

CONTENTS

Pages

5	“Machines”
6	Graphic Organizer
7	Questions
8	On-Your-Own Activity
9	“My Name is Graham, As in Cracker”
10	Graphic Organizer
11-12	Questions
13	“Scarecrows”
14	Graphic Organizer
14-15	Questions
16-17	“Kites”
18	Graphic Organizer
18-19	Questions
20-21	“Back to the River”
22	Graphic Organizer
23-24	Questions
25	“It’s OK to Laugh, It’s OK to Cry”
26	Graphic Organizer
26-27	Questions
28-29	“Who’s Seuss?”
30	Graphic Organizer
30-31	Questions

Pages

32-33	“Be a Better Sprinter”
34	Graphic Organizer
35-36	Questions
37	On-Your-Own Activity
38-39	“Nothing to Write About”
40	Graphic Organizer
41-42	Questions
43	Graphic Organizer
44-45	“Thanks to Mary”
46-47	Questions
48-49	“Rescue on the Reef”
50	Graphic Organizer
51-52	Questions
53	On-Your-Own Activity
54-55	“Case of the Missing Bark”
56	Graphic Organizer
57-58	Questions
59	“The Tarantula”
60	Graphic Organizer
60-61	Questions
62-64	Answer Key

IRA/NCTE Standards Correlations

for *Graphic Organizers Simplified Grades 4–5*

The following standards apply to the entire book:

Standard #1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, class, and contemporary works.

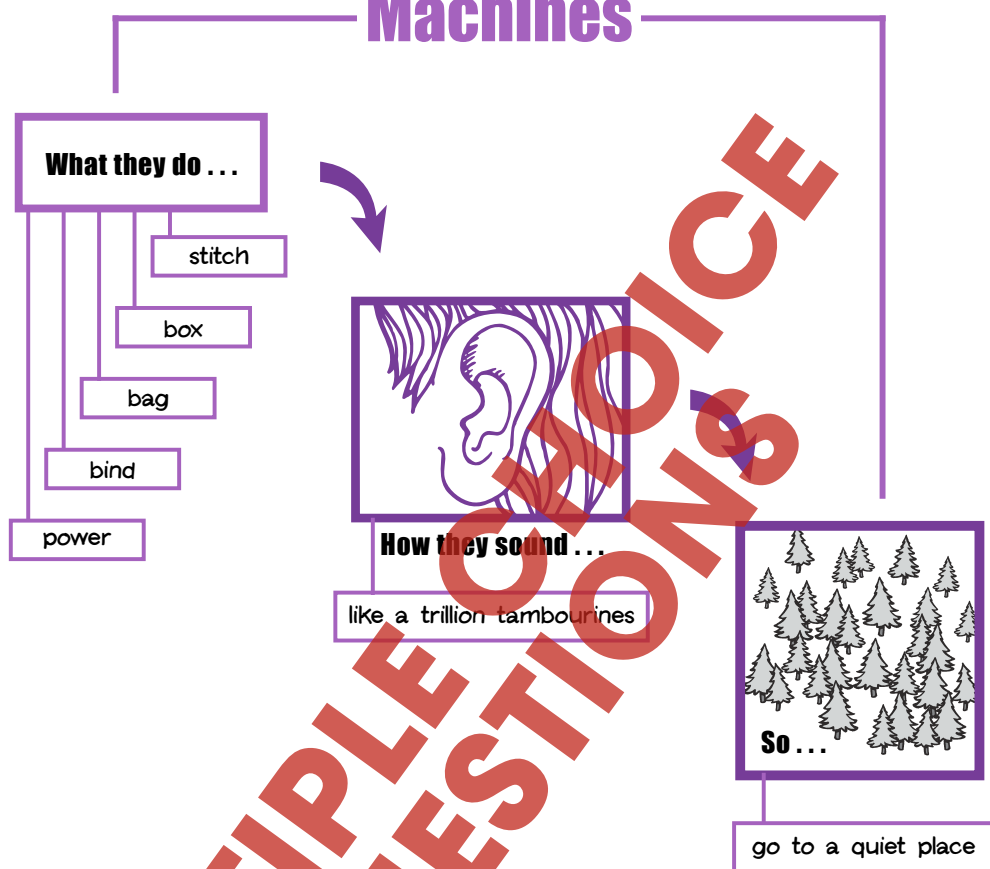
Standard #3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard #6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation, figurative language, and genre) to create, critique, and discuss print texts.

