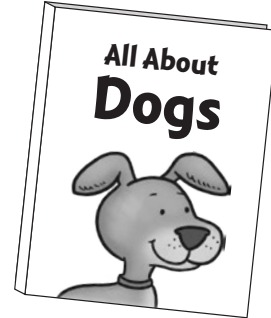


Readers **make connections** between the text and themselves, the world around them, or other things they have read and seen.



*The Best Vacations* TV show advertised a water park with 1,000 slides!

That reminds me of what happened to me last summer at the water park.



I read something about dogs' behaviors at the pet store last week.

Mr. Grober's dog acts that way when it's scared, too...



## Make Connections

*This strategy helps students put what they are reading into context by allowing them to recognize the connections between the text and themselves, the world around them, and other things they have read or seen.*

### DAY 1

Reproduce the *Make Connections* visual aid and distribute it to students. Then explain to students: **This week we will learn to make connections. When good readers read, they connect what they are reading to things they have read, seen, or done. This helps them to better understand the passage. It is important, though, to stay focused on what we are reading and not let the connections we make distract us.** Read the passage title aloud and ask students to share connections they make to dogs (e.g., they own a dog; they have read about dogs.). Have students read the passage independently and then complete the strategy practice activity. Allow volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 2

Remind students of the strategy, and then explain that they will read a passage about a boy named Evan who is from the city and rides a horse for the first time. Ask students to predict how Evan might feel (scared, nervous, excited, etc.). Point out that students make these predictions based on how they might feel or what they know about doing something such as riding a horse for the first time. Say: **You made a connection in order to better understand how Evan might feel.** Have students read the passage and then complete the strategy practice activity. Invite volunteers to share their answers. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 3

Remind students of the strategy, and have them read the passage. When students have finished, explain that it is possible to make different kinds of connections to a passage. Model: **I don't know much about chimpanzees, Jane Goodall, or Africa, so it was hard for me to make a connection to the first paragraph. I was able to make a connection to the second paragraph, because I know how people share their feelings. This connection allowed me to better understand how chimpanzees behave.** Direct students to complete the activities. Review the answers together.

### DAY 4

Remind students of the strategy, and read the instructions at the top of the page aloud. Ask students to share experiences they may have had with someone who was always grouchy or grumpy. Have students read the passage. When students have finished, direct them to complete the activities. Review the answers together.

### DAY 5

Remind students of the strategy, and read the instructions at the top of the page aloud. Explain to students that they will read about a type of bird called a waxwing. After students have finished reading the passage, pair students for the strategy practice activity. Then direct students to complete the skill practice activity. Review the answers together.

**READ THE PASSAGE** Think about what a real dog can do.**Sparky the Wonder Dog**

Bella's dog Sparky likes to run and explore. Bella thinks that Sparky is like a magician. One moment Sparky is in the backyard and then, all of a sudden, he's gone!

Sparky escaped again last week, so Bella set out to find him. She called out Sparky's name as she walked. Bella even shook Sparky's bag of dog chow. "Treats! Treats!" yelled Bella. Sparky loved his treats, but he did not appear.

Then Bella stopped. She smelled some meat grilling. She spotted a cloud of smoke from behind a house. Bella headed there and peeked in the yard. Sure enough, there was Sparky. He stood on his hind legs in front of a grill. Sparky was whistling and flipping burgers. Bella could see Sparky's mouth drool. Bella wondered where Sparky got the apron he was wearing.

**STRATEGY PRACTICE** Circle the word or words and complete the sentence.

I (would    would not) like to have Sparky as a pet because \_\_\_\_\_

\_\_\_\_\_.

**SKILL PRACTICE** Read the item. Write your response.

1. Did this story really happen? How do you know?

\_\_\_\_\_

2. Why was drool coming from Sparky's mouth?

\_\_\_\_\_

3. After Bella found Sparky, do you think he rushed to get the dog chow she had? Tell why or why not.

\_\_\_\_\_

**READ THE PASSAGE** Think about a time when you learned something new.**Whoa, Boy!**

Evan lived in the city. More than anything, he wanted to ride a horse. He could hardly wait to gallop as fast as the wind. Evan visited Uncle Pete at his farm. His uncle was ready to show Evan how to ride.

Evan sat on a fence as his uncle walked a horse toward him. The ground seemed to shake with every step the horse took. Evan dug his fingernails into the fence. He stared at the huge beast. "Were all horses this big?" he wondered.

