



OCEAN

Chapter One – Big Blue

The van, headed to northern California, is full. Sam's folks, Mrs. and Mrs. Tripp, are accompanying Sam, Nate, Val, and Tess on their latest film adventure. It has been an interesting trip so far. They have seen some huge redwood trees, watched a bank of fog roll in from the ocean, and caught their first glimpse of the Pacific. They talk about the Earth's five oceans and how much of the Earth is covered with water.

Chapter Two – Sea Soup

Today is devoted to learning about whales. The group is on a boat whose captain, Tad, is an expert on the subject. He tells them that about 15,000 gray whales swim south each year to have their babies in warm water. He describes their eating habits. Suddenly a whale is spotted. Val's hands shake as she starts to film this huge, amazing creature.

Chapter Three – Soft Sand

Now the group is on the beach. They talk about how sand is made by waves pounding rocks over millions of years. They decide to build something out of sand. They work hard and finally have constructed an impressive fort, complete with moat. They do not watch the ocean, so they do not see the wave that rushes in and destroys their work, soaking them all.

Chapter Four – Tide Tour

Val finds a strange creature on the beach. It is a jellyfish. This leads the group to spend a day investigating and finding out about tides, waves and gravity. They search for tide pools and find the pools hold many fascinating bits of life, tiny sand crabs, a gold sea star, small fish, and a variety of shells. Sam finds what he thinks is a moving shell, but it is a hermit crab that makes its home in a shell.

Chapter Five – Green Glow

It had been a fine three days. The group had filmed sea bird nests, plump seals, and flocks of gulls. Now it is their last night, and they decide to take a walk along the beach. They watch the white foam of the waves and feel the cool air. Suddenly Val kicks something in the sand. It has a pale green glow. What on Earth can it be?

Chapter Six – Down Deep

The group goes on a tour where the director, Ann, leads them from tank to tank. She explains that the green glow they had seen the night before was a form of sea life. She also explains the various zones of the ocean from its sunlight top to its murky depths and the creatures that live in the three zones. She describes the vents in the ocean's floor through which heat pours.

Chapter Seven – Fish Fare

As the tour continues, the group learns more about sea life, specifically about rays, snails and sea stars. They watch a diver cleaning one of the tanks. Then they end their trip with a seafood lunch at a snack bar and a lively discussion of their part in the ocean's food chain.



suitcases
sweatshirt
building
humped
roast
turtle

VOCABULARY

soaked
stories
gravity
hermit
stream
squid
weight
square
tough
problem

FOLLOW-UP ACTIVITIES

- Using a map, students will list the world’s five major oceans.
- Students choose one sea animal from the story and write a paragraph about it.
- Learn how sand is used for construction purposes.
- Show the class the film “Moby Dick.”

COMPOUND WORDS

A compound word is made up of two smaller words joined together. The list below has 15 compound words. Circle the compound words, and draw a vertical line through each compound word to show where the two smaller words come together.

- | | | |
|------------|------------|------------|
| suitcase | sweatshirt | something |
| redwood | shell | sand |
| clams | seasick | house |
| path | flashlight | blowholes |
| film | pools | ocean |
| waves | fish | seagulls |
| tides | night | turtle |
| jellyfish | shore | everything |
| background | sunlight | eyelids |
| water | whale | beach |
| seashells | seaweed | cliffs |
| shore | | seals |

See if you can think of four compound words that are not on the list above.



SYNONYMS, ANTONYMS AND HOMONYMS

Connect the words from *Ocean* that mean the same or almost the same (synonyms).

friends	happy
talk	big
glad	pals
boat	sea
little	stone
ocean	speak
rock	small
huge	ship

Connect the words from *Ocean* that mean the opposite or almost the opposite (antonyms).

come	stop
open	empty
start	tall
best	go
full	light
short	lose
dark	worst
find	close

Connect the words from *Ocean* that sound the same but mean different things (homonyms).

one	wood
weigh	hear
here	won
blue	pale
pail	way
hole	whole
not	knot
would	blew



COMPREHENSION

1. Why did the group decide to drive to Northern California?
2. What mammal is Captain Tad an expert about?
3. What interesting facts does this group learn about gray whales?
4. How do huge whales manage to live on small bits of food?
5. What strange creature did Val find on the beach at dawn?
6. Describe how sand is made throughout the world.
7. Where do turtles lay their eggs?
8. Why has so little of the ocean floor been mapped?
9. Describe what causes tides.
10. Why is there a need for an Ocean Study Center?
11. What did Tess and her group learn about the food chain?
12. How does a hermit crab protect itself?



