

# Table of Contents

Standards Correlations . . . . .	4
Introduction . . . . .	5
Lesson 1: The Packs Are Back . . . . .	21
Lesson 2: She’s for the Birds . . . . .	27
Lesson 3: Honor at Last for Flipper . . . . .	33
Lesson 4: Green Thumbs . . . . .	39
Lesson 5: Another Star in Our Flag . . . . .	45
Lesson 6: It’s Time to Pay the Price . . . . .	51
Lesson 7: A Carousel of Dreams . . . . .	57
Lesson 8: Into the Dark Unknown . . . . .	63
Lesson 9: Accident Prone . . . . .	69
Lesson 10: The Everglades Forever? . . . . .	75
Lesson 11: On the Prowl Again . . . . .	81
Lesson 12: Shipwrecked in Antarctica . . . . .	87
Lesson 13: Dinosaurs with Feathers . . . . .	93
Lesson 14: Game Over! . . . . .	99
Lesson 15: How Vikings Lived . . . . .	105
Lesson 16: Open Wide, Don’t Bite . . . . .	111
Lesson 17: A Special Delivery . . . . .	117
Lesson 18: Troubled Tongues . . . . .	123
Lesson 19: Thanks, Jackie! . . . . .	129
Lesson 20: A Sweet Deal . . . . .	135
Answer Key . . . . .	141
Answer Sheet . . . . .	144

**(Note:** Each six-part lesson revolves around an article from *Time For Kids*. The article titles are listed here for you to choose topics that will appeal to your students, but the individual articles do not begin on the first page of the lessons. The lessons in this book may be done in any order.)

# Introduction *(cont.)*

## General Lesson Plan

At each grade level of this series, there are 20 articles that prove interesting and readable to students. Each article is followed by questions on the following topics:

**Sentence comprehension**—Five true/false statements are related back to one sentence from the text.

**Word study**—One word from the text is explained (origin, part of speech, unique meaning, etc.). Activities can include completion items (cloze statements), making illustrations, or compare and contrast items.

**Paragraph comprehension**—This section contains one paragraph from the text and five multiple-choice questions directly related to that paragraph. The questions range from drawing information directly from the page to forming opinions and using outside knowledge.

**Whole story comprehension**—Eight multiple-choice questions relate back to the whole article or a major part of it. They can include comprehension that is factual, is based on opinion, involves inference, uses background knowledge, involves sequencing or classifying, relates to cause and effect, and involves understanding the author's intent. All levels of reading comprehension are covered.

**Enrichment for language mechanics and expression**—This section develops language mechanics and expression through a variety of activities.

**Graphic development**—Graphic organizers that relate to the article are used to answer a variety of comprehension questions. In some lessons, students create their own maps, graphs, and diagrams that relate to the article.

The following is a list of words from the lessons that may be difficult for some students. These words are listed here so that you may review them with your students as needed.

Word	Page	Word	Page	Word	Page
coyote	21	carousel	57	uninhabited	105
ecological	23	prances	58	fjords	105
environmental	23	aragonite	63	Scandinavia	109
Giordano	27	speleologist	65	Kertesz	111
Messina	27	ibis	77	aardvarks	112
poachers	27	ecosystem	77	canine	116
ornithologist	28	simile	79	premolar	116
chaffinches	29	canine distemper	81	Koorina	117
dishonorable	34	Serengeti	83	platypus	117
fertilized	39	<i>Endurance</i>	89	echidnas	121
bouquets	41	acronym	103	extinct	124
Caribbean	46	abbreviated	103	Choctaw	125
meager	52			nutritionist	136

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

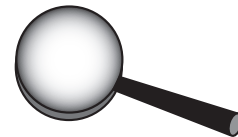
# Sentence Comprehension

**Directions:** Read the following sentence carefully and answer the questions below “True” (T) or “False” (F).

In 1997, kids spent \$750 million on soda, candy, and chips in school vending machines!

1. The sentence ends with an exclamation point because of the amount of money kids spend on vending machines. \_\_\_\_\_
2. Kids spent \$750 million on grocery store junk food. \_\_\_\_\_
3. School vending machines make millions of dollars. \_\_\_\_\_
4. In 1998, the amount spent by kids on soda, candy, and chips doubled. \_\_\_\_\_
5. Another way to write \$750 million is \$750,000,000. \_\_\_\_\_

## Word Study



**Directions:** The \$ is the universal symbol for money. When the \$ is before numbers, the numbers equal the amount of money. Therefore, \$2.70 is another way of saying two dollars and seventy cents.

