

# Answer Key

## Unit 1 The Girl and the Chenoo

### Build Background p.6

1.	Q	How is the boy helping his little sister?
	A	The boy is helping his sister with her homework.
2.	Q	How does it make him and his sister feel?
	A	They feel happy and grateful.
3.	Q	What can you do to help your brother or sister?
	A	I can help my brother learn how to ride a bike.

### Vocabulary p.7

B.

1. trustworthy	2. incredible	3. tame	4. ferocious
5. snort	6. moan	7. flame	8. hail

C.

1. up	2. in	3. into
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<p><b>Make Connections</b></p> <p>Talk about how the sister helped change the Chenoo's character.</p> <p><b>ESSENTIAL QUESTION</b></p>	<p>One day, my brothers and I were in the woods near our home. We saw the Chenoo's footprints and got ready to fight. But when we finally found the Chenoo, we stopped. <u>The monster was hurt, and my sister was helping him!</u></p> <p>My brothers and I were puzzled. Then we realized that <u>my sister had tricked the Chenoo into thinking he was part of our family.</u></p> <p>How long could my sister keep the monster <b>tame</b>? The Chenoo was not <b>trustworthy</b>, but somehow <u>my sister's kindness was changing him.</u></p>
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### Comprehension Check p.10

A.

1. b	2. a	3. c	4. a	5. b
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B.

1. True	2. False	3. Not Given
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C.

1.	She sewed their clothes, cared for them, and made their meals without complaint.
2.	They saw that the Chenoo had become an old man, coughing up his icy heart.

## Comprehension Strategy p.11

### Step 1

The Chenoo was a **ferocious** monster that came to our village. Whenever he was hungry, his claws ripped up our crops. Fish jumped out of the water in fear when they saw him. When he howled, hail fell from the sky and damaged the village.

One day, my brothers and I were in the woods near our home. We saw the Chenoo's footprints and got ready to fight. But when we finally found the Chenoo, we stopped. The monster was hurt, and my sister was helping him!



### Step 2

ripped up, the Chenoo's footprints, was hurt, was helping him

## Comprehension Skill p.12

Event 1	The Chenoo asked for more firewood.
Event 2	The sister added wood until flames shot up, and the Chenoo coughed and moaned.
Event 3	Once the smoke cleared, they saw that the Chenoo had become an old man.
Event 4	The Chenoo coughed up a piece of ice, which was his icy heart.

## Summary p.13

ferocious monster, join them for dinner, were puzzled, had tricked, coughed up, turned into

## Vocabulary Review p.13

A.

1. flames	2. moaned	3. snorted	4. tame
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B.

1. fierce	2. reliable	3. unbelievable
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McGraw Hill

# Answer Key

## Unit 2 The Bookers

### Build Background p.14

1.	Q	What is happening in the picture?
	A	The teacher is introducing a new girl to the students.
2.	Q	Have you ever moved to a new school or place?
	A	I moved to this school when I was ten years old.
3.	Q	What would help you the most on your first day at a new school?
	A	It would help if classmates would talk to me and show me around the new school.

### Vocabulary p.15

B.

1. sharpen	2. squeak	3. collapse	4. remind
5. acquaintance	6. miniature	7. isolated	8. eventually

C.

1. to	2. to	3. in
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<p><b>Make Connections</b></p> <p>Talk about how the Bookers made Rick Dodson feel welcome.</p> <p><b>ESSENTIAL QUESTION</b></p>	<p><u>“Yes, we read your file because we wanted to learn about the new librarian,”</u> said William.</p> <p>Rick <b>collapsed</b> into a chair and rubbed his eyes in disbelief.</p> <p>The Bookers climbed onto the tabletop. “You can trust us,” said Emily. <u>“We make sure everything runs smoothly.”</u></p> <p><u>“We oil the chairs and sharpen the pencils, too,”</u> added Clementine</p> <p>Rick thought about the last three months. He realized that the library chairs never <b>squeaked</b> and the pencils were always sharp.</p> <p>“Mr. Dodson, we want to be your friends,” offered Harry.</p>
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### Comprehension Check p.18

A.

1. c	2. b	3. a	4. c	5. a
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B.

1. True	2. False	3. Not Given
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C.

1.	He thought of the books on the table at the library and decided to go back and put them away.
2.	They make sure everything runs smoothly in the library, such as oiling the chairs and sharpening the pencils.