Uncle Pete helped Evan onto the horse's back. Then Evan tapped the horse's sides with his heels. The horse began to trot. Evan bounced up and down like a jumping frog.

"Riding a horse hurts," said Evan. He decided to forget about galloping. For now, the speed of a merry-go-round seemed just right.

**STRATEGY PRACTICE** Circle the word or words and complete the sentence.

When I learned something new, I (felt    did not feel) like Evan because \_\_\_\_\_

\_\_\_\_\_.

**SKILL PRACTICE** Read the item. Write your response.

1. How did Evan feel before he arrived at the farm? Which sentence lets you know?

\_\_\_\_\_

\_\_\_\_\_

2. Why did Evan dig his fingernails into the fence when he saw the horse?

\_\_\_\_\_

3. Did Evan enjoy his ride? How do you know?

\_\_\_\_\_

**READ THE PASSAGE** Look for how chimpanzees' behavior is like human behavior.

### Learning About Chimpanzees

We know a lot about chimpanzees because of Jane Goodall. She studied the apes for over 30 years. She crawled through thick forests in Africa to sit still and watch them. During that time, Jane wrote down what she saw and heard.

We now know that chimpanzees live in friendly groups. They greet each other with a hug and a kiss. Mother chimps tickle their babies and make them laugh. Chimpanzees play games together, and they clean each other. They show their feelings, too. Worried chimpanzees pucker their lips. Scared chimpanzees bare their teeth. Calm and happy chimpanzees smile. And each sound a chimpanzee makes means something. For example, chimpanzees bark when they find food.

Chimpanzees also solve problems. They use sticks as tools to get food they cannot reach. They chew leaves and use them as sponges to sop up water.

**STRATEGY PRACTICE** Complete the sentence.

I was surprised to read that chimpanzees \_\_\_\_\_.

**SKILL PRACTICE** Read the item. Write your response.

1. Why was Jane Goodall able to learn so much about chimpanzees?

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2. Where do chimpanzees live? How do you know?

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3. Name three ways in which chimpanzees act like humans.

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**READ THE PASSAGE** Think about what makes people grouchy or grumpy.**Charles the Grouch**

Charles did not care to smile, but he did like to complain. When the day was sunny, Charles said it was too hot. When the birds sang, he said they were too loud. Charles said parties were too crowded and rainbows were too colorful.

One day, Charles was in his garden grumbling that the carrots were too orange. And he thought the trees were too tall. Suddenly, an elf appeared. The elf spoke slowly, as he tried to control his anger. The elf said, "I have heard enough of your complaining. You grumble all day. You fuss all night. I am going to grant you three wishes. Then perhaps you will stop being such a grouch!"

"Only three wishes? Why can't I have more than three?" whined Charles.

"Forget it! No wishes for you!" yelled the elf. The elf disappeared.

"They were probably crummy wishes anyway," Charles complained.

**STRATEGY PRACTICE** Answer the question.

How do you act around grumpy people? \_\_\_\_\_

\_\_\_\_\_

**SKILL PRACTICE** Read the item. Write your response.

1. If you met Charles, what expression would you expect to see on his face? Why?

\_\_\_\_\_

\_\_\_\_\_

2. Why do you think Charles was always complaining?

\_\_\_\_\_

3. If you were the elf, would you have disappeared? Explain.

\_\_\_\_\_

**READ THE PASSAGE** Think about the colors of birds you have seen.**Odd Baby Birds**

Waxwings are small songbirds. They have pale yellow bellies and yellow tips on their tail feathers. Some young waxwings are odd because they look different from their parents. Those young birds have tail feathers with orange tips. Scientists have discovered why. The answer has to do with food.

Waxwings mostly eat berries. One kind of honeysuckle plant grows in some places. The plant's berries grow for just a short time. The berries have a strong red color. Some waxwings feed a lot of those red berries to their babies. Their babies might be growing tail feathers at that time. If they are, the red color settles in their tail feathers. Instead of having yellow tips like their parents, their feathers are tipped in orange.

**STRATEGY PRACTICE** Tell a partner about the strangest bird you have ever seen.**SKILL PRACTICE** Read the item. Write your response.

1. Name three ways in which waxwings are similar to other birds.

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2. What would happen if a baby bird did not eat red berries while growing its tail feathers?

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3. Compare the appearance of your favorite bird with the adult waxwing.

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