Write the correct dollar amount in word form for each amount below.

1. \$5.89 \_\_\_\_\_
2. \$143.50 \_\_\_\_\_
3. \$2,500,275 \_\_\_\_\_

Write the correct dollar amount for each of the following.

4. four hundred twenty-thousand dollars \_\_\_\_\_
5. six dollars and sixty-seven cents \_\_\_\_\_
6. five million three hundred thousand dollars and forty-two cents \_\_\_\_\_

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

# Paragraph Comprehension

**Directions:** Read the paragraph below and answer the following questions.

“Soda pop is junk,” declares nutritionist Michael Jacobson. “It has no vitamins, no minerals, no protein, and no fiber.” Jacobson is the director of the Center for Science in the Public Interest and the author of “Liquid Candy,” a 1998 report on the health effects of soft drinks. Heaping helpings of sugar from soft drinks can lead to many health problems, including obesity and tooth decay.

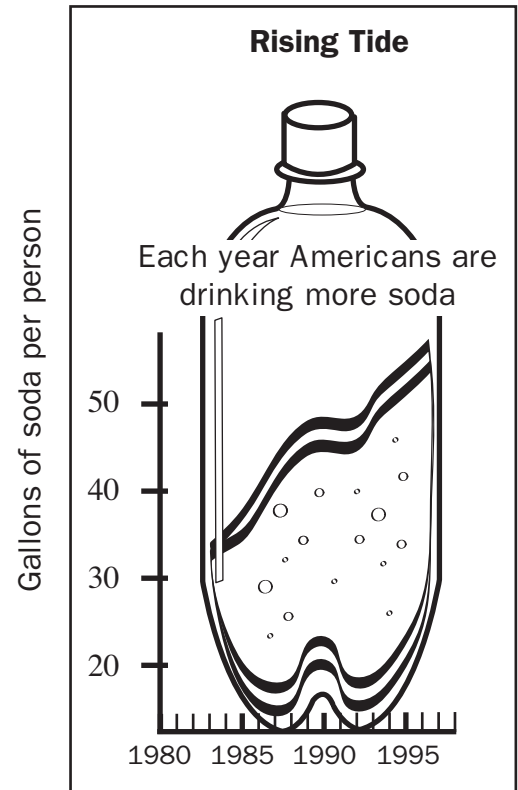
1. “Liquid Candy” is
  - a. a book about how candy is made.
  - b. a book about soda.
  - c. a report on how soda affects health.
  - d. a new drinkable candy available in lime, cherry, and grape.
  
2. “Soda pop is junk,”
  - a. are lyrics in a popular song.
  - b. according to nutritionist Michael Jacobson.
  - c. because of the type of aluminum used in cans.
  - d. because most soda ends up going down drainpipes.
  
3. Heaping helpings of sugar may lead to
  - a. many health problems.
  - b. obesity.
  - c. tooth decay.
  - d. all of the above
  
4. The best synonym for *obesity* is
  - a. skinny.
  - b. fat.
  - c. grossly overweight.
  - d. physically fit.
  
5. Soda is considered “junk” because
  - a. people litter.
  - b. soda has no nutritional value.
  - c. soda makes people burp.
  - d. soda is fizzy.

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

# Enrichment

**Directions:** Based on the graph, answer the following questions.

1. How many gallons of soda did an average person drink in 1991?  
\_\_\_\_\_
  
2. The amount of soda each person drinks is
  - a. increasing annually.
  - b. decreasing annually.
  - c. staying the same.
  - d. not clear.
  