## Comprehension Strategy p.19

### Step 1

<b>Rick</b>	<ul style="list-style-type: none"><li>• He then saw <b>four miniature people on the floor.</b></li><li>• He was startled and <b>dropped the book.</b> He heard a little voice talking to him.</li><li>• He <b>collapsed into a chair and rubbed his eyes</b> because he couldn't believe what he saw.</li></ul>
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### Step 2

four miniature people, dropped the book, happy birthday, collapsed into

## Comprehension Skill p.20

"Mr. Dodson, we want to be your friends," offered Harry.

"Call me Rick," said Rick. "And I'd love to be your friend."

Rick **eventually** made other new friends, but he still spent many of his evenings with the Bookers. Every year on his birthday, he brought treats to share with them.

**Theme:** People need friends.

**Clue:** Rick is happy that the Bookers became his friends.

**Clue:** Rick made other new friends, but he still spent many of his evenings with the Bookers.

**Clue:** Every year on his birthday, he brought treats to share with the Bookers.

## Summary p.21

at a library, his birthday, put some books away, miniature people, was startled, ran smoothly

## Vocabulary Review p.21

A.

1. squeak	2. collapse	3. eventually	4. remind
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B.

1. sharpen	2. isolated	3. acquaintances
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McGraw Hill

# Answer Key

## Unit 3 Remembering Hurricane Katrina

### Build Background p.22

1.	Q	What happened to the girl in the middle?
	A	She got into an accident and was hurt.
2.	Q	What type of job do the people in the red uniforms do?
	A	They rescue people in danger.
3.	Q	How can you help people who are affected by natural disasters?
	A	I can bring them some food and other things they need.

### Vocabulary p.23

B.

1. generosity	2. overflow	3. compliment	4. possession
5. impact	6. sorrow	7. vivid	8. tropical

C.

1. by	2. to	3. toward
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### Make Connections

Talk about how Hector and his friends made a difference in their community.

#### ESSENTIAL QUESTION

The next day, my friends and I gathered at our volunteer club. Together, we came up with a plan to collect toys for the children at the stadium. We hoped the toys would help bring them some happiness.

We agreed to spread the word to our schools and other organizations. It was a lot of hard work. But three days later, the donation bins were **overflowing** with toys!

When we entered the stadium with our gifts, children rushed toward us from all directions. They smiled and cheered as we pulled toys from our bags. Grateful parents thanked us for our **generosity** and **complimented** us on our thoughtfulness.

## Comprehension Check p.26

A.

1. <b>c</b>	2. <b>b</b>	3. <b>b</b>	4. <b>c</b>	5. <b>a</b>
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B.

1. <b>False</b>	2. <b>Not Given</b>	3. <b>True</b>
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C.

1.	<b>It destroyed their homes and possessions.</b>
2.	<b>They felt grateful and thanked the volunteer group for their generosity and thoughtfulness.</b>

## Comprehension Strategy p.27

### Step 1

<b>Hurricane Katrina</b>	<ul style="list-style-type: none"><li>• The storm caused <b>massive amounts of damage.</b></li></ul>
<b>Inside the Houston Stadium</b>	<ul style="list-style-type: none"><li>• People were in <b>torn and dirty</b> clothes.</li><li>• Some people were <b>not wearing shoes.</b></li><li>• People moved along with <b>faces full of sorrow.</b></li></ul>

### Step 2

**ferocious storm, Thousands of people, torn and dirty, slowly moved along, full of sorrow**

## Comprehension Skill p.28

<b>Details</b>
<b>Children smiled and cheered as Hector and his friends pulled toys from bags.</b>
<b>Grateful parents thanked Hector and his friends for their generosity and complimented them on their thoughtfulness.</b>

## Summary p.29

<b>news report, lost their homes, decided to help, collected toys, brought the toys, grateful for</b>
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## Vocabulary Review p.29

A.

1. sorrow	2. tropical	3. overflowed	4. vivid
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B.

1. kindness	2. praised	3. belonging
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McGraw Hill

# Answer Key

## Unit 4 Changing the World

### Build Background p.30

1.	Q	Who do you see in the pictures?
	A	I see Mohandas Gandhi in the pictures.
2.	Q	What do you know about this person?
	A	He was a spiritual and political leader in India.
3.	Q	How did this person change the world?
	A	He fought for the independence of India through nonviolent demonstration.

### Vocabulary p.31

B.

1. illegal	2. race	3. figure	4. heritage
5. court	6. activist	7. discrimination	8. arrest

C.