RAIN FOREST

Chapter One – Warm and Wet

Sam, Nate, Val, and Tess are spending a week in the rain forest. Nate had found out about a group that was working to save the rain forests and felt this was a great subject for a film.

They are met at the airport and taken to a small boat. Almost at once, they feel the thick, wet heat. As they float down the stream, they see huge bugs with blue wings, screeching birds, and gigantic trees with twisted trunks.

They eventually reach the small huts which will be their home during their rain forest stay.

Chapter Two – Pigs and Palms

Sam is covered with bites. He forgot to use his netting. The group's leader is Ray. As he leads them, he fills them in on why it is important to save the world's rain forests. All day they hike through the trees and see some amazing plants. Ray tells them there are 3,000 kinds of palms, some with leaves 30 feet long. There is so much that is strange and new to see.

Chapter Three – Rain Forest Ropes

Today, Ray brings a worker named Brit with him. Brit gives the group hard hats to wear. She takes out a large bow that she uses to shoot ropes and nets into the trees. These are to help people climb trees to see the rain forest from high up. Brit explains about the zones of the forest. At each level, there are different plants and animals because there is more and more light higher in the trees. Climbing up, the friends find exotic creatures, including a tiny crab that lives high in the trees.

Chapter Four – Night Notes

That night, the moon lights up the forest. The air is filled with strange sounds. Ray leads the group down a path for a night lesson. At once, they are aware of a strong, sweet smell. It comes from one of the plants that bloom only at night. Val films a huge moth in the moonlight. Then they come across a pool where the air is filled with thousands of sparks. The flying sparks are fireflies! Then they see a big, slow-moving sloth hanging upside down from a branch.

Chapter Five – Stream Sights

Ray takes the group to a second rain forest joined to the first by a new path that will be used by animals. Now they must go by boat. As the boat drifts, flat leaves float by. Some are seven feet wide and grow as much as eight inches a day. Sam and Nate would like to swim, but the water is too dangerous. There are fish in the stream that bite! Tess films many of the pretty scenes and interesting living things they encounter.

Chapter Six – So Many Snakes

Ray tells them that the rain forest has many snakes both large and small. The green boa can be 30 feet long and weigh as much as 400 pounds, while a sand boa is only three feet long. The snakes live in the water and in the trees. Some look like vines and can trap birds and frogs. Nate wonders about eels. Ray tells him there are 600 kinds of eels in the world, some as large as 100 pounds! Ray also tells them the story of Lucy Cheesman, a famous rain forest explorer.



Chapter Seven – Rain Forest Foods

It is time to go home. Before the four friends leave, Ray and Brit offer them a snack of fruit, nuts, rice, snack bars, corn chips, and soda pop. All of these foods had come from the rain forest! Ray also explains how rain forest trees and plants help clean the Earth's air and keep the earth cool. The group now knows why saving rain forests is so important and hopes their film will be helpful.

VOCABULARY

teaching	scratched	woman	daylight
airport	monkey	earthworm	scene
lodge	highway	thumb	sloth
screached	smooth	croaked	view

FOLLOW-UP ACTIVITIES

- Have students compare rain forests with other forests.
- Students will write a paragraph about a boa or a sloth.
- Students will research locations of major rain forests in the world and learn how fast they are disappearing.
- Students will attempt to correspond with groups dedicated to saving the world's rain forests.



FACT VERSUS OPINION

Put an “F” in front of the sentences that are facts.

Put an “O” in front of the sentences that are opinions.

Example:

“Mexico is south of the United States.” That is a fact.

“California has better weather than Mexico does.” That is an opinion.

