

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

The Sound of Elephants

A Love of Sounds

4 Katy Payne loves to listen. She loves music, of course. But
15 mostly, she listens to animals. And she has spent most of her life
28 doing it. By listening to them she has helped them live on.

40 Katy first studied whales. Whales make wonderful sounds
48 under the water. Some people call them “whale songs.” They
58 sound like strange music. Katy knew that elephants were like
68 whales in some ways. She wanted to study them, too.

78 Hidden Sounds

80 Katy went to a zoo to see the elephants. She watched and
92 listened. She liked hearing the sounds they made. There were
102 loud sounds and soft sounds. They made sounds like trumpets.
112 The sounds made Katy think of whale songs. She knew that
123 whales sometimes made sounds that she could not hear. That
133 gave Katy a great idea. What if elephants made hidden sounds
144 too? She went to find out.

150 First, Katy taped the sounds of elephants. Then she took the
161 tapes to a lab. She used a computer to make pictures of the sound
175 waves. The pictures showed sounds that Katy could not hear.
185 The elephants were making hidden sounds! No one had ever seen
196 hidden sounds from elephants before. Katy had found something
205 special.

Name _____

Helping by Hearing

Katy became worried about elephants. Sometimes elephants eat people's crops and people get angry. Sometimes careless people



Elephants live in the wild in Africa and Asia.

build homes on land that the elephants use. This has made it hard for these elephants to live. Katy wanted the two to be able to live near each other.

With the help of some friends, Katy started a project with some friends. They listen to the sounds of elephants to get to know them better. They are hopeful that the more people understand, the more they will want to help. There are now more people helping elephants. And it's all because of good people like Katy Payne!

Name _____

A. Reread the passage and answer the questions

1. Reread paragraph three. How does the author feel about Katy Payne's idea? Circle the letter of the best answer.

- a. The author thinks it was a bad idea.
- b. The author thinks Katy's idea was great.
- c. The author has no opinion about Katy's idea.

2. Reread paragraph four. How does the author feel about Katy's discovery that elephants were making hidden sounds?

3. What is the author's point of view about Katy in the last paragraph?


B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Read the selection. Complete the author's point of view graphic organizer.

Details



Point of View

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Name _____

PAWS: People Helping Animals

PAWS is a group of people who work to keep animals safe and healthy. They care for homeless pets. Then they find new homes for them. They care for hurt wild animals, too. Once the animals are healthy again, they return them to the wild. PAWS also teaches people how to care for pets and wild animals.

You Can Help, Too!

Read books that tell you how to care for pets and other animals.



Lawrence M. Sawyer/Getty Images

A PAWS worker cares for a homeless animal at a shelter.

Answer the questions about the text.

1. An expository text gives facts about a topic. How can you tell that this is an expository text?

2. What two text features does the text include?

3. What is the text’s heading? What does it tell you about the text?

4. What does the sidebar show? What does it tell you?

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A **suffix** is a word part added to the end of a word. It changes the word's meaning. The suffix *-ful* means "full of." The suffix *-less* means "having no" or "without."

help + the suffix **less** = **helpless**. **Helpless** means "without help."

thought + the suffix **ful** = **thoughtful**. **Thoughtful** means "full of thought."

Read each sentence below. Underline the suffix of each word in bold. On the line, write the word's definition.

1. Whales make **wonderful** sounds under the water.

2. This has made it hard for **homeless** elephants to live.

3. With the help of some friends, Katy started a **helpful** new project.

4. If Katy had ignored the elephants' problems, some people may have felt she was **thoughtless**.

5. Now that Katy and people like her are helping, people are **hopeful** that the elephants will survive.

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A three-letter blend is made up of three consonants that come at the beginning of a word: *scr* as in scrap; *spr* as in spray; *str* as in strong; *squ* as in sqint; *spl* as in split; *thr* as in three.

A. Read each sentence. Circle the word that has a three-letter blend. The first one has been done for you.

1. He scrubs the sink to make it clean.
2. We should swim in the stream.
3. Did you hear the mouse squeak?
4. I like to splash water in the pool.
5. How far can you throw a ball?

When a syllable ends in a consonant, it is called a closed syllable. Most closed syllables have a short-vowel sound. Words with two closed syllables are usually divided between the two consonants.

win / ter

bas / ket

B. Read each word. Circle the letter that shows the word correctly divided into syllables. The first one has been done for you.

- | | | |
|-----------|---|--------------|
| 1. hidden | <input checked="" type="radio"/> a. hid / den | b. hidd / en |
| 2. dinner | a. dinn / er | b. din / ner |
| 3. magnet | a. magn / et | b. mag / net |
| 4. napkin | a. nap / kin | b. na / pkin |
| 5. kitten | a. kit / ten | b. ki / tten |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sequence words you can add to help make the order of events clear.

Draft Model

There was a duck with an injured wing in our yard. We called a man at the animal shelter. He came and wrapped its wing and kept it warm. The wing healed. He took the duck back to its home in the lake.

1. When did the narrator call the animal shelter?
2. What sequence words can be added to help organize the other events of the story?
3. What sequence words can be used to give the writing a clear beginning, middle, and end?

B. Now revise the draft by adding sequence words to help make the story of the duck easy to follow.

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The student who wrote the paragraphs below used text evidence from two different sources to answer the prompt: *How are people and scientists helping whooping cranes and manatees?*

Both texts tell about what people are doing to help animals in danger. In *Whooping Cranes in Danger*, the cranes were about to disappear because of hunters and farmers. To help save the birds, scientists started a new flock. First, they moved 11 eggs from Texas to Wisconsin. After the babies were born the scientists taught them to find food and to fly. Finally, they taught them to fly south to escape the winter. Even so, the crane is still threatened.

In "Help the Manatees!" I read that manatees are also in trouble. The manatees are being hurt by racing boats or by fishing hooks and nets in their habitats. Because of these problems, some people created the Save the Manatee Club. The club teaches people about these beautiful animals. Members also rescue wounded manatees and help them recover. Finally, the club fights to change the laws so they protect the manatees.

Whooping cranes and manatees are still in danger. But people and scientists are taking action to save them.

Reread the passage. Follow the directions below.

- 1. Underline** the sentences in the passage that show a sequence.
- 2. Draw a box around** text evidence that tells why the manatees are in danger.
- 3. Circle** a linking word in paragraph two that connects ideas.
- 4. Write** two nouns that are combined in one sentence.