1. out	2. of	3. about
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<p><b>Make Connections</b></p> <p>How did Rosa Parks make a difference?</p> <p>ESSENTIAL QUESTION</p>	<p>Many people were upset about how Rosa was treated. They stopped riding the buses. The news about Rosa spread all over the country. <u>It made people angry. She went to court and fought to change the law.</u> It took almost a year, but in the end, <u>Rosa won. The judges agreed that it was illegal to discriminate against people by race.</u></p>
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### Comprehension Check p.34

A.

1. b	2. c	3. c	4. b	5. a
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B.

1. True	2. False	3. Not Given
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C.

1.	He worried about her safety.
2.	The police arrested Rosa for breaking the law and put her in jail.

## Comprehension Strategy p.35

### Step 1

Rosa got a job at a store. One day in 1955, she got on a bus after work and sat down. On her ride home, more and more white people got on the bus. The driver told Rosa to stand up so that a white man could sit. She refused. The police **arrested** Rosa for breaking the law. They put her in jail.



Many people were upset about how Rosa was treated. They stopped riding the buses. The news about Rosa spread all over the country. It made people angry. She went to **court** and fought to change the law. It took almost a year, but in the end, Rosa won. The judges agreed that it was **illegal** to discriminate against people by race.

### Step 2

1.	stand up so that a white man could sit
2.	agreed that it was illegal to discriminate against people by race
3.	upset about how Rosa was treated

## Comprehension Skill p.36

Details
She went to court and fought to change the law. It took almost a year, but in the end, Rosa won.
Rosa Parks received many awards for her bravery and people today still talk about her courageous act that changed America.

## Summary p.37

American activist, kept separate, end discrimination, give her seat, arrested for, was illegal
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## Vocabulary Review p.37

A.

1. figures	2. heritage	3. court	4. races
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B.

1. activists	2. discrimination	3. illegal
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McGraw Hill

# Answer Key

## Unit 5 Words for Change

### Build Background p.38

1.	Q	What do you know about Nelson Mandela, the man waving in the picture?
	A	He was a president of South Africa.
2.	Q	What do his words about education mean?
	A	They mean that we can make a better world through education.
3.	Q	What special words have you heard or read that made you think?
	A	I like the words, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."

### Vocabulary p.39

B.

1. unfair	2. passionate	3. convention	4. influence
5. present	6. document	7. organizer	8. property

C.

1. out	2. more	3. to
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### Make Connections

Talk about how Elizabeth Cady Stanton's words helped women gain the right to vote.

#### ESSENTIAL QUESTION

In 1840, Elizabeth married and became a wife and mother. She tried to stay at home. But she wanted to be an activist and work for change. She took her father's advice and wrote a **document**. It said that **women should be able to vote and have the same rights as men**. In 1848, she **presented this document at America's first women's rights convention**.

In 1851, Elizabeth met Susan B. Anthony. The two of them made the perfect team. Elizabeth was a **passionate** speaker and writer. Susan was a talented leader and **organizer**. In 1869, they formed a group to help women gain the right to vote. Elizabeth traveled around the country, **speaking out bravely about her ideas**. Some people heard what she said and were angry. They did not want women to have equal rights. But this did not stop Elizabeth. She continued to fight for change.

## Comprehension Check p.42

A.

1. c	2. b	3. a	4. b	5. c
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B.

1. False	2. Not Given	3. True
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C.

1.	They were the perfect team because Elizabeth was a passionate speaker and writer and Susan was a talented leader and organizer.
2.	Women finally gained the right to vote on August 18, 1920.

## Comprehension Strategy p.43

### Step 1

In 1851, Elizabeth met Susan B. Anthony. The two of them made the perfect team. Elizabeth was a **passionate** speaker and writer. Susan was a talented leader and organizer. In 1869, they formed a group to help women gain the right to vote. Elizabeth traveled around the country, speaking out bravely about her ideas. Some people heard what she said and were angry. They did not want women to have equal rights. But this did not stop Elizabeth. She continued to fight for change.



### Step 2

1.	in 1869
2.	they did not want women to have equal rights
3.	a talented leader and organizer

## Comprehension Skill p.44

Details
Elizabeth's words influenced many people around the world.
Elizabeth's passion for equal rights changed women's lives forever.

## Summary p.45

the same rights, became an activist, right to vote, formed a group, women gained, words influenced

## Vocabulary Review p.45

A.

