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Grade 4 Reading Warm Ups

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Granddaddy

By T. C. Roth

The tip of my fishing pole jerked twice and then bent in half as the line went tight. "Hey, Granddaddy!" I shouted. "It's Walter!"

I could hear footsteps like castanets on the loose stones of the riverbank. "Can't be Walter," he said, arriving at my side. "Old Walter wouldn't be caught dead going after some youngster's worm. I've had him on my line more times than I can count, even managed to bring him right in to shore once or twice, but he's always managed to slip the hook. He's just too smart to catch."

But all the time Granddaddy was talking, Walter was swimming. He swam straight for me, then he swam straight away. He swam down deep, and then he swam to the surface and clear out of the river, flapping his tail and shaking his head, and just before he fell back beneath the water with a mighty white splash, I thought I saw him wink at me.

"That's a good-sized trout, though," Granddaddy said. "Keep your rod tip up and the slack out of your line. That's a boy." Then he disappeared back down the riverbank.



"You can't catch them all."

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"No, Granddaddy, wait!" I called, but he was already gone. My arm was getting tired and my heart was beating like an iron fist in my chest. I tried to remember everything he had taught me about fishing, and then I tried my best to do as I remembered. But try as I might, something went wrong. My rod went straight and my line went limp, and when I reeled in the hook, Walter was gone. "You can't catch them all," Granddaddy said as we walked back to the house, "and you're getting better all the time. Why, you're almost as fine a fisherman as I am, did you know that?"

But I was hardly listening. I felt robbed, as if someone had stolen my bike or something. My eyes were burning and there was a hot hard knot in my throat, as if I'd just swallowed the sun. "It's not fair. It's just not fair," I moaned.

"Nonsense," Granddaddy said. "There's always tomorrow. You have to be persistent to catch the granddaddy of all the trout in this river. And maybe a little lucky, too." He put his big warm hand on my shoulder and drew me close. I felt better.

That night I tossed and I turned and I dreamed of the river. I saw the water boil under the old dead tree, and I saw Walter jumping through the mist in a big curving arc that left a rainbow. I saw myself playing him like a real pro, like Granddaddy, until I pulled him up on the riverbank and carried him home and got my picture in the newspaper and went on to be a world-famous fisherman. I dreamed I had him stuffed and mounted and hung on my bedroom wall, and I dreamed people came from miles around to see what a fine fish I had caught. All this and more I dreamed, and then at dawn I slipped from my bed and went down to the river.

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I strung the rod Granddaddy had made specially for me and baited the hook just the way he did. Then I closed my eyes and said Granddaddy's magic words. "Guaranteed to catch one every time if you say the magic words," I could almost hear him say. Then I cast out to the old dead log where the water was silent and dark and full of deep secrets, and I waited. "You have to have patience if you want to catch the big ones," Granddaddy had whispered on more than one occasion. I waited and I waited and I waited some more. I waited while the birds sang reveille to the rising sun. I waited while the beaver and the muskrat had their morning swim. I waited until I thought I would burst, but then the tip of my pole jerked twice and the line went tight and I held on for dear life as Walter ran and jumped and ran some more.

I prayed and I fought and I prayed and I fought, and after what seemed like hours I reeled Walter into the shallows. My arms were bone-tired and my fingers felt glued to the pole, but there was Walter, panting like a dog and completely at my mercy.

He was the largest trout I had ever caught and the most beautiful thing I had ever seen, silver and sleek and pretty as a rainbow, and I could hardly wait to take him home to Granddaddy. I grasped him by the tail and slipped the hook from his mouth, but when I lifted him from the water he seemed to grow smaller and his brilliant color began to fade.

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"Walter!" I said. "What's happening to you?" But he only returned my stare with a great wet eye, unblinking and sad. I knew then that I would never be able to take him home with me. I set him back in the river and let him go, but just before he swam off I thought I saw the corner of his mouth lift in a great wide smile.

When I told Granddaddy about it later that morning, he just grinned from ear to ear and shook his head and said knowingly, "That Walter."

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If You Catch a Firefly

By Lilian Moore

If you catch a firefly

and keep it in a jar

You may find that

you have lost

A tiny star.

If you let it go then,

back into the
night,

You may see it

once again

Star bright



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1. What is one way the story and the poem are similar?

- A. Both describe a strange dream.
- B. Both talk about catching a living thing.
- C. Both describe a special friendship.
- D. Both talk about watching the night sky.

2. In the poem, what is the firefly compared to?

- A. A jar
- B. The night
- C. A star
- D. The moonlight

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3. What is one lesson that could be learned from both the story and the poem? Use details from both the story and the poem to explain your answer.

4. Do you think the story “Granddaddy” is like a fairy tale or like a real-life adventure? Use what happens in the story to explain your answer.

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5. On **page 5**, the story describes Walter's color as **brilliant**. This means
- A. Walter's color made him seem smart
 - B. Walter was able to change colors
 - C. Walter's color was very bright
 - D. Walter was many different colors
6. On **page 5**, Granddaddy says **knowingly**, "That Walter." This suggests that Granddaddy
- A. Has learned a new way to catch Walter
 - B. Understands something about Walter that he is not saying
 - C. Is upset that Walter got away
 - D. Realizes that Walter is not as smart as he once thought

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7. Was it surprising that the boy let the fish go at the end of the story? Explain why or why not using details from earlier in the story.

8. Why is Granddaddy important to what happens in the story? Use an example of what Granddaddy says or does in your answer.

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9. Why does the boy succeed in catching the fish?

- A. He is curious and playful.
- B. He uses special bait.
- C. He is patient and determined.
- D. He fishes in a new place.

10. Why is the boy's dream important to the story?

- A. It shows how much the boy wants to be a good fisherman.
- B. It explains why it is difficult for the boy to fall asleep.
- C. It shows how Granddaddy taught the boy to fish.
- D. It describes the river where Walter lives.

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Little Great White By Pamela S. Turner

Moms, dads, and kids crowded around the window at Monterey Bay Aquarium. When a small gray-and-white shark swam by, a woman squealed, "There she is!"

