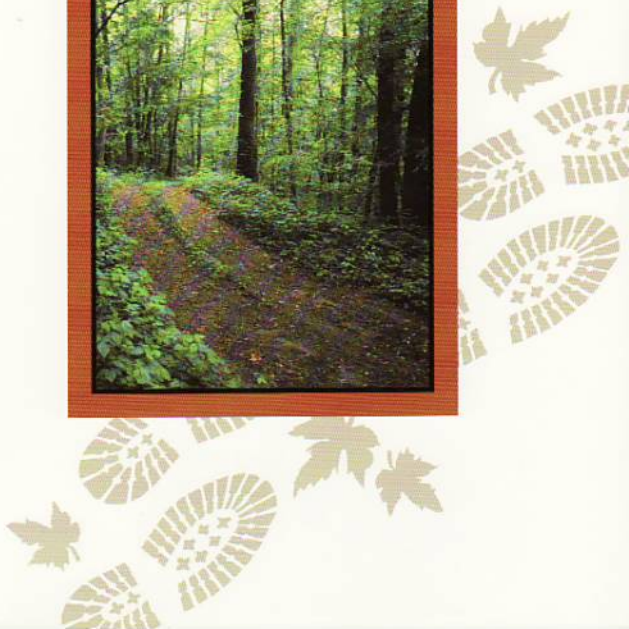
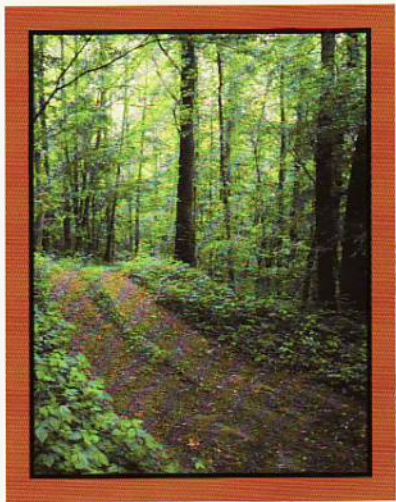


STECK-VAUGHN

READING COMPREHENSION SERIES • LEVEL F

TRAILS AND DALES



2. Which paragraph tells some uses of sunflowers? Underline the correct answer.
- a. paragraph 4 b. paragraph 2 c. paragraph 3
3. What is the main idea of paragraph 5? Underline the correct answer.
- a. Sunflowers are very tall.
b. Tractors run well with sunflower oil.
c. Scientists experiment with sunflower oil.
d. Sunflowers have pretty petals.
4. What is paragraph 2 mainly about? Underline the correct answer.
- a. sunflowers facing the sun
b. using sunflower oil in tractors
c. the appearance of sunflowers
d. the uses of sunflowers
5. Which is the best title for the whole article? Remember that the name of the story should tell what the article is mainly about. Underline the best title.
- a. Sunflowers for Cattle
b. Facing the Sunrise
c. How To Make Cardinals Happy
d. A Useful Giant
e. The Experiment With Sunflowers

B Read the following article. Then follow the directions on the next page.

1. Because of the daily showers and the high temperatures, rain forests are crowded with many types of plants. The vegetation is more varied in a rain forest than in any other region. There is a constant battle for space, light, and food among all the leafy residents.



The next day, we could hardly wait to begin our treasure hunt again.



Finding what the key opened was a tiresome job. The strange object fit none of the keyholes and locks in the furniture.

At last, Mom sat down wearily. "This is ridiculous. If we need information, instead of guessing we should go to an expert."

I replied, "The library can help us."

"Better yet, before going to the library, let's go to an antique store!" exclaimed Grandma. "Then we will have something to guide us in our search later at the local library."

An hour later, we were entering the second antique store. In the first, no one there had been able to identify the odd key.

The owner of this shop smiled as she heard our question. "I can't tell what the key fits, but I do know it is Oriental. There is a store near here that sells some Oriental antiques."