1. documents	2. passionate	3. unfair	4. organizer
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B.

1. showed	2. house	3. affected
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# Answer Key

## Unit 6 Food for Thought

### Build Background p.46

1.	Q	What is the scientist doing?
	A	The scientist is looking at the corn and examining it.
2.	Q	How can scientists help farmers grow crops?
	A	They can develop crops that farmers can grow more easily.
3.	Q	What problems could science cause for nature?
	A	Science can invent things that may pollute the soil or water.

### Vocabulary p.47

B.

1. modify	2. risk	3. advance	4. gene
5. pesticide	6. characteristic	7. agriculture	8. allergy

C.

1. over	2. from	3. to
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### Make Connections

Talk about the benefits and risks of GM foods.

#### ESSENTIAL QUESTION

The use of GM plants has benefits for **agriculture**. One benefit is that GM plants can keep bugs away. Farmers do not have to use harmful **pesticides** on their crops. But this has **risks**, too. GM plants can be too good at killing bugs. They can get rid of bugs, such as bees, that are beneficial for crops. GM plants can also create a problem with weeds. If weeds are left to grow among crops, they can take over fields. Weeds that are mixed with GM plants can get stronger. It can be harder to get rid of them.

A second important benefit of modifying genes is that we can create plants that are able to survive in all climates. Plants do not need to be protected from the weather, so they are cheaper to grow. Plants that can grow in harsh climates increase the amount of food grown, too. But while there may be more food, some people worry that it might not be safe and could cause allergies or illnesses. Most studies have shown that GM foods are safe to eat, but some people still prefer to avoid them.

## Comprehension Check p.50

A.

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

B.

1. True	2. False	3. Not Given
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C.

1.	Scientists change the genes of certain fruits so that the fruit grows faster and is sweeter. Scientists also change the genes of potatoes so that bugs cannot harm them.
2.	More research is needed to make sure that the environment and our food both stay safe.

## Comprehension Strategy p.51

### Step 1

A second important benefit of modifying genes is that we can create plants that are able to survive in all climates. Plants do not need to be protected from the weather, so they are cheaper to grow. Plants that can grow in harsh climates increase the amount of food grown, too. But while there may be more food, some people worry that it might not be safe and could cause allergies or illnesses. Most studies have shown that GM foods are safe to eat, but some people still prefer to avoid them.



### Step 2

1.	GM foods might not be safe and could cause allergies or illnesses
2.	increase the amount of food grown
3.	GM foods are safe to eat

## Comprehension Skill p.52

Details
Governments and scientists know that more food needs to be grown to feed more people.
More research is needed to make sure that the environment and our food both stay safe.

## Summary p.53

genetically modified, on agriculture, are beneficial, in all climates, increase the amount, safe to eat

## Vocabulary Review p.53

A.

1. genes	2. agriculture	3. allergy	4. risks
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B.

1. characteristics	2. advanced	3. modified
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# Answer Key

## Unit 7 Masters of the Imagination

### Build Background p.54

1.	Q	What time period is this picture from: the past, present, or future?
	A	This picture is from the future.
2.	Q	How is the place in the picture different from where you live?
	A	The buildings look different and spaceships are flying in the sky.
3.	Q	What will life be like a hundred years from now?
	A	We may live underwater and submarines might be used for public transportation.

### Vocabulary p.55

B.

1. reality	2. credit card	3. enlarge	4. circuit
5. network	6. scan	7. extraordinary	8. unthinkable

C.

1. in	2. into	3. on
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### Make Connections

What are the inventions the writers imagined?

#### ESSENTIAL QUESTION

More than 100 years ago, paying for things when traveling was hard. People had to take cash or a letter from their bank. They could then use this letter to get money at another bank. **Credit cards** would have been invaluable, but they did not exist. However, in a novel published in 1888, an author called Edward Bellamy wrote about them. In *Looking Backward: 2000 to 1887*, a man went to sleep in 1887 and woke up in 2000. He saw people buying things using cards. These cards allowed them to spend a certain amount of money. Sixty years later, credit cards were invented!

Mark Twain is famous as the author of *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. But Twain also wrote science fiction stories. In a story in 1898, he came up with a kind of telescope powered by telephone lines. This created a worldwide network to share information. Does this sound familiar? Today, we call it the World Wide Web, or the Internet.