Standard #12: Students use written language to accomplish their own purposes.

The biographies in *Graphic Organizers Simplified Grades 4–5* help to fulfill the standards under *Ile—Time, Continuity, and Change: Social Studies* programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that people in different times and places view the world differently.

Machines



Study the graphic organizer and look back at the poem. Find and circle each correct answer.

- What do machines bind?
 - jeans
 - soap
 - books
 - jets
- How do machines handle soap?
 - bag it
 - box it
 - power it
 - group it
- What do machine power?
 - tambourines
 - bicycles
 - beans
 - submarines
- What is a "grove" of evergreens?
 - a circle
 - a square
 - a line
 - a group

Read the social studies article.



Scarecrows

When colonists first arrived in the New World, Native Americans were using scarecrows to protect their crops. Their scarecrows were live men who stayed in the fields from sunrise to sunset. They waved their arms, shouted, and threw stones at the birds that threatened to scratch up seeds or damage tender young plants.

The early American farmers, however, were few in number and had many chores. They could not stand guard by their crops all day. So they began to construct figures that looked like people.

The farmer built the scarecrow by placing a stick in the ground, then attaching a crosspiece. The crosspiece served as "arms." He'd dress the figure, then stuff it with straw, dried leaves, or grass.

Although today's scarecrows are built just as they were years ago, many of them look quite different.

Gardeners, who have more free time than their early ancestors, often build fancy scarecrows. Today's scarecrow, instead of looking like a plain farmer, might look like a cowboy, an outlaw, or even a fancy lady. These figures might hold an umbrella or a cane. Some even wave flags.

Another change is that scarecrows today are most often found in the small home garden. Large-scale farmers, who now have specially treated seeds that birds dislike, have little use for the traditional scarecrow.

Although times have changed and scarecrows aren't quite so numerous as they once were, many people still feel their gardens aren't complete without one.

So, each spring they go to the rag bag, gather a few sticks and some straw, and build a scarecrow to guard their crops.

Each scarecrow is different. But each is a friend and helper, and each is a part of an old American tradition.

The loud crows were the most troublesome birds.



Analyze and Write

Interpret the story and graphic organizer. Write your answers below.