3. In 1985, the amount of soda the average person drank in a year was how many gallons? \_\_\_\_\_
  
4. In your opinion, why is soda consumption increasing? \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

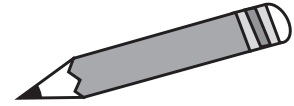
\_\_\_\_\_

\_\_\_\_\_

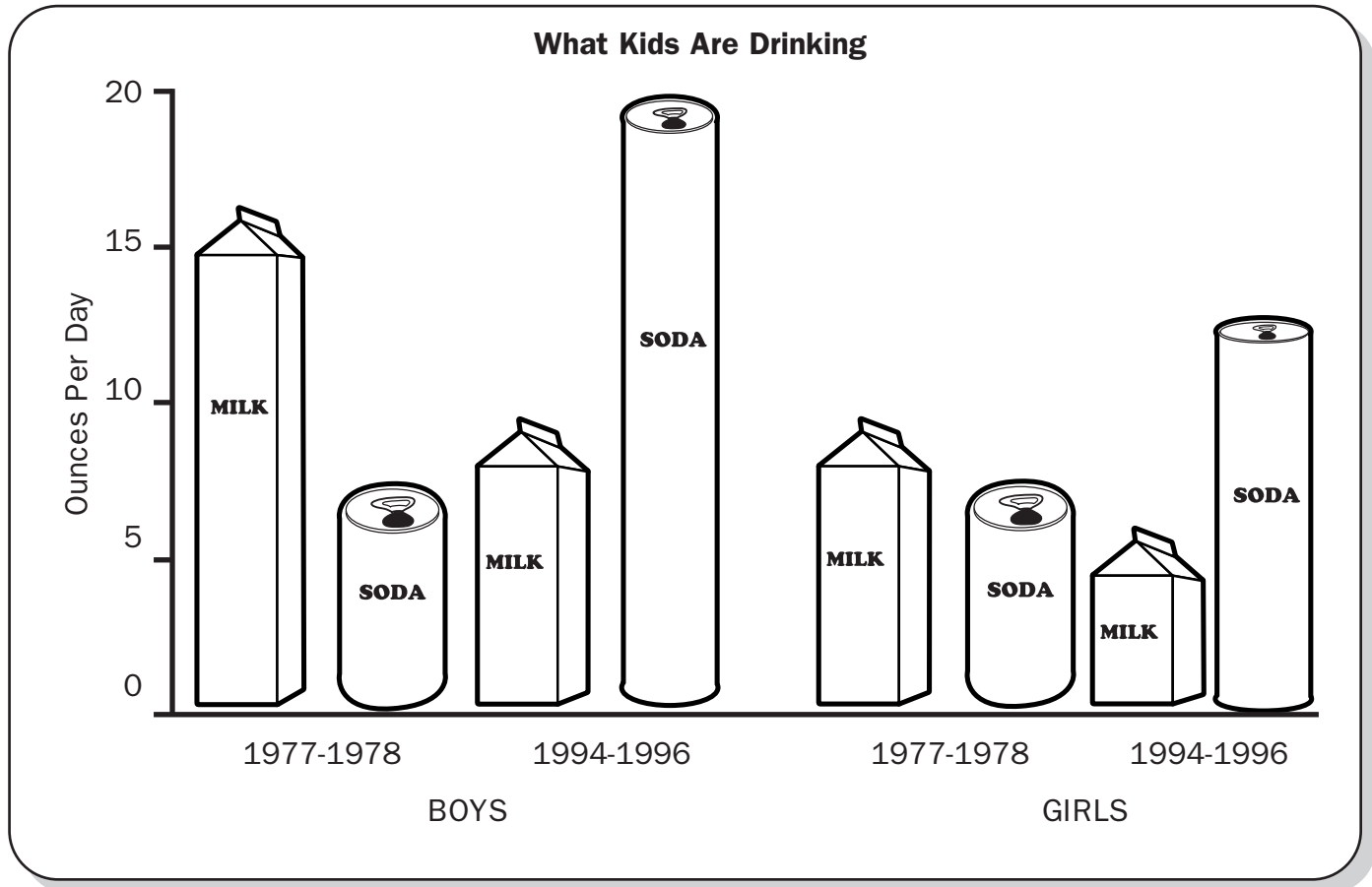
5. In your opinion, what are the health effects of this increase in soda consumption? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

# Graphic Development



**Directions:** Based on the graph, answer the following questions.



- Between 1977 and 1978, boys drank how many more ounces of milk than girls?  
\_\_\_\_\_
- Based on the graph, for the period 1994–1996 what gender enjoys soda more?  
\_\_\_\_\_
- How many more ounces of soda did boys drink between 1994-1996 compared with 1977-1978?  
\_\_\_\_\_
- In your opinion, why is milk consumption declining in both boys and girls?  
\_\_\_\_\_