The owner of the next shop nodded his head as he looked at our key. "It unlocks a certain kind of Korean wooden box with heavy brass decorations. The lock is usually shaped like an animal and is very fancy. Somewhere on the lock will be a hole into which you push the key. It causes the whole lock to come apart."



Here is part of an index from a book about ancient peoples. See if you remember how to locate information in an index. Answer the questions that follow.

Farming,

Cave people, 5-12, 17-19;

picture, 8;

Europe, 126-139;

Iron Age, 150-159;

Near East, 166-172;

maps, 167, 171;

Origin, 52, 60-67;

River delta, 36-41;

Hunting,

Ceremonies, 29;

Early Egyptians, 34-35, 39;

Eskimos, 22-27;

Stone Age, 16, 20-21;

Metalworking,

Celtic, 54;

Chinese, 187-189, 193-197, 200;

picture, 194;

Etruscan, 125, 198-203;

Origin, 152, 159;



1. On what pages would you look to find out about the kinds of metal objects made by the people of China?

2. How many subtopics are listed for *Hunting*? _____
3. Does this index give any information about laws relating to hunting seasons? _____
4. Which pages would you read to find the most information about life during the Stone Age? _____
5. What subtopic would you read to find out when people first began to make objects from metal? _____
6. On what pages will you find maps of the Near East? _____
7. Are there more pages of information about farming in early Europe or farming in the Near East? _____

STECK-VAUGHN

READING COMPREHENSION SERIES • LEVEL F

TRAILS AND DALES

TEACHER'S GUIDE



	SWELLS & SHELLS	HEIGHTS & FLIGHTS	TRAILS & DALES
Discriminating Between Facts & Opinions	2	6	
Sentence Comprehension	2, 4, 5, 6		
Adding Suffixes		4	
Using a Table of Contents/Using an Index		3	8
Making Comparisons (Analogies)			7
Determining Cause & Effect		1	9
Using Graphs & Charts		7, 9, 11	2
Discriminating Between Relevant & Irrelevant Information	5	2, 11	5, 8, 10
Skimming			3, 6
Myths, Facts, Fiction		1	9, 10
Predicting Outcomes	6	10	1
Evaluating Persuasive Methods			10

Listening, Speaking, Writing Activities

Story 1

Prereading Activity

Obtain a small candle with holder and a larger glass jar to demonstrate that fire must have air to burn. Light the candle and allow to burn. Cover the burning candle with the jar. Ask students why the candle burns out. Guide students to realize that the flame uses up all the oxygen under the jar and without oxygen the flame burns itself out. Tell students they will read a story about two great fires and will learn how these fires were affected by air.

Extending Activity

Point out to students that after the fire at Yellowstone Park, nature started immediately to heal the scars and burns. Provide the following facts:

1. The roots of the grass were not burned. So the grass is making the ground green again.
2. Some pine cones only drop seeds after a fire; therefore tiny new lodgepole pines are beginning to grow from these seeds.
3. Squirrels are starting to spread the seeds of the pine cones.
4. The geyser, Old Faithful, is still spouting because fire cannot burn water and the forest rangers covered it with fire-retardant tents.

After reviewing the facts above, show a picture of a geyser. Discuss reasons why Old Faithful did not burn in the catastrophe. Have the group make a large cutout picture of the spouting geyser. Ask students to write stories about what they have learned about geysers from the lessons and/or research. Tack the stories on the geyser spray as if they are emerging from the hot spring.

Story 2

Prereading Activity

Bring in an example of each kind of United States coin. Discuss their values. Read from a history book about the early colonies in the country. Ask students to infer what kind of money these isolated colonies in different parts of the continent had. Then have students read Story 2 to find out how the east coast colonies developed a money system.

Extending Activity

Have the class draw pictures of early people bartering. See if they can depict the different kinds of objects being used. Each student may then write a paragraph about her or his picture. Encourage some to be humorous. Then have the group display their pictures and read their paragraphs to other classes to explain money systems of primitive people.