Eight-year-old Sammy gazed up at the shark. He saw the rows of perfectly white, perfectly sharp teeth. "She's really pretty," said Sammy, "but a little scary, too."

The shark was a baby "great white shark." (Scientists call them *white sharks*.) They have a terrifying reputation: Sometimes the sharks attack swimmers, probably because the shark mistakes the swimmer for a seal or sea lion. Attacks on humans are rare. But many movies make people think that these sharks are monsters waiting to eat them.

The baby white shark at Monterey Bay Aquarium wasn't much of a monster. At 4 feet 4 inches long and 62 pounds, she was about the same size as a nine-year-old girl. But when full-grown, she could reach 19 feet in length and weigh more than 2 tons; longer and heavier than a minivan.

"We are really quite proud of her," said John O'Sullivan of the Monterey Bay Aquarium. "She is a beautiful, fascinating, majestic swimmer."

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Can We Keep Her?

Bringing a white shark to the aquarium wasn't easy. For fifty years aquariums have tried to keep white sharks alive, but the sharks would not eat in captivity.

The baby shark had been caught accidentally by a halibut fisherman off the coast of Southern California. Mr. O'Sullivan and his team knew that white sharks were sometimes caught this way. The aquarium had a special floating pen waiting in coastal waters nearby. While the shark lived in the pen, she was fed the same things she would have eaten in the wild—smaller sharks and other fish. The floating pen helped her get used to living in a small space.

After living in the pen for 26 days, the shark was put into a special 3,000-gallon tank and driven north to the aquarium. She was given a quick health check and slipped into the million-gallon Outer Bay Exhibit tank. The next morning, the shark ate salmon for breakfast. The aquarium staff cheered!

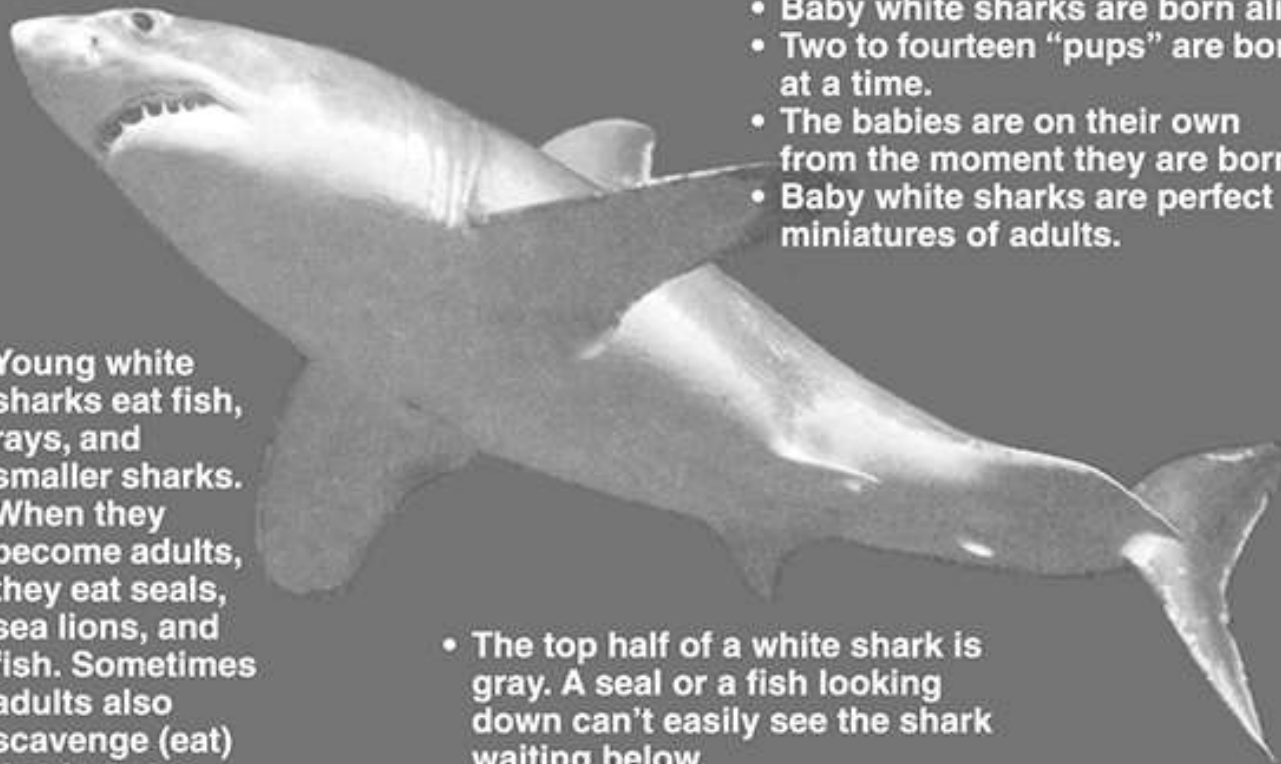


A veterinarian gives the shark a checkup before her trip to the aquarium.

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White Shark Facts



- Baby white sharks are born alive.
- Two to fourteen “pups” are born at a time.
- The babies are on their own from the moment they are born.
- Baby white sharks are perfect miniatures of adults.

- Young white sharks eat fish, rays, and smaller sharks. When they become adults, they eat seals, sea lions, and fish. Sometimes adults also scavenge (eat) dead whales.
- The top half of a white shark is gray. A seal or a fish looking down can't easily see the shark waiting below.

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The baby shark was fed using a long pole with a loop at the end to hold pieces of fish. "You slap the food in front of her, get her excited, and she attacks it," explained Mr. O'Sullivan. "When you watch her feed, it is very, very exciting." At one point, she bit the feeding stick and snapped off a piece of it.

A Healthy Appetite

The aquarium staff worried that the white shark might attack her tankmates, such as tuna, sea turtles, stingrays, and soupfin sharks. "We try to make sure everybody in the tank is happy and has a full tummy," said Mr. O'Sullivan. "A few of the little barracuda nip at her tail. It is sort of like a dog chasing a car. It is probably not a smart thing to do!"