6. Compare the change from scarecrows of the past to those of today.

7. Explain why scarecrows are considered "part of an old American tradition."

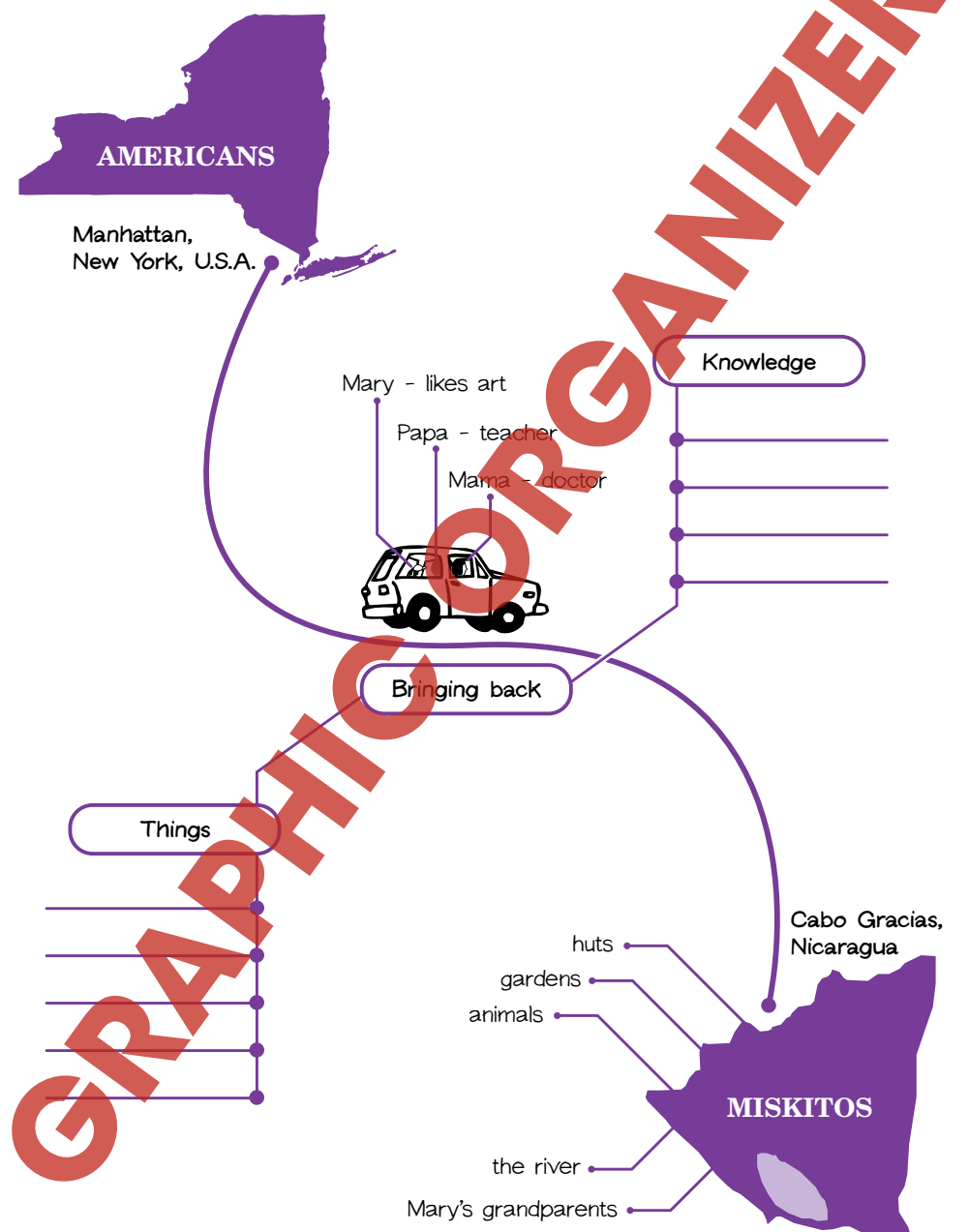
Think and Write

Use what you know and what you have just learned to write your answer.

8. Write about a scarecrow that you could make. Be sure to list the materials you would use and why. Give your scarecrow a name.

Next, draw a picture of your scarecrow. Now look back at your story. Check to see that you have provided enough information so that your drawing matches your writing.

Complete the graphic organizer with information from the January 3 letter.