Science fiction writer Arthur C. Clarke thought up the "newspad" for the 1968 movie and later novel, 2001: A Space Odyssey. This also became a **reality**. We know it today as a tablet or a smart phone. The astronaut in Clarke's story plugged his device into the spaceship's information circuit. He could **scan** for news from the Earth. He could **enlarge** items to fill the screen.

## Comprehension Check p.58

A.

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

B.

1. Not Given	2. True	3. False
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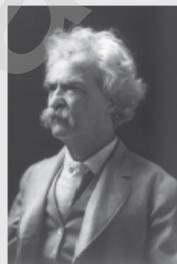
C.

1.	He saw people buying things using cards which allowed them to spend a certain amount of money.
2.	He could scan for news from the Earth by plugging his device into the spaceship's information circuit.

## Comprehension Strategy p.59

### Step 1

Mark Twain is famous as the author of *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. But Twain also wrote science fiction stories. In a story in 1898, he came up with a kind of telescope powered by telephone lines. This created a worldwide network to share information. Does this sound familiar? Today, we call it the World Wide Web, or the Internet. But the Internet was not invented until 1989. Twain was ahead of his time. At the time he wrote this story, even telephones were still new and not in common use.



### Step 2

<b>Answer 1</b>	He is famous as the author of <i>The Adventures of Tom Sawyer</i> and <i>The Adventures of Huckleberry Finn</i> .
<b>Answer 2</b>	It created a worldwide network to share information.
<b>Answer 3</b>	Even telephones were still new and not in common use.
<b>Your Question</b>	What is the worldwide network that Mark Twain created called today?
<b>Your Answer</b>	Today, we call it the World Wide Web, or the Internet.

## Comprehension Skill p.60

**Main Idea:** Science fiction writer Arthur C. Clarke thought up a device that was invented forty years later.

**Key Detail:** Clarke thought up the “newspad” that we know today as a tablet or a smart phone.

**Key Detail:** The astronaut in Clarke’s story plugged his device into the spaceship’s information circuit. Now we connect to the Internet or a telephone network.

**Key Detail:** The astronaut could scan for news from the Earth and enlarge items to fill in the screen. Now we use a tablet or a smart phone for the same purpose.

## Summary p.61

be unthinkable, were invented, using credit cards, to share information, ninety years before, to search for

## Vocabulary Review p.61

A.

1. network	2. credit card	3. unthinkable	4. reality
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B.

1. amazing	2. expand	3. studied
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# Answer Key

## Unit 8 A World Without Rules

### Build Background p.62

1.	Q	What is happening in the picture?
	A	The crossing guard is stopping the children from crossing the street.
2.	Q	Why are crossing guards important?
	A	Without them, it may not be safe for children to cross the street.
3.	Q	What other people help keep our community safe?
	A	Police officers and crossing guards help keep us safe.

### Vocabulary p.63

B.

1. freedom	2. ensure	3. order	4. service
5. cavity	6. maintain	7. probably	8. recklessly

C.

1. from	2. off	3. by
---------	--------	-------

### Make Connections

Talk about how rules help maintain order and give us freedom.

#### ESSENTIAL QUESTION

You love your new **freedom** to do whatever you want. Because there's no school, you step outside and decide to go to the playground. There are also no more traffic laws, so there is no safe way to cross the street. Cars speed by **recklessly**. Without crossing guards, there is no one to help you cross the street safely. At the playground, there are broken swings, and trash is everywhere. As all government **services** are gone, nobody takes care of the playground.

Now think about doing other things you love. Do you want to go to the beach? There will be no lifeguards to keep the swimmers safe. Do you want to play soccer in the park? The government is not around to **maintain** the fields there, so you will **probably** not find a safe, clean place to play.

## Comprehension Check p.66

A.

1. <b>b</b>	2. <b>a</b>	3. <b>c</b>	4. <b>c</b>	5. <b>a</b>
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B.

1. <b>False</b>	2. <b>Not Given</b>	3. <b>True</b>
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C.

1.	<b>There would be broken swings and trash would be everywhere.</b>
2.	<b>We need the government to make laws to keep us safe and ensure that everyone is treated fairly.</b>

## Comprehension Strategy p.67

### Step 1

You love your new **freedom** to do whatever you want. Because there's no school, you step outside and decide to go to the playground. There are also no more traffic laws, so there is no safe way to cross the street. **Cars speed by recklessly.** Without crossing guards, **there is no one to help you cross the street safely.** At the playground, there are broken swings, and trash is everywhere. As **all government services** are gone, nobody takes care of the playground.