The aquarium staff didn't know how long they could keep the baby white shark. They planned to set her free if she stopped eating. Even if they could keep her a long time, they planned to set her free when she got bigger.

In just six and a half months, the shark grew two feet in length and more than doubled in weight. Scientists were surprised at how quickly she grew.

As the white shark got bigger, she began hunting her tankmates. She bit and killed two soupfin sharks. The aquarium released her into the ocean on March 31, 2005.

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A Message Home

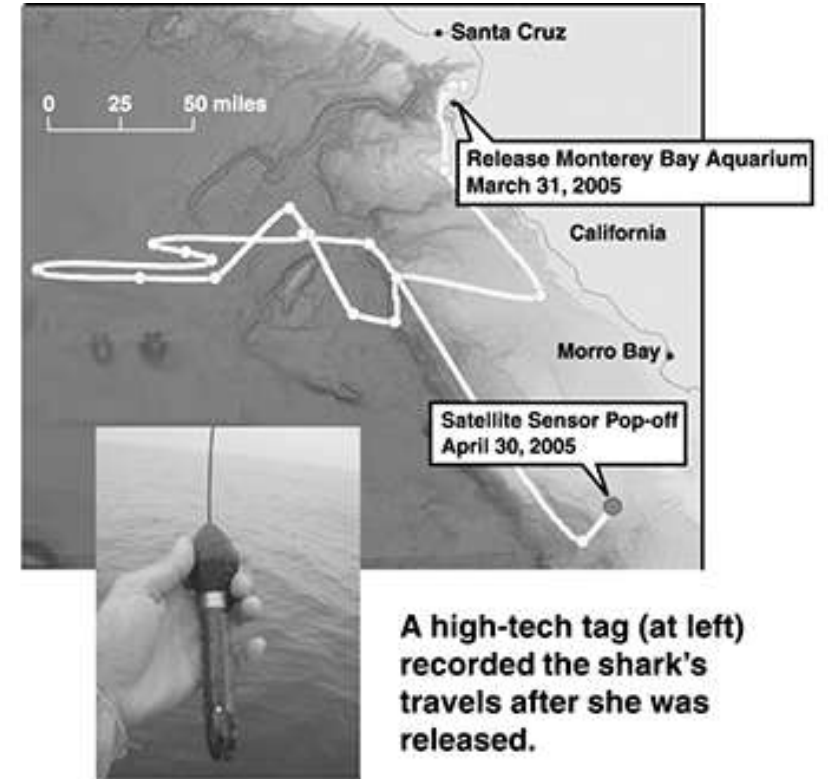
Before letting her go, scientists attached a special "pop-up" satellite tag to the white shark. A month later the tag automatically popped off the shark, floated to the surface, and sent data to an orbiting satellite.

The tag told scientists that the shark was alive and had swum 200 miles south since her release. This is as close as any shark gets to sending a postcard: "The water is fine. Wish you were here!"

During her stay, the baby shark gave people a more balanced view of white sharks. People fear many animals, such as lions and grizzly bears. But over time, people have accepted the idea that these animals have a right to exist. We set up national parks to protect them.

Many scientists think that white sharks are very rare and should also be protected. It is now against the law to fish for white sharks off the shores of places like the United States, Australia, and South Africa.

"Having a live, swimming white shark lets people say, 'Wow, this animal is really neat,'" says Mr. O'Sullivan. He hopes that people will begin to understand this magnificent creature. Then they will help protect it.



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11. What is the main purpose of the article?

- A. To explain why the aquarium released the white shark
- B. To compare white sharks with other fish living in captivity
- C. To argue that white sharks should be studied more
- D. To describe how one white shark survived living in an aquarium

12. On **page 2**, when John O’Sullivan says the baby white shark is **fascinating**, he means that she

- A. Was swimming very fast
- B. Was very interesting to watch
- C. Could swim better than other sharks
- D. Liked to perform for aquarium visitors

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13. According to the article, why has it been difficult to keep white sharks in captivity?

- A. They grow too quickly.
- B. They escape from the outer tank.
- C. They do not eat.
- D. They need very large tanks.

14. On **page 2**, when the article says that the baby shark had been caught **accidentally**, this means that

- A. The fisherman was not trying to catch a shark
- B. The shark was hurt while it was being caught
- C. The fisherman had used a special floating pen
- D. The shark had bumped into the fishing boat

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15. Does the box called “White Shark Facts” help you understand the rest of the article? Explain your answer using information from both the box and the rest of the article.

16. Describe a strength and a weakness in the way the author presents the information in the article. Support your answer with examples from the article.

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17. After she was captured, why was the baby white shark kept in a special floating pen?

- A. To help her get used to a small space
- B. To make sure she would not attack other fish
- C. To help her learn how to eat different food
- D. To make sure she was not sick

18. Why did scientists attach a tag to the white shark before setting her free?

- A. To track her growth over the next few years
- B. To make sure she stayed healthy after her release
- C. To prevent her from being caught by fishing boats
- D. To track where she swam after her release

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19. The last section of the article is called “A Message Home.” Is this a good heading for that section? Explain your answer using information from the article.

20. Based on the article, is it a good idea to keep white sharks in captivity? Explain your answer using information from the article.

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The Gardener and the Nightingale

Retold by Maude Barrows Dutton



A certain man had a garden which was filled with beautiful plants and vines. In one corner grew a rose tree, which bore the most fragrant blossoms in the garden, and was therefore the man's greatest pride. Every morning, when he walked among his flowers, he brought fresh water to sprinkle this rose tree, so that it might never be parched by the heat. And in the winter he covered it most carefully with straw, lest the frost should chill its delicate roots.

One morning as he was bringing the water, he saw a nightingale perched on one of the branches of the rose tree. The bird was hopping about and playfully pulling one of the most beautiful roses to pieces. The angry man drove the bird away; but when he came the next morning, he found that the nightingale had returned, and that the ground beneath the rose tree was covered with torn petals. This time the man was so angry that he laid a snare to catch the bird. The third morning, when he came out into his garden, the roses were unharmed, for the nightingale was caught fast in the snare. The man hurried to fetch a cage, and carried the captive home.