1. ____ Rain forests are disappearing at a rapid rate.
2. ____ A rain forest is a bad place to live.
3. ____ Many animals live in the rain forest.
4. ____ Information about the rain forest is not important.
5. ____ Camping in the rain forest is dangerous.
6. ____ The rain forest has many snakes.
7. ____ Great boa snakes live in the rain forest.
8. ____ Eels should be removed from the rain forest.
9. ____ Large rain forests are found in South America.
10. ____ Crowded cities should move their citizens to the rain forest.
11. ____ Many foods can be found in the rain forest.
12. ____ Lucy Cheesman was a famous rain forest explorer.



WORD PUZZLE

Hidden in the puzzle are 15 words from *Rain Forest*. Some letters are part of more than one word. Draw a circle around each word when you find it. The 15 words to look for are listed below the puzzle.

F	O	R	E	S	T	A	C	E	S	U	W
I	D	O	F	L	H	J	L	N	P	Q	O
L	R	O	T	E	U	W	Y	A	Z	B	R
M	D	F	M	E	A	R	T	H	O	R	M
S	V	X	Z	P	B	D	C	R	A	B	S
D	F	G	I	S	K	M	L	A	N	U	N
W	D	Y	A	L	Z	O	B	I	D	G	E
H	O	J	B	O	A	T	K	N	M	P	W
D	W	E	K	T	J	H	R	O	O	T	S
A	H	I	G	H	D	O	Q	B	U	G	Z

boat, bug, crabs, earth, films, forest, high, moth, news, rain, roof, roots, sleep, sloth, worms



CREATE A WORD

Most words can be changed into new words by adding a letter. For example, the word “rain” can be changed to “train” by adding the letter “t.”

Put the letter “k” in each of the following words to make a new word. Write the new word in the space next to the old word.

- | | |
|--------------|---------------|
| 1. now _____ | 4. than _____ |
| 2. too _____ | 5. plan _____ |
| 3. not _____ | 6. for _____ |

Put the letter “t” in each of the following words to make a new word. Write the new word in the blank next to the old word.

- | | |
|--------------|-----------------|
| 7. own _____ | 10. here _____ |
| 8. all _____ | 11. his _____ |
| 9. old _____ | 12. close _____ |

Put the letter “s” at the beginning or in the middle (but not at the end) of each the following words to make a new word. Write the new word in the space next to the old word.

- | | |
|----------------|------------------|
| 13. tool _____ | 16. eat _____ |
| 14. boat _____ | 17. top _____ |
| 15. even _____ | 18. thirty _____ |



ARCTIC

Chapter One – Cold on Hold

Nate, Val, and Sam are talking about Tess, who is on a trip to the Arctic Circle with her Aunt Kate. She sends them an e-mail, promising to send daily videos about her trip. The three friends decide to do some research on the Arctic until Tess returns home.

Chapter Two – Dress for Mess

At the Arctic, Tess dresses warmly. In the mess hall, she meets Gabe, who is an expert on plants and animals. He tells her there are 1,700 species of plants in the Arctic Circle.

Chapter Three – Nice Ice

At home, Nate shares what he has learned about Arctic plants and their growing season. Sam has found out about bugs, while Val describes how some Arctic animals change their colors according to the season.

Chapter Four – Terns and Ferns

When Aunt Kate takes Tess to the nesting place of terns, she finds there is not much to film. Not to worry! Gabe has a wealth of information on his computer about birds, grasses, ferns, etc. Outside, it begins to snow.

Chapter Five – News Crew

Sam and Nate see news of an Arctic storm on TV. A map shows the path of the storm. The boys are a bit worried because they have not heard from Tess in quite a while.

Chapter Six – Cracks and Tracks

With Gabe and a driver, Tess boards a sled pulled by nine dogs. She films a seal breathing through a hole in the ice and learns the difference between sea ice and fresh water ice. She sees bear, deer, and hare tracks. A driving snow makes them all wonder if they can find their way back to the lab and safety.

Chapter Seven – Gale Tale

Tess' friends meet her at the airport. She describes being caught in the storm and how Gabe and the driver build a shelter out of ice. The morning after the storm, they made their way to a town. The important thing is that Tess got it all on film. What a video it will make!

VOCABULARY

sighed	friends	Arctic	midnight
video	months	shrugged	snowshoe
terns	breathed	computer	heroes
field	afraid	storm	outline



FOLLOW-UP ACTIVITIES

- How many students have seen snow? Built a snowman? Been in a snow storm? Make a table or chart with the numbers.
- Ask students to compare the Arctic Circle and Antarctica, using atlases, a globe and/or the Internet as resources.
- Learn which state has the most snowfall, and which one the least.
- Students will research causes, symptoms and results of (1) frostbite, (2) chilblains, and (3) hypothermia.