### Step 2

Answer 1	<b>Cars would speed by recklessly.</b>
Answer 2	<b>No one would take care of the playground because all government services would be gone.</b>
Answer 3	<b>Without crossing guards, there would be no one to help us cross the street safely.</b>
Your Question	<b>What do we need to cross the street safely?</b>
Your Answer	<b>We need traffic laws and crossing guards.</b>

## Comprehension Skill p.68

Cause
There are no lifeguards.
The government is not around to maintain the fields.

→

Effect
There is no one to keep the swimmers safe.
You cannot find a safe, clean place to play.

→

## Summary p.69

without rules, speeding by, cross the road, maintain places, place to swim, environment clean

## Vocabulary Review p.69

A.

1. cavity	2. probably	3. service	4. order
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B.

1. maintained	2. freedom	3. recklessly
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# Answer Key

## Unit 9 Galaxy Governments

### Build Background p.70

1.	Q	What is happening in the picture?
	A	The representatives of two countries are making an agreement.
2.	Q	How do countries work together peacefully?
	A	They respect each other, discuss things to solve problems, and follow the rules they agreed to.
3.	Q	What can happen when countries don't agree on something?
	A	The people in those countries could suffer.

### Vocabulary p.71

B.

1. spaceship	2. conflict	3. resolve	4. negotiate
5. galaxy	6. dome	7. satisfied	8. except

C.

1. along	2. out	3. up
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### Make Connections

Talk about how Kazan helped Ebb and Flow come to an agreement.

#### ESSENTIAL QUESTION

The other planets in the galaxy were affected by their fighting and wanted peace. They wanted Ebb and Flow to reach an agreement. Kazan, the leader of Melba and the wisest person in the galaxy, set up a meeting to resolve their conflict.

Everyone came to Melba and the meeting began.

“Ebb and Flow, this is an opportunity for you to work out your problems,” said Kazan. “We will hear your complaints and give advice. Then you must not leave here until you have an agreement.”

## Comprehension Check p.74

A.

1. a	2. b	3. c	4. b	5. c
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B.

1. Not Given	2. False	3. True
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C.

1.	The Ebbians thought that the Flowians were selfish and didn't want to share their water.
2.	They made an agreement. Ebb will help the Flowians build machines to clean their air. In return, Flow will let the Ebbians come to Flow to get water.

## Comprehension Strategy p.75

### Step 1

Prediction 1	
Prediction 2	
Prediction 3	✓

### Step 2

"We were able to **negotiate**," said the leader of Ebb. "We will help the citizens of Flow build machines to clean their air."

"Ebb will help us clean our air," said the leader of Flow. "In return, we will let them come to Flow to get water."

The citizens of both planets were satisfied with the result. As time went on, they got to know each other better. They found new ways to help each other. Finally, there was peace in the galaxy.

## Comprehension Skill p.76

<b>Problem</b>	Ebb and Flow were in conflict with each other.
<b>Event</b>	The leaders discussed Ebb and Flow's needs and how they could resolve their problems in the meeting.
<b>Event</b>	The leaders of Ebb and Flow arrived home and told their citizens what had happened.
<b>Solution</b>	Ebb will help the Flowians build machines to clean their air while Flow will let the Ebbians come to Flow to get water.

## Summary p.77

except for, air pollution, set up a meeting, to an agreement, build machines, there was peace

## Vocabulary Review p.77

A.

1. galaxy

2. dome

3. except

4. negotiate

B.

1. pleased

2. disagreement

3. work out

McGraw Hill

# Answer Key

## Unit 10 A Telephone Mix-Up

### Build Background p.78

1.	Q	What is the girl doing with the microwave oven?
	A	She is heating a glass of milk.
2.	Q	How is this device useful in our lives?
	A	We can cook or warm up food easily and in a short time.
3.	Q	What other technology or inventions do you use every day?
	A	We use the washing machine to wash our clothes every day.

### Vocabulary p.79

B.

1. conversation	2. operator	3. receiver	4. urgently
5. confused	6. useless	7. miserable	8. despite

C.