The nightingale was very sad as she beat about the cage, and finally besought the man to tell her why it was that he had imprisoned her. "Was it to hear my song?" she asked. "But it cannot be for that," she added, "for do I not sing sweetly to you every evening from my nest in the garden?"

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Then the man replied, "Can you indeed be ignorant of the harm which you have done me? Have I not found you for two mornings tearing my beautiful roses to pieces? It is a just punishment for you now that you are shut up away from your friends, for you were day by day robbing me of mine."

Then the nightingale answered, "Is it merely for thoughtlessly plucking the petals from a few of your roses that you will imprison me for life? If you punish me so severely for this small sin, how greatly will you be punished when my heart breaks from being shut up in this cage and I die. I beg, kind sir, that you will be merciful and free me."

The man's heart was touched. He carried the cage out into the garden and opened the door. Before the nightingale flew away, she lighted for a moment on a branch near by. "You are a good man," she said, "for you have shown pity towards me. As a token of my gratitude, I will tell you that beneath the very spot where you are standing, lies hidden a pot of gold. Take it and use it for your garden!" And singing sweetly, the nightingale flew away to her nest.

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21. On page 1, the story says that one rose tree was “the man’s greatest **pride.**” This means the rose tree

- A. Made the man angry
- B. Gave the man satisfaction
- C. Caused the man to work hard
- D. Brought the man great wealth

22. On the first page of article, when the story says that the man hoped the rose tree “might never be **parched,**” it means he hoped the tree would always

- A. Have enough water
- B. Bear fragrant blossoms
- C. Have room to grow
- D. Be safe from birds

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23. On the second page of the article, when the man talks about a “just punishment” for the nightingale, he means that

- A. The nightingale will be in the cage for only a short time
- B. He had never punished a nightingale before
- C. Only this one nightingale should be put in a cage
- D. The nightingale deserved the punishment she received

24. On the second page, the story says, “The man’s heart was **touched.**” This means that the man

- A. Held the nightingale close to his heart
- B. Wanted to learn more about the songs of nightingales
- C. Felt convinced by the nightingale’s words
- D. Put his hand over his heart when he spoke to the nightingale

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25. On the second page, when the nightingale talks about her **gratitude**, this means that she

- A. Hopes to see the man again
- B. Is thankful for what the man did for her
- C. Is ready to move on to another garden
- D. Promises not to eat roses anymore

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Tough as Daisy

By David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

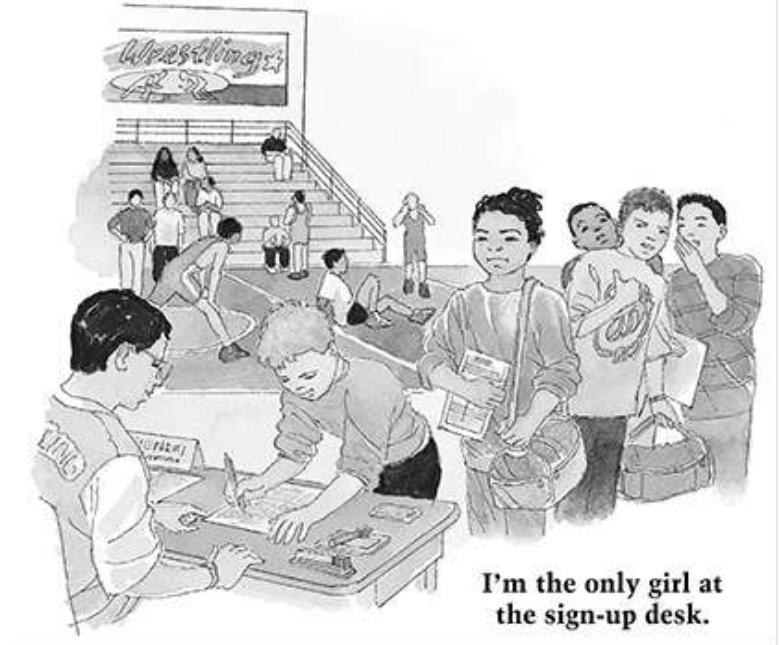
I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing. I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.



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Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys *honey*. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

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The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his

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The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when *he* calls me *honey*.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says.

"Good luck."

"You, too," I say.

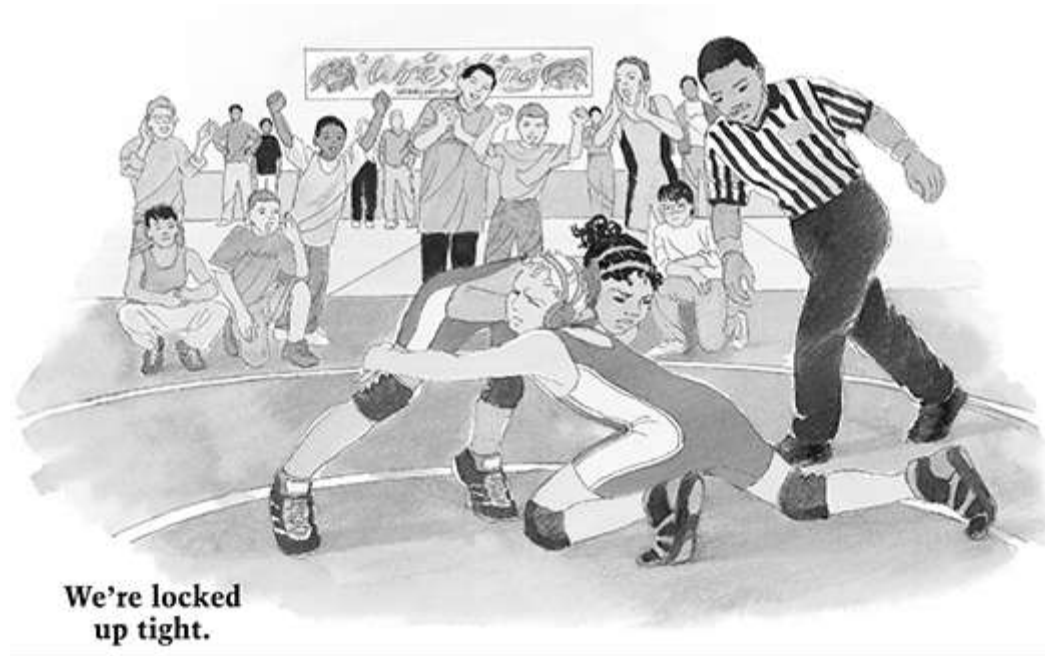
The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

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I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.

