence  patiently  confesses  ceremony  performs
Comprehension Questions - The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog

1. Why might a foster puppy coordinator need someone with patience, kindness, and experience raising dogs?

2. Describe how the puppies changed and grew during their first six weeks of life.

3. Why do you think Sandy might be a good choice to raise Ira?

4. What important task does Ira learn to perform very early? Why is this an important task for a service dog?

5. Why might a symbol be more useful than words to identify wheelchair-access areas?

6. What text clues on these pages support the idea that all puppies need training in order to become service dogs?

7. Explain how Ira’s experiences with Kathleen are different from those with Sandy, the puppy raiser.

8. What is the next important part of Ira’s training?
9. Why does Sandy tell students not to pet a service dog in training?

10. How does the photograph on page 436 make the information given in the selection clearer?

11. When Ira performs a task correctly, he usually receives food as a reward. What are some other kinds of rewards he could receive?

12. Why might Ira be able to learn a new career?

13. I wonder why it is important for a guide dog to have confidence. I know that confidence is being sure of yourself. Maybe it takes confidence for a dog to learn new skills. What might be another reason that confidence is important for a service dog?

14. What does the expression “running a red light” mean?

15. Explain how service dogs and guide dogs are similar and how they are different.

16. Describe a time when Irah might have learned to wait patiently.

17. Explain how their experiences working with Irah might make Sandy’s students feel now.
18. What do Don and Irah get to do at the end of the selection?

Making Connections - The Sticky Coyote

1. Have you ever cared for an animal or trained a pet? Write a paragraph about a lesson you have learned from working with an animal or watching other people work with animals.

2. Think about what you have read in “The Right Dog for the Job” and “The Sticky Coyote.” Then research golden retrievers and coyotes to find out how they are similar and different. Make a poster that compares the two animals. Include a picture of each animal on your poster.

3. Ira was first trained as a service dog and then as a guide dog. What other jobs and service can dogs be trained to do? Work with a group to research other ways dogs are trained to help humans. Present your findings to the class.
1. When AbdelGhani turned to thank the kind stranger who had pulled him back from the busy street, he seemed to have vanished into thin air.

2. The baklava was perfectly made with a crisp outside and a warm, nutty inside.

3. The cool air in the morning creates a haze in the air from the fog.

4. The model of the ship was a miniature version, but it was created with such precise detail.

5. Sometimes when your best friend makes a new friend, it’s hard not to feel jealous.

6. I really enjoyed the movie you took me to. I especially liked the songs.

7. The cake was so gigantic that the baker needed a ladder to put the finishing touches on the top.

8. Wafa used some string to lure the cat out from under the couch where it was hiding.

9. The dog was so thirsty that it lapped at the water in a hurry, making small splashing noises.

10. Sara deliberately ignored her brother’s pounding at her bedroom door demanding to be let in.
Use the definitions below to solve the crossword puzzle

**Across**
4. huge  
5. done or said on purpose  
8. a mist of fine dust, smoke or water in the air  
9. having a bad feeling towards a competitor, wanting what they have  
10. disappeared

**Down**
1. dry and cool; brief and clear  
2. very small; tiny  
3. to wash or splash gently or lightly  
6. specifically; mainly  
7. attract

Grade 4, Unit 4: Never Give Up!
Use each word in a sentence.

jealous: ........................................................................................................................................

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vanished: ...................................................................................................................................

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haze: ........................................................................................................................................

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lapped: ......................................................................................................................................

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lure: .......................................................................................................................................... 

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especially: ................................................................................................................................

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deliberately: ..............................................................................................................................

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miniature: ..................................................................................................................................

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crisp: ........................................................................................................................................

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gigantic: ....................................................................................................................................

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Discuss using your words.

1. Describe a fun, outdoor activity that will always **lure** you out of your house.

2. What is your favorite thing to do on a **crisp** fall day? Explain.

3. If the sky is filled with **haze**, how might it affect drivers?

4. If water **lapped** against you, would you expect it to hurt? Explain.

5. Would you be surprised if someone **deliberately** tried to win a game or a race? Explain.
6. In which subject at school are you especially good?

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7. What did you do the last time one of your belongings vanished?

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8. If a friend feels jealous, how can he or she best handle the situation?

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9. Using specific details, describe something miniature in your house.

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10. If I told you that the rhinoceros at the zoo was big, but the elephant was gigantic, which animal is larger?

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Read the story. Then, continue it in your own words, trying to use the vocabulary words from this lesson. Some have been used already, but you may use them again if you wish.

Have you ever been to an apple-picking orchard in the fall? The one near my house is one of my favorite places to go. They have a wide variety of apples, from gigantic Honeycrisps to miniature Jonny Reds. I especially like the red and green Gala apples. There’s something magical about walking through an orchard early in the morning when there’s still a light fog on the ground and eating crisp apples straight off the tree. One morning, I was walking slowly between the silent trees and gazing off to where they vanished in the haze when I saw…
Comprehension Questions - Moon Runner

1. Why might Mina deliberately talk to Ruth when Mina really wanted to hide?

2. How might Ruth feel if she knew that Mina had let her win the race?

3. On p. 457, Mina talks about changes in the Fellow Friends group. What effect does Mina identify?

4. Why do you think the author includes a description of the birds and their actions?

5. What foods might lure you to the dinner table? Why?

6. Why does the author say that Mina’s legs “felt as though they needed braces”?

7. Who do you think Ruth wants to do the Fellow Friends Handshake?

8. Why does Mina wish she could celebrate the Chinese Moon Festival now?

9. Based on what you have read, predict what you think will happen at the race.
10. Explain the most likely reason Mina’s thoughts of holding back vanished.

11. Why do you think the author uses a simile that compares the girls to African antelopes?

12. Why do you think the author uses such vivid, sensory details to describe Mina’s experience?

Making Connections - A Day for the Moon

1. Think of a time when you competed against a friend. Write a paragraph that describes what happened. What did you learn from the experience?


3. People celebrate the Moon Festival with moon cakes. Research another food that is used by a culture to celebrate a holiday. Find out how it is made when it is eaten. Gather information from at least two different sources. Share what you learn with a partner. Then have your partner summarize the information for sense. Revise as necessary and present your findings to the class.