Story 3

Prereading Activity

Use films, filmstrips, or library books available in the school library to research jungles and rain forests. Have the class compile a list of animals that typically live in those areas. Have students take turns reading aloud *The Monkeys and the Crocodile* from *Time for Poetry* by May Hill Arbuthnot. Then have students write a short story on what it would be like to spend a week in a rain forest or jungle.

Extending Activity

Note that Story 3 ends with *to be continued*. Have students write a continuation of the story. Students may also write the continuation in the form of a poem. Have volunteers read their endings aloud.

Answer Key

Story 1 pages 1-7

A Students should underline

- | | |
|------|---------------|
| 1. b | 5. c |
| 2. d | 6. c |
| 3. d | 7. a |
| 4. c | 8. b, c, d, f |

B Students should write

1. simultaneous
2. inferno/confagration
3. conscientious
4. pampered
5. glimpse
6. extinguish
7. fire retardant
8. evacuate
9. ignite
10. engulf
11. dales

C Students should write

1. Since rock and stone do not burn, the fire might go out.
2. They might get bulldozers to help.
3. They shovel dirt over the campfire.
4. The fire might attack and burn the firefighters.
5. The dead wood might be ignited by sparks.

Story 2 pages 8-18

A Students should underline

- | | |
|------|------|
| 1. d | 5. c |
| 2. d | 6. c |
| 3. b | 7. b |
| 4. a | |

B Students should write

- | | |
|-------------------|--------------|
| 1. divisible | 7. various |
| 2. designs | 8. swap |
| 3. common | 9. portable |
| 4. convenient | 10. durable |
| 5. characteristic | 11. tampered |
| 6. rare | |

C Students should write

1. 6
2. History of United States
Money
3. b
4. 2
5. Musket balls and nails were made in the colonies and traded.
6. d
7. a
8. 2
9. d
10. c

D Students should write

1. Can detect any slight movement
 2. Aid in capturing prey
- B.** Two bushy antennae
1. Adapted so males and females can eat nectar
 2. Used by females to bite and to suck blood
 3. Adapted so males unable to bite or to suck blood
- A.** Is under the head
- B.** Has two wings
1. Are transparent
- C.** Has six legs
- III.** Where mosquitoes are found
1. Ponds
 2. Old tires
 5. Tree hollows
- IV.** Causes dangerous diseases
3. Encephalitis

E Students should write

1. Spanish dollars
2. French ecus/Spanish bits
3. Dutch guilders
4. 11%
5. 8%
6. Spanish dollars/Dutch guilders
7. Foreign Coins Being Used in the United States in 1800
8. c

Story 3 pages 19-27

A Students should underline

- | | |
|------|------|
| 1. c | 4. a |
| 2. b | 5. d |
| 3. d | |

B Students should write

2. blossoms—pale yellow
3. tug-of-war—monkey and blossom
4. Larry squash—hairy spider
5. crocodile—Jimmy's leg
6. Amanda, crocodile—pulled her into the water

C Students should write

1. South America
2. Equator
3. United States
4. North America
5. south

D Students should underline

- | | |
|-----------|--------------|
| 1. hotter | 5. very cold |
| 2. cooler | 6. near |
| 3. colder | 7. hot, high |
| 4. warmer | 8. north |

E Students should write

- | | |
|----------|-----------|
| 1. false | 7. false |
| 2. true | 8. false |
| 3. false | 9. true |
| 4. false | 10. false |
| 5. true | 11. true |
| 6. false | 12. true |

F Students should write

- | | |
|----------------|---------------|
| 1. temperature | 10. attract |
| 2. fragrance | 11. burro |
| 3. screech | 12. jungle |
| 4. observed | 13. squash |
| 5. humidity | 14. routine |
| 6. journey | 15. strength |
| 7. success | 16. fragrance |
| 8. vine | 17. squash |
| 9. liquid | |