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26. What is the main problem Daisy faces in this story?

- A. She has to make new friends at school.
- B. She has to perform in front of huge crowds.
- C. She has to prove that she is a good wrestler.
- D. She has to wrestle against strong boys.

These paragraphs are from the first part of the story:

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

27. What do these paragraphs help show about Daisy?

- A. She needs to learn how to wrestle.
- B. She enjoys different sports.
- C. She does not listen to other people.
- D. She enjoys being a wrestler.

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28. According to the story, why was it natural for Daisy to be interested in wrestling?

- A. Her father and her brothers wrestled.
- B. Her coach at school encouraged her to wrestle.
- C. She had seen wrestling matches on television.
- D. Many of her friends were on the wrestling team.

29. At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

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30. How did the people in Ohio feel about Daisy when she wrestled? Support your answer with information from the story.

31. According to the story, why was the move to California difficult for Daisy?

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32. In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

33. On the last page of the article, Daisy says that she answered the man at the registration desk "through **clenched** teeth." This means that Daisy

- A. Had trouble speaking correctly
- B. Was nervous about joining the team
- C. Had hurt her teeth while wrestling
- D. Closed her teeth tightly when she spoke

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34. On the last page of the article, Daisy says that boys with muscles always underestimate her. This means that the boys

- A. Think Daisy is not very smart
- B. Think they can beat Daisy
- C. Feel sorry for Daisy
- D. Make fun of Daisy

35. How is the first boy Daisy wrestles different from the last boy she wrestles? Support your answer with information from the story.

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36. What is the main way the author shows us how Daisy feels?

- A. He uses pictures to tell her story.
- B. He tells what other people say about her.
- C. He tells what she is thinking.
- D. He describes the way she wrestles.

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Daddy Day Care

Antarctica's ultimate stay-at-home dads

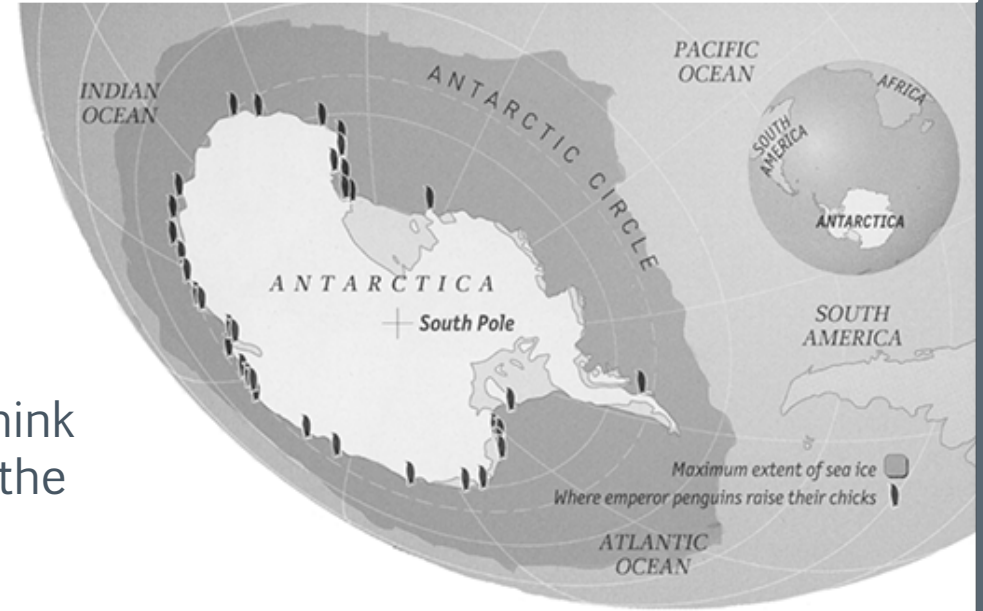
By Ruth Musgrave

When you think "tough," you may think of sharks, grizzly bears, or professional wrestlers, but you probably don't think of male penguins. Emperor penguins may not look it, but the males are tough enough to take on the deadly Antarctic winter and survive.

And they do it—without eating—while taking care of the eggs! When other animals head north in March to avoid the Antarctic winter, emperor penguins head south.

Antarctica is surrounded by a huge mass of sea ice in the winter. This ice floats on the ocean in the southernmost part of the Earth. Harsh and frigid, it is here where emperor penguins choose to mate and lay their eggs.

All the other animals, even other penguins, leave months before the Antarctic winter sets in. The only living things left above the ice are the emperors and the humans watching them.



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Foothold for Family

At the breeding colony, all the males and females find mates. After courtship, the female lays one egg and gives it to her mate. Nesting in this barren, ice-covered world isn't a problem because emperors don't build nests. The male incubates the one-pound egg on his feet, covering it with a featherless fold of skin called a "brood patch."

Each male emperor penguin holds his egg throughout the brutal, Antarctic winter months of May and June. Nestled against a dad's warm, protective body, the softball-size egg remains untouched by the frozen world.

Meanwhile, the female travels to the sea to feed. She won't be back until just about the time the egg hatches—in about two months.

Warm-Up for Dads

The Antarctic weather wears on the male penguins with a viciousness that would seem unbearable to humans. Feathers, fat, and other adaptations are usually enough to keep adult penguins alive. But scientists who visit have to wear 22 pounds of clothing to stay warm!

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"The penguins make it look so easy," says Gerald Kooyman, a biologist who has made more than 30 research trips to Antarctica. "After watching them awhile you almost forget how remarkable they are—until the weather changes and the wind slices right through you!"