EXTENDING THE VOCABULARY

All the words below can be found in *Arctic*. Look at the first word in each line. There is another word in that line which means almost the same thing. Connect the two words.

- | | | | | |
|-----|---------|---------|-----------|---------|
| 1. | world | door | Earth | circle |
| 2. | wish | want | year | film |
| 3. | glad | sleep | home | happy |
| 4. | coat | jacket | socks | gloves |
| 5. | shocked | job | surprised | window |
| 6. | thought | list | outdoors | idea |
| 7. | hare | rabbit | moose | ox |
| 8. | ground | nest | dirt | shells |
| 9. | picture | photo | laptop | map |
| 10. | stop | halt | lab | dogs |
| 11. | laugh | storm | film | chuckle |
| 12. | town | village | plow | friend |



UNSCRAMBLE THE LETTERS

Each line has a word with the letters scrambled. Starting with the clue letter given to the right of each scrambled word, put the other letters in order to make the word.

1. hisg s _____
2. oloc c _____
3. rwam w _____
4. laml m _____
5. lfmi f _____
6. ribd b _____
7. nuat a _____
8. etmi t _____
9. sgbu b _____
10. onex o _____
11. mtae t _____
12. phso s _____

COMPREHENSION

Write an “x” on the line to the left of the right answer for each question.

1. Val went in the house and brought back a
 ___ book ___ globe ___ cake
2. While in the Arctic, Tess worked in a
 ___ lab ___ shop ___ school
3. Tess sent her friends
 ___ a package ___ a postcard ___ an e-mail
4. Aunt Kate and her team studied a seabird called a
 ___ gull ___ penguin ___ tern
5. Sam and Nate saw news on the TV about
 ___ an earthquake ___ a storm ___ an avalanche
6. Gabe and Tess went on their field trip by
 ___ dogsled ___ horse ___ snow mobile
7. Nate, Val, and Sam were waiting to meet Tess’s
 ___ boat ___ van ___ plane
8. To keep warm, Gabe and the driver built
 ___ a tunnel ___ a shed ___ an ice house



DESERT

Chapter One – Dry, Oh My!

Nate, Sam, Tess, and Val are accompanied by Val's parents, Mr. and Mrs. Chase, and her brother Max as they journey to a Southwestern desert. Tents are pitched on the campgrounds, and the group immediately makes friends with Miss Jenn, who is camped nearby and who clearly knows a great deal about every aspect of the desert.

Chapter Two – Grand Land

Through Miss Jenn, the group begins to learn about the desert (which originally did not seem to have much to offer). She tells them about flash floods, draws, canyons, and mesas. They see their first ant lion and watch it devour an ant. Val has learned to always keep her sketch pad handy, just in case she sees something interesting to draw.

Chapter Three – Fun in the Sun

The next day, Miss Jenn takes the group on a hike. The desert looks lifeless, but they soon discover it is not. Miss Jenn starts teaching the four students about some of the trees that grow in the desert. Each is beautiful and useful in its own way. On the way home, Miss Jenn realizes she has not told them about the bat caves.

Chapter Four – Beat the Heat

On the third day, it's off to the bat caves! On the way, Val, Nate, Tess and Sam see their first coyote. There are no wolves in this part of the desert, Miss Jenn tells them, only red and gray foxes. At the bat cave, a few bats are dipping and diving. Suddenly, something big swoops down, grabs a bat in midair, and flies off. Was it a hawk? An owl? No one is quite sure.

Chapter Five – Name Game

Miss Jenn teaches the four friends about cacti. She makes them guess the name of a cactus by how it looks. There are many varieties to discover. They also talk about the roadrunner that has been visiting their campsite regularly. Sam is a bit upset. His key chain seems to be missing, although he is sure he left by his tent. The group learns there are more than 500 kinds of birds in the desert.

Chapter Six – Whoo Hoo!

