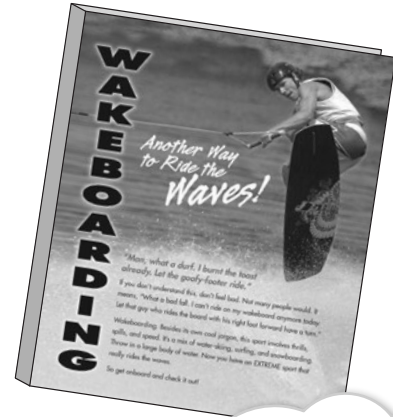


Readers **make connections** between the text and themselves, the world around them, or other things they have read and seen.



The Best Vacations TV show advertised an amusement park with six roller coasters.

This guy reminds me of my uncle, who loves to ride roller coasters.



I read something about a wakeboarding contest in Santa Cruz, CA.

I bet wakeboarding is kind of like snowboarding...



Make Connections

This strategy helps students put what they are reading into context by helping them see 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 introduce the strategy by explaining: **When good readers read, they will often be reminded of something they have seen, done, or read before. This helps them better understand the situation, the details, or the feelings involved in what they are reading. But it is important to stay focused on the text and not be distracted by the connections you make.** Next, have students read the instructions at the top of the passage and then read the passage. When students have finished reading, model a connection you made with the text (e.g., When I was in fourth grade, I could not take part in the science fair because I had the chickenpox.). Direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Make Connections* strategy and ask them if they have ever been told they were wrong about something when they knew they were right (e.g., someone said you did something you didn't do). Say: **You can use that experience to make a connection with this passage.** Direct students to read the passage. After students have finished, instruct them to complete the strategy practice activity. Ask volunteers to share their responses. Have students discuss how they answered the question based on their own experiences. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Point out to students that when they read about a place, they can make connections to what they are reading by thinking about similar places they know of. Have students read the directions at the top of the page. Ask: **Have you ever been to a community garden? What about a community center or local park? Think about those places as you read.** Direct students to read the passage and complete the strategy practice activity. Invite volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the *Make Connections* strategy. Have students read the directions at the top of the page. Then say: **Good readers can connect what happens in a story to their own lives. As you read, think about what you would do if you were in a similar situation. How would you behave? What would you say?** Direct students to read the passage and complete the strategy practice activity. Invite volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Make Connections* strategy. Tell students they are going to read about a new way that scientists study hurricanes. Have students share what they know about hurricanes. Then direct students to read the passage. After they finish reading, have students complete the strategy practice activity. Ask students how making a connection to something they would like to study could help them better understand the passage (e.g., think about how to study something, new ideas for studying something). Then have students complete the skill practice activity. Review the answers together.

READ THE PASSAGE Think about the way Henry and Lauren behave and what it reminds you of.**Game Day**

The rain continued to pour throughout the gloomy Saturday afternoon. Lauren and Henry were dressed in their dark blue uniforms. Lauren's uniform had more dirt stains than Henry's did because she loved stealing bases and sliding into home. She was the best base stealer on the team.

Lauren pounded her fist into her glove as she watched the rain fall in steady sheets. Every couple of minutes, she would sigh loudly, which caused the window to fog up. Henry was reading a comic book and eating an apple and some crackers. He kicked off his shoes and grabbed a pillow from the couch.

"Aren't you worried?" Lauren asked him. "What if it doesn't stop raining?"

"I hope it rains all day," Henry said. "I'm having a great time, and besides, we can play next week. This is the final issue of *Captain Smoke*."

The telephone rang. Henry and Lauren nervously looked at each other. Their mother answered it. "Hello, Coach Donna," she said. After a short pause, she said, "Okay, I'll let them know. We'll see you next week."

STRATEGY PRACTICE Describe a time when you could not do something you wanted to do because of the weather.

SKILL PRACTICE Read the item. Write your response.

1. Describe the setting of this story.

2. Why does Lauren pound her fist into her glove?

3. Which sibling enjoys baseball less? How do you know?

READ THE PASSAGE As you read, think about how Galileo acted differently from other people.**Galileo's Wild Idea**

When Galileo (GAL-ih-LAY-oh) was a boy in Italy in 1574, he studied science. As he grew older, Galileo became interested in studying the stars. At that time, most people believed the sun moved around Earth. Galileo wanted to prove that Earth moved around the sun.