One of the impressive ways emperors stay toasty when temperatures plummet or the wind blasts is to "huddle." A huddle forms when hundreds, even thousands, of males crowd together. The birds move constantly, slowly rotating from the cold outside rings to the warm, wind-free center.

One scientist who spent an entire winter observing these amazing birds says it is staggering to see 10,000 penguins in a single quiet huddle. The temperature inside can be 77°F. Standing nearby when a huddle breaks up, observers can feel, smell, even see the heat. It's like a wall of steam. The penguins are packed in so tightly that when one comes out, the bird is square-shaped for a few moments from the pressure of the other birds.

All for One

Not only is it unbelievably cold while the emperor dad stands holding his egg all winter, it's also dark. Nevertheless, he keeps the egg warm, without stopping for anything, even food. He loses up to a half of his body weight before his mate comes back from feeding at sea in July. She takes over the egg, which then hatches. The male finally gets to go eat. When he gets back, the parents take turns holding the chick on their feet to keep it warm for the next eight weeks. At that point it's old enough to safely stand on the ice by itself.

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Snack Time

These older chicks gather together in large groups while their parents feed at sea. When adults return with food for their young, they locate their chicks by their calls. Emperors may look alike, but they don't sound alike. Each individual has a unique call that is recognized by other penguins.

Looking like toddlers in overstuffed snowsuits, hungry chicks scurry to parents returning from sea. As they race toward the adults—and dinner—they chirp, letting their parents know "I'm over here!"

Independence Day

By the time the chicks are finally ready to fend for themselves, it's December. This is summertime in the Antarctic. During the winter, the nearest open water could be 50 miles from the rookery. In summer, the ice that the chicks hatched on has begun to break up, so the chicks don't have far to go to the sea.

The chicks are on their own now. The adults leave to start the cycle again, so the young emperors must learn to swim and find food by themselves. Winter day care is over; it's time for summer independence!

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37. What is the main point of the article?

- A. To describe why older chicks stand together in groups
- B. To help people understand what winter in the Antarctic is really like
- C. To describe what male emperor penguins do to care for their young
- D. To explain why emperor penguins travel south in winter

38. According to the article, what is the main way a male emperor penguin protects its egg from the cold?

- A. By growing extra feathers
- B. By gathering together with other penguins
- C. By building a nest for the egg in the snow
- D. By covering the egg with a flap of skin

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39. The article describes male emperor penguins as “tough.” Give two pieces of information from the article that show that male emperor penguins are tough.

40. On the last page, the article says that emperor penguins live in a **barren** world. This suggests that the penguins live in a place where

- A. Almost nothing grows
- B. Few other penguins go
- C. There is a lot of danger
- D. It is dark most of the year

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41. Explain how emperor penguins stay warm when they form huddles.

42. On the last page, the article says that one scientist found it “staggering to see 10,000 penguins in a single quiet huddle.” This means the scientist

- A. Thought the penguins walked in a funny way
- B. Doubted that penguins could survive in groups
- C. Was amazed so many penguins would gather in this way
- D. Was confused because the penguins were so quiet

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43. Describe the roles that male and female emperor penguins play in hatching and raising their young. Give information about the roles of both male and female penguins in your answer.

44. According to the article, how do adult emperor penguins returning from the sea find their own chicks to feed them?

- A. They can smell their chicks.
- B. The chicks wait in their nests.
- C. Each chick sounds different.
- D. Each chick looks different.

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45. Why does the author include the map in the article?

46. According to the article, why is summer in Antarctica a good time for the chicks to become independent?

- A. There are no animals around that could hurt the chicks.
- B. The sea is not far away in summer.
- C. Both parents can be there to help their chicks.
- D. It is easier to build nests in summer.

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Marian's Revolution

by Sudipta Bardhan-Quallen

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

Chosen by Music

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."

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Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

A World-Class Singer Faces Racism

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

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π Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.

A Voice for Civil Rights

When news of the DAR's policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist ... You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

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Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

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The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.

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47. What is the article mainly about?

- A. Civil rights songs that Marian Anderson liked to sing
- B. Marian Anderson's friendship with Eleanor Roosevelt
- C. How Marian Anderson learned to sing
- D. How segregation affected Marian Anderson's career

48. Why did Marian Anderson live in Europe from 1928-1939?

- A. Her family had moved there.
- B. There was less discrimination.
- C. Housing was less expensive.
- D. The voice teachers were better.

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49. Why did Marian Anderson think she would be accepted to sing at Constitution Hall in 1939?

- A. Because she believed the DAR would consider only her musical skill
- B. Because she had sung at Constitution Hall before she went to Europe
- C. Because she thought that Eleanor Roosevelt would recommend her
- D. Because she knew that no other black singers had applied

50. Why is "A Voice for Civil Rights" a good heading for the section that follows it? Use information from the article to support your answer.

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51. Why did Eleanor Roosevelt resign from the DAR?

- A. Because she did not agree with one of its decisions
- B. Because she wanted to be in charge of its concerts
- C. Because she was too busy being First Lady of the United States
- D. Because she had been a member for too many years

52. Explain why Marian Anderson's career was important to the development of the civil rights movement in the United States. Use information from the article to support your answer.

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π 53. The article says that many people were **outraged** by the DAR policy toward Marian Anderson. This means that people

- A. Were hurt and sad
- B. Protested in public
- C. Were shocked and angry
- D. Spoke loudly about their feelings

54. Why do you think Marian Anderson began her concert by singing the words, “My country, ‘tis of thee, sweet land of liberty, of thee I sing”? Use information from the article to support your answer.

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π 55. The article says that Marian Anderson performed in many **prestigious** locations. This means that she sang in places that were

- A. Far away from each other
- B. Famous and important
- C. Open to people of all races
- D. Large and crowded

56. Why do you think the author begins and ends the article talking about Constitution Hall? Use information from the article to support your answer.