There are no camels in this desert, but camels do thrive in other deserts. The group learns about other strange animals, including lizards that lose their tails to escape from predators, and then re-grow their tails. Back at the bat cave, Tess finds a feather. It is clearly from an owl. Now they know what type of bird grabbed the bat. Poor Sam discovers his pen light is also missing.

Chapter Seven – Packing and Tracking

It is time to go home. Before leaving, Sam, Tess, Nate, and Val decide to follow some cat tracks. Miss Jenn thinks it may be a bobcat. The tracks lead off the path. Under a yucca, they discover the nest of a woodrat. Woodrats are also called pack rats. That's because they collect lots of odds and ends, just the sort of things the friends discover in this next. Best of all, they find Sam's key chain and pen light.



VOCABULARY

coyote	steadied
roadrunner	woman
wolf	sketch
cactus	camel
handouts	mesa
colorful	paintbrush
sideways	horned
lizard	feather

FOLLOW-UP ACTIVITIES

- Students will discover when and why camels were brought to this country and what happened to them.
- The class can study cactus plants brought in by teacher(s), students, a local nursery or horticultural society, or go to study them in the environment.
- Find news about coyotes, bears, and other wild animals that people encounter near homes and businesses.
- Compare how long humans can live without water to how long desert animals can, such as a camel, a desert turtle, or a sidewinder snake.

COMPREHENSION

Put the following facts in order by placing a number in front of each one.

- ___ A roadrunner visits the campsite.
- ___ Sam's keychain and pen light are found.
- ___ The group makes friends with Miss Jenn.
- ___ Miss Jenn takes the group on a hike.
- ___ The group sees its first ant lion.
- ___ Tess finds a feather.
- ___ Sam's keychain is missing.
- ___ The team members pitch their tents at a campground.
- ___ Nate, Sam, Tess, and Val leave for the desert with Val's parents.
- ___ The group sees a coyote.
- ___ Before leaving for home, the group follows some cat tracks.
- ___ Miss Jenn takes the group to see a bat cave.



FILL IN THE BLANKS

1. Val, Nate, Tess, and Sam went on a trip to the _____.
seaside desert mountain
2. The first day at camp, they made friends with a _____.
runner ranger camper
3. Miss Jenn showed them _____.
a grasshopper an ant lion a spider
4. Miss Jenn tells the group about _____.
bat caves snake pits beaver dams
5. At the cave a bat is grabbed by an _____.
owl eagle ostrich
6. The campsite is unexpectedly visited by a _____.
deer coyote roadrunner
7. Sam is missing his _____.
wallet watch keychain
8. Under a yucca, the group discovers _____.
a woodrat's nest an owl feather a red rock

CREATE A WORD

Many words can be changed into new words by removing a letter. For example, the word *hurt* can be changed to *hut* by taking out the *r*. Take a letter from each of the following words found in *Desert*, and write the new word on the line.

	old word	letter to take out	new word
1.	tent		
2.	read		
3.	here		
4.	coast		
5.	drive		
6.	nice		
7.	warm		
8.	rain		
9.	flat		
10.	paint		
11.	huge		
12.	stream		
13.	time		
14.	knew		
15.	table		



MOUNTAIN

Chapter One – Peak Plans

Mr. Kim, the Oaks Middle School teacher in charge of the outdoor school, agrees to take the four filmmakers, Sam, Nate, Val, and Tess, on a trip west to the Rocky Mountains.

The Rockies are a strip of mountains over 3,000 miles long and 350 miles wide. Mr. Kim explains that the Rockies are young for mountains, having formed only a million years ago. Young mountains like the Rockies have sharp peaks because the weather has not worn them down very much yet.

Chapter Two – Creek Camp

Mr. Kim explains about hot springs in the mountains. He describes tall spouts of hot steam called geysers. The most famous geyser in the Rockies is called Old Faithful. It spouts every 76 minutes or so. Sam is soaking his feet, and Tess is gathering twigs for a campfire. Mr. Kim tells them they will eat like animals. This means they will prepare only as much food as they can eat. After the meal, they sit around the fire and discuss the many wonders of the mountains.

Chapter Three – Water Ways

The group explores streams that are brown with dust. They come upon a huge clear lake where they hear a loud noise. What can it be? Mr. Kim thinks he knows. Yes! A half mile farther is a high thundering waterfall ending in a pool in which the group finds a salamander. After lunch, Mr. Kim lectures about mountain birds and fish, with special emphasis on mountain trout.