1. on	2. from	3. to
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<p><b>Make Connections</b></p> <p>How did the invention of the telephone affect the town of Centerburg?</p> <p><b>ESSENTIAL QUESTION</b></p>	<p>“By tomorrow there will be eight telephones in Centerburg, Ohio, and one of them will be ours!” said Dr. Ericksen to his daughter, Meg. <u>“Now when people need help urgently, they can call me on the telephone. Imagine how many lives it will save!”</u></p> <p>It was 1905, and unlike Dr. Ericksen, not everyone in Centerburg was comfortable with telephones. <u>Some thought they were useless. Others thought they would cause people to stop visiting each other and writing letters.</u></p> <p>Over the years, <u>telephones became very useful in Centerburg, but there were still mistakes.</u> The Ericksens called every telephone mix-up “another sick goat.”</p>
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### Comprehension Check p.82

A.

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

B.

1. True	2. Not Given	3. False
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C.

1.	She imagined how the wires would carry the conversations of friends and neighbors.
2.	Jake took Dr. Erickson and Meg to the barn to show them the sick baby goat.

## Comprehension Strategy p.83

### Step 1

Prediction 1	
Prediction 2	✓
Prediction 3	

### Step 2

Meg went with her father. At the farm, they found Jake Turner walking toward his barn. He looked **confused**.

"Is Mrs. Turner sick, Jake?" asked Dr. Ericksen. Jake didn't answer, but took them to the barn.

They found a baby goat in the hay with its mother. The baby goat was coughing, and it looked **miserable**.

"I'm not a vet!" said Dr. Ericksen. "You need Dr. Kerrigan."

"I was wondering why you showed up instead," said Jake, smiling. "I guess there was a mix-up."

## Comprehension Skill p.84

Details
Some thought telephones were useless.
Others thought telephones would cause people to stop visiting each other and writing letters.

## Summary p.85

was excited, hear clearly, a bad cough, sick goat, connected the call, still mix-ups
--

## Vocabulary Review p.85

A.

1. <b>confused</b>	2. <b>despite</b>	3. <b>miserable</b>	4. <b>conversation</b>
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B.

1. <b>receiver</b>	2. <b>useless</b>	3. <b>operator</b>
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McGraw Hill

# Answer Key

## Unit 11 Wonders of the Night Sky

### Build Background p.86

1.	Q	Look at the picture of the northern lights. What colors can you see?
	A	I can see green, red, purple, and blue colors in the lights.
2.	Q	The Inuit believed these lights were animal spirits dancing in the sky. What do these lights look like to you?
	A	They look like an angel's wings to me.
3.	Q	What have you observed in the sky at night?
	A	I have observed a lunar eclipse before.

### Vocabulary p.87

B.

1. spectacular	2. particle	3. streak	4. atmosphere
5. attraction	6. rotate	7. glow	8. occur

C.

1. into	2. to	3. through
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## Make Connections

Talk about the amazing lights you can see in the night sky.

### ESSENTIAL QUESTION

#### Aurora Borealis

Every few years, there is an amazing light show near the North Pole. This is the aurora borealis, or "the northern lights." Bright bands of green, yellow, red, and blue lights appear in the sky.

#### Comets

A comet is another kind of light you might see. The word *comet* comes from a Greek word meaning "wearing long hair." People used to think that comets looked like stars with hair. They feared those long streaks of light. They thought they might bring war or sickness to the Earth. Today, we no longer fear comets. We know that they are a mixture of rock, dust, ice, and frozen gases.

#### Meteors

Have you ever seen shooting stars? They are not really stars. They are usually meteors, which are pieces of rock that enter the Earth's atmosphere. Sometimes in space, the Earth passes through an area with lots of pieces of rock. When this happens, you may see hundreds of "shooting stars" in the sky. This is called a meteor shower. The lights look as though they are moving very fast through the sky.

## Comprehension Check

p.90

A.

1. c	2. a	3. a	4. c	5. a
------	------	------	------	------

B.

1. False	2. Not Given	3. True
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C.

1.	We call it a meteor shower.
2.	People used to think that sunlight reflected off the ice in the ocean and bounced into the sky.

## Comprehension Strategy

p.91

### Step 1

A comet is another kind of light you might see. The word *comet* comes from a Greek word meaning "wearing long hair." People used to think that comets looked like stars with hair. They feared those long streaks of light. They thought they might bring war or sickness to the Earth. Today, we no longer fear comets. We know that they are a mixture of rock, dust, ice, and frozen gases.



## Step 2

<b>Answer 1</b>	The word <i>comet</i> comes from a Greek word meaning "wearing long hair."
<b>Answer 2</b>	They are a mixture of rock, dust, ice, and frozen gases.
<b>Answer 3</b>	People used to think that comets looked like stars with hair.
<b>Your Question</b>	What did people think comets might bring to them?
<b>Your Answer</b>	They thought they might bring war or sickness to the Earth.