Think and Write

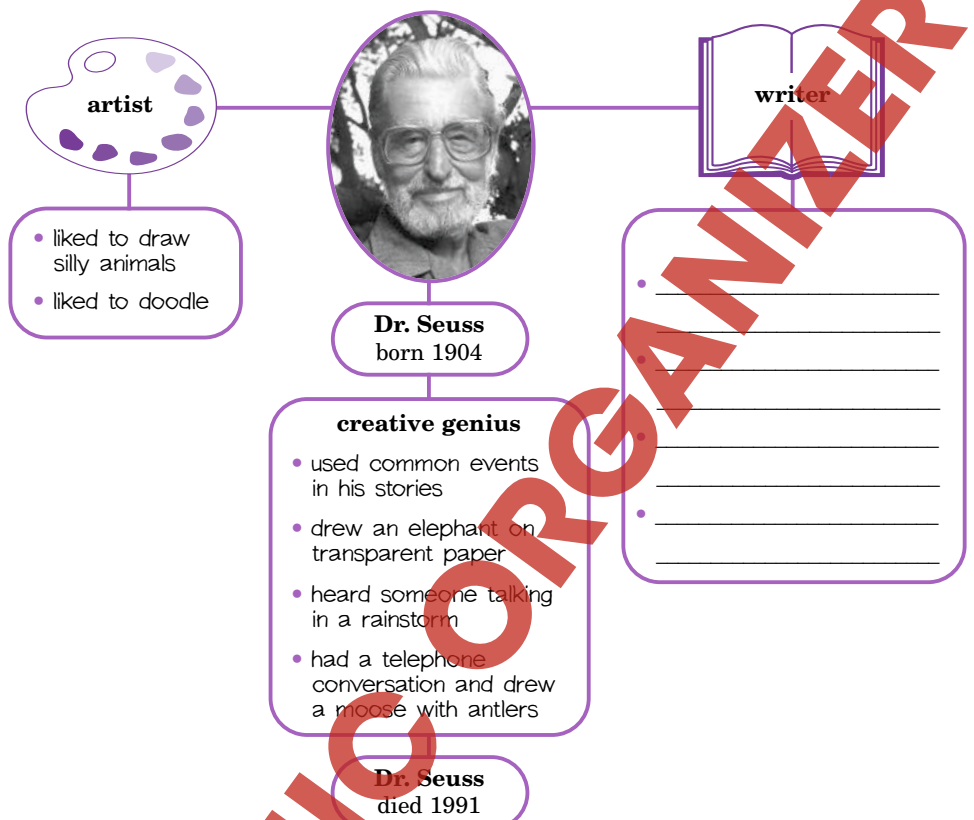
Use what you know and what you have learned to write your answers.

7. Pretend you are a travel agent. Write a "blurb" describing Cabo Gracias. Check off information from the story and the graphic organizer as you use it.

8. Write a letter from Julia to Mary. You may want to refer to the graphic organizer.

WRITING ACTIVITY

Complete the graphic organizer with information from the story.



Reread the story and **study** the graphic organizer. Find and circle the answers to these questions.

1. How did Dr. Seuss get his name?
 - a. He thought it up himself
 - b. His wife helped him.
 - c. His mother helped him.
 - d. He earned the title.
2. What did the high school art teacher say about Dr. Seuss?
 - a. He'd never be able to spell.
 - b. He'd never have a book published.
 - c. He'd never know how to draw.
 - d. He'd never be a real artist.
3. How many rejections did Dr. Seuss get before he had a book published?
 - a. 8
 - b. 27
 - c. 47
 - d. 64
4. Why did Dr. Seuss think some children couldn't read?
 - a. They were too slow.
 - b. They weren't paying attention.
 - c. The books were boring.
 - d. The books were too hard.

Reread the story and **study** the graphic organizer. Find and circle the correct answers to these questions.

1. Which topic was NOT suggested by Stoney's mother for his postcard to Bobby?
 - a. watching Chris feed the pelicans
 - b. Stoney's batting average
 - c. things Chris taught Stoney
 - d. navy signaling
2. What did Chris mean when he used the term "painter"?
 - a. red and yellow colored flags
 - b. crackers for the parrot fish
 - c. a rope hitching the dinghy to the pier
 - d. the starter cord
3. What did Stoney use for signal flags?
 - a. two fishing rods
 - b. his red and yellow shorts and shirt
 - c. Chris's captain's hat
 - d. a flashlight
4. What message did Stoney send to try to get help?
 - a. M O M
 - b. O K
 - c. H E L P
 - d. S O S

Analyze and Write

Interpret the story and graphic organizer. Write your answers below.

5. Write a description of Chris so the reader can "see" or "visualize" why Stoney thought Chris was having a heart attack. Use vivid language and powerful vocabulary along with details and quotes from the story to help the reader "picture" Chris.

6. Why did Stoney roll his eyes and reject the idea of writing about "that old signaling stuff" at the beginning of the story?

Do you think Stoney felt the same way at the end of the story? Explain.

Complete the graphic organizer with information from the story.