Chapter Four – Slope Sights

The next day is spent in trail climbing. So many wonderful sights to see! Ponderosa pines were 150 feet tall. The sap of the lodge pole tree supposedly stopped pain. White-barked aspen were everywhere. The group spots a woodpecker pecking at bark for bugs. But most exciting of all is a large bull elk. It bursts into view, vanishes, and is closely followed by a whole herd of elk.

Chapter Five – Huge Herd

There are bulls, cows, and baby elk in the herd. Mr. Kim says that the herd is probably headed up the mountains for the summer. He describes other mountain animals – the coyote, wolf, and red fox. Coyotes generally run in packs. At one time, the wolf nearly became extinct, but conservationists took steps to save them. Finally, Mr. Kim warns them to look out for bears whenever they visit the Rockies.

Chapter Six – Hiking Higher

Because of a promise to help Mr. Kim find a new site for outdoor school, the group spends a lot of time hiking and exploring the area. They spot a white-tailed deer and her fawn as well as a number of raccoons. They find an abandoned grouse's nest. At the end of an exhausting day, Nate wonders how early pioneers ever made it over the Rockies.

Chapter Seven – Wide Wings

As the group continues to climb, they see fewer and fewer trees. A park ranger comes by with a tour group. He tells the group about the "Land Above the Trees," an area populated by special types of plants and by bighorn sheep escaping the reach of humans. The last bit of film Val is able to shoot is of a soaring golden eagle, a perfect ending for their film.



TRUE-FALSE

Some of these sentences are true. If they are, put a “T” on the line. Some are false. If they are, put an “F” on the line.

- _____ 1. The group learned there would be no summer vacation the coming year.
- _____ 2. Mr. Kim was a math teacher at Oaks Middle School.
- _____ 3. There are many hot springs in the Rocky Mountains.
- _____ 4. Some parts of the Rockies are covered in ice and snow all year.
- _____ 5. Mountain waterfalls grow small in the summer time.
- _____ 6. The woodpecker does not leave the mountains in the winter.
- _____ 7. The group travels place to place in a bus.
- _____ 8. Four kinds of grouse live in the mountains.
- _____ 9. Railroads were first built through the mountains in 1868.
- _____ 10. The Park Ranger shared interesting information with the group.
- _____ 11. Winter is the best time for wild flowers in the mountains.
- _____ 12. A shot of a golden eagle made a perfect ending to the group’s film.



RHYMING WORDS

I. Connect the words that rhyme.

teach	rain	flow
chain	mail	fight
round	pink	hook
snow	reach	ground
night	blow	fail
trail	right	told
pool	took	rink
shook	hold	tool
cold	pound	pain
sink	fool	peach

II. For an extra challenge, connect these words that rhyme.

weigh	rule
place	green
cool	word
straight	sway
spoon	meet
scene	eight
bird	tune
heat	chase



OCEAN

Answer Key

COMPOUND WORDS

suit / case

red / wood

jelly / fish

back / ground

sea / shells

sweat / shirt

sea / sick

flash / light

sun / light

sea / weed

some / thing

blow / holes

sea / gulls

every / thing

eye / lids

SYNONYMS

friends - pals

talk - speak

glad - happy

boat - ship

little - small

ocean - sea

rock - stone

huge - big

ANTONYMS

come - go

open - close

start - stop

best - worst

full - empty

short - tall

dark - light

find - lose

HOMONYMS

one - won

weigh - way

here - hear

blue - blew

pail - pale

hole - whole

not - knot

would - wood



RAIN FOREST

Answer Key

FACT VERSUS OPINION

- | | |
|------|-------|
| 1. F | 7. F |
| 2. O | 8. O |
| 3. F | 9. F |
| 4. O | 10. O |
| 5. O | 11. F |
| 6. F | 12. O |