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Ducklings Come Home to Boston

By Pamela Waterman

What has eighteen legs, shines in the sun, and loves children? A set of eight bronze duckling statues with their mother, that's what! They are made for hugging, climbing on, and "feeding." They were created by the sculptor Nancy Schn (pronounced "shern"). She based them on the ducklings in the famous children's book *Make Way for Ducklings*.



The ducklings in the book hatched from the drawing pencil of author Robert McCloskey back in 1941. In the story, the ducklings followed their proud mother around the Public Garden in Boston, Massachusetts. They learned to "walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels."

But the duckling statues started in a very different way almost fifty years later.

Ms. Schn, who had been making sculptures of people for years, noticed that children love to play with animal statues. At the same time, the six-year-old twin boys of an English friend of hers visited the Public Garden. They had read *Make Way for Ducklings*, and they were puzzled. "Mummy, where are the ducks?" they asked.

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Ms. Schn's friend suggested that she bring the famous little birds to life. Mr. McCloskey himself was delighted with the idea. He encouraged the sculptor to start by copying his own drawings.

"Just to be different. I chose eight of the poses of the ducks that I liked best," explains Ms. Schn. She then lined them up behind Mrs. Mallard. She wanted to remind people how the ducklings in the book waddled from the Charles River, across busy Beacon Street, and right into the Public Garden.

Deciding how big the ducks should be was an important question. Mr. McCloskey himself came to the art studio to help. To get a better look, they dragged the clay models outside on a snowy February day. Just then a group of children at the preschool next door came out and stopped short in surprise.

Ms. Schn laughs as she remembers. "The children came running and screaming and started to pat and hug them. It was so exciting!" There was no doubt now—the ducklings were perfect. The bronze statues were ready to be made.

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In October 1987, two large and sixteen small webbed feet lined up and came to stay in the Boston Public Garden. Mrs. Mallard stands more than three feet tall, and her children—"Jack, then Kack, and then Lack, followed by Mack and Nack and Ouack and Pack and Quack"—trail proudly behind her, waddling on old rounded Boston cobblestones. Their bright eyes sparkle, inviting children of all ages to touch, hug, and play with them, just as Ms. Schn wanted.

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57. Ms. Schn says that she chose eight poses of the ducks for her statues. This means the ducks looked like they were
- A. Drawn in pencil
 - B. Walking in different ways
 - C. Following Mrs. Mallard
 - D. Made in different sizes
58. The passage says Ms. Schn and Mr. McCloskey moved the models outside. What did Ms. Schn and Mr. McCloskey move outside?
- A. A group of real ducks
 - B. Blocks of clay for making statues
 - C. Forms of ducks made out of clay
 - D. Bronze statues from the school

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59. The passage says that Ms. Schn's friend **suggested** that she make a sculpture of the ducklings. This means that Ms. Schn's friend

- A. Paid Ms. Schn to make the sculpture
- B. Gave Ms. Schn the idea for the sculpture
- C. Told Ms. Schn that she like her sculptures
- D. Showed Ms. Schn other sculptures

60. The passage says that some boys were **puzzled** when they visited the Public Garden. This means the boys were

- A. Trying to follow the ducks
- B. Hoping to play games with the ducks
- C. Surprised that there were so many ducks
- D. Confused that there were no ducks

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61. The passage says that the duckling statues “were **created** by the sculptor Nancy Schn.” This means that Ms. Schn
- A. Made the duckling statues
 - B. Wrote a book about duckling statues
 - C. Liked the duckling statues
 - D. Lined the duckling statues in a row

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NUTTING

By Barbara Greenwood

Willy found a sunny spot on the porch and settled down to peel the freshly roasted chestnuts. "Just what I need to make a nice turkey stuffing," Ma had said when Willy arrived home with them a few days back. He was glad she hadn't asked where he'd found the chestnuts. It was a story he wasn't anxious to tell...



Willy had taken a shortcut through the forest, hoping to practice some tracking skills. Be sure to mark your trail, Pa always said, so he'd been slicing curls of bark from tree trunks. The fresh blazes glowed white in the gloom of the forest. No fear of missing those on the way back, Willy thought, folding down the blade of his jackknife.

He had just started to search the ground for animal tracks when a squirrel bounded across his path. For a frozen moment it stared up at him, and Willy noticed its bulging cheeks. "I'll bet you've got a cache of nuts somewhere, you little rascal."

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The squirrel darted away, and Willy ran after it. Deeper and deeper he plunged into the forest, his eyes on the flicker of tail before him. Then, with a sudden leap, the squirrel scampered up a tree and vanished. Willy collapsed against the tree trunk, panting. Lost him!

Peering around, he felt the darkness of the forest press down on him. No white blazes pointed the way back. With a stab of alarm he realized he'd completely forgotten Pa's warning. What will I do? Willy slumped onto a large gnarled root. Shout? No use. Too far from home. Perhaps someone will come along. He listened hard. Nothing but eerie silence. Don't panic, he told himself. Don't panic. But he'd heard about people being lost in the woods for days, sometimes even...forever.

A rustle of leaves made him glance around. The squirrel! They stared at each other, unblinking, for a second. Then, with a flip of its tail, the squirrel disappeared under a twisted root.

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"I'll bet that's your hiding place." Willy was about to thrust his hand into the hole when he thought about the squirrel's sharp teeth. Instead he picked up a short stick. No angry scolding followed his probing, so he reached in. It was a cache of beechnuts. He could feel their three-sided shapes. And what was that? Something bigger. He drew out a handful. There, among the small, shiny beechnuts was one big chestnut. If there's one, there must be more. He felt around again. Yes, more big ones. Just what Ma needs for the turkey stuffing. Then he remembered—home. How was he going to find his way home?

There must be a way out. He peered into the darkness, hoping for any sign of the way he had come. Nothing. No—wait. A memory tugged at the back of his mind—just before the squirrel disappeared, his hand had brushed against smooth bark. Most of these trees had rough bark. But what if... Searching carefully, Willy spotted a smooth-barked tree. Underneath it on the forest floor were scuffled leaves. And there! Leading away was a line of scuffs. Leaves crunched by feet. Were these his own footprints? Yes! He could follow them back to the path.