Galileo got his idea after he read a book and learned more about stars. Galileo studied Jupiter with a telescope. The telescope helped Galileo find some of Jupiter's many moons. He saw that the moons moved around Jupiter. Now he knew that some things in the solar system did *not* move around Earth!

Galileo wanted to tell everyone about his idea, but he had a problem. Some of Italy's rulers did not like the idea that Earth was not the center of the universe. They called Galileo a troublemaker and threatened to kill him if he did not say that his ideas were wrong. Galileo agreed, and instead of being killed, he spent the rest of his life in prison. However, Galileo was right! Today we know that the planets move around the sun.

STRATEGY PRACTICE How do you think Galileo felt when he was forced to say that his ideas were wrong?

SKILL PRACTICE Read the item. Write your response.

1. What is the theme of the text?

2. What was the stance of Italy's leaders?

3. Draw a conclusion about the text. Include a quote from the text to support your conclusion.

READ THE PASSAGE As you read, think about the things that people do at a community garden.

Growing a Community

Every Saturday morning, people come to work in the community garden. Some people grow their own vegetables. Other people grow flowers. One person even made a goldfish pond! The garden is a busy place, especially on sunny days.

A few years ago, the garden didn't exist. There was just a run-down parking lot in the spot. Most people said it was only good for growing weeds and collecting trash. But the people in the community saw that the space could be used to make a garden.

Now the community garden has 50 plots. Each plot is used by a different person or family. Even some of the local stores have a plot. They grow produce that they sell to people in the community. The fruits and vegetables are fresh, tasty, and healthful.

Sometimes, special events take place in the garden, such as music concerts or gardening classes. Other times, schools bring students to the garden to learn about plants and insects. The garden offers much more to the community than just a place to dig in the dirt.

STRATEGY PRACTICE Describe a public place where you enjoy spending time.

SKILL PRACTICE Read the item. Write your response.

1. What would be a good location for a community garden?

2. What do you think people meant when they said the old lot was “only good for growing weeds and collecting trash”?

3. What is the theme of this text?

READ THE PASSAGE As you read, think about how Kate behaves and whether you know anyone like her.

Kate's Vacation

When Kate came back to school after the winter holiday, she told everyone in her class about the snowman she had built. "It was 15 feet tall. It was so huge that I needed a ladder to put the hat on top of its head," Kate said.

During lunch, Kate told everyone what a great snowboarder she was. "I was going faster than anyone else on the hill," Kate said. "I think I set a world record."

During recess, Kate explained to everyone how she had built an igloo from the snow. "It had five rooms," Kate said. "We almost moved into the igloo because it was twice as big as our house."

Just then, it began to snow. All the kids cheered as big white flakes drifted down from the sky. Sarah, who had listened to Kate's stories all day, smiled. She said to Kate, "Now you can make us a giant snowman and an igloo! And we can watch you set a new record on your snowboard!"

Kate's face turned bright red. She quietly went back inside and didn't say anything else about her winter vacation.

STRATEGY PRACTICE What would you have said to Kate to help her change her behavior?

SKILL PRACTICE Read the item. Write your response.

1. Use three adjectives to describe Kate. Explain your choices.

2. Why did Kate's face turn bright red?

3. What did Kate learn from this experience?

READ THE PASSAGE Think about what it might be like to be a scientist who studies hurricanes.

Hurricane Plane

You might know that wind vanes tell you which way the wind is blowing and that thermometers tell you how hot or cold it is outside. But did you know that airplanes can be used to study hurricanes?

On November 1, 2007, an aircraft flew through a dangerous hurricane. People on the ground controlled the plane, so nobody was inside it. However, it was full of equipment used to take pictures and record data as the plane passed through the storm.

While large planes can safely fly over a hurricane, looking at a hurricane from above doesn't tell scientists everything they want to know. This is because most hurricanes get their energy from warm water in the ocean. Scientists wanted to learn more about what happens where that warm ocean water meets the air in a hurricane. So, they sent in the small remote-controlled plane. The plane studied how clouds form and measured the temperature of the air and water. It also recorded many images of the storm.

Scientists are still studying the information they collected using the plane. Many hope it will help them better understand how hurricanes form and move so that people can be better prepared when a hurricane comes.

STRATEGY PRACTICE Describe a type of weather you would like to study.

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of the hurricane plane?

2. Where do hurricanes form?

3. What is the importance of studying hurricanes?