WORD PUZZLE

F	O	R	E	S	T	A	C	E	S	U	W
I	D	O	F	L	H	J	L	N	P	Q	O
L	R	O	T	E	U	W	Y	A	Z	B	R
M	D	F	M	E	A	R	T	H	O	R	M
S	V	X	Z	P	B	D	C	R	A	B	S
D	F	G	I	S	K	M	L	A	N	U	N
W	D	Y	A	L	Z	O	B	I	D	G	E
H	O	J	B	O	A	T	K	N	M	P	W
D	W	E	K	T	J	H	R	O	O	T	S
A	H	I	G	H	D	O	Q	B	U	G	Z

CREATE A WORD

- | | | | | | |
|---------|----------|---------|------------|-----------|----------------|
| 1. know | 4. thank | 7. town | 10. there | 13. stool | 16. seat, east |
| 2. took | 5. plank | 8. tall | 11. this | 14. boast | 17. stop |
| 3. knot | 6. fork | 9. told | 12. closet | 15. seven | 18. thirsty |



ARCTIC Answer Key

EXTENDING THE VOCABULARY

- | | | | |
|------------|-----------|------------|---------|
| 1. world | Earth | 7. hare | rabbit |
| 2. wish | want | 8. ground | dirt |
| 3. glad | happy | 9. picture | photo |
| 4. coat | jacket | 10. stop | halt |
| 5. shocked | surprised | 11. laugh | chuckle |
| 6. thought | idea | 12. town | village |

UNSCRAMBLE THE LETTERS

- | | |
|---------|----------------|
| 1. sigh | 7. aunt |
| 2. cool | 8. time |
| 3. warm | 9. bugs |
| 4. mall | 10. oxen |
| 5. film | 11. team, tame |
| 6. bird | 12. shop |

COMPREHENSION

1. globe
2. lab
3. an e-mail
4. tern
5. a storm
6. dogsled
7. plane
8. an ice house



DESERT Answer Key

COMPREHENSION

- 9 A roadrunner visits the campsite.
- 12 Sam's keychain and pen light are found.
- 4 The group makes friends with Miss Jenn.
- 5 Miss Jenn takes the group on a hike.
- 3 The group sees its first ant lion.
- 10 Tess finds a feather.
- 8 Sam's keychain is missing.
- 2 The team members pitch their tents at a campground.
- 1 Nate, Sam, Tess, and Val leave for the desert with Val's parents.
- 6 The group sees a coyote.
- 11 Before leaving for home, the group follows some cat tracks.
- 7 Miss Jenn takes the group to see a bat cave.

FILL IN THE BLANKS

- | | |
|----------------|---------------------|
| 1. desert | 5. owl |
| 2. camper | 6. roadrunner |
| 3. an ant lion | 7. keychain |
| 4. bat caves | 8. a woodrat's nest |

CREATE A WORD

- | | | |
|------------|---------|------------------|
| 1. tent | t | ten |
| 2. read | a | red |
| 3. here | e | her |
| 4. coast | s, o, a | coat, cast, cost |
| 5. drive | r | dive |
| 6. nice | n | ice |
| 7. warm | w, m | arm, war |
| 8. rain | i | ran |
| 9. flat | l | fat |
| 10. paint | a, i, t | pint, pant, pain |
| 11. huge | e | hug |
| 12. stream | r | steam |
| 13. time | m | tie |
| 14. knew | k | new |
| 15. table | t, b | able, tale |



**MOUNTAIN
Answer Key**

COMPREHENSION

- | | |
|--------------------------|-----------------|
| 1. mountains | 5. salamander |
| 2. 100,000,000 years old | 6. 300 |
| 3. geyser | 7. Ponderosa |
| 4. in sleeping bags | 8. 1,000 pounds |

TRUE-FALSE

- | | |
|------|-------|
| 1. F | 7. F |
| 2. F | 8. T |
| 3. T | 9. T |
| 4. T | 10. T |
| 5. F | 11. F |
| 6. T | 12. T |

RHYMING WORDS

- | | | |
|----------|-------|--------|
| I. teach | reach | peach |
| chain | rain | pain |
| round | pound | ground |
| snow | blow | flow |
| night | right | fight |
| trail | mail | fail |
| pool | fool | tool |
| shook | took | hook |
| cold | hold | told |
| sink | pink | rink |

- | | |
|-----------|-------|
| II. weigh | sway |
| place | chase |
| cool | rule |
| straight | eight |
| spoon | tune |
| scene | green |
| bird | word |
| heat | meet |