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π "Hooray!" Willy shouted. Then he remembered the nuts. I'll come back for them. But, no, on second thought he didn't really want to come here again.

He pulled off his shirt, shivering in the chilly October air. It would make a good carrying sack. He'd run to keep himself warm.

He'd cleared the squirrel's hole right down to the bottom and was tying the shirt sleeves together to close the sack when a thought struck him. Opening the bulging shirt, he scooped out a handful of beechnuts and dropped them back into the hole.

"There," he said, in the general direction of the squirrel. "Now you can enjoy your harvest dinner, too."

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“Treed” By Judith Viorst*

The speaker of the poem writes a humorous description of her experience climbing the tallest tree in her backyard. She explains that it is easy to climb up the tree, but it is very hard to climb down.

* Permission to put the text of the poem on the website was not granted by the copyright holder. The full text can be found in *SAD UNDERWEAR AND OTHER COMPLICATIONS*, © 1995 by Judith Viorst. Published by Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.

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62. Why does Willy take a shortcut through the forest?

- A. He wants to get home before dark.
- B. He is chasing some squirrels.
- C. He wants to work on his tracking skills.
- D. He is in a hurry to climb a tree.

63. How does Willy mark his path through the forest?

- A. By leaving a trail of nuts
- B. By cutting the bark off tree trunks
- C. By painting lines on trees
- D. By making piles of leaves

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64. Explain why Willy gets lost in the forest.

65. What kind of person is Willy? Support your answer with information from the story.

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66. What is the speaker in the poem describing?

- A. What it is like to live in a tree
- B. Reasons for climbing up a tree
- C. What things look like from a tree
- D. Fear of climbing back down a tree

67. Explain one way Willy and the speaker in the poem are similar or different. Use information from both the story and the poem to support your answer.

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68. Do you think the poem is meant to be serious or funny? Use an example from the poem to explain your answer.

69. The author of the story says that Willy hears only “**erie** silence.” This means that Willy

- A. Finds the silence strange and frightening
- B. Believes the silence will go away soon
- C. Wonders what causes the silence
- D. Feels alone in the silence

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- π 70. The author of the story says that Willy “**cleared** the squirrel’s hole right down to the bottom.” This means that Willy
- A. Dug deep into the hole
 - B. Looked into the hole as far as he could
 - C. Poked a stick in the hole
 - D. Took all of the nuts from the hole

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Planet Hunter

By Vicki Oransky Willenstein

When Geoff Marcy was 14, his parents bought him a telescope. Every night, he would go onto the roof outside his window to see the wonders of the sky.

"My favorite thing to look at was Saturn. I could see the rings around it!" says Marcy. Soon he was hooked on becoming an astronomer.

But learning astronomy wasn't easy. Marcy worried that he wasn't smart enough. He decided that if he was going to continue in astronomy, he had to study something he really cared about.

"What excited me most was whether there were planets in other solar systems where life might flourish," he says. "I decided to try to find planets orbiting other stars like our Sun."

And he did. "My research partner, Paul Butler, and I found our first planet in 1995," Dr. Marcy says. "We worked for ten years without finding anything! But we stuck with it, and our patience paid off."

Since then, the two scientists have detected 65 of the more than 100 planets found orbiting other stars. These worlds are called *extrasolar planets*. Dr. Marcy and Dr. Butler also spotted the first "family" of three planets. In June 2002 they announced another discovery: a Jupiter-like planet orbiting star number 55 in the constellation Cancer. This star is called 55 Cancri.



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At first, the research partners found only planets that orbit close to stars. Recently, the scientists began spotting planets farther out. The planet orbiting 55 Cancri is a major breakthrough: it's the first sighting of a large gas planet about the same distance from the star as Jupiter is from the Sun.

Why is this important? Scientists think that life on Earth may exist because of two special features in our solar system. The first is Jupiter.

"Because it's so big, Jupiter is a cosmic vacuum cleaner, sucking up comets and asteroids," Dr. Marcy explains. "Without Jupiter, impacts would likely have destroyed life on Earth."

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A second feature is that Earth is a rocky planet in the *habitable zone*. This zone is an area where liquid water, which is essential for life, can exist. Unlike gas planets, rocky planets like Earth have surfaces where water can gather in pools and seas, which may support life.

A huge gap exists between the Jupiter-like planet and two other planets that lie close to star 55 Cancri. Is there an Earth-like planet in the gap, too small for us to detect? If so, says Dr. Marcy, "We would have two striking similarities to our solar system: a Jupiter-like planet and an Earth-like planet. And there may be life!"

The thrill keeps Dr. Marcy's gaze glued to the stars. "Finding a planet is discovering something no person has ever known. It's better than Columbus finding America, the 'New World.' These planets are entire worlds. Who knows what we might find?"

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71. Dr. Marcy says he was excited to think about planets “where life might **flourish.**” He is talking about planets where
- A. Living things could grow easily and strongly
 - B. Living things are studied often by scientists
 - C. Life consists mainly of flowers and other plant life
 - D. Life forms have been identified by scientists
72. The article says that Dr. Marcy and Dr. Butler have **detected** many planets. This means the scientists have
- A. Studied the life forms on the planets
 - B. Solved the mystery of how planets orbit starts
 - C. Found signs that the planets are there
 - D. Given names to many different planets

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73. Dr. Marcy says that there might be “two **striking** similarities to our solar system.” This means that he thinks the similarities are

- A. Surprising and impressive
- B. Strange and upsetting
- C. Hard to explain
- D. Painful to think about

74. The article says that finding the planet orbiting 55 Cancri was “a major **breakthrough**.” This means that the planet was

- A. Splitting into pieces when it was found
- B. Made of gas rather than solid rock
- C. An extremely important discovery
- D. A way to prove scientific theories

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75. The article says, “The thrill keeps Dr. Marcy’s **gaze** glued to the stars.” This means that

- A. Dr. Marcy points his telescope toward the stars
- B. Dr. Marcy is always watching the stars
- C. Dr. Marcy’s job is to study stars
- D. Dr. Marcy likes stars more than planets