## Comprehension Skill p.92

Cause	Effect
The Earth passes through an area with lots of pieces of rock.	We may see hundreds of "shooting stars" in the sky.

## Summary p.93

wondered about, is made of particles, magnetic attraction, stars with hair, pieces of rock, spectacular show

## Vocabulary Review p.93

A.

1. rotates	2. streak	3. spectacular	4. atmosphere
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B.

1. happened	2. shines	3. pieces
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# Answer Key

## Unit 12 The Road to Success

### Build Background p.94

1.	Q	What do you know about Beethoven?
	A	He is one of the world's most admired composers.
2.	Q	What do you think made him a successful composer?
	A	He continued to compose music despite becoming deaf.
3.	Q	What other successful people do you know?
	A	Bill Gates and Steve Jobs are successful people I know.

### Vocabulary p.95

B.

1. constant	2. beloved	3. eager	4. setback
5. patience	6. adjust	7. trait	8. mentor

C.

1. of	2. on	3. out
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<h3>Make Connections</h3> <p>What traits do these successful people have?</p> <p><b>ESSENTIAL QUESTION</b></p>	<p><u>Successful people work hard to achieve their goals.</u> Muhammad Ali, a famous boxer, was such a person. His dream was to be a world champion. Every day, he got up early and practiced until late at night. Ali did not enjoy the <b>constant</b> practice, but he knew that hard work would bring him success. Finally, he became a world champion and one of the most inspiring sports figures of all time.</p>
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	<p><u>Successful people are determined.</u> They do whatever it takes to be good at what they do. Louis Armstrong, a famous jazz musician, is one example. He was a talented trumpet player. But he did not stop there. <u>He was eager to learn new things,</u> like playing the trombone, singing, and acting. This made his performances unique as he would do something new each time. He became one of the most <b>beloved</b> musicians in the world.</p>	<p><u>Successful people are not afraid of setbacks.</u> Babe Ruth was one of the most famous baseball players in the world. At first, he wasn't so successful. He struck out 1,330 times and was known as the king of strikeouts. But he didn't let this stop him, and he went on to score 714 home runs. <u>He showed that successful people learn from failure and adjust the way they do things.</u></p> <p><u>Those who succeed also have support from mentors.</u> When Helen Keller was young, she became deaf and blind. Her teacher, Anne Sullivan, spent her life teaching Keller how to read and communicate with her hands. Her <b>patience</b> and guidance brought hope to Keller's dark and silent world. Despite the challenges she faced, Keller went to college and became a writer.</p>
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## Comprehension Check p.98

A.

1. <b>b</b>	2. <b>b</b>	3. <b>c</b>	4. <b>a</b>	5. <b>b</b>
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B.

1. <b>Not Given</b>	2. <b>True</b>	3. <b>False</b>
---------------------	----------------	-----------------

C.

1.	<b>Her teacher, Anne Sullivan, taught Keller how to read and communicate with her hands.</b>
2.	<b>People can learn that successful people learn from failure and adjust the way they do things.</b>

## Comprehension Strategy p.99

### Step 1

Successful people are determined. They do whatever it takes to be good at what they do. Louis Armstrong, a famous jazz musician, is one example. He was a talented trumpet player. But he did not stop there. He was **eager** to learn new things, like playing the trombone, singing, and acting. This made his performances unique as he would do something new each time. He became one of the most **beloved** musicians in the world.



## Step 2

<b>Answer 1</b>	He was a famous jazz musician.
<b>Answer 2</b>	He was determined and did whatever it took to be good at what he did.
<b>Answer 3</b>	It made his performances unique as he would do something new each time.
<b>Your Question</b>	What did Louis Armstrong learn in addition to playing the trumpet?
<b>Your Answer</b>	He learned singing, acting, and how to play the trombone.

## Comprehension Skill p.100

<b>Main Idea</b> Successful people have support from mentors.	<b>Key Detail:</b> Helen Keller's teacher, Anne Sullivan, spent her life teaching Keller how to read and communicate with her hands.
	<b>Key Detail:</b> Anne Sullivan's patience and guidance brought hope to Keller's dark and silent world.

## Summary p.101

certain traits, a world champion, was eager, not afraid of, despite his, the support of

## Vocabulary Review p.101

A.

1. mentor	2. constant	3. eager	4. traits
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B.

1. patience	2. adjusted	3. beloved
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